

GOVERNANCE GUIDE



2026

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GOVERNANCE GUIDE

Woodland Community College

Lake County Campus | Colusa County Outreach Center

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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.

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

Our Mission:

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, state, and country.

Institutional Student Learning Outcomes

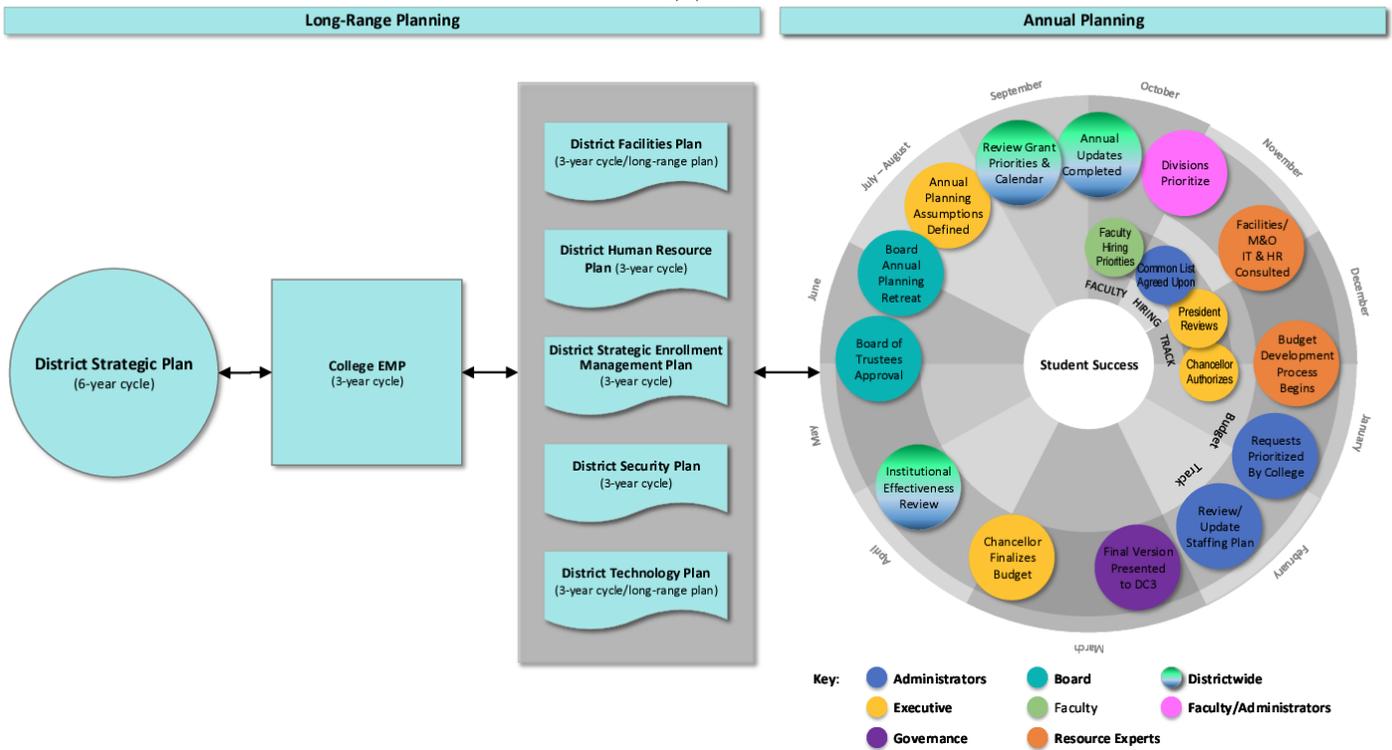
WCC courses, programs, & services map onto one or more of our eight institutional learning outcomes (iSLOs), ensuring that students who complete an associate degree at WCC will be able to:

- 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

7/26/2022



WCC Integrated Planning Model

WOODLAND COMMUNITY COLLEGE Integrated Planning Model



● **1. Mission, Vision, and Values**

All planning activities align with WCC’s mission, vision, and values.



● **2. WCC Strategic Plan (EMP + SEP)**

WCC’s Strategic Plan unites the EMP and SEP to provide a shared compass for student success and equity.



● **3. Program Review Process**

Data triangulation supports decision-making and continuous improvement.

● **4. Informs Resource Allocation**

Data and program review findings inform strategic investments and alignment with institutional goals.



● **5. Institutional Outcomes & Reassessment**

When effectively implemented, the integrated planning model supports our mission and ensures WCC is meeting its Strategic Plan goals and metrics.

1. Mission, Vision, and Values as the Guiding Foundation

- **Purpose:** All planning activities align with WCC’s mission, vision, and values.
- **Role:** Serve as the anchor for institutional goals, ensuring that strategies promote:
 - Student learning and success
 - Equity and inclusion
 - Regional workforce development
 - Community, social, and cultural advancement

2. WCC Strategic Plan

- **Components:**
 - **Educational Master Plan (EMP)** – Defines long-term academic priorities, program development, and instructional direction.
 - **Student Equity Plan (SEP)** – Ensures that access, achievement, and outcomes are equitable across student populations.
- **Guiding Function:**

The Strategic Plan unites the EMP and SEP to provide a shared compass for educational excellence and equity.
- **Data-Informed Inputs**

Data triangulation supports evidence-based decision-making for program development and improvement.

 - **Internal Data Sources**
 - Program and services resource inventory
 - Student experience and outcome analyses
 - Institutional effectiveness metrics (e.g., retention, completion, transfer rates)
 - **External Data Sources**
 - Labor Market Information (LMI)
 - Community and demographic profiles
 - Feeder school data and educational pipelines
 - Regional industry and educational trends

3. Program Review Process

- Accreditation Standards & Policies: Ensure compliance and quality assurance.
- Annual Program Reviews serve as feedback loops for continuous improvement:
 1. **Evaluation and planning** to improve or maintain the quality of programs
 2. **Assessment** of student learning outcomes, including disaggregated data
 3. **Continuous improvement**, revision of strategies and actions for improvement

4. Informs Resource Allocation

Data and program review findings inform strategic investment priorities. Ensures cross-functional alignment of space, technology, and people with institutional goals.

- **Associated WCC Plans:**

- Facilities Plan: Infrastructure aligned with academic and workforce needs.
- Technology Plan: Digital solutions that enhance learning and operations.
- Staffing Plan: Ensures capacity and to support student retention, completion, and equity.
- **Strategically Braided Resources:** Coordination of funding sources (state, federal, grants, partnerships) to maximize impact.

5. Institutional Outcomes and Reassessment

When effectively implemented, the integrated planning model:

- Supports WCC in meeting its Mission & Vision
- Ensures WCC is meeting its Strategic Plan (EMP and SEP) goals and metrics.
 - Such as, Socio-Economic Mobility: Empower all learners to complete their educational journeys, gain meaningful employment, and improve quality of life—breaking cycles of inequity and poverty.

WCC Institutional Decision-Making and Resource Allocation Process

Decisions are aligned to Woodland Community College’s mission, Strategic Plan, and the annual Program Review process. Effective decision-making at Woodland Community College includes identifying leadership roles, responsibility for action, and accountability. College leadership groups engage in various 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.

1. Identify Governance Accountability: *Establish who holds responsibility for decisions.*

- Rely Primarily
- Consult Collegially
- Administrative

2. Ground Decisions in Institutional Effectiveness: Ensure all recommendations align with institutional priorities and data-driven outcomes.

- WCC Strategic Plan (Educational Master Plan)
- College Plans (Student Equity, Facilities, Technology)
- Program Review

3. Develop and Review Recommendations: Collaborative review and refinement of proposed actions.

- Academic Senate
- College Coordinating Council
- President
- President’s Cabinet

4. Resource Allocation and Implementation: Allocate resources to support approved recommendations and institutional goals.

- Staffing
- Technology
- Facilities
- Equipment and Supplies

5. Evaluate Outcomes and Processes: Assess impact and effectiveness; feed results back into governance for continuous improvement.

- Annual Strategic Plan Update Report
- Committee Effectiveness Review

Continuous Improvement Loop: Each stage informs the next - creating an ongoing cycle of evaluation, planning, decision-making, and improvement.

WCC Governance Groups Overview

Governance Body Categories

Each governing body must fall into one of three categories—Council, Committee, or Taskforce—as defined below.

- **Council:** An advisory council that tracks implementation and progress on WCC’s Educational Master Plan (strategic plan) and ensures that committees and taskforces are working toward the plan’s goals.
 - **Committee:** Standing group of experts with ongoing, specific objectives and deliverables, responsible for providing recommendations to the President related to WCC governance.
 - **Taskforce:** Temporary or periodic group of experts selected to carry out a specific time-bound objective and/or deliverable related to WCC governance.
-

Council

- College Coordinating Council

Committees

- Diversity, Equity, and Inclusion
- Flex-PD
- Operations, Safety & Facilities
- Student Success & Institutional Effectiveness

Taskforces

- Accreditation
 - Career Education Local Funding
 - Program Review & Student Learning Outcomes
 - Faculty Staffing
 - Program Review Validation
 - Strategic Enrollment Management
-

Academic Senate

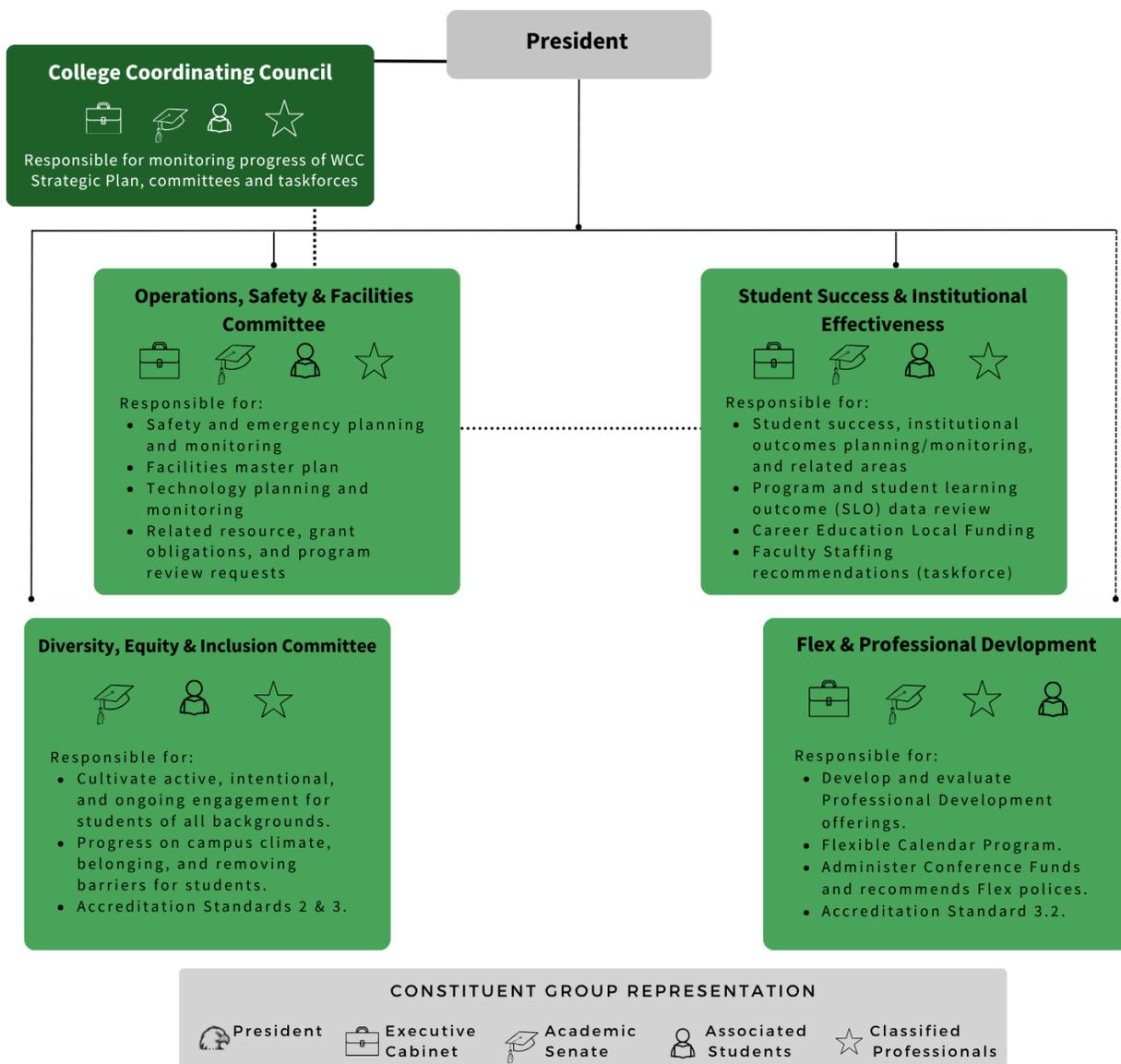
- Academic Standards
 - Curriculum
-

YCCD Committees

- Academic Calendar
- Chancellor’s Cabinet
- College Leadership of Academic & Student Success (CLASS)
- District Consultation & Coordination Council (DC3)

- District Management Council (DMC)
- District/College/Academic Senate Leadership Group (DCAS)
- Sabbatical
- Technology

WOODLAND COMMUNITY COLLEGE Participatory Governance Model



Governance Body Roles

To the extent possible, governance bodies include administrative, faculty, and classified professional representation from each of the 3 WCC sites, as well as students from at least 2 sites, nominated by the heads of each constituent group (e.g., Academic Senate, ASWCC). Taskforces likely need smaller teams given their charges, but still have each of the four constituent groups represented.

Each governance body (i.e., council, committee, taskforce) has a chair, vice-chair, and communications liaison, with each position coming from a different constituent group (i.e., Executive Cabinet, Academic Senate, Classified staff). These leaders serve two-year terms, with each role rotating among the different constituent groups.

Chair: Chairs are responsible for making sure member positions are appropriately filled, meetings are held regularly, recommendations are communicated to the President, and that bodies are staying within their purpose and charge. They must also solicit agenda items from members, communicate with other officers and committee staff prior to meetings, prepare and distribute meeting materials in advance, and ensure that meeting notes and committee reports are completed. The Chair must also mitigate barriers to participation, whether that is physical accommodations, translation services, student stipends, and/or encourage those with less power in the room to speak up.

Vice-Chair: Vice-chairs are responsible for supporting and advising the chair on their responsibilities, and serving as back-up to fill in for the chair if they are unable to attend a meeting or complete a duty.

Communications Liaison: The Communications Liaison ensures that takeaways are communicated to the campus community, and that community feedback is presented back to the committees and considered. This role is as critical as the chair.

Governance Body Members: Committee members are expected to prepare for and attend meetings, engage actively in discussions and deliberations, and effectively communicate key takeaways to their respective constituencies. Follows committee/team ground rules. Members should notify their chair in advance if they are unable to attend a meeting. Prepare in advance for meetings.

Administrative Staff: Governance bodies include an administrative staff person who manages logistics. This includes maintaining meeting dates, times, and membership information; posting the agenda in advance; and managing minutes and materials.

WCC Norms for Meetings

Open Meetings

To truly be participatory, all governance meetings should be open to the public, so that anyone in the WCC community can engage or observe. This requires governance body leadership to ensure that agendas are posted in advance with accurate meeting locations and times at least 72 hours before the meeting to allow for adequate preparation.

Meeting Frequency

Governance bodies should meet at least monthly (and likely more frequently for time-limited taskforces), and meetings should be scheduled with enough time between them to allow members to check in with the constituencies they represent. This ensures continuous and effective communication between the committee and the campus community.

Quorum

A quorum for decision-making consists of 50% plus one of the appointed committee members. This ensures that decisions are made with a sufficient level of participation and representation.

Meeting Documentation

Meeting minutes must include attendance, evidence used to come to a decision, approved decisions, and planned actions. They should be posted by the committee staff member within 72 hours after they are formally approved at the next meeting. In addition, the Communications Liaison must translate the minutes into a report-out (see attached template) for sharing across the campus community and a dedicated intranet space.

Governance - Campus Information Flow

Serving on a governance body comes with the responsibility to represent and communicate constituent input during meetings, as well as to share decisions and actions with the broader campus community. Each meeting should include two standing agenda items to ensure information flow. The *Community Report-Out* agenda item should be used to discuss what members should share with their constituencies, and the *Community Feedback* agenda item should be used to review reactions and questions received from those constituencies. See Appendix A.

Agenda and Minutes Template

Woodland Community College [Governance Body Name]

Meeting Agenda & Minutes

Date: [Insert Date]

Time: [Insert Start Time] – [Insert End Time]

Location: [Insert Location] or [Virtual Platform Information]

Supporting Documents: [Attach or link documents relevant to the meeting (e.g., reports, proposals, previous meeting minutes)]

Tracking Sheet of Action Items and Next Steps: Saved on SharePoint and available to all committees. Used for annual report.

Agenda Item	Notes & Action Items
Meeting Call to Order	<ul style="list-style-type: none">Time: [Insert Time]
General Business	
Member Roll Call	[List present members, including roles if applicable]
Approval of Current Meeting Agenda	<ul style="list-style-type: none">Motion to approve today’s agendaAny proposed amendments to the agenda?
Approval of Previous Meeting’s Minutes	<ul style="list-style-type: none">Motion to approve the minutes of the [insert date] meetingAny proposed amendments to the minutes?

Public Comment	<ul style="list-style-type: none"> Name of non-member stakeholder addressing the body, summary of comment, and action items
Old Business	
[Item 1]	<ul style="list-style-type: none"> Update or discussion on ongoing project or issue Decision or action items
[Item 2]	<ul style="list-style-type: none"> Update or discussion on ongoing project or issue Decision or action items
Community Feedback	<ul style="list-style-type: none"> Standing agenda item for members to discuss feedback they have received from constituents on decisions/report-outs List items and point person for follow-up
New Business	
[Item 1]	<ul style="list-style-type: none"> Update or report from constituent groups, participatory committees, taskforces, academic committees, or other groups Decision or action items <ul style="list-style-type: none"> Summaries or attachment of data used to inform the decision or action
[Item 2]	<ul style="list-style-type: none"> Update or report from constituent groups, participatory committees, taskforces, academic committees, or other groups Decision or action items <ul style="list-style-type: none"> Summaries or attachment of data used to inform the decision or action
Community Report-Out	<ul style="list-style-type: none"> Standing agenda item for members to discuss information to report out to various constituent groups List items and point person on report-out
Meeting Wrap Up	

Open Forum	<ul style="list-style-type: none"> • Space for members to raise new topics or discuss issues not originally in the agenda • Summarize discussions, decisions, and action items
Future Agenda Items	<ul style="list-style-type: none"> • Discuss potential agenda items for future meetings
Meeting Adjournment	<p>Motion to adjourn the meeting</p> <ul style="list-style-type: none"> • Time: [Insert Time]
Next Meeting	[Insert Date, Time, Location]

Governance Meeting Schedule

For a more detailed version of committees, please visit our website: [Comprehensive List of Committees 2025.xlsx](#)

COMMITTEE/MEETING	MEETING SCHEDULE	TIME	CHAIR/CONTACT
Academic Senate	2nd & 4th Friday	1:00-3:00pm	Aree Metz, President
College Coordinating Council	August, October, February, April	TBD	TBD
Curriculum Committee	2nd & 4th Friday	10:00 am – 12:00 pm	Nili Kirschner/Brandi Asmus, Kathryn Sorensen
Diversity Committee	2nd & 4th Thursday	10:30-11:30am	Isabel Dueñas/Manuel Rios/ Mary Wilson
Flex Committee	2ND & 4th Thursday	12:00-1:00 pm	Jennifer McCabe/Shannon Reed
Student Success and Institutional Effectiveness Committee	1st & 3rd Friday	10:00 am-12:00 pm	TBD
Operations, Safety & Facilities Committee	TBD	TBD	TBD

OPERATING AGREEMENTS

Academic Senate Membership & Bylaws

Updated: Draft

Senate Executive Leadership		
Member	Position	Term
Aree Metz	President	2025-2026
Nili Kirschner	Vice President	2025-2026
Betsy Allen	Secretary	2025-2026
Area Senators		
Member	Position	Term
Candice Stafford-Banks	CTE Division Rep	
Betsy Allen	WCC FT At-Large	
Nili Kirschner	Social Sciences Division Rep	
Joel Pyzer	LCC FT At-Large	
Hoda Jahanshahloo	Math & Sciences Division Rep	
Nicholas Turney	WCC PT At-Large	
Charlene Eckels	LCC/CCC PT At-Large	
Aracely Ruiz	Student & Academic Support Services Rep	
Manuel Rios	FALAHUM Division Rep	
Vacant	Non-Voting Ex-Officio Member	
Vacant	ASWCC	

ACADEMIC SENATE BYLAWS (updated 4/22/2022)

College Coordinating Council

Members Appointed in Spring 2026

Purpose	
<p>The College Coordinating Council (CCC) serves as the central body responsible for monitoring progress and advancing the implementation of Woodland Community College’s Strategic Plan (Educational Master Plan).</p> <p>The Council ensures alignment among Accreditation Standards, the Student Equity Plan, institutional goals, planning initiatives, and operational activities across the College. Through ongoing review of strategic objectives, evaluation of outcomes, and collaboration among departments and governance groups, the CCC fosters transparency, accountability, and continuous improvement in pursuit of WCC’s mission and vision. The Council also promotes governance effectiveness by maintaining current governance documentation. It oversees the proposal review process by receiving and conducting preliminary evaluations of new initiatives before referring them to the appropriate committees for comprehensive analysis. All Council actions are guided by the Strategic Plan, informed by institutional data reviewed at the start of each semester, and communicated clearly across the College community.</p>	
Meets Accreditation Standard	
<p>Standard IV: Leadership and Governance: The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution (excerpt).</p>	
Committee Norms	
<p>The Committee and its Task Forces operate in alignment with the YCCD Shared Decision-Making Model and adhere to the Woodland Community College Committee Norms for Meetings.</p>	
Meeting Schedule	
<p>Meet two times per semester (four times per academic year) in August, October, February, April</p>	
Membership	
<p>Chair</p> <ul style="list-style-type: none"> • VPI - Even academic years • VPSS - Odd academic years 	<ul style="list-style-type: none"> • Ariana Velasco, Vice President of Student Services
<p>Vice-Chair</p> <ul style="list-style-type: none"> • Academic Senate Executive Representative - Odd years • Classified Professional - Even years 	<ul style="list-style-type: none"> • Aree Metz, Academic Senate President
<p>Communications Liaison</p>	
<p>Administrative Staff</p>	
<p>Members from Executive Cabinet (Term: 1-Years)</p>	<ul style="list-style-type: none"> • Ariana Velasco, Vice President of Student Services • Shannon Reed, Dean of Arts & Science

Member of the Academic Senate (Term: 3-Years. Serves as Vice Chair in odd years.)	<ul style="list-style-type: none"> • Aree Metz, Academic Senate President
Members from Classified Professional (Term: 3-Years. Serves as Vice Chair in even years.)	<ul style="list-style-type: none"> • Charlene Eckels
At-Large Full-Time Faculty	<ul style="list-style-type: none"> • Jaya Shah
At-Large Part-Time Faculty	<ul style="list-style-type: none"> • Ximena Delgadillo
Member from the Operations, Safety, and Facilities Committee (Term: 1-Year)	<ul style="list-style-type: none"> • Leslie Deniz
Member from the Student Success and Institutional Effectiveness Committee (Term: 1-Year)	<ul style="list-style-type: none"> •
Member from Curriculum Committee (Term: 1-Year)	<ul style="list-style-type: none"> • Nili Kirschner
Member from Diversity, Equity & Inclusion Committee (Term: 1-Year)	<ul style="list-style-type: none"> • Isabel Duenas
Member from Flex & Professional Development Committee (Term: 1-Year)	<ul style="list-style-type: none"> • Jenny McCabe
Members from ASWCC (Term: 1-Year)	<ul style="list-style-type: none"> • X
Quorum	
A College Coordinating Council quorum is required to take action on recommendations to the President and will be a simple majority of the membership (50% + 1).	
Deliverables	
<ul style="list-style-type: none"> • Annual Strategic Plan progress reports • Remind members to communicate and report out to their representative role • Assign implementation of new initiatives and laws to committees for implementation. • Referral of new initiative or program proposal to appropriate committee. • Create templates for assessing progress on Strategic Plan and Accreditation standards. 	
Recommendations	
Recommendations are forwarded to the College President.	
College Communications	
Agendas and minutes to be distributed electronically via board docs to all WCC staff at least 72 hours in advance of the meeting.	
The College Coordination Council's Communications Liaison will regularly disseminate approved action items, updates, and achievements and post summaries on the college's Governance intranet site to ensure transparency and campus-wide awareness.	

Curriculum Committee

CC Approval (version 2.0)

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		
<ol style="list-style-type: none"> 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. 2. We will foster diversity, equity, and inclusion by providing support structures, access, as well as reviewing our current processes to ensure equitable outcomes. 3. Commit to community partnerships and relationships and being actively involved in the local communities we serve. 		
Meets Accreditation Standard		
Standard 2: Student Success		
Committee Norms		
Committee will follow norms established by WCC Academic Senate		
Member	Position	Term
Kathy Sorensen	Administrative Co-Chair	Ongoing
Brandi Asmus	Faculty Co-Chair 1	Fall 2025 – Spring 2028
Nili Kirschner	Faculty Co-Chair 2	Fall 2023 – Spring 2026
Shannon Reed	Instructional Dean	Ongoing
Vacant	Instructional Dean	Ongoing
Candice Stafford Banks	Career Technical Education Faculty	Fall 2024 – Spring 2027
Vacant 1 year	Fine Arts, Language Arts, Humanities	Fall 2023 – Spring 2026
Nili Kirschner	Social Science	Fall 2023 – Spring 2026
Aracely Ruiz	Student Services / Counseling (Faculty)	Fall 2024 – Spring 2027
Lorell Cooke	Student Services / Counseling (Faculty)	Fall 2025 – Spring 2028
Lewis Felver	Mathematics & Science	Fall 2025 – Spring 2028
Jose Vallejo	Articulation Officer	Ongoing
Michelle Rodriguez	Educational Services Analyst	Ongoing
Resources:		
Vacant	Student Services Representative (Classified or Management)	Ongoing 2-year
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
Meeting Schedule		
<p>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.</p>		
Quorum		
Quorum is more than half of voting members present, plus at least one faculty co-chair.		
Voting		
<p>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.</p>		
Deliverables		
<ol style="list-style-type: none"> 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. Ensures compliance of CORs and programs that accommodate and engage diverse student bodies, advance equitable student outcomes, and promote the inclusion of all students. 9. Reviews curriculum to promote accessibility for every student in CORs that reflect Universal Design for Learning strategies and multiple means of representation, engagement, and expression to support learner variability and diversity. 10. 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. 11. Assesses educational resources to support curricula offerings and development 12. Recommends faculty training needs to the FLEX Committee. 13. 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. 14. Promote increased use of OER and ZTC. 		

Operating Procedures
<ol style="list-style-type: none"> 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 of Instruction 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
<ol style="list-style-type: none"> 1. Board of Trustees through Academic Senate 2. PIE (Program Institutional Effectiveness)
College Communications
<ul style="list-style-type: none"> • 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.

Diversity, Equity, and Inclusion Committee (DEIC)

Committee Purpose
<p>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)</p> <p>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.</p> <p>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.</p>
Alignment to WCC Educational Master Plan Goal(s)
TBD
Meets District Goal/College Strategic Direction
<p>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.</p> <p>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.</p> <p>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.</p>
Accreditation Standard
<p>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.</p> <p>Standard III. 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.</p>
Deliverables
<ol style="list-style-type: none"> 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.
5. Review and provide feedback on Student Equity and Achievement Plan (SEAP).

Committee Agreements and 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.

Member	Position	Term
Vacant	Classified Staff (Tri-Chair)	Fall 2025-Spring 2028
Isabel Duenas	Director of Retention and Student Life (Tri-Chair)	Standing
Manuel Rios	Full-Time Faculty (Tri-Chair)	Fall 2024-Spring 2027
Laurie Daly	Full-Time Faculty	Fall 2024-Spring 2027
Laney Mangney	Full-Time Faculty (preference given to at least one counselor)	Fall 2023-Spring 2026
Edwin Ortega Beltran	Part-Time Faculty (WCC)	Fall 2025-Spring 2028
Vacant	Part-Time Faculty (CCC)	Fall 2025-Spring 2028
Vacant	Classified Professional (WCC)	Fall 2025-Spring 2028
Vacant	Classified Professional WCC	Fall 2025-Spring 2028
Vacant	ASWCC Representative	1 year
Resource Members		
Ariana Velasco	Vice-President of Student Services	Ongoing
Vacant	Ethnic Studies Representative	Ongoing
Vacant	DSPS Representative	Ongoing
Vacant	HR Representative	Ongoing

*The committee should have at least one faculty and/or classified member representing LCC and one faculty and/or 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 11:00 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.
Operating Procedures
<ol style="list-style-type: none"> 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.)
Vetting Process/Recommendations
Recommendations are forwarded to College Coordinating Committee or Academic Senate as appropriate.
College Communications
Agenda and meeting minutes will be published on BoardDocs .
Taskforce
A selected group of experts charged by a standing committee or council to conduct a specific time-bound activity.

Flex and Professional Development Committee

Updated as of 10/9/25

Committee Purpose		
<p>The Flex and Professional Development Committee is a College-wide committee established jointly by the Academic Senate and College Coordinating Council. Its overall purpose is to develop and evaluate Professional Development (PD) offerings including the oversight for the Flexible Calendar Program, to administer the FAYCCD Travel and Conference Funds for full-time faculty, and to administer the Part-Time Faculty and Classified PD Funds, and to recommend Flex policies and guidelines for approval by the Academic Senate.</p>		
Alignment to WCC Educational Master Plan Goal(s)		
TBD		
Meets District Goal/College Strategic Direction		
<p>District Goal 1: Improve Student Success and Completion Rates District Goal 2: Improve leadership and managerial competencies at all levels</p>		
Meets Accreditation Standard		
<p>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.</p>		
Deliverables		
<ol style="list-style-type: none"> 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). 		
Committee Norms		
<p>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.</p>		
Member	Position	Term
Jennifer (Jenny) McCabe	Flex Coordinator, Tri-Chair	Fall 2023-Spring 2026

Vacant	Classified Professional Development Organizer, Tri-Chair	1 yr term: Fall 2025-Spring 2026
Shannon Reed	Administrative Professional Development Organizer, Tri-Chair	Standing
Shawn Lanier	Full-time Faculty	2 yr term: Fall 2025-Spring 2027
Robert (Bobby) Rogers	Full-time Faculty	2 yr term: Fall 2024-Spring 2026
Dinah Nucum	Part-time Faculty	2 yr term: Fall 2024-Spring 2026
Kimberly (Kim) Boles-Cravea	Classified Professional	1 yr term: Fall 2025-Spring 2026
TBD	ASWCC Representative	1 yr term
Kevin McClain	WCC Administrative Representative (VPI appointed.)	Standing

Meeting Schedule

Meetings will take place the 2nd & 4th Thursday of the month from noon-12:50.

Quorum

For purposes of making a meeting official a quorum consisting of 50% + 1 of the committee membership shall be required.

For complex FAYCCD Travel & Conference Fund applications a quorum consisting of 2 out of 3 full-time faculty members is 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 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.

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.
- One additional administrator.
- One additional classified staff member (selected by CSEA).
- 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)*

Efforts should be made to have some representation on the committee from Lake or Colusa.

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 rosters are collected and submitted for Flex-related Professional Development activities.
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. Ensure that presenters obtain and submit rosters for workshops.
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 Coordinating Council.)

College Communications

Agendas and minutes to be distributed electronically via board docs to all WCC staff at least 72 hours in advance of the meeting.

The Committee's Communications Liaison will regularly disseminate approved action items, updates, and achievements to the College Coordinating Council, Academic Senate, and post summaries on the college's Governance intranet site to ensure transparency and campus-wide awareness.

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.

Student Success and Institutional Effectiveness Committee

As of Spring 2026

Purpose
<p>The Student Success and Institutional Effectiveness Committee (SSIEC) provides leadership and coordination for college-wide efforts that promote student success and institutional improvement. The committee ensures that planning, assessment, resource allocation, and evaluation processes are integrated, data-informed, and aligned with Woodland Community College’s mission and goals.</p> <p>Student Success Initiatives</p> <ul style="list-style-type: none"> • Plan, review, and assess initiatives that enhance student access, retention, completion, and transfer. • Support and evaluate efforts such as Guided Pathways, Early Alert, AB 705 implementation, and the Student Equity and Achievement Plan. • Identify and address equity gaps to ensure all students have the opportunity to achieve their academic goals. <p>Institutional Program Review and Effectiveness</p> <ul style="list-style-type: none"> • Lead the program review process by analyzing student learning and outcome data. • Evaluate program effectiveness in supporting equity, access, and success. • Facilitate continuous improvement based on data-driven insights and assessment outcomes to address equity gaps and other program concerns. <p>Resource Planning and Development</p> <ul style="list-style-type: none"> • Inform decisions on resource allocation to ensure alignment with institutional priorities and student success goals. • Oversee the development of the college staffing plan and rank requests for new full-time faculty positions. • Review and prioritize the use of categorical and Career Education (CE) funds to support program objectives. <p>Integrated Planning and Accreditation</p> <ul style="list-style-type: none"> • Provide input and recommendations to the College President on institutional planning, assessment, and accreditation processes. • Support the alignment of the College Education Master Plan (Strategic Plan), Student Equity and Achievement Plan, and other institutional initiatives.
Alignment to WCC Educational Master Plan Goal(s)
TBD
Meets District Strategic Goal
<p>Goal 1: Increase student success and maximize the student experience through andragogy, curriculum and well-aligned student service programs designed to enhance student learning and completion.</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 # 3: Continuously improve integrated planning and institutional effectiveness processes within a collaborative culture of evidence.</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

- 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.
- 1.4 The institution’s mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services.
- 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.
- 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.
- 3.4 The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success.
- 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.

Norms

The Student Success and Institutional Effectiveness Committee and its Task Forces operate in alignment with the YCCD Shared Decision-Making Model and adhere to the Woodland Community College Committee Norms for Meetings (See page 12).

Member	Position	Term
Kathy Sorensen	Chair <ul style="list-style-type: none"> • Vice President of Instruction (VPI) - Odd years • Vice President of Student Services (VPSS) - Even years 	Ongoing
	Communications Liaison	<i>Appointed from Committee</i>
Aree Metz	Co-Chair <ul style="list-style-type: none"> • WCC Academic Senate President 	Ongoing
	Academic Senate Representative	Ongoing
Shinder Gill	Dean of Career Education	Ongoing
Shannon Reed	Dean of Arts and Sciences	Ongoing
Caren Fernandez	Dean of Student Success	Ongoing
Mark Lutgen	Student Success Analyst (Researcher)	Ongoing
Kori Ebenhack	Dean of Lake County Campus	Ongoing
Alison Buckley	At Large Faculty	2-Years
	Curriculum Co-Chair	Ongoing
Andrew Otsuki	Arts, Math, and Science Faculty Representative	2-Years
Stanley Silsby	Career and Technical Education Faculty	2-Years
Rachel Klein	Part-time Faculty Representative	2-Years
Winnie Liao	Classified Professional Representative	2-Years
Adrienne Cruz	Classified Professional Representative	2-Years

Kimberly Reed	Financial Aid Representative	Standing
Dena Martin	Accreditation Faculty Lead	Ongoing
Marcella Grant	Categorical Program Representative	2-Years
TBD	WCC Fiscal Analyst	Resource
Tamara Nino Villegas	Student Representative	One Year
TBD	Student Representative	One Year
Meeting Schedule		
TBD		
Quorum		
Quorum is defined as more than 50% committee members.		
Deliverables		
<p>The primary deliverables of the Student Success and Institutional Effectiveness Committee is to coordinate and integrate the work of various planning task forces to ensure comprehensive and data-informed institutional planning. SSIEC serves both as a recommending and informational body to guide the college’s student success strategies, budget, planning, and resource allocation processes.</p> <p>Recommending Role Provides recommendations to the College President on the prioritization of the following areas:</p> <ul style="list-style-type: none"> • Instructional Equipment Allocation • College Grant Portfolio and associated institutional obligations <p>Informational Role: Provides input and maintains an informational role in the development of:</p> <ul style="list-style-type: none"> • The College’s Strategic Plan (Education Master Plan) • The College’s Discretionary Budget • The College’s Facilities Master Plan • The College’s Technology Needs Assessment <p>Reporting Responsibilities To ensure transparency and accountability, the committee may be requested for the following updates and reports:</p> <ul style="list-style-type: none"> • Reports to the WCC College Coordinating Council and Academic Senate • First Year Experience Workgroup outcomes • Faculty Outreach & Engagement Workgroup outcomes • Academic Integrity Workgroup outcomes • Student Success Center Workgroup outcomes 		
Recommendations		
Recommendations are forwarded to the College President, College Coordinating Council, Academic Senate, or other bodies when appropriate.		
Communications		
Communications Liaison: TBD		
Agendas and minutes to be distributed electronically via board docs to all WCC staff at least 72 hours in advance of the meeting.		

The Committee's Communications Liaison will regularly disseminate approved action items, updates, and achievements to the College Coordinating Council and post summaries on the college's Governance intranet site to ensure transparency and campus-wide awareness.

Task Forces

Each Task Force is co-led by one administrative member and one faculty member of the committee. If faculty membership on the Committee cannot support a specific task force, the Academic Senate may appoint an alternate faculty leader. These task forces ensure focused attention on key areas of planning and effectiveness.

Task Forces:

Faculty Staffing Task Force

- Develop, write, and annually update the College Staffing Plan to full-time faculty needs.
- Facilitate the full-time faculty request and ranking process for new faculty positions.

Program Review and Student Learning Outcomes (SLO) Task Force

- Lead and support college-wide assessment efforts to promote continuous improvement at the course, program, and institutional levels.
- Organize, conduct, and validate the annual program review and planning process.
- Provide access to and facilitate the use of SLO and disaggregated equity data to inform improvements and close equity gaps.

Career Education (CE) Local Funding Task Force

- Support the collection, analysis, and interpretation of Career Education (CE) data to inform planning and improvement.
- Collect and prioritize proposals for categorical CE funding to support program objectives.
- Use and share labor market information and economic trends with campus stakeholders.
- Review and report on the use of categorical CE funds to ensure accountability and alignment with program goals.

Operations, Safety, and Facilities Committee

Members Appointed in Spring 2026

Committee Purpose
<p>The Operations, Safety, and Facilities Committee is responsible for planning, supporting, and implementing general operations, noninstructional staffing, safety, facilities, and technological improvements at Woodland Community College (WCC). The Committee provides recommendations to the President to ensure that college operations are safe, efficient, and aligned with institutional priorities.</p> <p>Safety, Facilities and Technology</p> <p>The Committee ensures the safety of students and employees across all WCC sites by maintaining and updating the College’s safety and emergency plans. It promotes a culture of health and safety awareness among employees and students through communication, training, and proactive risk management. The Committee leads facilities and technology planning by establishing priorities and standards, developing and updating college-wide plans, and ensuring that infrastructure and systems effectively support teaching, learning, and operations.</p> <p>The Committee fulfills the following functions:</p> <ul style="list-style-type: none"> • Review and update Emergency Plans for all College sites. • Review and maintain the Injury and Illness Prevention Program (IIPP) in compliance with OSHA regulations and state law. • Promote an active and ongoing program to reduce or control safety and health risks. • Identify and minimize known workplace hazards. • Provide training opportunities related to safety and emergency preparedness. • Oversee the supply and placement of emergency kits at strategic campus locations.
Alignment to WCC Educational Master Plan Goal(s)
TBD
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
<p>Standard III: Infrastructure and Resources</p> <p>The institution constructs and maintains physical resources to support and sustain educational services and operational functions.</p> <p>The institution assures safe and effective physical resources at all locations where it offers courses, student services, and/or learning support services.</p>
Deliverables
<ul style="list-style-type: none"> • Safety and Emergency Plan • Facilities Plan • Technology Plan • Non-Instructional Staffing Plan (aligned to Program Review)
Committee Norms

The Operations, Safety, and Facilities Committee will operate in alignment with the YCCD Shared Decision-Making Model and adhere to the Woodland Community College Committee Norms for Meetings (See page 12).

Member	Position	Term
Lizette Navarette	College President (Co-Chair)	Standing
Leslie Deniz	Faculty (Co-Chair)	TBD
Andrew Otsuki	Faculty	TBD
Kimberly Boles-Cravea	Classified	TBD
TBD	Classified	TBD
Caren Fernandez	Administrative Representative	TBD
Esmeralda Almejo	ASWCC Representative	One Year
Kori Ebenhack	Lake/Colusa Representative	Standing
Lane Garbini	YCCD Director of Risk Management	Standing
Devin Crosby	District Technology Representative	Standing Resource Member
Michelle Lewis	Keenan and Associates	Standing Resource Member
Brian Splaine	Maintenance and Operations	Standing Resource Member
Kent Chan	Campus Resource Officer	Standing Resource Member
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

TBD

Deliverables

The primary deliverable of the Operations, Safety, and Facilities Committee is to provide coordinated recommendations, planning input, and trainings regarding campus operations, safety practices, and facilities management to support all WCC locations. The committee functions as both a recommending and informational body that assesses operational effectiveness, safety considerations, and facilities needs to help guide the college’s training strategies, budget planning, capital improvement priorities, and resource allocation recommendations.

Recommending Role:

Provides recommendations to the College President on the prioritization of the following areas:

- Instructional Equipment Allocation
- College Grant Portfolio and associated institutional obligations

Informational Role:

Provides input and maintains an informational role in the development of:

- The College’s Discretionary Budget

- The College’s Facilities Master Plan
- The College’s Technology Needs Assessment

Reporting Responsibilities:

To ensure transparency and accountability, the committee may be requested for the following updates and reports:

- Reports to the WCC College Coordinating Council and Academic Senate
- First Year Experience Workgroup outcomes
- Faculty Outreach & Engagement Workgroup outcomes
- Academic Integrity Workgroup outcomes
- Student Success Center Workgroup outcomes

Recommendations

Recommendations are forwarded to the College President and College Coordinating Council, or other bodies when appropriate.

College Communications

Communications Liaison: TBD

Agendas and minutes to be distributed electronically via board docs to all WCC staff at least 72 hours in advance of the meeting.

The Committee’s Communications Liaison will regularly disseminate approved action items, updates, and achievements to the College Coordinating Council and post summaries on the college’s Governance intranet site to ensure transparency and campus-wide awareness.

Taskforce

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

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.