



**WOODLAND
COMMUNITY
COLLEGE**
Your College, Your Future • Tu Colegio, Tu Futuro

2023 Organizational & Governance Guide

Woodland Community College

Lake County Campus

Colusa County Campus



2023 WCC Organizational & Governance Guide

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Introduction



Yuba Community College District Vision Statement

Our vision is to empower our students and strengthen our communities by providing equitable, student-centered learning opportunities.

- Providing an innovative, world-class learning environment;
- Building and maintaining an atmosphere of trust within the college district and with our communities;
- Developing and maintaining programs and facilities that best meet the needs of our students and communities;
- Stewarding resources strategically to meet the diverse needs of our communities and region;
- Providing educational, economic, cultural, and civic leadership for our communities and region.

YCCD Mission Statement:

Yuba Community College District (YCCD) provides all individuals in our diverse communities access to high-quality, affordable higher education that is responsive to student needs. Our mission is to inspire and advocate for student success through our passion and commitment to teaching, learning, and social justice.

Board of Trustees' Values:

- **Equity-Minded:** Yuba Community College District champions' diversity, equity, and inclusion through purposeful acts to ensure all students achieve equitable outcomes. We are committed to cultivating a safe environment that treats all people with dignity and respect.
- **Holistic Support:** Yuba Community College District is committed to providing support that addresses all the needs of students beyond academic support to include personal and basic needs.
- **Data-Informed Decision Making:** Yuba Community College District is committed to developing a data-informed decision-making culture within our district and establishing institutional procedures of accountability that are guided by data and research.
- **Workforce and Economic Development:** Yuba Community College District strives to improve the quality of life of students, communities, and local businesses by providing clear pathways and opportunities for staff, faculty, and students to grow their skills and develop the tools they need for success in the workplace and in life.
- **Accountability:** Yuba Community College District is accountable for stewarding resources effectively to meet the diverse needs of our communities and region.
- **Community Oriented:** Yuba Community College District values community engagement and collaborates with local community leadership, local businesses, and high schools.
- **Communication:** Yuba Community College District embraces transparency and clear, honest communication. We welcome feedback and ideas from all members of the district, colleges, and the members of the communities we serve.
- **Social Justice:** Based on the acknowledgment that underrepresented groups have been historically marginalized, Yuba Community College District is committed to working together to promote equality, equity, respect, and the assurance of rights within and between communities and social groups.
- **Intellectual Diversity:** In order to achieve meaningful inquiry and intellectual debate, Yuba Community College District is committed to critical thinking, encouraging new ideas, and sharing a variety of perspectives.

Woodland Community College (WCC) Mission Statement

The mission of Woodland Community College is to empower students to achieve their career and educational goals by offering equitable opportunities to complete academic degrees, career certificates, and transfer pathways, thereby contributing to the economic development of the region, the state, and the country.

WCC Core Values:

Woodland Community College's core values, which are the ethical principles that guide our actions and institutional decision-making, include:

- **Accountability** taking responsibility for our words and actions, and as stewards of the public trust, efficiently using our resources in the fulfillment of the mission and vision.
- **Adaptability** continuously anticipating, planning for, and effectively responding to changing conditions.
- **Community-centeredness** building and nurturing external networks and partnerships to achieve improved outcomes for students and contributing to the vibrancy of the communities we serve.
- **Equity** achieving parity in student educational outcomes, regardless of race, ethnicities, backgrounds, or identity by ensuring that all students are provided with the tools to support their success.
- **Excellence** critically reflecting upon performance to strive toward continuous improvement and being open to new opportunities for the advancement of our mission.
- **Integrity** acting with unwavering honesty, trustworthiness, and openness.
- **Participatory decision-making** actively and consistently working to promote the full participation of every student and employee and engaging in the sharing of knowledge and skills with the specific intent of achieving our mission and vision.
- **Respect** honoring the worth and value of each person by recognizing their attributes, skills, backgrounds, and abilities, and treating everyone with courtesy and civility.
- **Student-centeredness** consistently ensuring that student success informs our decision-making and allocation of resources; advocating and influencing change to the benefit of the students we serve.



Institutional Student Learning Outcomes

WCC courses, programs, & services map onto one or more of our eight institutional learning outcomes (iSLOs), ensuring that students who complete an associate degree at WCC will be able to:

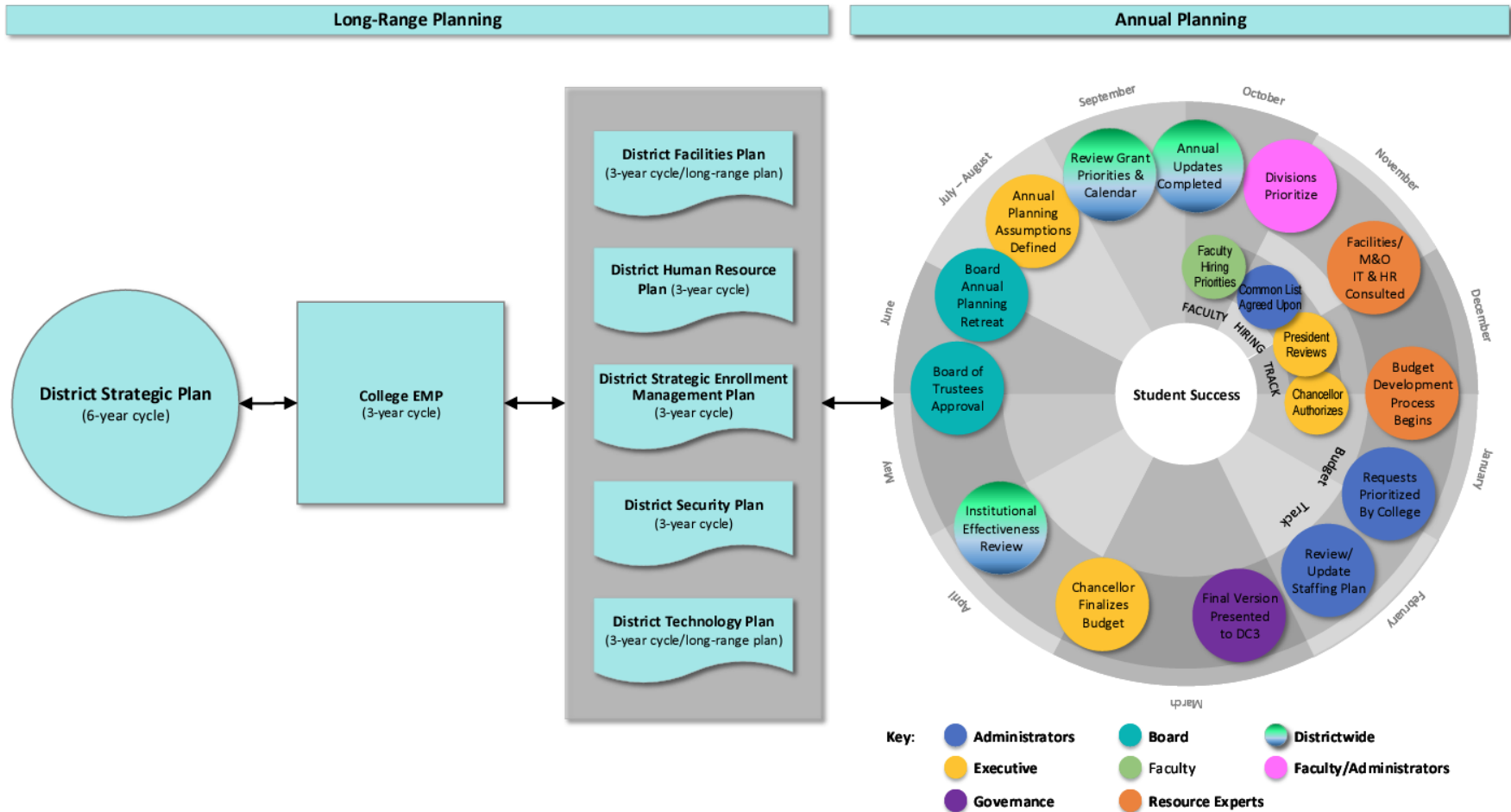
- Effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose. **(Communication)**
- Use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms. **(Computation)**
- Analyze data/information in addressing and evaluating problems and issues in making decisions. **(Critical Thinking)**
- Articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues. **(Global Awareness)**
- Conduct, present, and use research necessary to achieve educational, professional, and personal objectives. **(Information Competency)**
- Interact with others by demonstrating respect for opinions, feelings, and values. **(Personal and Social Responsibility)**
- Understand the purpose of scientific inquiry and the implications and applications of basic scientific principles. **(Scientific Awareness)**
- Select and use appropriate technological tools for personal, academic, and career tasks. **(Technological Awareness)**



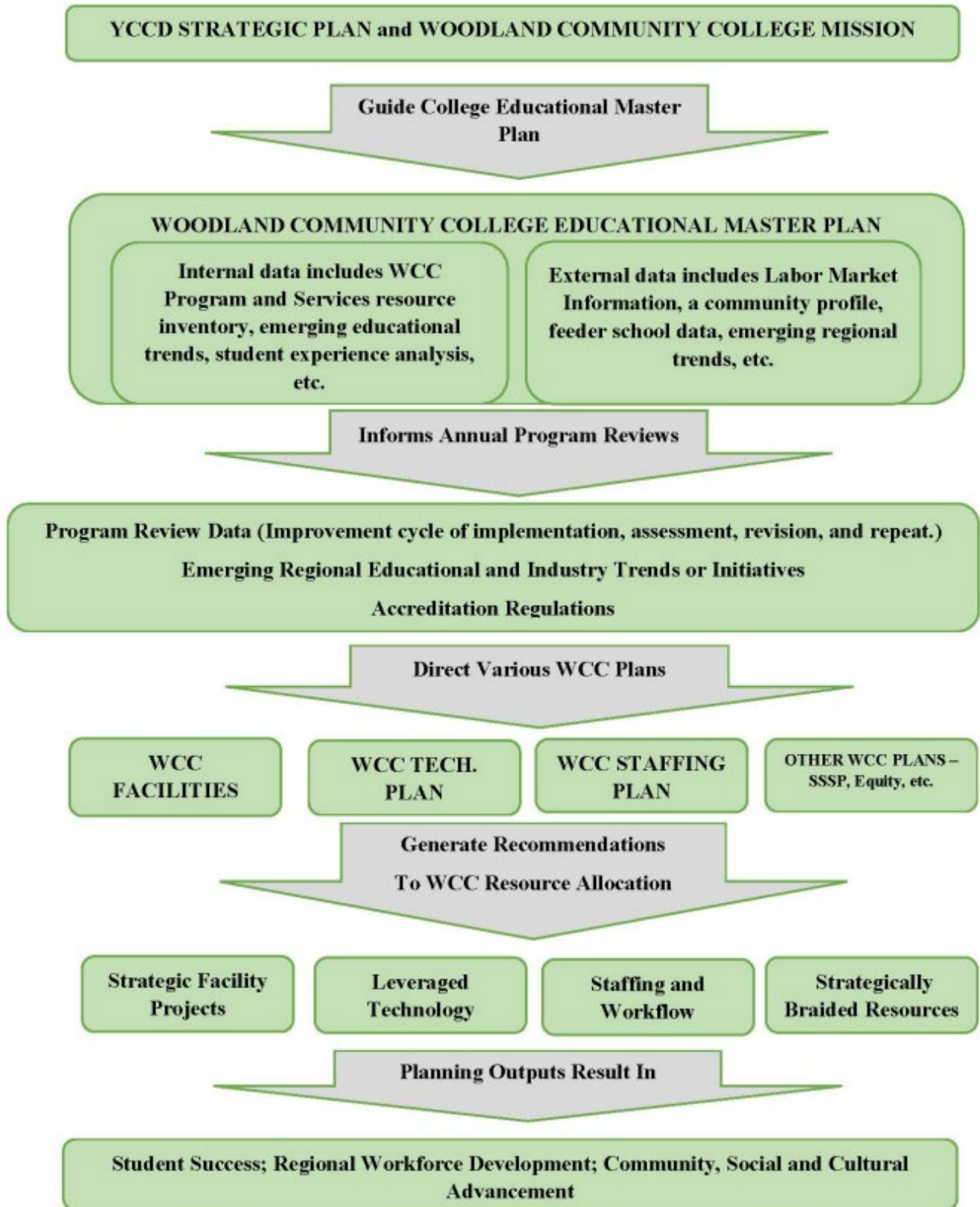
YCCD Planning Process

Yuba Community College District Integrated Planning Model

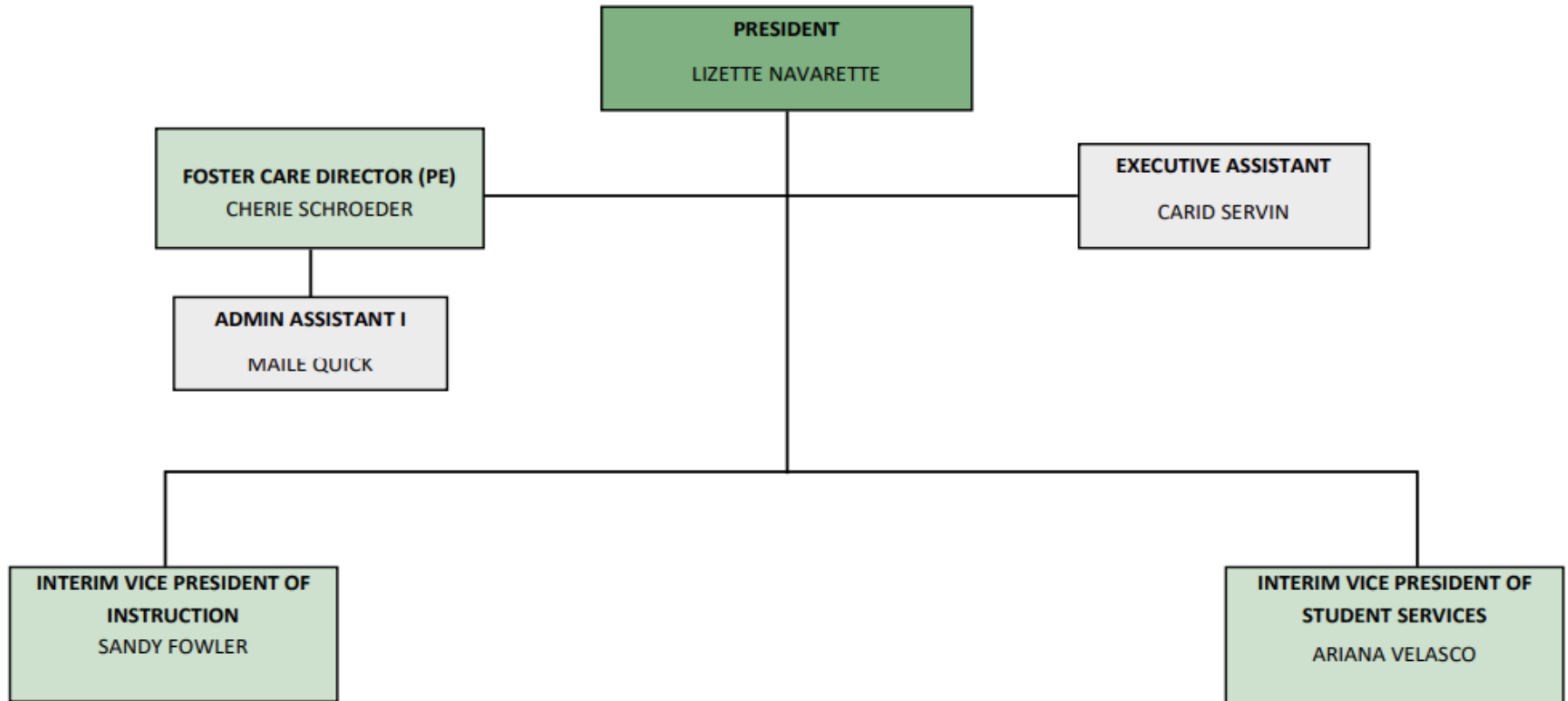
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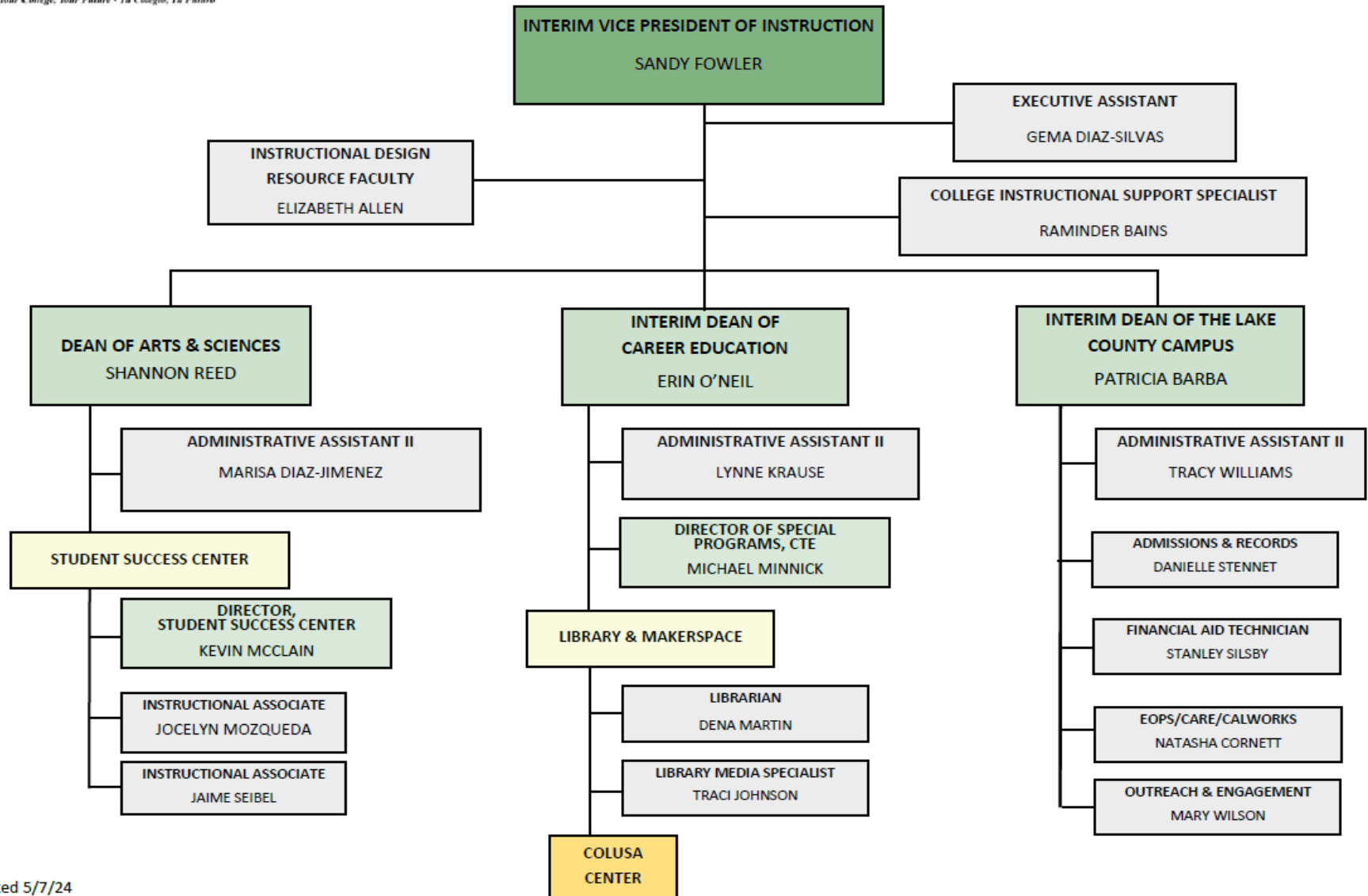
WCC Integrated Planning Model



WCC Organizational Chart



VICE PRESIDENT'S OFFICE — INSTRUCTION

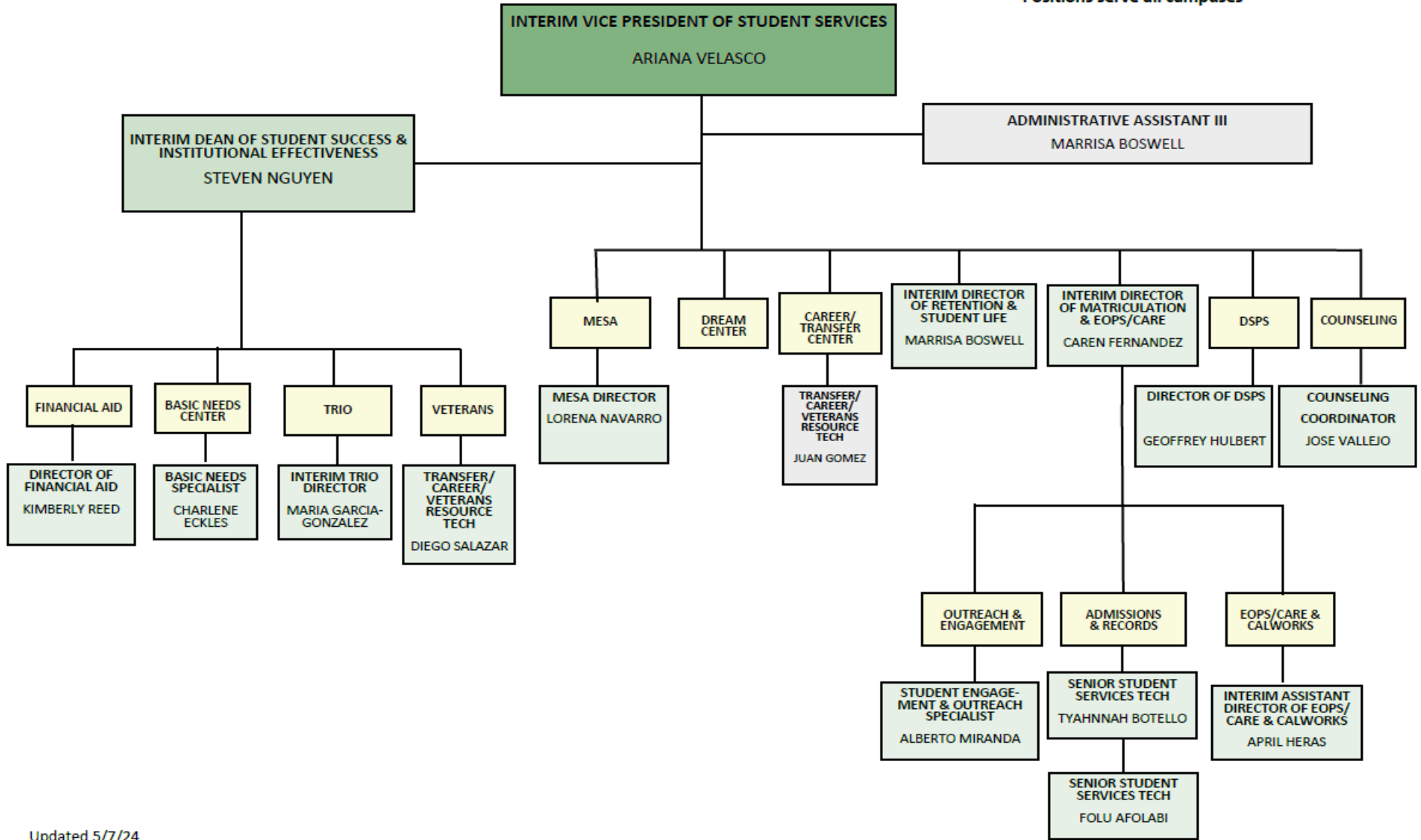


Updated 5/7/24



VICE PRESIDENT'S OFFICE — STUDENT SERVICES

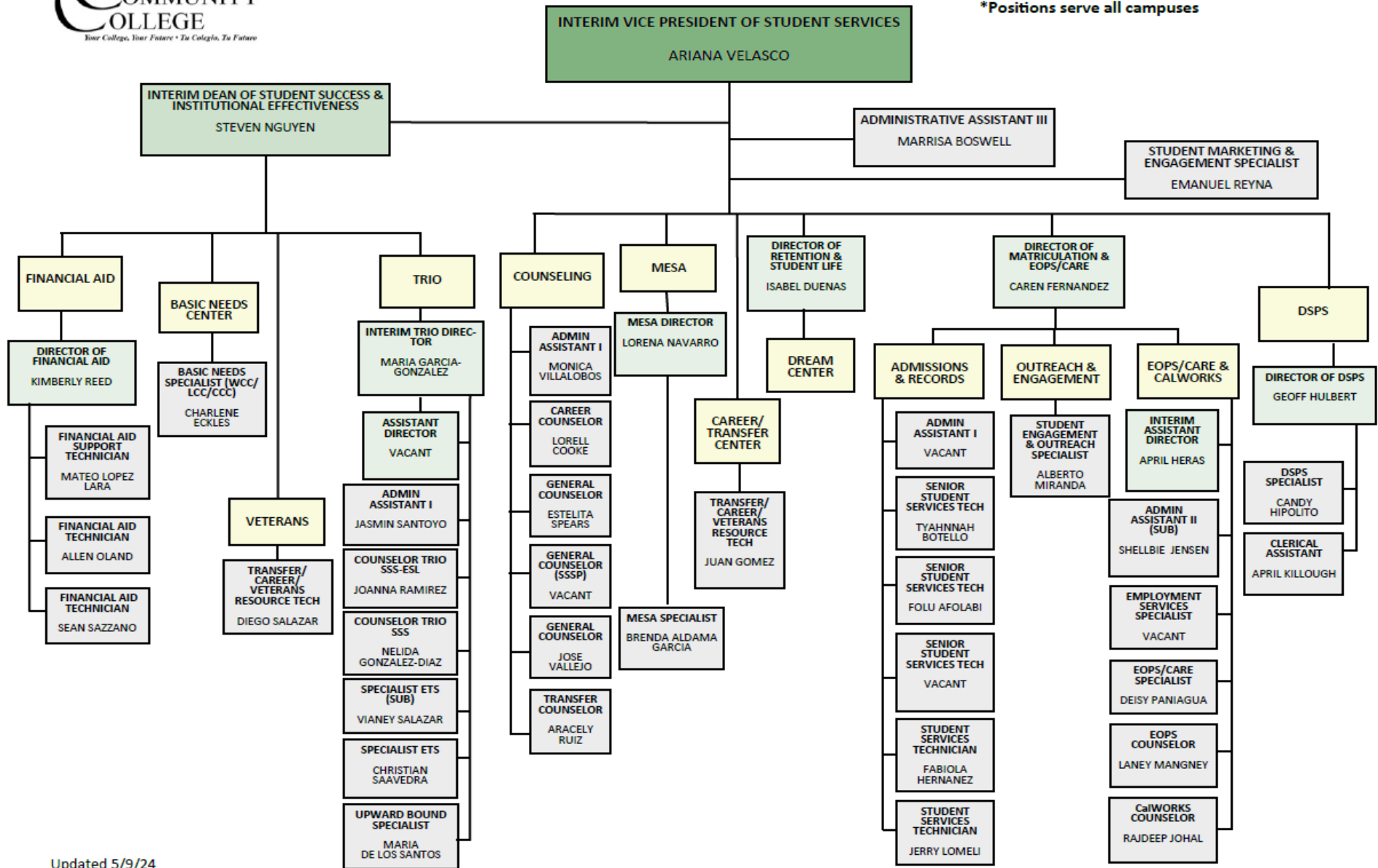
*Positions serve all campuses



Updated 5/7/24

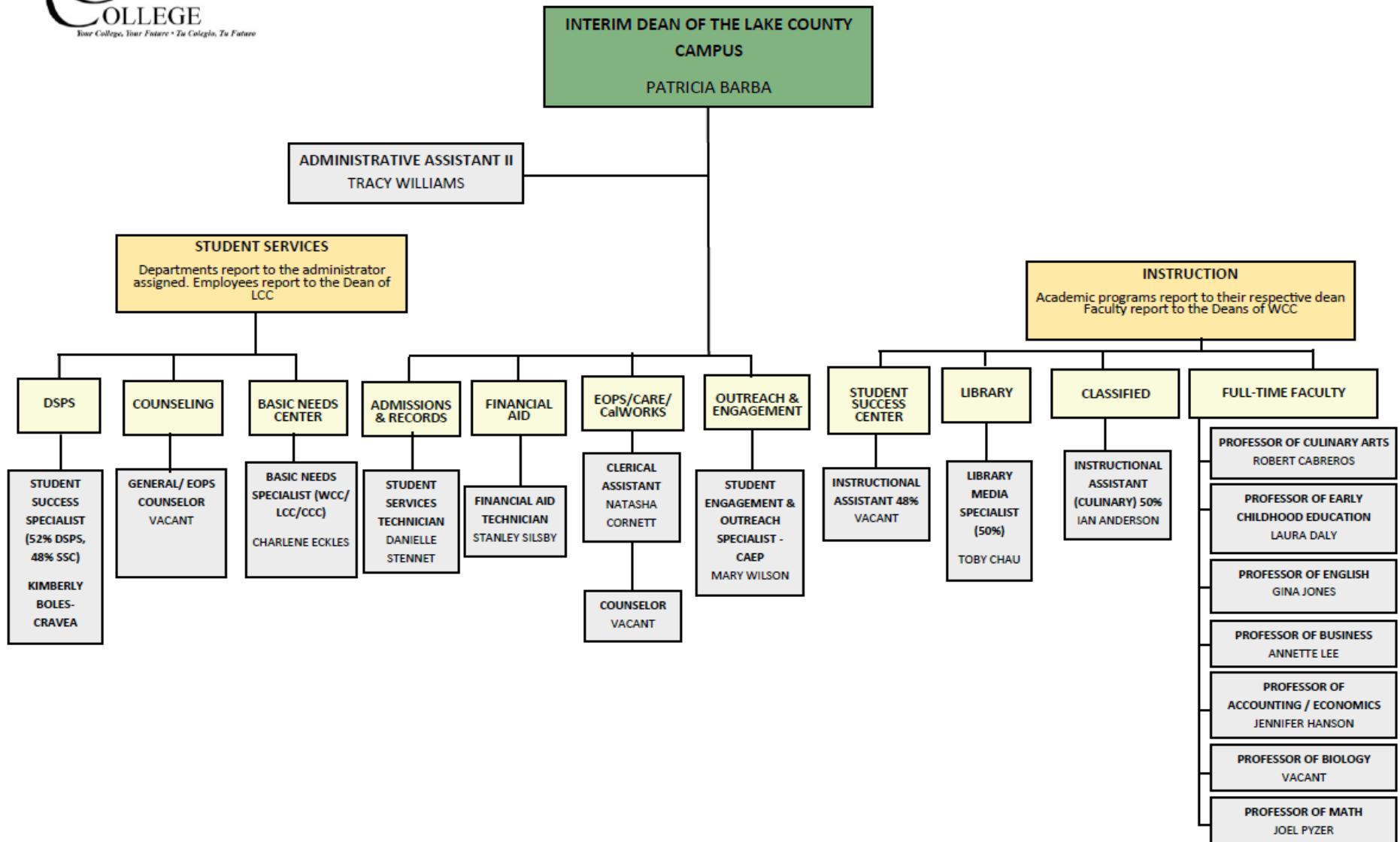
STUDENT SERVICES

*Positions serve all campuses

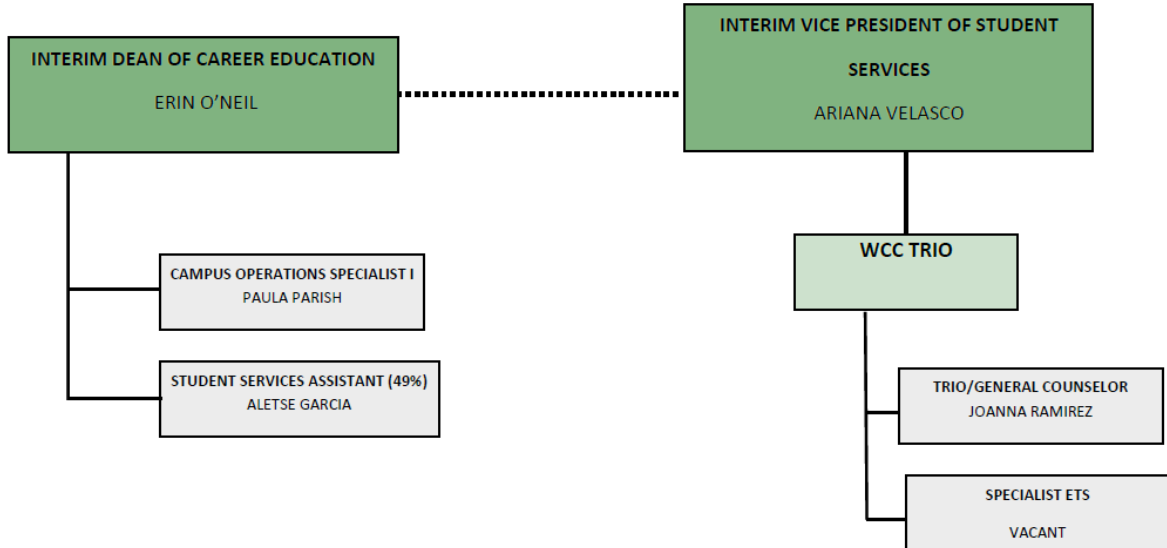


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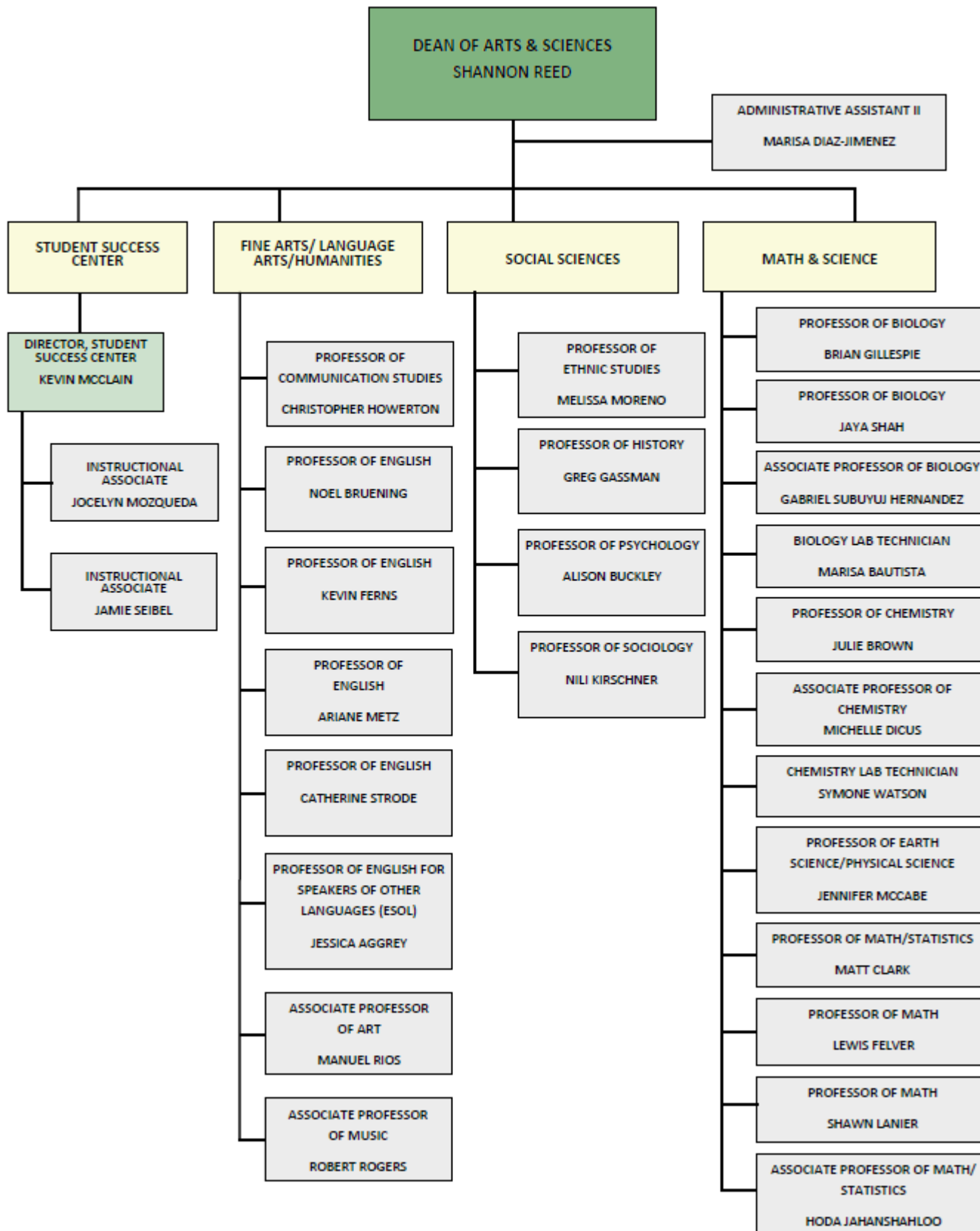
LAKE COUNTY CAMPUS



COLUSA COUNTY CAMPUS



OFFICE OF INSTRUCTION — ARTS & SCIENCES

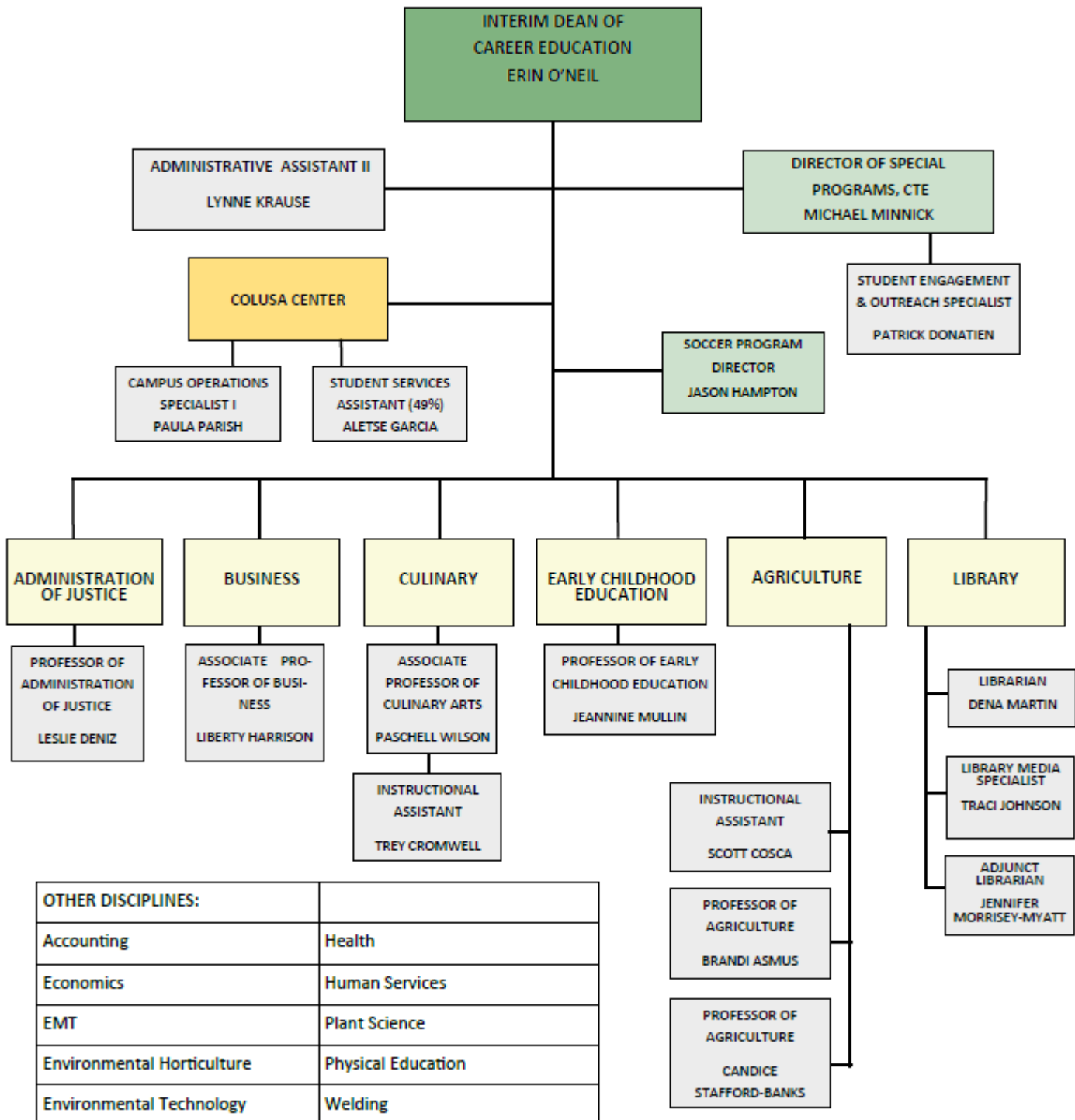


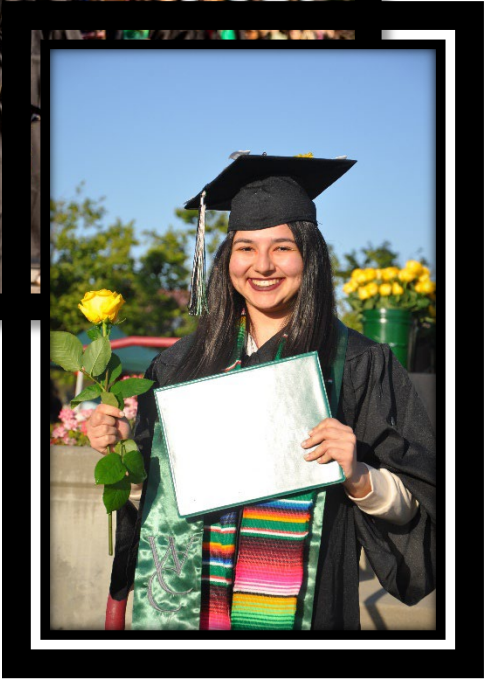
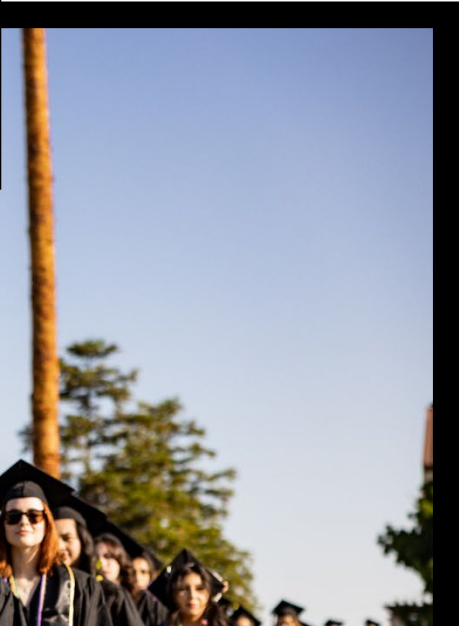
Updated 3/13/24

OFFICE OF INSTRUCTION — ARTS & SCIENCES

FALAHUM	SOCIAL SCIENCES	MATH & SCIENCE
Art	Anthropology	Astronomy
Communication Studies		Biology
English	Ethnic Studies	Chemistry
English for Speakers of Other Languages (ESOL)	History	Ecology
Humanities	Political Science	Geography
Music	Psychology	Geology
Philosophy	Sociology	Math
Sign Language		Nutrition
Spanish		Physics
Theatre Arts		Statistics

OFFICE OF INSTRUCTION — CE





YCCD Organizational Chart



District Office

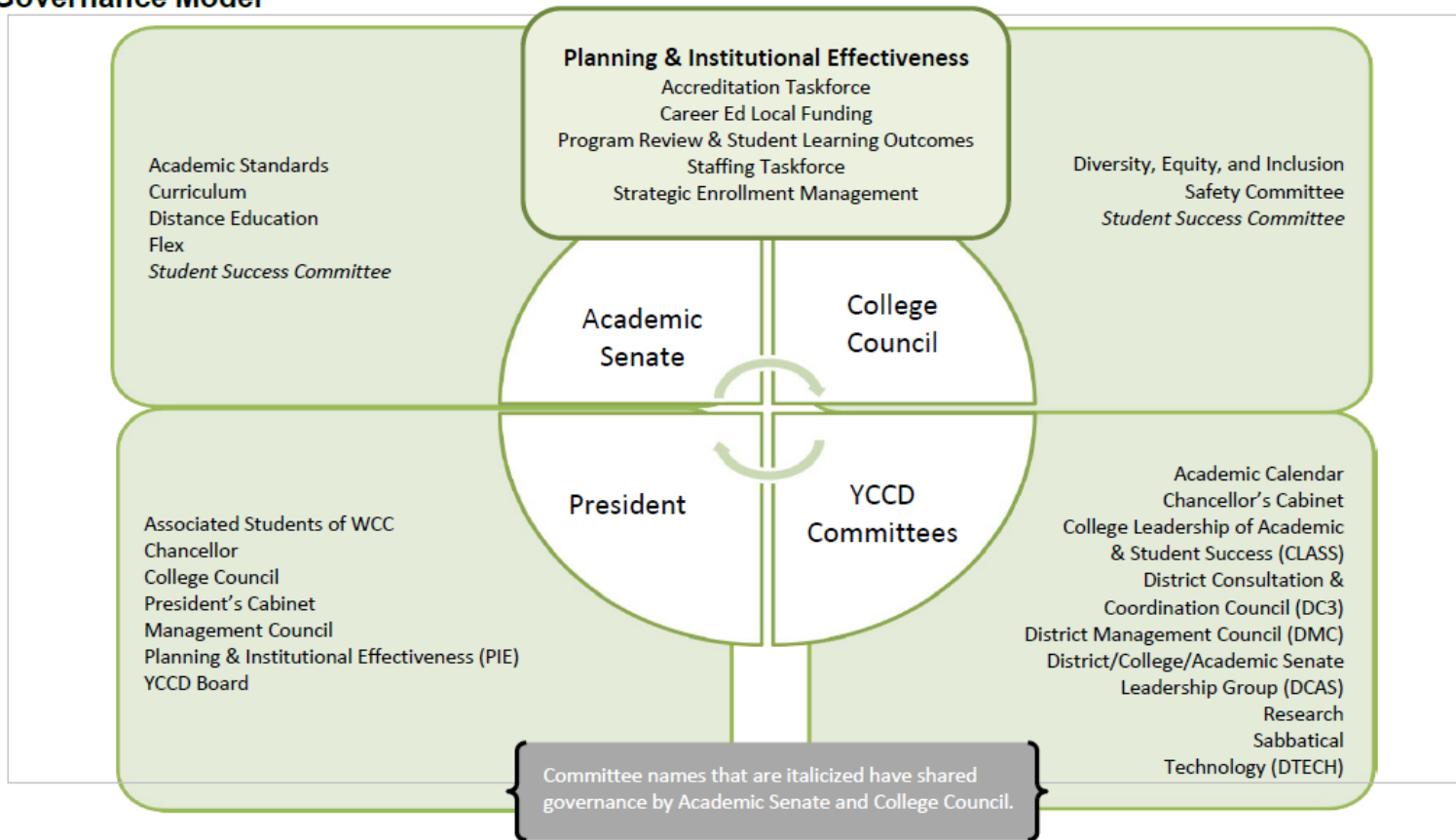


*interim position

Revised 8.2023

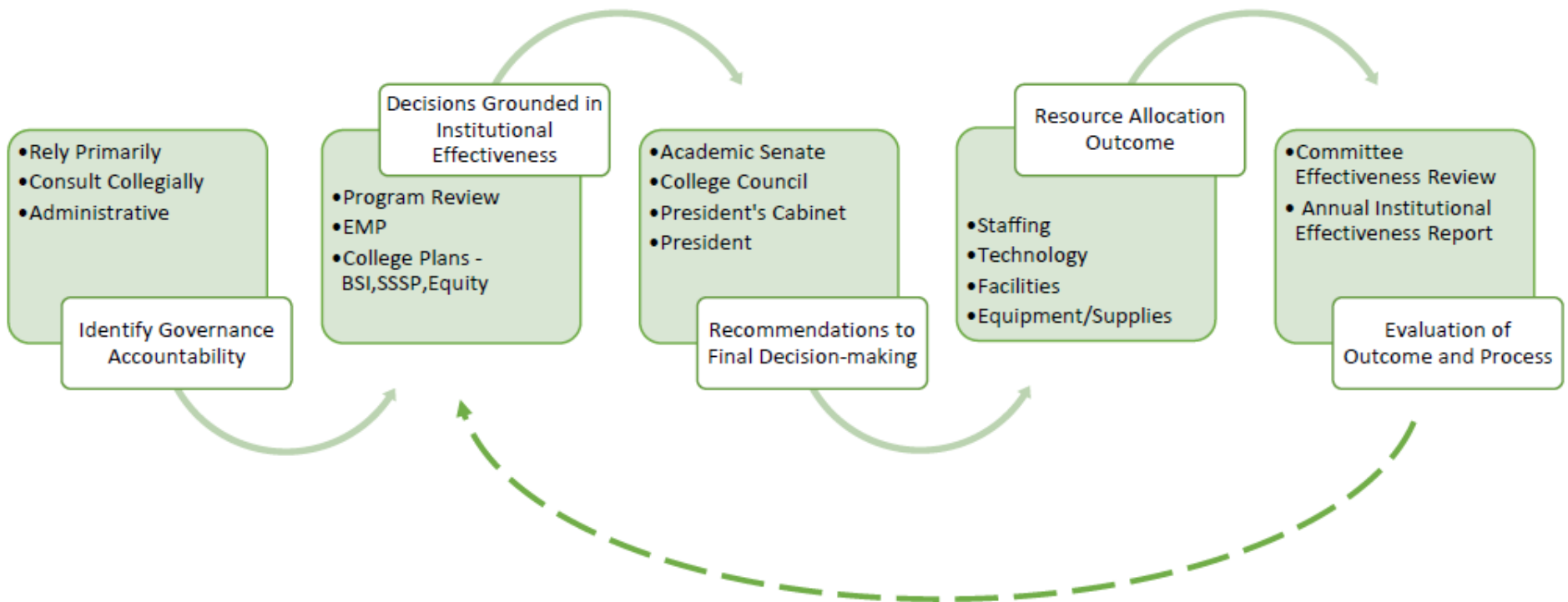
WCC Governance

WCC Governance Model



WCC Decision-Making Model

Effective decision-making at Woodland Community College includes first identifying leadership roles and accountability. Decisions are grounded in Program Review as well as District and College plans. College leadership groups participate at the variety of governance committee forums, finally resulting in resource allocation recommendations to the Office of the President. An annual evaluation cycle of both processes and outcomes closes the institutional effectiveness loop.



MEETING SCHEDULE **TIME** **ROOM#** **CHAIR/CONTACT**

COMMITTEE/MEETING

ACADEMIC SENATE	2nd & 4th Friday	1:00-3:00pm	113/Zoom	Matt Clark
ACCREDITATION STEERING COMMITTEE	As Needed Friday	10:00-11:50am	113/Zoom	Dena Martin/Sandy Fowler
COLLEGE COUNCIL	1st Friday	1:00-3:00pm	113/Zoom	Ariana Velasco/Jaya Shah
CURRICULUM COMMITTEE	2 nd & 4 th Friday	10:00 am – 12:00 pm	113/Zoom	Nili Kirschner/Brandi Asmus
DISTANCE EDUCATION COMMITTEE	1 st & 3 rd Thursday	12:00-1:00pm	843/Zoom	Betsy Allen/Patricia Barba
DIVERSITY COMMITTEE	2 nd & 4 th Thursday	10:30-11:30am	101	Marrisa Boswell/Manuel Rios/ Mary Wilson
FLEX COMMITTEE	2 ND & 4 th Thursday	12:00-1:00 pm	Zoom	Jennifer McCabe/Shannon Reed/Marisa Diaz-Jimenez
PLANNING & INSTITUTIONAL EFFECTIVENESS	1 st & 3 rd FRIDAY	10:00 am- 12:00 pm	113/Zoom	Sandy Fowler/Matt Clark
PROGRAM REVIEW TASK FORCE	As Needed	As Needed	TBA	Steven Nguyen/Nili Kirschner
SAFETY COMMITTEE	1st Thursday	12:00-1:00 pm	113	Lizette Navarette/ Brian Gillespie
STRATEGIC ENROLLMENT MANAGEMENT TASK FORCE	As Needed	As Needed	ZOOM	Sandra Fowler/Jose Vallejo
STUDENT SUCCESS COMMITTEE	1 st & 3 rd Friday	1:00-2:30 pm	852	Cay Strode/ Steven Nguyen

*For a more detailed version of committees, please visit our website: [Comprehensive List of Committees - 23-24.xlsx](#)

Committee Roles

Committee Roles

Council: standing positional representative advisory group dually assigned to consultation and reporting back to the College body.

Committee: standing group of experts, defined by a purpose statement, charged with reviewing specific organizational operations and reporting recommendations back to the authoritative body.

Sub-Committee: a subset of standing committee members organized for a specific operation that may or may not be time-bound.

Task Force: selected group of experts charged by a standing committee or council to carry out a specific time-bound activity.

Ad Hoc Committee: a standing group usually appointed/approved by an authoritative body to carry out a specific project or event unrelated to College governance.

Team Roles

Administrative Liaison – An individual administratively accountable for the work of a committee or team, responsible for providing guidance and support of the committee/team, receiving recommendations from the committee/team and providing decisions and feedback, and communicating with other Administrative Liaisons to ensure integrated planning.

Chair/Co-Chair – Individual(s) responsible for providing leadership to the committee/team to accomplish its purpose, works with Administrative Liaison and recorder to ensure the committee's/team's success, sets meeting agenda and plans meeting in collaboration with Administrative Liaison and committee/team. And provides appropriate updates/communication to committee as necessary.

Member – Attends and participates regularly, prepares by reading materials and soliciting input from constituents as appropriate in advance of meeting. Follows committee/team ground rules. Ensures constituent groups are informed by communicating to others following the meeting.

Recorder – Documents the committee's/team's work and assists the chair in the preparation and distribution of committee/team agendas, minutes, and other handouts. Ensures appropriate communication postings within internal web-based groups and web posting.

Resource – Subject matter expert or college resource that may be able to provide information or background on a particular issue. May not regularly attend meetings.

Operating Agreements

Academic Senate

Standing Committee:

ACADEMIC SENATE

President: Matt Clark

Vice President: Aree Metz

Secretary: Aree Metz

The senate, in accordance with Title 5 of the California Code of Regulations, shall be the recognized representative of the faculty to the administration and governing board of Woodland Community College in matters concerning academic and professional issues, and shall participate in the formation and revision of district policies and procedures in all matters of an academic and professional nature.

The purpose of the senate shall be to:

- Promote the general welfare of Woodland Community College and the faculty.
- Work toward the development and improvement of professional standards.
- Provide for issues affecting faculty and the college community.
- Represent the faculty in making recommendations to the administration and the Board of Trustees with respect to academic and professional matters.

The Academic Senate shall have **primary responsibility** for the following (Board-Senate Agreement, 1993 and California Code of Regulations, Title V: Sections 53200-53206):

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies

The following items shall require **mutual agreement** between the Academic Senate and the Board of Trustees (Board-Senate Agreement, 1993):

4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance constitutions, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Process for program review
10. Process for institutional planning and budget development, and
11. Other academic and professional matters as are mutually agreed between the Governing Board and the Academic Senate.

Special Guidelines, Parameters, and/or Resources:

Academic Senate Membership

Membership in the Academic Senate shall consist of those individuals employed by the Yuba Community College District with primary load at Woodland Community College or one of its campuses who meet the following definition of "faculty." "Faculty" is defined as those employees of the community college who are employed in positions that are not designated as supervisory or management for the purpose of Section 3540 of the California Government Code, and for which minimum qualifications for hire have been specified in the regulations of the Board of Governors, adopted pursuant to Section 87356 (a) of the California Education Code. Faculty include, but are not limited to, instructors, librarians, counselors, community college health services professionals, disabled student programs and services professionals, and individuals employed to perform a service that, before July, 1, 1990, required non-supervisory, non-management certifications qualifications. Persons who do not meet the above definition are not eligible for membership to the Academic Senate.

An adjunct faculty member is eligible for membership only if currently employed by the district or if that person has a "return right" in the following semester.

Composition

The academic senate shall be composed of the elected president of the senate, seven additional fulltime faculty members, two adjunct faculty members, and the past president of the senate (when seated).

Senate Representation

Academic Group 1 shall consist of one representative from each representative area (full-time faculty):

1. Mathematics and Science (mathematics, statistics, life sciences, nutrition, computer science, physical sciences).
2. Language Arts (English, speech, English as a second language [ESL], reading, foreign languages, art, humanities, philosophy, library)
3. Business and Vocational Education (accounting, economics, agriculture, administration of justice [AJ], business, early childhood education [ECE], mass communications)
4. Social Sciences (history, sociology, psychology, anthropology, , political science, ethnic studies)

5. Student Services (Disabled Students Programs and Services [DSPP], counseling)

Academic Group 2 (full-time faculty)

1. One at-large senator representing Woodland Community College campus full-time faculty members
2. One at-large senator representing Lake County Campus and Colusa County Campus full-time faculty members

Academic Group 3 part-time faculty)

1. One at-large faculty member from the Woodland Community College campus
2. One at-large faculty member from the Lake County Campus or the Colusa County Campus

Group members shall nominate from their own group. If a representative area from Academic

Group 1 chooses not to elect a representative, that position will become an at-large position and

the person elected to this at-large position will represent all full-time faculty members. If the

CCC/LCC chooses not to elect a representative that position will become an at-large position to be filled by an part-time faculty member at the Woodland campus, and this senator will represent all adjunct faculty. Only area senators elected by the means set forth in Bylaws will be seated.

Senate Officers

The officers of the senate shall include a president, vice president, and a secretary. The officers'

terms, election procedures, and duties are set forth in Bylaws

Duties and Responsibilities

Senate Quorum

The academic senate shall have regular and special meetings, as herein provided, and a majority

of the senate shall constitute a quorum, which shall be sufficient to transact business.

Meeting Minutes

The academic senate shall keep minutes of all its meetings and publish the proceedings of each meeting.

Senate Committees

The academic senate may create and maintain committees and authorize such to perform any duty within the scope of the senate's authority.

Recommendations to the Board of Trustees

The academic senate shall present its written and oral views and recommendations to the Board of Trustees through regularly established channels. However, the senate, after consultation with the administration, may present its views directly to the Board of Trustees. In accordance with the regulations of the California Community College Board of Governors, "The Board of Trustees shall consider such views and recommendations."

Meeting Schedule:

Second and fourth Fridays of the month during Fall and Spring semesters, from 1:00-3:00pm in Room 113 unless otherwise advertised.

How Work Is Communicated:

- Agendas and minutes posted to the Woodland Community College web page.
- Senators will communicate with their respective constituent groups.

Membership

Position	Term	Name
OFFICERS		
Academic Senate President	2022-2024	Matt Clark
Vice President	2023-2024	Aree Metz
Secretary	2023-2024	Aree Metz
REPRESENTATIVES		
Group 1		
Mathematics and Science	2023-2026	Hoda Jahanshahloo
Language Arts	2023-2026	Aree Metz
CTE	2021-2024	Robert Cabrerros
Social Sciences	2021-2024	Melissa Moreno
Student Services	2022-2025	Jose Vallejo
At-large LCC/CCC	2023-2026	Joel Pyzer
Group 2		
At-large Senator	2022-2025	Betsy Allen
Group 3 (Par-time)		
At-large Senator Woodland	2022-2025	Nick Turney
At-large Senator CCC/LCC	2021-2024	Stanley Silsby

Updated 3/21/24



College Council

Committee Purpose		
College Council is Woodland Community College's preeminent consultative body to the President. The purpose of College Council is to assess and improve the existing processes of evaluation, planning, and improvement for the College. Including the development, review, and evaluation of policy proposals and issues within the participatory governance framework while upholding values of equity and inclusion.		
Meets District Goal/College Strategic Direction		
District Strategic Goal # 3: Continuously improve integrated planning and institutional effectiveness processes within a collaborative culture of evidence.		
Meets Accreditation Standard		
Standard 4: Governance and Decision-Making. The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of stakeholders.		
Committee Norms		
Trust one another; Be polite, respectful & inclusive; Listen carefully; No side bar conversations; Be rigorous; Cultivate open discussion; Be careful not to dominate the discussion; Be curious; Clarify jargon; No electronic diversions; Keep a sense of humor; Be concise; Ask questions when you don't understand; Value alternative view points; Be collaborative.		
Member	Position	Term
Ariana Velasco	VPSS	Standing (Tri-Chair)
Jaya Shah	Full-Time Faculty	Fall -Spring (Tri-Chair) Fall 2023-Spring 2026
Vacant	Classified professional	Fall -Spring 202 Fall 2023-Spring 2026 (Tri-Chair)
Patricia Barba	Interim Dean of Lake County Campus	Standing
Shawn Lanier	Full-Time Faculty, with at least one counselor	Fall 2023-Spring 2026
Michelle Dicus	Full-Time Faculty, with at least one counselor *with preference to a counselor or campus representative	Fall 2023-Spring 2026

Vacant	Part-Time Faculty	Spring 2023-Spring 2026
Ximena Delgadillo	Part-Time Faculty (Preference given to one additional College Campus representative.)	Fall 2021-Spring 2024
April Heras	Classified Professional	Fall 2022-Spring 2024
Juan Gomez	Classified Professional (Preference given to one additional College Campus representative.)	Fall 2023-Spring 2025
Shawn Tan	ASWCC Representative	
Vacant	LCC Student Representative	
Vacant	CCC Student Representative	
Guests or Resources		
Matthew Clark	Academic Senate President or designee	Resource – ongoing position
Erin O’Neil	College Administration Representative (for CCC)	Resource – ongoing position
Meeting Schedule		
Regularly-scheduled meetings are held on the first Fridays of each month, 1-3 pm via Zoom until further notice. *1x a semester will have a co-committee meeting with Academic Senate on (dates)		
Quorum		
A College Council quorum is required to take action on recommendations to the President and will be a simple majority of the membership. (more than 50%)		
Deliverables		
In specific, the Committee serves the following purposes: <ol style="list-style-type: none"> 1. Serves as Educational Master Plan Steering Committee. 2. Produces the WCC College Handbook. 3. Produces Committee Effectiveness Report. 		
Operating Procedures		
<ol style="list-style-type: none"> 1. The committee operates in an equitable and inclusive manner consistent with District and College shared governance model and processes. 2. Chair(s) and members will carry out responsibilities assigned to this committee and function under the roles as defined in the College Handbook. 3. Committee members will come prepared for each meeting and will have completed any assignments necessary to move the business of the meeting toward completion. 4. Agenda to be distributed in advance of a meeting. 5. Minutes to be distributed in advance of the next meeting to allow for review. 		
Recommendations		
Recommendations are forwarded to the President.		

College Communications
College Council posts all agendas on Board Docs. Following approval at the next meeting, notes are posted as well.
Council A standing group of experts, defined by a purpose statement, charged with reviewing specific organizational operations and reporting recommendations back to the authoritative body.
Committees that report to College Council: PIE, DEIA, Student Success, PD/Flex, Safety.

Subcommittee A subset of standing committee; members organized for a specific operation that may or may not be time-bound.
None to date.
Task Force A selected group of experts charged by a standing committee or council to carry out a specific time-bound activity.
None to date.
Work Group A standing group usually appointed/approved by an authoritative body to carry out a specific project or event unrelated to College governance.
None to date.
Updated 05/03/2024



Curriculum Committee

Committee Purpose		
<p>The Curriculum Committee is a standing committee established by the Academic Senate. It is responsible for ensuring the quality, currency, and planning of the curriculum of Woodland Community College. The committee is responsible for reviewing and recommending for approval course, certificate, and degree proposals, and general education/graduation requirements. The committee plays a leadership role in recommending the future direction of the educational program and curricula offerings of Woodland Community College. Membership is designed to ensure representation across all Woodland Community College campuses and its' centers, including members representing all divisions and counseling.</p>		
Meets District Goal/College Strategic Direction		
<p>1. Increase student success and maximize the student experience through andragogy, curriculum and well-aligned student services programs designed to enhance student learning and completion by 2023.</p> <p>2. We will foster diversity, equity, and inclusion by providing support structures, access, as well as reviewing our current processes to ensure equitable outcomes.</p> <p>3. Commit to community partnerships and relationships and being actively involved in the local communities we serve.</p>		
Meets Accreditation Standard		
Standard 2: Student Success		
Committee Norms		
Committee will follow norms established by WCC Academic Senate		
Member	Position	Term
Sandra Fowler	Administrative Co-Chair	Ongoing
Brandi Asmus	Faculty Co-Chair 1	Fall 2022 – Spring 2025
Nili Kirschner	Faculty Co-Chair 2	Fall 2023 – Spring 2026
George Sellu & Shannon Reed	Instructional Dean	Ongoing
Candice Stafford Banks	Career Technical Education Faculty	Fall 2021 – Spring 2024
Jessica Aggrey	Fine Arts, Language Arts, Humanities	Fall 2023 – Spring 2026
Nili Kirschner	Social Science	Fall 2023 – Spring 2026
Aracely Ruiz	Student Services / Counseling (Faculty)	Fall 2021 – Spring 2024
Lorell Cooke	Student Services / Counseling (Faculty)	Fall 2022 – Spring 2025
Lewis Felver	Mathematics & Science	Fall 2022 – Spring 2025
Lani Aguinaldo	District Office Instructional Services	Ongoing
Resources:		
Vacant	Student Services Representative (Classified or Management)	Ongoing 2-year Fall 2023 – Spring 2025
Raminder Bains	Office of Instruction	Ongoing
Gema Diaz Marisa Diaz-Jimenez	Office of the Vice President of Instruction	Ongoing
Betsy Allen	Distance Education Chair or designee	Ongoing
vacant	ASWCC Student Designee	1 year term

Meeting Schedule

2nd and 4th Friday* of each month during the Fall/Spring semesters, 10-12pm

*Occasional exceptions for holidays

Special meetings may be held outside of regular meetings, and will comply with the Brown Act.

Quorum

Quorum is more than half of voting members present (5 out of 8), plus at least one faculty co-chair.

Voting

Faculty and staff members have one vote on action items.

Faculty Co-chairs only vote to break a tie.

If co-chair also serves as division representative, then they may vote in that capacity.

Administration members collectively have one vote.

Deliverables

1. Serve as the body to ensure the quality, consistency, integrity, and feasibility of the college curriculum, including distance education (DE) addenda and Student Learning Outcome (SLO) review.
2. Serves as the body that ensures that general education/associate degree requirements are appropriate to meet the goals of the college and the needs of students and the communities the college serves. Establishes and reviews general education and associate degree requirements and policies. Determines unit requirements, distribution, and changes for general education and graduation.
3. Recommends standards or guidelines for appropriateness of new course or educational program proposals for departments or disciplines. Determines duplication or overlap of courses. Determines technology and learning resources for traditional and distributive education course needs. Evaluates new degree and certificate program proposals.
4. Develops procedures for determining and reviewing prerequisites, co-requisites, grading policies, and advisories. Reviews multiple measures and legislation affecting placement in courses.
5. Reviews remediation needs and develops policies to meet these needs.
6. Works closely with the colleges' articulation efforts to ensure articulation with high schools, colleges, and universities.
7. Reviews and recommends approval of non-credit and non-degree applicable courses.
8. Ensure compliance of the COR, and a review of instructional methods for diversity, equity, inclusion, accessibility and anti-racism across the curriculum.
9. 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.
10. Assesses educational resources to support curricula offerings and development.
11. Recommends faculty training needs to the FLEX Committee.
12. Establishes and monitors the work of subcommittees necessary to perform any of the aforementioned tasks. Provides time on meeting agendas for reports of each subcommittee established.
13. Promote increased use of OER

Operating Procedures

1. The Board of Trustees, via Board Policy 2510, has agreed to rely primarily on the Academic Senate in the areas of (a) curriculum; (b) degree and certificate requirements; and (c) grading policies; and to reach mutual agreement with the Academic Senate in the areas of (a) educational program development; (b) standards or policies regarding students' preparation and success; (c) district and college governance structures as related to faculty roles; (d) faculty roles and involvement in accreditation process, including self-study and annual reports; (e) policies for faculty professional development activities; (f) processes for program review; (g) processes for institutional planning and budget development; (h) processes for institutional planning and budget development, and other academic and professional matters as mutually agreed upon between the Governing Board and the Academic Senate. The Academic Senate has delegated partial responsibility in many of these areas to the Curriculum Committee but retains oversight rights to ensure compliance.
2. Input and/or representation will be obtained from learning resources, distributive education, counseling, and technology services.
3. Committee members will come prepared for each meeting and will have completed any assignments necessary to move the business of the meeting toward completion.
4. Division representatives shall have temporary access in the curriculum management system to disciplines in their division that lack full-time faculty to assist adjunct discipline faculty in the curriculum development process.
5. Two Academic Senate faculty appointees and the Vice President shall serve as co-chairs of the committee. They are non-voting members with the following exceptions: A faculty co-chair who also serves as a division representative may vote, and in the event of a tie, one faculty co-chair may vote to break the tie.
6. The co-chairs of the Curriculum Committee and the President of the Academic Senate shall establish and request appointments to subcommittees.

Recommendations

1. Academic Senate
2. Educational Master Plan
3. College Council
4. PIE (Program Institutional Effectiveness)

College Communications

- Agendas to be distributed college-wide 3 days in advance of the meeting; approved minutes to be distributed college-wide 5 days following approval.
- Agendas, approved minutes, are posted on YCCD Board Docs
- Operating agreement, local policies and resources are posted on the WCC Academic Senate Website. <https://wcc.yccd.edu/about/committees/academic-senate/committee-participation/>

Council

A standing group of experts, defined by a purpose statement, charged with reviewing specific organizational operations and reporting recommendations back to the authoritative body.

Subcommittee

A subset of standing committee; members organized for a specific operation that may or may not be time-bound.

Task Force

A selected group of experts charged by a standing committee or council to carry out a specific time-bound activity.

Work Group

A standing group usually appointed/approved by an authoritative body to carry out a specific project or event unrelated to College governance.



Distance Education Committee

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
Betsy Allen	DE Coordinator/Chair	Standing
Vacant	Vice President of Instruction or Designee	Standing
Betsy Allen	Instructional Designer	Standing
Ariana Velasco	VP of Student Services or Designee	Standing
Kevin McClain	Student Success Center Representative	Standing
Vacant	DE Faculty, (at least 1 from WCC and one from LCC)	Ending Spring 2024
Alison Buckley	DE Faculty (at least 1 from WCC and one from LCC)	Ending Spring 2026
Nili Kirschner	DE Faculty (Broadcast Education)	Ending Spring 2025
Aracely Ruiz	Counseling Faculty	Ending Spring 2025
Dinah Nucum	PT Faculty	Ending Spring 2026
Shannon Reed	Instructional Dean Designee	Standing
Resource Members		
Dena Martin	OER/Library Services Representative	Standing
Brandi Asmus or Nili Kirschner	Curriculum Committee Co-chair or designee	Standing

Geoff Hulbert or DSPS representative	DSPS Coordinator or Designee	Standing
Chris Mejia	IT Staff	Standing
Suki Grewal	District LMS Admin	Standing
Devin Crosby or Sonya Horn	District IT	Standing
Steven Nguyen	Dean of Institutional Effectiveness	Standing
Vacant	Student Representative (new, proposed positions: 2 total from LCC, Colusa, or Woodland)	Standing
Meeting Schedule		
Regularly-scheduled meetings are held on the first Tuesday of the month at 12:00 pm via Zoom and in-person. First Tuesdays are general DE business. Third Tuesdays focus on Peer Online Course Review (POCR) sub-committee matters and are for POCR review team members.		
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 (POCR)		
Task Force		

A selected group of experts charged by a standing committee or council to carry out a specific time-bound activity.

- Orientation to Online Learning @ WCC, 2022-23 academic year, tasked to redesign DE orientation to better serve students, make better use of universal design principles, and to incorporate more local resources
- Accessibility in STEM Task force

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

DIVERSITY, EQUITY, AND INCLUSION COMMITTEE (DEIC)

Purpose

The Woodland Community College Diversity, Equity, and Inclusion Committee is established to cultivate the active, intentional, and ongoing engagement with diversity in ways that increase awareness, content knowledge, cognitive sophistication, and empathetic understanding of the complex ways individuals interact with systems and institutions. (Association of American Colleges & Universities)

The WCC DEI Committee will provide guidance and feedback on WCC's growth process as it relates to culture and climate, equity education and skills, and grounding strategies (See [WCC Perception of Cultural Assets Report](#)) in our collective effort to support the forward movement of WCC's process of diversity, equity, inclusion, and justice. The DEI Committee will place an intentional focus on how to address the racial disparity (gaps) in outcomes and eliminate institutional barriers for our disproportionately impacted student communities.

The WCC DEI Committee's purpose encompasses the Yuba Community College District's commitment to a safe learning environment that promotes diversity, equity, inclusion, and justice for all our students, staff, and faculty in our Woodland, Colusa County, and Lake County communities.

Meets District Strategic Goal

District Strategic Goal # 1: Increase student success and maximize the student experience through andragogy, curriculum and well-aligned student services programs designed to enhance student learning and completion of 2023.

District Strategic Goal #2: We will foster diversity, equity, and inclusion by providing support structures, access, as well as reviewing our current processes to ensure equitable outcomes.

District Strategic Goal #4: Refine standards, processes, roles, and responsibilities to be a more collaborative and efficient multi-college district while allowing individual colleges to embrace their unique places in our diverse communities.

Meets Accreditation Standard

Standard II: Student Learning Programs and Services The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all its students.

Standard IIIA. Human Resources The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its

mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity.

Norms

*Agreements refer to how members are expected to conduct themselves.

Trust one another; Be polite & respectful; Listen carefully; No side bar conversations; Be rigorous; Cultivate open discussion; Be careful not to dominate the discussion; Be curious; Clarify jargon; No electronic diversions; Keep a sense of humor; Be concise; Ask questions when you do not understand; Value alternative viewpoints; Be collaborative.

Operates under the Woodland Community College Committee Norms. All members agree to miss no more than two meetings per semester except for extenuating circumstances that are communicated to the committee in advance at which point the committee would discuss the possibility of seeking a new appointment for that position. All absence notifications must be submitted via the DEI Committee SharePoint site.

2022-23 Academic Year Committee Goals

RSSC Recommendation #5: Collaborate with the diverse communities in the WCC service area to build strong community cultural partnerships and gain knowledge of socio-political context of students' lives.

RSSC Recommendation #8: Ensure trauma informed work where indicated-reflection the generational trauma that have impacted communities of color and assure that your work is trauma-informed.

RSSC Recommendation #16: Develop common diversity, equity, inclusion and belonging language to serve as a foundation for equity related work across the college.

Member	Position	Term
Mary Wilson	Classified Staff (LCC/CCC) (Tri-Chair)	Fall 2021-Spring 2024
Isabel Duenas/Marrisa Boswell	Acting Director of Retention and Student Life (Tri-Chair)	Standing
Manuel Rios	Full-Time Faculty	Fall 2023-Spring 2025
Geoffrey Hulbert	Director of DSPS	Standing
Laurie Daly	Full-Time Faculty	Fall 2021-Spring 2024
Vacant	Full-Time Faculty (preference given to at least one counselor)	Fall 2023-Spring 2026
Michael Giuffrida	Part-Time Faculty (WCC)	Fall 2022-Spring 2024

Genevieve Sparks	Part-Time Faculty (CCC)	Fall 2022-Spring 2024
April Heras	Classified Professional (WCC)	Fall 2022-Spring 2024
Antonio Morales	Classified Professional WCC	Fall 2023-Spring 2026
Guillermo Duenez-Arroyo	ASWCC Representative	1 year
Resource Members		
Vacant	Vice-President of Student Services	Ongoing
Vacant	Ethnic Studies Representative	Ongoing
Vacant	ME Center Representative	Ongoing
Vacant	HR Representative	Ongoing
*The committee should have at least one faculty and classified member representing LCC and one faculty and classified member representing CCC		
Meeting Schedule		
Regularly scheduled meetings are held the 2 nd and 4 th Friday of each month during the academic year from 10:30 am to 12:00 pm.		
Quorum		
For purposes of making recommendations or authorizing committee funds a quorum of 50% +1 of the committee membership shall be required.		

Deliverables

1. Provide feedback and make recommendation to Administration regarding the development of a comprehensive diversity, equity, inclusion, justice, and belonging framework which will interrupt systems and sources of inequity, assess the scale of engagement, and create a culture of affirmation and validation.
2. Confer, Consult and Collaborate with the Professional Development Committee to create a comprehensive diversity, equity, inclusion, and justice Professional Development Program providing opportunities for faculty and staff to strengthen their ability to recognize, respond to, and interrupt inequities that produce outcomes and experiences that can be predicated by race. This will include modules related to Trauma Informed Work, Culturally Relevant Pedagogy/Andragogy, and Courageous Conversations that focus on developing safe spaces that support explicit discussions on race, gender, and intersectionality to affect change.
3. Review, discuss and provide feedback to Administration to meet the goals of the WCC Diversity, Equity, and Inclusion Plan.
4. Collaborate with Multicultural Enrichment Center (MEC), DREAM Center and Professional Development to contribute to a calendar of events and programming that highlights diversity, equity, and inclusion activity on campus.

Operating Procedures

1. The committee operates in a manner consistent with the District and College shared governance model and processes.
2. Tri-Chairs and members will fulfill responsibilities assigned to this committee and function under the Committee roles as defined in the College Council Handbook.
3. Issues outside the committee will be referred to College Council or the President for direction/adjudication.
4. Agenda and Minutes to be distributed 3 days in advance of a meeting.
5. Tri-Chairs will make periodic reports to the College Council, President, the Chancellor, and the Board of Trustees as requested.
6. Tri-Chairs will coordinate data/information needs and/or similar tasks to minimize duplication with other committees or project teams (e.g., Educational Master Plan, EEO, etc.)

Recommendations

Recommendations are forwarded to College Council, Planning and Institutional Effectiveness, or Academic Senate as appropriate.

Communications
Agenda and meeting minutes will be published on BoardDocs .
Subcommittee
A subset of standing committee; members organized for a specific operation that may or may not be time-bound.
<ul style="list-style-type: none"> • Diversity Recognition Criteria Subcommittee
Taskforce
A selected group of experts charged by a standing committee or council to conduct a specific time-bound activity.
Work Group
A standing group usually appointed/approved by an authoritative body to conduct a specific project or event unrelated to college governance.



Flex and Professional Development Committee

Committee Purpose		
The Flex and Professional Development Committee is a College-wide committee established jointly by the Academic Senate and College Council. Its overall purpose is to develop and evaluate Professional Development offerings including the oversight for the Flexible Calendar Program, to administer the FAYCCD Travel and Conference Funds for full-time faculty and to recommend Flex policies and guidelines for approval by the Academic Senate.		
Meets District Goal/College Strategic Direction		
District Goal 2b. Create opportunities for professional development that promotes anti-racism, equity and the elimination of bias.		
District Goal 3c. Increase professional development opportunities to better utilize available data tools.		
Meets Accreditation Standard		
3.2 Infrastructure & Resources. The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.		
Committee Norms		
Trust one another. Be polite and respectful. Listen carefully. No side bar conversations. Be rigorous. Cultivate open discussion. Be careful not to dominate the discussion. Be curious. Clarify jargon. No electronic diversions. Keep a sense of humor. Be concise. Ask questions when you don't understand. Value alternative viewpoints. Be collaborative.		
Member	Position	Term
Jennifer (Jenny) McCabe	Flex Coordinator, Tri-Chair	Fall 2023-Spring 2026
Marisa Diaz-Jimenez (will return in Feb 2024)	Classified Professional Development Organizer, Tri-Chair	3 yr terms: Fall 2022-Spring 2025
Shannon Reed	Administrative Professional Development Organizer, Tri-Chair	Standing
Ariane (Aree) Metz	Full-time Faculty	2 yr term: Fall 2023-Spring 2025
Jeannine Mullin	Full-time Faculty	2 yr term: Fall 2022-Spring 2024
Dinah Nucum	Part-time Faculty	2 yr term: Fall 2022-Spring 2024
Kimberly (Kim) Boles-Cravea	Classified Professional	1 yr term: Fall 2023-Spring 2024
TBD	ASWCC Representative	1 yr term
Kevin McClain	WCC Administrative Representative (appointed by Exec V.P.)	Standing
Caren Fernandez	WCC Administrative Representative (appointed by Exec V.P.) (preference for LCC)	Standing
Meeting Schedule		
Meetings will take place the 2 nd & 4 th Thursday of the month from noon-1.		
Quorum		
For purposes of making a meeting official a quorum consisting of 50% + 1 of the committee membership shall be required.		
For FAYCCD Travel & Conference Fund applications a quorum consisting of 2 out of 3 full-time faculty members are needed. However, if there are concerns by other committee members, decisions will be tabled for the next meeting.		

For non-FAYCCD Travel & Conference Fund Flex issues a quorum consisting of 50% + 1 of the full-time faculty members + part-time faculty members are needed.

For other Professional Development issues, particularly in regards to Professional Development funds, a quorum consisting of 50% + 1 of the committee membership will be required.

Deliverables

1. Annual Flex Plan, including professional development activities.
2. Updates to the WCC Flex Guidelines.
3. Adjudicate questions of acceptable Flex activities and required Flex participation documentation. (Note: Only the Faculty member representatives (Full-Time + Part-Time) have voting rights for these.)
4. Approve FAYCCD Travel and Conference Fund applications. (Note: Only the Full-Time Faculty Member representatives have voting rights for these)
5. Evaluate the quality of professional development offerings and make recommendations for improvement of workshop offerings.
6. Promote upcoming workshop events.
7. Recommend approvals of other (non-FAYCCD) Staff Development/Professional Development Fund applications (Note: Everyone has voting rights).

Operating Procedures

The Committee will consist of:

- Tri-chairs:
 - Flex Coordinator (a full-time faculty member*)
 - Classified Professional Development Organizer
 - Administrative Professional Development Organizer
- Two additional full-time faculty members selected by the Academic Senate.
- One part-time faculty member selected by the Academic Senate.
- Two additional administrators (one from WCC, one from LCC).
- One additional classified staff member (selected by CSEA, preference to Lake or Colusa).
- One student (selected by ASWCC).

**Required by title 5, division 6, chapter 6, subchapter 8, article 2, section 55724, item a-4. (See "Guidelines for the Implementation of the Flexible Calendar Program ~ Adopted April 1993, Revised April 2007" found at http://extranet.cccco.edu/Portals/1/AA/FlexCalendar/Flex_Calendar_Guidelines_04-07.docx.pdf)*

Duties of the Flex Coordinator as it pertains to this committee include:

1. Work with Professional Development Organizer Tri-Chairs in calling meetings, preparing agendas, and facilitating communication between committee members.
2. Ensuring that we are following state regulations in regards to Flex, educating committee members on the college's Flex program and deadlines, overseeing the approval of Flex contracts, approving Flex Workshop planning forms.
3. Work with Professional Development Organizer Tri-Chairs to advertise Flex-related professional development activities and make sure that our Professional Development offerings include sufficient workshops to also suit the College's Flex needs.
4. Work with Yuba College Flex Committee in order to make any necessary changes to the Flex Guidelines.
5. Communicating committee's work with the Academic Senate.
6. Administer the FAYCCD Travel & Conference Funds.

Administrator, classified, and student members will serve in only an advisory capacity in making recommendations for Flex-specific issues.

Duties of the Classified & Administrative Professional Development Organizers as it pertains to this committee include:

1. Work with Flex Coordinator in calling meetings, preparing agendas, and facilitating communication between committee members.
2. Planning Flex/Professional Development days/workshops/activities/resources with input from Flex Coordinator, committee members, needs assessment surveys, and workshop evaluations and working with the administrative assistant to make sure presenters have what they need for their workshops/presentations (including access to rooms, technology needs, rosters etc.).
3. Work with the Flex Coordinator to make sure that Professional Development days are adequately advertised, and to make sure that workshop planning forms are submitted and that rosters are collected and submitted for Professional Development activities that are Flex-related.
4. Communicating with the College Council.
5. Administer Classified & Part-Time Faculty Professional Development funds.

Each Faculty Committee Representative duties include:

1. Attending meetings and representing constituent interests.
2. Facilitating the development of Flex & Professional Development activities.
3. Encouraging fellow campus community members to present workshops and other Flex activities and to help educate them on the college's Flex program.
4. Ensuring that faculty complete the validation needed after completion of particular activities and/or submit appropriate products or outcome measure results for identified flex activities as specified in the Flex Guidelines.
5. Reviewing Travel and Conference Fund applications & aiding in the decision-making of process of which applications should be funded.
6. Reviewing Classified & Part-Time Faculty Professional Development fund applications & aiding in the decision-making of process of which applications should be funded.

Recommendations

Recommendations are forwarded to the Vice President, College Council, or Academic Senate as appropriate. (In general, Flex-specific things are forwarded to the Academic Senate and non-Flex related Professional Development items are forwarded to the Vice President and/or College Council.)

College Communications

1. Agenda and minutes made accessible via the Flex Committee webpage.
2. Informal updates and meeting announcements are sent via email.
3. Communicate reports to WCC Academic Senate & College Council as requested.

Council

A standing group of experts, defined by a purpose statement, charged with reviewing specific organizational operations and reporting recommendations back to the authoritative body.

None to date.

Subcommittee

A subset of standing committee; members organized for a specific operation that may or may not be time-bound.

None to date.

Task Force

A selected group of experts charged by a standing committee or council to carry out a specific time-bound activity.

None to date.

Work Group

A standing group usually appointed/approved by an authoritative body to carry out a specific project or event unrelated to College governance.

None to date.

Updated: 11/30/23



Planning and Institutional Effectiveness Committee

Purpose		
The Planning and Institutional Effectiveness Committee (PIE) oversees ongoing institutional processes and practices to; inform decision-making on resource allocation, develop college staffing plan, assessments, accreditation, and optimize student success in institutional outcomes.		
Meets District Strategic Goal		
District Strategic Goal # 3: Continuously improve integrated planning and institutional effectiveness processes within a collaborative culture of evidence.		
Meets Accreditation Standard		
<p>1.3 The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation.</p> <p>1.4 The institution’s mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services.</p> <p>1.5 The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement.</p> <p>2.9 The institution conducts systematic review and assessment to ensure the quality of its academic learning support, and student services programs and implement improvements and innovations in support of equitable student achievement.</p> <p>3.4 The institution develops, maintains, and enhances its educational services an operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success.</p> <p>4.3 The institution’s decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes.</p>		
Norms		
The Planning and Institutional Effectiveness Committee and its Task Forces operate consistently with the YCCD Shared Decision- Making Model. The chair and members will carry out responsibilities assigned to the committee and function under the Team Roles as defined in the WCC College Handbook.		
Memb er	Positi on	Ter m
Sandra Fowler	(Interim) Vice President of Instruction	Ongoing
Matt Clark	Academic Senate President (Faculty)	Ongoing

Ariane Metz	(Interim) Academic Senate V.P. (Faculty)	Ongoing
George Sellu	(Interim) Dean of Career Education	Ongoing
Shannon Reed	Dean of Arts and Sciences	Ongoing
Steven Nguyen	(Interim) Dean of Institutional Effectiveness and Student Success	Ongoing
Patricia Barba	(Interim) Dean of Lake County Campus	Ongoing
Jaya Shah	Faculty Co-Chair of College Council (Faculty)	Ongoing
Betsy Allen	At Large Faculty (Faculty)	FA 21 - SP 24
Gina Jones	At Large Lake Faculty (Faculty)	FA 22 - SP 25
Nili Kirschner	Curriculum Co-Chair (Faculty)	Ongoing
Vacant	Classified Professional Representative	FA 23 - SP 25
Heather Rulka	Student Representative	One Year
Vacant	Student Representative	One Year
Resource	Position	Term
Dena Martin	Accreditation Faculty Lead	Ongoing
Vacant	WCC Fiscal Analyst	Ongoing
Ariana Velasco	(Interim)VP of Student Services	Ongoing

Meeting Schedule

Regularly scheduled meetings are held the first Friday of each month during a regular term from 10am to 11:50. Task Force meetings are planned for the third Friday of each month during a regular term from 10am to noon.

Quorum

Quorum is defined as more than 50% of standing committee members.

Deliverables

The deliverable for the PIE Committee is to coordinate the work of the various planning task forces to ensure integrated planning, including the task forces listed below. In addition, PIE serves as both a recommending, and informed body on the college's budget resource allocations.

PIE has an active role in recommending prioritization to the college president on:

- Instructional Equipment Allocation
- College Grant Portfolio and their subsequent college obligations

PIE has an informational role in the development of:

- College Discretionary Budget
- College Facility Master Plan
- College Technology Needs

The Task Forces of PIE

The intention in the committee design is that the Task Forces are led by an administrative member and a faculty member of the PIE committee. If the PIE faculty membership is not able to support a Task Force, the Academic Senate may appoint an alternate faculty leader to the Task Force.

Strategic Enrollment Management

- Develop and Implement a college-wide strategic enrollment management plan based on a review of SEM data and assessment of schedule performance.
- Review draft schedules and develop principles for the addition or removal of sections on the schedule based on student need, productivity, budget constraints, or modality.
- Provide input and collaborate on the implementation of the district strategic enrollment management plan in collaboration with campus leaders.

Staffing Task Force

- Develop, write, and annually update the college's staffing plan that meets administrative, classified, and full-time faculty needs of the college.

- Facilitate the full-time faculty request process to rank applications for new full-time faculty positions.

Program Review and SLO Task Force

- Lead and support the college’s assessment efforts to ensure continuous improvement at the course, program, and institutional levels.
- Organize, conduct, validate and asses the annual program review and planning process.
- Facilitate or provide resources to access SLO data with disaggregated equity data to inform improvement.

Career Education (CE) Local Funding Task Force

- Support the collection, analysis, and shared understanding of CE data for the college’s career education portfolio.
- Collect and prioritize proposals to use categorical CE funding to support program objectives.
- Use and communicate labor market information and economic trends to campus stakeholders.
- Review the use of categorical CE funds.

Accreditation Task Force

- Oversees authorship, approval process, and distribution of any Progress Reports, Mid-Term Reports, Annual Reports, and the Institutional Self Study report.
- Organizes the membership and coordinates the work of the Standards Committees and their sub-committees in preparing official reports.
- Facilitates college-wide dialogue, to informing and collect feedback from all constituents about Accreditation activities.
- Serves as a resource for the college to stay current on accreditation requirements and support the implementation of best practices.

Procedures

Recommendations

Recommendations are forwarded to College Council, Academic Senate, or other bodies when appropriate.

Communications

Agendas and minutes to be distributed electronically via board docs to all WCC staff at least 48 hours in advance of the meeting.

Subcommittee

A subset of standing committee; members organized for a specific operation that may or may not be time-bound.

Task Force

A selected group of experts charged by a standing committee or council to carry out a specific time-bound activity.

The Task Forces and their deliverables are described in the deliverables section.

Work Group

A standing group usually appointed/approved by an authoritative body to carry out a specific project or event unrelated to College governance.

PIE Taskforce Membership

Staffing Members

Career Education Dean
Arts and Sciences Dean
Faculty Co-Chair (Based on Faculty)
 At Large Faculty
 At Large Faculty
 At Large Faculty
 At Large Lake Faculty
Classified Representative
Classified Representative
ASWCC Student Representative

Staffing

Erin O'Neill (Interim)
Shannon Reed
Matt Clark
Matt Clark
Jaya Shah
Aracely Ruiz
Jen Hansen
Alberto Miranda
Vacant
Vacant

Resources

Fiscal Analyst
VP of Student Services
VP of Instruction
Lake County Campus Dean

Rajvir Kaur
Ariana Velasco
Sandy Fowler (Interim)
Patricia Barba (Interim)

Safety Committee

Committee Purpose		
The purpose of the Safety Committee is to ensure the safety of employees and students at all sites of Woodland Community College. It is the intent of this committee to communicate safety and health awareness among the employees of the college. The Committee makes recommendations to College Council and the President.		
Meets District Goal/College Strategic Direction		
District Strategic Goal VI: Offer safe, reliable and welcome environments and provide services that contribute to a safety net for students and the college communities.		
Meets Accreditation Standard		
Standard III: Infrastructure and Resources The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution assures safe and effective physical resources at all locations where it offers courses, student services, and/or learning support services.		
Committee Norms		
Operates under the Woodland Community College Committee Norms.		
Member	Position	Term
Lizette Navarette	College President (Co-Chair)	Standing
Brian Gillespie	Biology Faculty (Co-Chair)	F2021-Sp2024
Leslie Deniz	Professor of Administrative Justice	F2020-Sp2023
Officer James Markus Chief of Police (Interim) Adam Pharris	YCCD Police Department	Standing
	Classified	F2023-Sp2026
	Classified	F2023-Sp2026
Vacant	ASWCC Representative	
Patricia Barba (Interim Dean of LCC)	Lake Representative	Standing
Devin Crosby, Chief Technology Officer or Designee (Jason Musselman)	District Risk Managers	Standing Resource Member
	Colusa Representative	Standing Resource Member
Michelle Lewis	Keenan and Associates	Standing Resource Member
David Willis/Brian Splaine	District Maintenance and Operations	Standing Resource Members
Geoff Hulbert	Department of Supportive Programs and Services (DSPS)	Standing Resource Member

Meeting Schedule

Regularly-scheduled meetings are held the first Thursday of the month from 12 pm to 1 pm.

Quorum

Not necessary.

In specific, the Committee serves the following purposes:

In collaboration with the Yuba Community College District Police Department and under the guidance of the District's Risk Management Consultant (Keenan & Associates), the Committee serves the following purposes:

- Review and update Emergency Plans for employees and students on the College sites. To review and update of the Injury and Illness Prevention Program for employees in compliance with applicable OSHA regulations and state law. These procedures shall promote an active and aggressive program to reduce and/or control safety and health risks.
- To minimize known hazards in the workplace.
- To provide training opportunities related to safety and emergency procedures.
- Oversees the supply and placement of emergency kits at strategic locations on campus.

Operating Procedures

Guidelines and Parameters:

1. The committee operates in a manner consistent with District and College shared governance model and processes.
2. Chair(s) and members will carry out responsibilities assigned to this committee and function under the roles as defined in the College Council Handbook.
3. Committee members will come prepared for each meeting and will have completed any assignments necessary to move the business of the meeting toward completion.
4. Agenda to be distributed in advance of a meeting.
5. Minutes to be distributed in advance of the next meeting to allow for review.
6. Committee Chair(s) or designee will make periodic reports to the Academic Senate, College Council, President's Cabinet, Chancellor, the Board of Trustees, and others as appropriate.
7. The current ACCJC standards will be utilized.

Recommendations

Recommendations are forwarded to the president for review and approval; the president forwards committee recommendations (as appropriate) to: College Council, Chief of Police, District Risk Managers, and Chancellor.

College Communications

Agendas and minutes are posted on WCC's Safety Committee website:
<https://district.yccd.edu/pages/wcc-new/CommitteeDetail.aspx?aid=45>

Subcommittee

A subset of standing committee; members organized for a specific operation that may or may not be time-bound.

Taskforce

A selected group of experts charged by a standing committee or council to carry out a specific time-bound activity.

Work Group

A standing group usually appointed/approved by an authoritative body to carry out a specific project or event unrelated to College governance.





Student Success Committee

Committee Purpose		
<p>The Student Success Committee is responsible for planning, reviewing, monitoring, and using student outcome data to inform the development and implementation of activities that enhance access, recruitment, retention, course completion, academic achievement and transfer opportunities for our students.</p> <p>The committee provides guidance and feedback on the following: 1. Academic Initiatives (e.g., Guided Pathways, Early Alert, and AB 705, Academic Integrity), 2. Integrated Planning (College Master Plan, Student Equity and Achievement Plan) 3. Other areas as appropriate</p>		
Meets District Goal/College Strategic Direction		
<p>Goal 1: Increase student success and maximize the student experience through androgogy, curriculum and well-aligned student service programs designed to enhance student learning and completion by 2023.</p> <p>Goal 2: We will foster diversity, equity, and inclusion by providing support structures, access, as well as reviewing our current processes to ensure equitable outcomes.</p> <p>Goal 5: Integrate strategic foresight into our planning to better anticipate the future needs of our students and communities through innovation and technology.</p>		
Meets Accreditation Standard		
Standard 2: Student Success		
Committee Norms		
<p>Operates under the Woodland Community College Committee Norms. All members agree to miss no more than two meetings per semester with the exception of extenuating circumstances that are communicated to the committee in advance at which point the committee would discuss the possibility of seeking a new appointment for that position. All absence notifications must be sent to the Student Success Committee Co-Chairs.</p>		
Member	Position	Term
Cay Strode	Faculty Co-Chair	Fall 2023 - Spring 2024
Steven Nguyen	Interim Dean of Student Success and Institutional Effectiveness (Co-Chair)	Standing
Estelita Spears	Counselor	Fall 2022 - Spring 2025

Joel Pyzer	Math and Science Faculty Representative	Fall 2021 - Spring 2024
VACANT	Student Services Management	Fall 2022 - Spring 2025
Lorell Cooke	Career and Technical Education Faculty	Fall 2022 - Spring 2025
Cay Strode	FALAHUM Faculty	Fall 2021 - Spring 2024
Aracely Ruiz	At-Large Faculty	Fall 2021 - Spring 2024
Jessica Aggrey	English as Second Language (ESOL) Faculty	Fall 2022 - Spring 2025
Danielle Stennet	Classified Representative	Fall 2023 - Spring 2026
VACANT	Part-time Faculty	Fall 2021 - Spring 2024
Gina Jones	Lake County Campus Representative	Fall 2023 - Spring 2026
Samriya Khadka	ASWCC/ASLCC Student Representative	Fall 2023 - Spring 2024
Kimberly Reed	Financial Aid Representative	Standing
Kevin McClain	Director of Academic Excellence	Standing

Meeting Schedule

Regularly scheduled meetings are held every first and third Friday of each month and as needed, 1:00 -2:30 via [Zoom](#).

Quorum

Although not a voting body, the committee will adhere to a quorum of at least 50% of membership composition.

Deliverables

1. Develop and present biannual reports to the WCC College Council and Academic Senate (end of each semester).
2. Report out First Year Experience Workgroup outcomes
3. Report out Faculty Outreach & Engagement Workgroup outcomes
4. Report out Academic Integrity Workgroup outcomes
5. Report out Student Success Center Workgroup outcomes

Operating Procedures

1. The committee operates in a manner consistent with District and College shared governance model and processes.
2. Chair(s) and members will carry out responsibilities assigned to this committee and function under the roles as defined in the College Council Handbook.

3. Committee members will come prepared for each meeting and will have completed any assignments necessary to move the business of the meeting toward completion.
4. Agenda and previous minutes will be distributed 72 hours in advance of next meeting.
5. Committee Chair(s) or designee will make semesterly reports to the Academic Senate, College Council, and other bodies as appropriate.
6. The current ACCJC standards will be utilized.

Vetting Process

Recommendations are forwarded to Academic Senate and College Council for review and to the President for review and approval.

College Communications

Agenda and meeting minutes will be published 72 hours prior to the next meeting and will be published on [BoardDocs](#).

AY 23-24 Goals

- Continuously assess and make recommendations regarding the implementation of low-cost textbooks and reducing the impact of fees on students
- The First Year Experience Workgroup will continue to work on two initiatives:
 - 1) building a foundation for a full FYE program;
 - 2) planning, improving, and scaling up the college's Eagles Welcome / FYE program, including offerings at Lake and Colusa
- The Faculty Outreach & Engagement Workgroup will continue to develop recommendations for faculty regarding outreach and engagement
- The Student Success Center Workgroup will continue to develop recommendations for the improvement of the Center's programming
- The Academic Integrity Workgroup will continue to develop recommendations for promoting academic integrity and supporting faculty in responding to generative-AI issues
- Receive updates and discuss strength-based recommendations regarding Guided Pathways, library, Academic Integrity, Early Alert, Student Wellness (Health Center, Eagles Essentials, etc), AB 705 and AB 1705
- Request and review student success data, including data on experience with online learning and hybrid modalities
- Work more collaboratively with FLEX, professional development programming, and the DEi committee

Annual Committee Assessment

Committee Assessment Survey

Instructions: Please provide your feedback based on your experience with the committee. Your responses are confidential, and your honest input is valuable for improving the committee's effectiveness.

Section 1: Committee Demographics

1. Committee Name:
2. Your Role in the Committee:

Section 2: Overall Committee Effectiveness

Please rate the following statements on a scale of 1 to 6, where 1 is "Strongly Disagree" and 5 is "Strongly Agree." 6 – unknown

3. The committee's objectives and goals are clearly communicated.
4. Meetings are well-organized and productive.
5. Decision-making processes are transparent and inclusive.
6. The committee met its objectives and goals for the year.
7. The committee's meetings and outcomes are aligned with the college goals.

Section 3: Communication

7. Communication within the committee is clear and timely.
8. The committee effectively communicates with stakeholders.
9. There is open and constructive communication during meetings.

Section 4: Leadership and Governance

10. The committee leaders provide effective leadership.
11. Roles and responsibilities are clearly defined for all members.
12. The committee follows established governance procedures.

Section 5: Teamwork and Collaboration

13. Committee members contribute actively to discussions and tasks.
14. Collaboration among committee members is encouraged and valued.
15. Committee members collaborate effectively with each other.
16. Conflict resolution processes are effective.

Section 6: Open-Ended Questions

16. What do you think are the committee's strengths?
17. What areas do you think need improvement?
18. Any additional comments or suggestions for enhancing committee effectiveness?

Section 7: Demographic Information (Optional)

19. Years of experience in the committee: [0-1, 2-5, 6-10, 10+]

Resources

Glossary of Common Used Terms

A&R	Admissions and Records
AA	Associate of Arts
ACCJC	Accrediting Commission for Community and Junior Colleges
ADA	Americans with Disabilities Act
ADT	Associate Degree for Transfer
AEBG	Adult Education Block Grant (prior term for CAEP)
ALO	Accreditation Liaison Officer
AP	Administrative Procedure
ART	Accreditation Response Team
AS	Associate of Science / Associate of Sciences
ASC	Accreditation Steering Committee
ASCCC	Academic Senate for California Community Colleges
ASSIST	Articulation System Stimulating Interinstitutional Student Transfer
AST	Administrative Support Team
ASWCC	Associated Students, Woodland Community College
ASWS	Academic Success Workshop Series
AUOs	Administrative Unit Outcomes
BOG	Board of Governors
BP	Board Policy
BSI	Basic Skills Initiative
CAADAC	California Association of Alcoholism and Drug Abuse Counselor
CAEP	California Adult Education Program
CALEA	Communication Assistance for Law Enforcement Act
CalPERS	California Public Employees' Retirement System
CalSTRS	California State Teachers' Retirement System
CalWORKS	California Work Opportunity and Responsibility to Kids
CARE	Cooperative Agencies Resources for Education
CAT	Communication and Technology

CbD	Completion by Design
CBO	Chief Business Officer
CCC	Colusa County Campus
CCCCC	California Community College Curriculum Committee
CCCECE	California Community College Early Childhood Educators
CCLC	Community College League of California
CCSSE	Center for Community College Student Engagement
CDAM	California Community Colleges Contracted College Audit Manual
CEC	California Energy Commission
CENIC	Corporation for Education Network Initiative in California
CEO	Chief Executive Officer
CLASS	College Leadership of Academic and Student Success
CLEP	College-Level Examination Program
COCI	Chancellor's Office Curriculum Inventory
COR	Course Outline of Record
CQI	Continuous Quality Improvement
CSAC	California Student Aid Commission
CSEA	California School Employees' Association
cSLO	Course Student Learning Outcomes
CSU	California State University
CTE	Career and Technical Education
CTEC	California Tax Education Council
CTO	Chief Technology Officer
DC3	District Consultation and Coordination Council
DCAS	District/College/Academic Senate Leadership
DE	Distance Education
DIG	Data Inquiry Group
DSET	District Services Executive Team
DSPS	Department of Supportive Programs and Services
EAP	Early Assessment Program
EDD	Employment Development Department
EEO	Equal Employment Opportunity

EMP	Educational Master Plan
EOL	End of Life
EOPS	Extended Opportunity Program and Services
EOS	End of Services
ER	Eligibility Requirement
ERP	Enterprise Resource Planning
ESOL	English for Speakers of Other Languages
FaLaHum	Fine Arts, Language Arts, and Humanities
FAYCCD	Faculty Association of Yuba Community College District
FERPA	Family Education Rights and Privacy Act
FISAP	Fiscal Operations Report and Application to Participate
FSEOG	Federal Supplemental Educational Opportunity Grant
FTE	Full Time Equivalent
FTES	Full Time Equivalent Student
FTEF	Full Time Equivalent Faculty
FWS	Federal Work Study
FYE	First Year Experience
GASB	Governmental Accounting Standards Board
GE	General Education
GED	General Education Development
GO	General Obligation
GPA	Grade Point Average
HIPAA	Health Insurance Portability and Accountability Act
HSI	Hispanic Serving Institution
IE	Institutional Effectiveness
IEPI	Institutional Effectiveness Partnership Initiative
ILS	Integrated Library System
ISER	Institution Self Evaluation Report
iSLOs	Institutional Student Learning Outcomes
IT	Information Technology
JPA	Joint Powers Authority
LCC	Lake County Campus

LMI	Labor Market Information
MESA	Mathematics, Engineering, Science Achievement
MOU	Memorandum of Understanding
NAEYC	National Association for the Education of Young Children
NASFAA	National Association of Student Financial Aid Administrators
NCAEC	North Central Adult Education Consortia
NCCC	North Central Counties Consortia
OEI	Online Education Initiative
OER	Open Educational Resources
OML	Open Media Lab
OPEB	Other Post-Employment Benefits
OSHA	Occupational Safety and Health Administration
PC	President's Cabinet
PCAH	Program and Course Approval Handbook
PIE	Planning and Institutional Effectiveness
POST	Police Officers Standards and Training
PRT	Partnership Resource Team
PRVT	Program Review Validation Team
pSLOs	Program Learning Outcomes
QEC	Qualified Energy Conservation
RAWC	Reading and Writing Center
RIAA	Recording Industry Association of America
SAN	Storage Area Network
SAO(s)	Service Area Outcomes
SAP	Satisfactory Academic Progress
SCC	Schedule Criteria Committee
SELF	Schools Excess Liability Fund
SELP	Supplemental Employee Retirement Plan
SENSE	Survey of Entering Student Engagement
SI	Supplemental Instruction
SLA	Service Level Agreement
SLO	Student Learning Outcomes

SOAR	Student Outreach and Retention Office
SOX	Sarbanes-Oxley Act
SSARCC	Student Services Automated Reporting for Community Colleges
SSC	Student Success Center
SSD	Solid State Drives
SSO	Single Sign-On
SSSP	Student Success and Support Program
STAY	Support for Transition Age Youth
SWACC	Statewide Association of Community Colleges
SWF	Strong Workforce Funding
TOP	Transfer Opportunity Program
TRAN	Tax and Revenue Anticipation Note
UC	University of California
USDE	United States Department of Education
VDI	Virtual Desktop Infrastructure
WAN	Wide Area Network
WCC	Woodland Community College
WIOA	Workforce Innovation and Opportunity Act
YC	Yuba College
YC-AFT	Yuba College American Federation of Teachers
YCCD	Yuba Community College District
YEMSA	Yolo Emergency Management Services Agency
ZTC	Zero Cost Text Course/Program



Mission and Function of California Community Colleges

EDUCATION CODE, SECTION 66010.4

The missions and functions of California's public and independent segments, and their respective institutions of higher education, shall be differentiated as follows:

(a) (1) The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree.

(2) The community colleges' mission shall include all of the following:

(A) The provision of instruction and additional learning supports to close learning gaps for those who need it, instruction in English as a second language, adult noncredit instruction, and support services that help students succeed at the postsecondary level.

(B) The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

(C) The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

(D) The provision of student support services to facilitate academic success and achievement.

(3) A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement.

(4) The California Community Colleges may conduct institutional research concerning student learning and retention, and community college programming to facilitate its educational mission.

(5) The provision of instruction and support to close learning gaps authorized by subparagraph (A) of paragraph (2) shall be provided in the form of concurrent support, unless college data and research demonstrates that even with concurrent support a student is highly unlikely to succeed in the course.

(b) The California State University shall offer undergraduate and graduate instruction through the master's degree in the liberal arts and sciences and professional education, including teacher education. Presently established two-year programs in agriculture are authorized, but other two-year programs shall be permitted only when mutually agreed upon by the Trustees of the California State University and the Board of Governors of the California Community Colleges. The doctoral degree may be awarded jointly with the University of California, as provided in subdivision (c) and pursuant to Section 66904. The doctoral degree may also be awarded jointly with one or more independent institutions of higher education, provided that the proposed doctoral program is approved by the California Postsecondary Education Commission. Research, scholarship, and creative activity in support of its undergraduate and graduate instructional mission is authorized in

the California State University and shall be supported by the state. The primary mission of the California State University is undergraduate and graduate instruction through the master's degree.

(c) The University of California may provide undergraduate and graduate instruction in the liberal arts and sciences and in the professions, including the teaching professions. It shall have exclusive jurisdiction in public higher education over instruction in the profession of law and over graduate instruction in the professions of medicine, dentistry, and veterinary medicine. It has the sole authority in public higher education to award the doctoral degree in all fields of learning, except that it may agree with the California State University to award joint doctoral degrees in selected fields. The University of California shall be the primary state-supported academic agency for research.

(d) The independent institutions of higher education shall provide undergraduate and graduate instruction and research in accordance with their respective missions.

(Amended by Stats. 2022, Ch. 465, Sec. 1. (AB 2973) Effective January 1, 2023.)

