



Resilience

FACULTY GUIDE & ADVISING PLAYBOOK

2021 – 2022

Revised: 1/18/2022

2021-2022 FACULTY GUIDE & ADVISING PLAYBOOK

About the Faculty Guide / Advising Playbook

The Faculty Guide & Advising Playbook is a LIVE guide with **clickable links**. This PDF Guide/Playbook will be updated continually throughout the year. Since it is LIVE, you will be able to click on most of the links in this document to be directed to additional resources.


Where to find the Faculty Guide / Advising Playbook

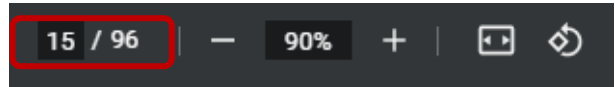
This document is available under **MyWCC>Faculty Services**, on the **Faculty Professional Development Page**, and on the **Blackboard>Faculty Resources Page**. Download the most updated version of the guide (if you are having trouble accessing a resource).

How to Navigate through the Faculty Guide / Advising Playbook

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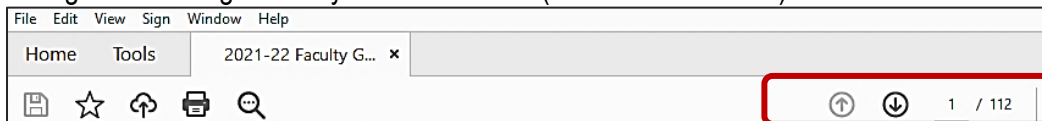
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- Type a page number in the Pages Box and Enter
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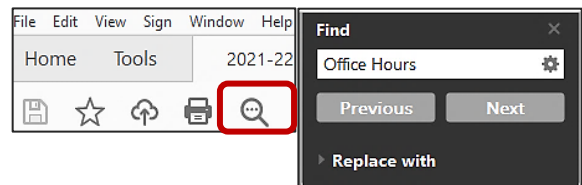
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- Use the Enter Key (to move down the document)
- Clicking on the Navigation Keys on the Toolbar (see below in Adobe)



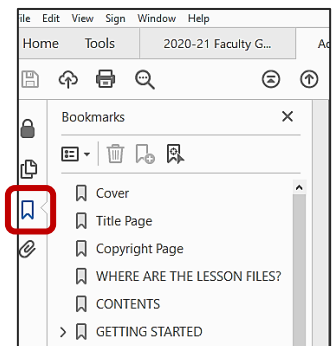
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- Click on Edit, Find, type in a word you want to find, click Next to find the next occurrence of the word



♦ Using Bookmarks:

- Make sure the Navigating pane is expanded (Click on the black arrow ► on the left side of the screen to open) and click on the Bookmark icon
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♦ Using the Table of Contents:

- Click on any **Table of Contents item** that is outline with a rectangle and you will be moved to that page (see below)

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2021-2022 FACULTY GUIDE & ADVISING PLAYBOOK

My Resilient Colleagues,

Through a global pandemic and very dynamic changes across the country; we have continued to educate students and persevere. Although it has not always felt good; we have embraced change and developed new and effective ways to educate, serve and support students. We have developed new course modalities, new teaching strategies and new ways to operate. We have found new ways to leverage technology and new ways to support one another. Caring faculty and staff focused on a mission and good teaching continue to move the college forward.

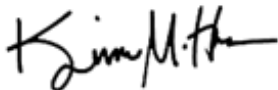
There won't be a warning or a clear line when this pandemic will end. There will not be a "new normal" and most things will never go back to the way they were. Some of our past practices and support did not work for some of our students. Our shifted mindset to embrace change and increase empathy is providing more ways to meet the needs of our diverse population of students. With 74% of our students attending WCC part-time and an increasing population of adult students from the Michigan Reconnect program, we will focus more effort and attention to **Serving OUR Students**.

So much has changed in the last year but the changes support the themes and ideas that we have embraced as we serve more adult students looking to shift careers and many students finding momentum with our virtual classes. And, students' need for support and guidance continues to grow in a variety of areas. In our conversations and work this year, we will make sure that we can easily help students navigate college (even virtually), we will be offering more relevant support inside and outside the classroom. We will also offer more learning experiences that connect the classroom to work and career development. And, we will bring to life the role of faculty in our success teams by acknowledging and codifying the important role of teaching faculty as mentors.

This guide is a reminder that faculty play an important role in recommending, referring, integrating and supporting college services and support for our students.

We have adopted a holistic approach to supporting our students—faculty and advising working together with academic support. Through **Success Teams**, we want to provide students with a consistent relationship from enrollment through graduation. New in this guide is the **Advising Playbook** so we can all understand **Advising at WCC**—advising is the cornerstone of student support.

We will not wait for a signal that ends the pandemic; we will continue to move **ONWARD** as we have done since March 2020.



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WCC'S GUIDING PRINCIPLES

Mission

Our college strives to make a positive difference in people's lives through accessible and excellent educational programs and services.

- We provide a caring, open-door teaching and learning environment.
- We provide excellent teaching, counseling, and support services.
- We reach out to people who have limited income or other barriers to success.
- We enable people to progress in their academic and career pursuits.
- We work in partnership with the communities we serve.

Values

Teaching and Learning: We embrace teaching and learning as our central purpose.

Support: We make every effort to help learners achieve success.

Diversity: We respect differences in people and in ideas.

Partnerships: We plan and work together with respect, trust, and honesty within the College and with the communities we serve.

Innovation: We seek the best possible ways to conduct our work.

Vision

WCC is a learner-centered, open-door college dedicated to student, community, and staff success. We offer a wide spectrum of community college services with an emphasis on premier technical and career educational programs. The College staff continuously learns to improve learning.

Student Success: Our students come first. We are committed to their learning, success, and satisfaction. We strive to serve every student in an effective, caring, and supportive way. In order to enhance student learning outcomes, we engage in continuous improvement of teaching, programs, processes, and structures. We increase our accessibility by reaching learners where, when, and how they need instruction through the use of learning technologies, workplace learning experiences, and flexible scheduling of classes.

Community Success: We are committed to community learning, success, and satisfaction. WCC's primary contribution to community success is the development of a highly skilled workforce. A strong partnership with area employers emphasizes customized employee training and rapid adaptation of WCC programs to changing job training needs. Through strategic alliances with business, government, labor, and other educational institutions, WCC increases its emphasis on applied technology education, joint technical education programs with the public schools, and basic job-training services to underserved and at-risk groups.

Staff Success: We are committed to staff learning, success, and satisfaction. As a staff, we emphasize teamwork within College units and between the units. We support our colleagues and help them to be successful. We learn to improve learning; that is, we continuously increase our capacity to meet the educational requirements of the students, employers, and communities we serve. Through staff learning, we continuously improve services at each stage of the flow of students through WCC. All staff members align their work to contribute to improved teaching and increased student and community learning.

SECTION ONE: FACULTY GUIDE

Part A: Information for Teaching Faculty

Course Modalities

Below are brief definitions of the various course formats being offered. (See page 5 for a more complete description of the different Types of Instruction.)

Distance Learning (DL) – Asynchronous courses that have been designed through the CiTL Development Process.

Mixed-Mode Lab – Lab portion of these courses meet on campus for hands-on application. The balance of the instructional time will be online asynchronous. Synchronous online instruction may be scheduled during posted course times.

Virtual Classroom (VC) – Synchronous courses that meet at times within the published schedule.

Syllabus Naming

To provide a process for collecting and cataloging class syllabi, please use the file name format to save your syllabus to Blackboard:

SUBJ_CRSE_SEQ_syllabus.pdf

SUBJ = 3 character subject code

CRSE = 3–4 alphanumeric course number

SEQ = 1-3 alphanumeric section code

For example: RAD_265_01_syllabus.pdf

PREPARING FOR THE SEMESTER

Blackboard (Learning Management System)

Blackboard is the college's learning management system. All course sections will have a Blackboard site. Student Opinion Questionnaires (SOQs) are delivered online via Blackboard. You must use Blackboard for Distance Learning and Virtual Classes.

To access Blackboard, go to the WCC Homepage > WCC Gateway (login) > Faculty/Staff Dashboard > [Blackboard](#).

If you have any questions, please contact the Faculty Blackboard Support Desk at faculty.help@wccnet.edu, call 734-477-8713, or [Faculty Bb Training Request](#).

Requesting a Blackboard Site

To request a Blackboard site, go to the WCC Homepage > WCC Gateway (login) > Faculty/Staff Dashboard > MyWCC > Faculty Services > [Blackboard Course Request](#).

WCC Resources Navigation in Bb

WCC Resources Navigation will be included in every **Blackboard** site. Please introduce the information to your students.

Your Success Team – advising & coaching support information

Student Support & Conduct – general information about student services & support

Academic Dates & Information – add/drop & withdrawal dates

Ask a Librarian – students can submit questions to a librarian

Study Help – information to reach the Learning Commons for tutoring & study help

Tech Help – provide information for tech support and resources

After Hours Study Help – information about study help after hours

* Supplemental information from the Dean of Students is added in the Safety & Support/Academic Dates section. You do not need to add this to your syllabus.

Classroom Technology

Media Services can provide assistance with video conferencing via Zoom. They can also provide:

- training tips and one-on-one sessions to work out any questions or issues that may come up.
- document cameras for remote teaching, and provide instruction on setting up at home.

For Media Services assistance, via email at mediahelp@wccnet.edu

Technology emergencies call: 734-677-5180, for other inquiries call 734-973-3382.

WCC Resources
WCC Resources & Help
Success Team
Student Support & Conduct
Academic Dates
Ask a Librarian
Study Help
Student Tech Help
Afterhours Study Help
CircleIn Study App

SECTION ONE: FACULTY GUIDE

Checking your WCC Email

It is important that you check your WCC email frequently. This is a key tool for student communication and many important communications come through this channel. All College communications must be through your WCC email.

Office Hours

Full-time faculty must schedule a minimum of five (5) office hours per week. Office hours are submitted with your load report and posted online.

Adjunct faculty teaching more than two (2) contact hours in a semester but less than six (6) hours will post one (1) scheduled office hour every instructional week. Adjunct faculty teaching six (6) or more contact hours in a semester will post two (2) scheduled office hours every instructional week. Provide office hours to the appropriate divisional support professional.

Part-time faculty may hold office hours by hosting open Online Sessions (Zoom, Microsoft Team) or by using immediate response via email. Currently the Part-Time Faculty Commons is not available to meet with students.

Office hours should be included on your syllabus and/or in Blackboard.

Office hours should be held by hosting an open Online Session (Zoom, MS Teams) or by using immediate response via email.

Creating your First Day Handout/ Course Syllabus

An official Master Syllabus exists for every approved WCC course. This syllabus contains outcomes and objectives for the course. Faculty are required to follow "**The Master Course Syllabus**." Faculty can select teaching methods and assignments that best fit their teaching styles in meeting the course objectives as listed in the official syllabus. Departments provide samples of course handouts for all courses. To view a Master Syllabus, visit the Curriculum & Assessment webpage <https://www.wccnet.edu/mywcc/faculty-staff/curriculum/course-program-data/syllabi/> or contact your Department Chair/Course Lead/Division Dean.

A complete course handout should contain the following information:

- Course Learning Objectives (from Master Syllabus)

- Course name and number
- Instructor name and contact information
- Instructor office hours and office location
- Course description
- Required texts and course packs
- Criteria for evaluation (all courses should include at least five grades – distributed throughout the semester – for tests, exams, projects, papers, and other evaluation work used to calculate the final course grade)
- Student attendance or other requirements
- Schedule of class meeting dates with topics and assignments

Clerical Support

Contract your divisional support professional for assistance with clerical needs. Use this request form to submit requests:

https://washtenawcommunitycollege.formstack.com/forms/faculty_work_request_form

Copying your Course Materials

To make copies on faculty office copiers, you will need your WCC ID/PROX card. Send large copy jobs to the Campus Copy Center: Copy requests can be submitted via email Copycenter@wccnet.edu or in person at GM 214. For more information call 734-973-3556.

All course materials should be posted on Blackboard for students to review.

Course materials should be digital and posted in Blackboard. If you have unique situations that require copying, contact the copy center or work with your dean to access campus.

Classroom and Office Supplies

General office supplies are available in your office area. Please see your office support professional for directions on how to access/order supplies. You may need to contact your Department Chair or Division Dean for specialty items.

Accessing your Class Roster

Class rosters include the names, emails and phone numbers of all students registered for your class(es). You may also get a class roster that includes student pictures. Please check rosters carefully to make sure

SECTION ONE: FACULTY GUIDE

that students attending your class are officially registered.

Note: If a student's name does not appear on your class roster, it will not appear on the final grade sheet. Speak with student(s) who are not on your class list. Inform them that they **must** be officially registered in order to receive credit for the class. Also, inform student(s) who have an "AU" that they will not receive credit for the class.

There are two types of class rosters:

1. **To access roster of registered and waitlisted students:** WCC Homepage > Gateway (login) > MyWCC > Faculty Services > Class Roster & Guide > Class Roster:
 - Students registered in your class with a PREREQUISITE OVERRIDE have '+' by their name.
 - Waitlist information – before the session starts, the roster displays your current waitlist information. After session starts, the archived waitlist displays students on the waitlist as of the end of registration.

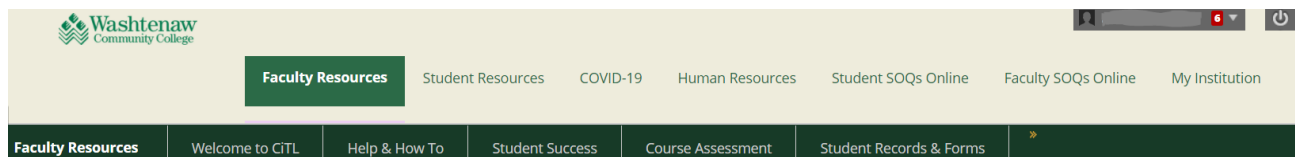
Note: Students cannot add themselves to the waitlist after the end of registration. Instructor will need to grant an online Course Approval. The archived waitlist does NOT display every student that was ever on your waitlist during registration. Before your session begins, WCC removes students from waitlists if they are dropped for non-payment from other classes.

2. **To access roster with photo IDs or transcripts:** WCC Homepage > Gateway (login) > MyWCC > Faculty Services > Class Roster & Guide > Class Roster Photos.

To access the student's transcript, use the link on the right side of the display.

Note: If you cannot access your online class roster, inform your Department Chair (part-time faculty) or Division Dean (full-time faculty) – this may mean that your name is not listed as the class instructor. This is especially important to part-time instructors who are paid by contracts that are generated by your name designated on the class in the computer system.

Faculty/Student Resources in Blackboard



In addition to Faculty Resources (and this guide) available under MyWCC > Faculty Reports, this guide and additional resources are available in Blackboard. You can also review and direct students to the Student Resources tab in Blackboard for support information.

SECTION ONE: FACULTY GUIDE

INSTRUCTOR GUIDE TO IMPORTANT DATES FOR FALL 2021

Part of Term	Session Description	Session Start	Session End	Drop Deadline (100% refund)	Faculty Drop	Add Deadline	Withdraw Deadline	Mid Term Grade Sheets Available Through	Final Grade Sheets Available	Grades Due at Noon	Grade Changes Available*
1	15 Weeks	30-Aug-21	19-Dec-21	13-Sep-21	See Faculty Drop note below	16-Sep-21	23-Oct-21	12-Dec-21	13-Dec-21	21-Dec-21	22-Dec-21
10	2nd 12 weeks	22-Sep-21	19-Dec-21	3-Oct-21		6-Oct-21	2-Nov-21	12-Dec-21	13-Dec-21	21-Dec-21	22-Dec-21
13	2nd 14 weeks	08-Sep-21	19-Dec-21	20-Sep-21		23-Sep-21	21-Oct-21	12-Dec-21	13-Dec-21	21-Dec-21	22-Dec-21
2	1st 7 1/2 weeks	30-Aug-21	22-Oct-21	8-Sep-21		11-Sep-21	26-Sep-21	14-Oct-21	15-Oct-21	24-Oct-21	25-Oct-21
3	1st 10 weeks	30-Aug-21	09-Nov-21	10-Sep-21		13-Sep-21	5-Oct-21	1-Nov-21	2-Nov-21	11-Nov-21	12-Nov-21
4	2nd 7 1/2 weeks	23-Oct-21	19-Dec-21	30-Oct-21		2-Nov-21	18-Nov-21	12-Dec-21	13-Dec-21	21-Dec-21	22-Dec-21
5	2nd 10 weeks	06-Oct-21	19-Dec-21	15-Oct-21		18-Oct-21	10-Nov-21	12-Dec-21	13-Dec-21	21-Dec-21	22-Dec-21
6	1st 5 weeks	30-Aug-21	05-Oct-21	3-Sep-21		8-Sep-21	18-Sep-21	27-Sep-21	28-Sep-21	7-Oct-21	8-Oct-21
7	2nd 5 weeks	06-Oct-21	09-Nov-21	10-Oct-21		13-Oct-21	23-Oct-21	1-Nov-21	2-Nov-21	11-Nov-21	12-Nov-21
8	3rd 5 weeks	10-Nov-21	19-Dec-21	14-Nov-21		17-Nov-21	2-Dec-21	12-Dec-21	13-Dec-21	21-Dec-21	22-Dec-21
9	1st 12 weeks	30-Aug-21	23-Nov-21	13-Sep-21		16-Sep-21	12-Oct-21	15-Nov-21	16-Nov-21	25-Nov-21	26-Nov-21

FACULTY INFORMATION:

***Final Grade:** You can correct a final grade online through MyWCC for 30 days after the end of the session.
MyWCC\Faculty Services\Grading\Grade Audit

Faculty Drop: Distance Learning format – You can faculty drop a student on the 11th day of the session only.
F2F, Mixed Mode & Virtual format – You can faculty drop a student on the day following the 2nd meeting only.

INSTRUCTOR GUIDE TO IMPORTANT DATES FOR WINTER 2022

Part of Term	Session Description	Session Start	Session End	Drop Deadline (100% refund)	Faculty Drop	Add Deadline	Withdraw Deadline	Grade Sheets Available Through	Final Grade Sheets Available	Grades Due at Noon	Grade Changes Available*
1	15 Weeks	1/10/2022**	2-May-22	29-Jan-22	See Faculty Drop note below	1-Feb-22	11-Mar-22	24-Apr-22	25-Apr-22	4-May-22	5-May-22
10	2nd 12 weeks	1-Feb-22	2-May-22	10-Feb-22		14-Feb-22	21-Mar-22	24-Apr-22	25-Apr-22	4-May-22	5-May-22
2	1st 7 1/2 weeks	1/10/2022**	2-Mar-22	25-Jan-22		28-Jan-22	12-Feb-22	22-Feb-22	23-Feb-22	4-Mar-22	5-Mar-22
3	1st 10 weeks	1/10/2022**	28-Mar-22	27-Jan-22		30-Jan-22	21-Feb-22	20-Mar-22	21-Mar-22	30-Mar-22	31-Mar-22
4	2nd 7 1/2 weeks	3-Mar-22	2-May-22	16-Mar-22		19-Mar-22	4-Apr-22	24-Apr-22	25-Apr-22	4-May-22	5-May-22
5	2nd 10 weeks	15-Feb-22	2-May-22	24-Feb-22		28-Feb-22	28-Mar-22	24-Apr-22	25-Apr-22	4-May-22	5-May-22
6	1st 5 weeks	1/10/2022**	14-Feb-22	22-Jan-22		25-Jan-22	4-Feb-22	6-Feb-22	7-Feb-22	16-Feb-22	17-Feb-22
7	2nd 5 weeks	15-Feb-22	28-Mar-22	19-Feb-22		22-Feb-22	4-Mar-22	20-Mar-22	21-Mar-22	30-Mar-22	31-Mar-22
8	3rd 5 weeks	29-Mar-22	2-May-22	2-Apr-22		5-Apr-22	14-Apr-22	24-Apr-22	25-Apr-22	4-May-22	5-May-22
9	1st 12 weeks	1/10/2022**	11-Apr-22	29-Jan-22		1-Feb-22	28-Feb-22	3-Apr-22	4-Apr-22	13-Apr-22	14-Apr-22
16	1st 6 weeks	1/10/2022**	21-Feb-22	24-Jan-22		27-Jan-22	7-Feb-22	13-Feb-22	14-Feb-22	23-Feb-22	24-Feb-22
17	2nd 6 weeks	22-Feb-22	11-Apr-22	28-Feb-22		3-Mar-22	21-Mar-22	3-Apr-22	4-Apr-22	13-Apr-22	14-Apr-22

FACULTY INFORMATION:

***Final Grade:** You can correct a final grade online through MyWCC for 30 days after the end of the session.
MyWCC\Faculty Services\Grading\Grade Audit

****Classes will begin January 18th with the exception of some health clinicals.**

Faculty Drop: Distance Learning format – You can faculty drop a student on the 11th day of the session only.
F2F, Mixed Mode & Virtual format – You can faculty drop a student on the day following the 2nd meeting only.

SECTION ONE: FACULTY GUIDE

INSTRUCTOR GUIDE TO IMPORTANT DATES FOR SPRING/ SUMMER 2022

Part of Term	Session Description	Session Start	Session End	Drop Deadline (100% refund)	Faculty Drop	Add Deadline	Withdraw Deadline	Mid Term Grade Sheets Available Through	Final Grade Sheets Available	Grades Due at Noon	Grade Changes Available*
2	1st 7 1/2 weeks	9-May-22	29-Jun-22	16-May-22	See Faculty Drop note below	19-May-22	3-Jun-22	21-Jun-22	22-Jun-22	1-Jul-22	2-Jul-22
3	1st 10 weeks	9-May-22	18-Jul-22	18-May-22		21-May-22	13-Jun-22	10-Jul-22	11-Jul-22	20-Jul-22	21-Jul-22
5	2nd 10 weeks	23-May-22	1-Aug-22	2-Jun-22		6-Jun-22	27-Jun-22	24-Jul-22	25-Jul-22	3-Aug-22	4-Aug-22
9	1st 12 weeks	9-May-22	1-Aug-22	20-May-22		23-May-22	20-Jun-22	24-Jul-22	25-Jul-22	3-Aug-22	4-Aug-22
16	1st 6 weeks	9-May-22	20-Jun-22	14-May-22		17-May-22	31-May-22	12-Jun-22	13-Jun-22	22-Jun-22	23-Jun-22
17	2nd 6 weeks	21-Jun-22	1-Aug-22	27-Jun-22		30-Jun-22	12-Jul-22	24-Jul-22	25-Jul-22	3-Aug-22	4-Aug-22

FACULTY INFORMATION:

***Final Grade:** You can correct a final grade online through MyWCC for 30 days after the end of the session.
MyWCC\Faculty Services\Grading\Grade Audit

Faculty Drop: Distance Learning format – You can faculty drop a student on the 11th day of the session only.
F2F, Mixed Mode & Virtual format – You can faculty drop a student on the day following the 2nd meeting only.

Types of Instruction



	Class Type	Class Description	Class Location on Web Schedule	Banner Coding
*	Mixed Mode *	Half of the class is lecture on campus and half of the class is completed via Blackboard (asynchronous learning).	Blended – In-Person	Banner Schedule Type: Y Session Type: M
	Mixed Mode Virtual *	Half of the class is lecture via Zoom (synchronous learning) and half of the class is completed via Blackboard (asynchronous learning).	Blended – Virtual	Banner Schedule Type: MV Session Type: Z
	Distance Learning (DL) *	The class is entirely asynchronous online learning (no designated meeting times).	Online	Banner Schedule Type: D Session Type: D
	Virtual	Class sessions meet via Zoom (synchronous learning) for the entirety of the contact hours. <i>Note: This may also be the lecture portion of a lecture/lab combination.</i>	Virtual	Banner Schedule Type: VL Session Type: V
	Face to Face	Class sessions are conducted entirely on campus. <i>Note: This may also be the lecture portion of a lecture/lab combination.</i>	Classroom Number	Banner Schedule Type: L Session Type: T
	Lab	This is the lab portion of a lecture/lab combination. These labs are linked to a corresponding lecture course with the same subject and course.	Classroom Number	Banner Schedule Type: B Session Type: T
	Lecture/Lab	Classes where the lecture and lab are offered as one CRN. Same class, room, instructor and day/time. The lab is embedded in the class.	Classroom Number	Banner Schedule Type: E Session Type: T
	Clinical	Clinical classes are generally conducted off campus at a health facility.	Clinical	Banner Schedule Type: C Session Type: T
	Independent Study	Independent Study courses are for students who wish to study a subject/area not covered in an existing course.	Classroom Number Off Campus	Banner Schedule Type: I Session Type: T
	Practicum	Hands-on courses that specialize in a field of study. Designed to give students supervised practical application of previously studied theory.	Classroom Number Off Campus	Banner Schedule Type: P Session Type: T

*Note that courses must have gone through the CiTL development process to use this designation

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The screenshot shows a web browser window with the URL https://devtest.wccnet.edu/ppdweb/wwspprptg_wcc_fa_form. The browser tabs include 'Faculty Approvals' and two 'Oracle Application Server For...' tabs. The application has a navigation bar with links: 'Main Menu', 'Student Services', 'Financial Aid', 'Faculty Services' (highlighted), 'Employee', 'Oraweb Reports', 'Personal Information', and 'WebTailor Admin'. The 'Faculty Approvals' page has a title bar with 'RETURN TO MENU', 'HELP', and 'EXIT'. Below the title bar, it shows 'Fall 2012' and 'Aug 20, 2012 11:06 am'. The form includes a 'Student Name' field, 'Academic Levels' (Math 1, Reading n/a, Writing 6), and a section for selecting an approval type. The approval types are: 'Give permission to register above class capacity' (Allow a student to register if your class is full), 'Give permission to register after start of session' (Allow a student to register after the class meets (unless class is full)), 'Give permission to register and waive all registration restrictions' (This waives all restrictions including corequisites), and 'Add 48 hour limit on registration' (On the date you submit the approval listed above, the student will have the remainder of that day plus the next two calendar days to register. The approval will expire on 08/22/2012 at the end of the day.). There is a 'Course' dropdown menu labeled 'Select a course'. Below the course selection, there is a note: 'Giving an approval will give the student permission to add the course. The student must still register for the course and pay by the payment deadline, which may be the same day he/she registers.' At the bottom of the form are three buttons: 'Submit', 'Check Prerequisites', and 'Select Another Student'. The footer of the application says 'RELEASE: 8.2'.

Adding Late Student – Course Approval

A Course Approval allows a student permission to register for your class **after** the Registration period has closed, but **before** the "Add" deadline. Your action only gives electronic approval on the student's record for the student to register. The student must register online for the class **before** the "Add" deadline to be enrolled in your class. Once you grant the approval an email is generated notifying the student they can now register for the class. However, there is a limited time for students to enroll and pay for the class, so encourage the student to check their WCC email regularly.

To access the Faculty Approvals: WCC Homepage > Gateway (login) > MyWCC > Faculty Services > Course Approval > Course Approvals > select Faculty Approvals > Select the Term & Course > enter student's ID > select the appropriate approval type.

Note: After the "Add" deadline, review your class roster(s) to verify that all students attending are registered.

Class Capacity Overrides

The class capacity for lecture sections is generally set at 30 students; lab classes, large lecture sections and clinical courses will have other maximum capacities. Once this capacity is met, students will need the instructor to grant them permission online. Instructors are not required to oversubscribe their classes, but may

do so at their own discretion. Instructors should work closely with their Department Chair or Division Dean to manage overrides.

Waitlist Overrides

Students on your class roster who have a WL or LX near their name are not actually registered for your class; they're on the waitlist in the order in which they attempted to register. If you decide to allow additional students into your class, the student at the top of the waitlist should be admitted first when possible.

After you give online approval, students must still register themselves for the class by the "Add" deadline. Your approval automatically triggers an email to the student(s) advising them approval was granted and registration is required.

Prerequisites

Level 1 prerequisite are preparatory courses or placement tests that must be successfully completed before students are allowed to enroll in a course. These requirements ARE enforced by the registration system; students attempting to register for a class will not be allowed to register if they are missing these prerequisites. If specified in the course description, students may take the prerequisite concurrently.

College Level reading and writing scores are prerequisites for 100 and 200 level courses, unless stated otherwise on the course description.

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Level 2 prerequisites need to be checked by the instructor on the first day of class to ensure student is prepared for success.

IN THE CLASSROOM

Now that you've gotten everything ready, it's time for class! Below are items that will help you maneuver through the semester.

Attendance Recording

Department of Education and Veterans Administration require that students attend class at least once before their financial aid is released.

Attendance verification is available through the WCC Homepage > Gateway (login) > MyWCC > Faculty Services menu.

Faculty verify attendance once for each student. The verification confirms that the student has physically attended one class session.

Attendance can be reported any time after the first day of class. But, validation of NOT attending cannot be reported until the 11th day of the session.

Blackboard login, phone calls, or email do NOT count as attendance. Physical attendance in class, completion of an assignment/quiz or discussion board post counts as attendance.

- **Please Note:**
 - **Late Adds:** After class has begun, remember to verify attendance for anyone to whom you

grant permission to add. Students will not show up on the Attendance Report until they register for the course.

- If you wish to allow a dropped student back into your class, give the student an override to register and then verify attendance.
- **Student's financial aid cannot be posted until attendance is verified.**

Note: Once attendance has been verified, you cannot change the student back to non-attended. Email kcurrie@wccnet.edu if you have any questions or have made a reporting error.

Faculty Drop for Non-Attendance

Based on when your individual section meets, you may submit a Faculty Drop for missing students. If you submit a Faculty Drop – the student will NOT display on your roster. The student receives a refund of tuition. This process is not required, but is available for you to use to make room for students who may be on a waitlist. Submitting a Faculty Drop, MyWCC > Faculty Services > Faculty Drop Entry Form.

- The student did not attend the scheduled synchronous or lab session. *And/or*
- The student has not academically participated and has not responded to a minimum of two emails from you.
- Must submit faculty drop by midnight on the 11th day. The student has 10 days to be academically involved.

ACADEMIC ENGAGEMENT (New definition of “academic engagement” in 34 CFR 600.2)	
Current regulations (Under 34 CRP 668.22)	New regulations effective July 1, 2021 (early implementation permitted)
“Academic attendance” and “attendance at an academically-related activity” were previously defined only as part of the R2T4 regulations under 34 CFR 668.22.	<p>Academic engagement: Active participation by a student in an instructional activity related to the student's course of study that—</p> <p>(1) to be defined by the institution in accordance with any applicable requirements of its State or accrediting agency:</p> <p>(2) Includes, but is not limited to—</p> <p>(i) Attending a synchronous class, lecture, recitation, or field or laboratory activity, physically or online, where there is an opportunity for interaction between the instructor and students;</p> <p>(ii) Submitting an academic assignment;</p> <p>(iii) Taking an assessment or an exam;</p> <p>(iv) Participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction;</p> <p>(v) Participating in a study group, group project, or an online discussion that is assigned by the institution; or</p> <p>(vi) Interacting with an instructor about academic matters; and</p> <p>(3) <i>Does not include, for example—</i></p> <p>(i) Living in institutional housing;</p> <p>(ii) Participating in the institution's meal plan;</p> <p>(iii) Logging into an online class or tutorial without any further participation; or</p> <p>(iv) Participating in academic counseling or advisement.</p>

Federal **StudentAid**

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Emergency Message Alerts

Remind students to sign up for “WCC Alerts,” an emergency notification service, which enables the College to send emergency notices regarding inclement weather, utility outages, school closings, etc. to current students and college employees via voice, text, email or TTY/TDD receiving devices for the hearing impaired. Please encourage your students to sign up.

Current WCC students and employees, can go to the WCC Homepage > Gateway (login) > MyWCC > General > WCC Alert – Emergency Notification Service.

Early Alert Process

Increasing student success and improving retention is a priority that is shared across the WCC community. Faculty are encouraged to use Early Alert Letters to communicate with students to encourage their progress, and to nudge students who are not doing well. Early Alert Letters are accessed and viewed in MyWCC > Faculty Services > Student Letters – Early Warning. Copies of the letters are available in **Section Eight: Early Alert Letters**.

Preferred Names and Pronouns

Washtenaw Community College strives to maintain a safe and welcoming learning environment. As part of the effort to do so, the College offers a Preferred Name option to students and employees. Many members of the WCC community use a name other than their legal name to identify themselves.

The use of a Preferred Name is in accordance with Board of Trustee Policy 5081 – Policy Prohibiting Discriminatory Harassment. An excerpt from the policy – “The College also prohibits discriminatory harassment based on sexual orientation, gender identity or gender expression.

Although the College uses an individual’s legal name for certain records or procedures, **when an individual identifies a preferred name, it is the expectation of the College that employees will address individuals by their preferred name.**

How do you know if a person has a preferred name?

- The preferred name is listed on the class roster.
- The preferred name is displayed on the WCC ID.
- The preferred name is listed on the directory.
- The individual tells you.

Many individuals that utilize a preferred name also have a preference on the pronoun associated with them. The following guide is a starting point for using pronouns respectfully.

What is a pronoun?

A pronoun is any word that can replace a noun or noun phrase (I, you, them).

What is a gender pronoun?

Gender pronouns refer specifically to people that are being talked about (he, she, him, his, her, they, them). Some people don’t feel that traditional gender pronouns (she/her, he/him) fit their gender identities. Asking someone is the best way to know which pronouns to use. Some people prefer not to use pronouns, and would like their names to be used instead. Calling people by their name is a great way to make all students feel comfortable.

How do you know what pronoun to use?

Simply ask. Here are some ways you can ask:

- “What pronouns do you use?”
- “How would you like me to refer to you?”
- “How would you like to be addressed?”
- “My name is _____ and my pronouns are _____. What about you?”

Remember that people may change their pronouns without changing their name, appearance, or gender identity. Make pronouns an optional part of introductions or check-ins at meetings or in class.

What if I make a mistake?

Most people appreciate a quick apology and correction at the time of the mistake. Try – I’m sorry I used the wrong pronoun earlier. I’ll be more careful next time.”

If additional information is needed, please contact deanofstudents@wccnet.edu.

Student Opinion Questionnaires (SOQs)

The SOQ dates can be viewed on Blackboard [Faculty SOQs Online tile]. All SOQs are administered online via Blackboard. All faculty are required to have an active Blackboard site. If you do not request a Blackboard site, one will automatically be created for you. For SOQ process questions, email

surveys.feedback@wccnet.edu.

For Blackboard assistance, contact the Faculty Blackboard Support Desk by email

faculty.help@wccnet.edu or call 734-477-8713.

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Washtenaw Technical Middle College (WTMC) Students in your Class

WTMC prepares high school aged pupils for success as full-time students in the adult learning environment of the community college. WTMC expects high achievement from all students. Graduating from high school through WTMC requires students to complete a certificate or degree program at WCC. For any questions regarding WTMC students, contact the WTMC office located in TI 214, contact 734-973-3410 or visit <https://www.wccnet.edu/wtmc/>.

Student Discipline

As a faculty member you have the right to expect that students: 1) will not disrupt the educational process in your class, 2) will not engage in academic dishonesty, 3) will not infringe on the rights of others, and 4) will not commit unlawful acts or violations of college rules. The first step in remedying situations is to speak with the offending student. For a detailed description on disciplinary procedures, review "Student Rights and Responsibilities" on the WCC website <http://www.wccnet.edu/trustees/policies/4095/>. Seek Department Chair or Division Dean for help.

Student-Initiated Withdraw

A student may withdraw from a course without an instructor's permission before the Student Initiated Withdrawal deadline. However, the faculty member is encouraged to help the student explore their options before a withdrawal is initiated. Within two weeks of the session end, the student must petition the instructor for a "W" grade. If permission is granted, the instructor should issue a "W" grade for that student's final grade, with a last date of attendance contact.

GRADING, EXAM SCHEDULE, AND GRADE RECORDING

Testing Center

The Testing Center provides services for faculty, students, and guests. The Center proctors exams, and maintains a quiet, comfortable and efficient testing environment.

Check the link for updated service hours and protocols. The Testing Center will be limiting services to meet protocols and capacity limitations. **Only fully, on-campus classes can have tests proctored.**

For more information and complete instructions on how to utilize the Testing Center, visit <http://www.wccnet.edu/services/testing-center/>.

Exam Schedule

WCC does not have an official timeframe for administering midterms or final exams. Instructors should schedule exams at appropriate times and include this information in each Course Handout/ Syllabus. Faculty are required to hold class(es) up to and including the designated end date of the class, regardless if a final exam is administered.

All Part-Time Faculty are required to use Blackboard Gradebook for managing course grades so students to know their course standing.

Submitting Midterm Grades (MyWCC)

Feedback is an important part of the learning process. Although midterm grades are not part of the student record, they can serve an important role for those students seeing an advisor. While you may notify a student of their academic status in several ways, it is recommended that you submit Midterm Grades through MyWCC. (Refer to the "Instructor Guide to Important Dates" for exact dates (Section One: Information for Faculty, pages 4-5.)

To access Midterm Grading: Login to MyWCC > Faculty Services > Grading > Grades Final and Midterm > select Course/Section you wish to work on > Submit.

Submitting Final Grades (MyWCC)

To submit your students' final grades login to MyWCC > Faculty Services > Grading > Grades Final and Midterm > select Course/Section you wish to work on.

The College uses a plus/minus grade system (A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F).

A grade that does not have credit (AU, DF, F, I, N, NP, U, or W), must include the last date of academic contact with the student (mm/dd/yyyy).

All grades are due 1½ days after the session ends.

Note: Grades are available to students via MyWCC within 24 hours after grades are due.

Explanation of Grades

Satisfactory 'S' or Unsatisfactory 'U': 'S' and 'U' grades are generally given for courses numbered below 100. Credits for courses with 'S' or 'U' grades are not

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figured into credits attempted in determining a student's GPA and do not count toward graduation.

Incomplete Grade 'I' Credit Withheld: If the instructor determines that the student has nearly completed the requirements of a course but is missing a small but essential part of the course due to unforeseen or extenuating circumstances, the instructor may issue an 'I' grade. The 'I' grade will remain on the student's transcript until the requirements of the course are met and a letter grade given or an instructor-determined deadline has passed with a maximum of one year. The final grade will depend on the quality of the completed work and its significance to the course. After the deadline, the grade that has been preset by the instructor will be posted on the transcript if the work is not completed. The 'I' grade could become a letter grade such as B, C, D, or S and credit granted or a U, F, or IX (permanent 'I') in which case a student would need to register in the course again to receive credit. Neither the 'I' or the 'IX' grade will be figured into credits attempted or honor points earned.

Withdrawal 'W': A 'W' grade is posted to the student's permanent academic record for any course the student withdraws from after the 100% refund deadline. The 'W'

grade is not figured into credits attempted in determining a student's GPA.

Audit 'AU' No Credit: A student may enroll in a credit course on a non-credit (audit) basis. The number of credits the course normally carries is not included as part of the total credit load; however, tuition is assessed by the number of credits for the course. Students may change from credit to audit status or vice versa early in the semester without the instructor's permission. Refer to the Academic Class Schedule of courses for specific dates each semester. Credit is not earned in courses taken on an audit basis.

Pass 'P'/No Pass 'NP': Pass/No Pass grades are given only in specifically-designated courses numbered 100 and above. The Pass/No Pass grades must be part of the approved course syllabus and will apply to all students in all sections of the course. Students and faculty cannot elect this grading option for other courses. The 'P' grade equates to 'C' or better work and will not be included in a student's GPA. No more than 25 percent of credits applied toward an associate degree or certificate can have a 'P' grade.

What You Need To Know About SOQs (Student Opinion Questionnaires)


When are my students being asked for their feedback?

The SOQ schedule is available on the Student SOQs Online tab in Blackboard as well as the Faculty SOQs Online tab. There is a summary image displayed on these Blackboard tabs, with a link directly below that image to the pdf with the full semester's schedule.

Where do my students access the online SOQ survey?

There are four access points for the surveys.

- **Personalized emails** with a survey link are sent to students to invite participation and remind students of the deadline.
- **The Student SOQs Online** tab in Blackboard is the best access point for the SOQ links and the schedule.
- **Blackboard's My Institution tab** has a module with the link for each active survey and the response deadline.
- **Your Blackboard course site** has a main navigation **SOQs Online** link with direct access to the survey.



Student SOQs Online

Faculty SOQs Online

What is the faculty role in SOQs?

- **Encourage** – your students are more likely to understand the significance of this feedback if you support the effort with reminders and in-class mention of the timeline and value.
- **Response Rates, SOQ Schedule**, and a guide with **The Student Experience with WCC's Online SOQs** are available within the **Faculty SOQs Online** tab in Blackboard.
- **Most** courses and sections will have SOQs in the final two to three weeks prior to the specific section's end date.
- **SOQ Availability** – SOQs will be available to your students ONLY as specified by the published schedule.
- **Results from SOQs** will be available a few hours after final grades have been submitted at the end of the semester. You'll find your reports on the same tab in Bb, as well as on your Employee tab in MyWCC.



Student SOQs Online

Faculty SOQs Online

Questions? Please email surveys.feedback@wccnet.edu

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Online Proctoring

All Day and All of the Night.
27/7 Convenience



Examity®: Premiere online proctoring solution for Washtenaw Community College. Examity® authenticates test-takers, helps prevent cheating and protects test content, too.

Examity® works closely with CiTL (Online Learning) at WCC and is our approved authentication and proctoring partner. Examity® offers three levels of testing security.

Faculty can choose to have 2 exams proctored per semester using Examity's® proctoring services. **Full service available now.**



Examity® is integrated with Blackboard and can be used for Blackboard tests, paper-and-paper tests, as well as third party applications.



Student Technology Requirements:

- Desktop computer or laptop (Mobile devices will not work) with **Chrome browser**
- Webcam and microphone (built-in or external)
- Connection of at least 2 Mbps download and upload speed



Students Responsible for:

- Meeting all technology requirements
- Setting up personal profile and testing technology prior to exam appointment
- Scheduling for Level 2, or 3 tests. Scheduled within 24 hours of the examination, — **additional student charge: \$5.00 is imposed**

Test-taker FAQs: <https://examity.com/test-takers/>

Student and Faculty guides and training videos are available.

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What are my Next Steps?



#1 Before the Semester:

- Prepare your Bb course site with all tests/exams, with accurate start and end dates. Be sure the column is available in the Bb Grade Center.
- Establish clear guidelines and rules for each test/exam.



#2 Two weeks before the first test/exam is administered:

- Contact surveys@wccnet.edu to confirm Bb set up is correct, and have new custom links added to Bb site.
- Pair your Bb site with Examity® with the click of a button.



#3 Upon confirmation of pairing:

- Log into the Examity® Dashboard to confirm accuracy of test details including dates.
- Notify students of service so that they can schedule each test/exam.

Recommended for Fall 2021 | No student scheduling required



Automated Premier Proctoring—fully automated proctoring that follows Auto-Authentication.

Examity® captures audio, motion, and systematic changes to identify inappropriate behaviors. Reviewed by Examity® team after the session.

High Stakes Exams + High Need Only → Expect delays in service for Fall 2021 Students required to schedule

Live LA: Authentication

Live Authentication is best for tests that matter more. Level LA ensures an agreed-to understanding of exam rules and "clean" test environment. Challenge questions, ID verifications, facial comparisons, keystroke analysis and full recordings help make this level Examity's® most reliable authentication.

Choose:

Live Standard (Level 2): Record and Review Proctoring

After live-authentication, each test is recorded from start to finish and is later viewed by a human, in its entirety, to ensure that rules have not been violated. (maximum 2 per course).

OR

Live Premium (Level 3): Live Proctoring—For higher stakes tests/exams such as mid-term and final (maximum 2 per course), and for all paper-pencil tests.

After completing the live-authentication process, Examity® monitors the test-taker's surroundings and entire desktop throughout the exam. Considered the most secure approach within the online proctoring industry. It also has the advantage that Examity® may comment and troubleshoot in real-time during the test.

Additional Details: <https://examity.com/live-proctoring/>

Prices includes authentication, proctoring, reporting, support, communication, training, and account management. WCC covers proctoring fees; student are responsible for on-demand fees.

Faculty Help Pathways

CALL HELPDESK IF...



- Your computer isn't turning on
- You're having trouble with your keyboard, mouse, or other items related to your computer

(734) 973-3456

help-desk@wccnet.edu

EMAIL FACULTY HELP IF...



- Blackboard isn't showing all of your content
- You have Grade Center or other Blackboard program questions

(734) 477-8713

faculty.help@wccnet.edu

EMAIL MEDIA SERVICES IF...



- You are having *technical* issues with Zoom, such as audio/visual not connecting or problems with your account

(734) 677-5180

mediahelp@wccnet.edu

EMAIL THE TLC IF...



- You are having issues with a TLC session - like a broken link or no access code
- You are having trouble with KALPA in any way

(734) 677-5009

tlc.staff@wccnet.edu

SECTION ONE: FACULTY GUIDE

Supporting OUR Students by Providing Flexibility

During the 20-21 Academic Year, the flexibility and empathy that has been extended to students has allowed students to successfully learn while managing other life demands. The diversity of faculty strategies matches the diversity of the student we serve.

1. Allow late submission of work.
2. Drop one assignment...their choice.
3. I have made my assignment deadlines very flexible.
4. I invite students resubmit work for better grades.
5. I provide a 24-hour grace period on deadlines.
6. One free late pass.
7. Allow students to drop the lowest quiz.
8. Students can turn in work early and are always encouraged to do so.
9. Twenty-four hour no questions asked grace period of work submission.
10. Students can submit any work late for up to half credit, no questions asked.
11. Patience. Explain again. More patience.
12. I have due dates, but I accept all late work, no matter what's going on, without any point penalization.
13. Revisions of essays acceptable at any time during the semester.
14. I allow three retakes for each unit test.
15. Students can choose three out of four similar assignments.
16. Recorded Zoom Q&As for students who miss sessions.
17. Use Office Hours to create recorded study sessions when I am not helping students.
18. Anyone who gets in touch before the deadline gets an extension and a strong reminder that they never have to apologize for asking, ever.
19. Unlimited homework retakes.
20. I do a get-out-of-jail free for one homework and one lab to be turned in late. I do not let students drop anything because I want them to feel that all the work I assign is valuable. I also make the last final homework assignments count as extra credit.
21. Tests must be taken over several days period rather than at a specific time outside of class. Also, students can submit rewrites on formal writing assignments for higher grades.
22. I give a five-day grace for all work.
23. Give half credit for late assignments.
24. I provide alternative assignments.
25. Offer tests for a one-week window on Blackboard.
26. Assume students are telling me the truth.
27. I allow revisions to work, drop the lowest quiz, and provide two chances at every skills test.
28. I focus on relationship building early to make students feel I am more accessible.
29. I have extended due dates. Instead of work being due by the end of class, it's due several days later so students have time to work on the material.
30. Drop one assignment – their choice. Open exams for a week. I am willing to work with students that are communicating with me.
31. Online course deadlines...accept assignments all week as long as it's in by the due date.
32. Revision is part of writing process. Credit for reviewing, for revising, and big stakes for polished work.
33. Designated makeup days during the semester.
34. Replace lowest unit test score with final exam score.
35. Flexible with assignments and dates. Create a content mastery approach to learning.

**72.4% of WCC Students
attend college part-time.**

*Fall 2020 profile percentage, consistent with most years.

SECTION ONE: FACULTY GUIDE

Part B: Teaching Resources

TEACHING VIRTUAL CLASSES AT WCC

- Every Virtual Class must have an active Blackboard site to manage and house work.
- Classes should meet the entire (100%) time listed on the schedule.
- There must be an active Blackboard site with a syllabus and course schedule posted as well as a gradebook setup.
- Assignments must be submitted through Blackboard.
- Zoom (or MS Teams) should be used for class meetings.
- WCC Email must be used for all student communication.

Mixed-mode lab courses have a variety of formats based on labs and protocol requirements. The schedule for lab attendance must be clearly defined in the course syllabus (first-day handout) and/or course schedule. *Students must clearly understand what days and times they must be in the lab and those days/times must fall into the times/days listed on the schedule.*

Connection Simplicity Flexibility



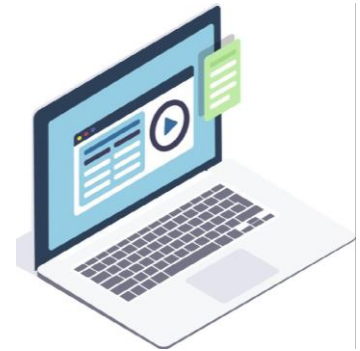
Faculty Professional Development

SECTION ONE: FACULTY GUIDE

Tips & Tricks: Teachers Educating on Zoom

Starting a Class

- If it's your first time using Zoom, visit the [Educating Guide: Getting Started on Zoom](#) and complete the steps in advance of your class to get you set up.
- Schedule your class in the Zoom application for your desired date/time and copy the invitation details to send to your students.
 - *Please note that students will not need to register for an account to join.
- Join your class a couple minutes early to ensure a proper connection then follow the below tips for a quality online learning experience.



Tips and Trick for Virtual Lessons

- For your first class, set aside some time to introduce your students to Zoom and ensure that they're able to connect their audio and video.
- Give an agenda or plan for each class by Screen Sharing a document or slide at the beginning of class. This gives students a clear idea of how the class will progress, what will be covered, and the activities they'll engage in.
- Discuss online etiquette and expectations of the students in your first virtual class and periodically revisit the topics.
- Utilize the Whiteboard or Annotate a shared document and let your students engage as well. When sharing a whiteboard, document, screen, or image, try whiteboarding math problems or have a student use annotation to highlight items such as grammar mistakes in a paper you're sharing.
- Take time to promote questions, comments, and reactions from your class. Give a minute to allow your students to utilize reactions, write their questions in chat, or be unmuted to ask their questions live.
- Divide into smaller groups for a discussion on a certain topic. You can use Zoom's Breakout Room feature to either pre-assign or auto-assign students into groups for a short period of time so they may discuss things together.
- Have students be the presenter and share projects with the class. This allows your students to show what they're working on while practicing their presentation skills. It also allows students to hear from one another.

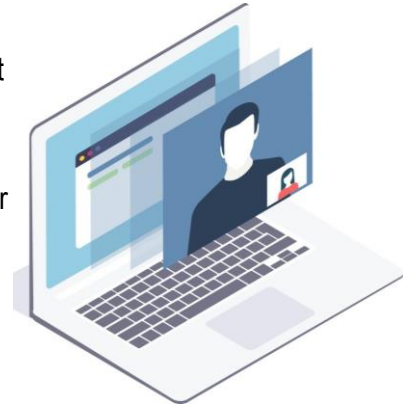


Tips and Tricks for Teachers Educating on Zoom

SECTION ONE: FACULTY GUIDE

Teaching Over Video – Delivery Tips and Tricks

- Pre-set your meeting to mute participant's microphones upon entry. This helps to avoid background noise and allow your students to focus on your lesson.
- Look at the camera to create eye contact with your students. This helps to create a more personal connection while teaching over video.
- Take a second to check chat or your student's video (if on camera) to check-in with your students and get feedback.
- Speak as if you're face-to-face with the class while ensuring you're at the appropriate distance from the microphone for the best audio experience.
- When delivering a presentation, sharing images, files or video, give your students a moment to open or take in what you've shared.
- Embrace the pause. Take a moment after the end of your comments and allow for students to engage before continuing on.



Great Tools Built into Zoom for Engagement

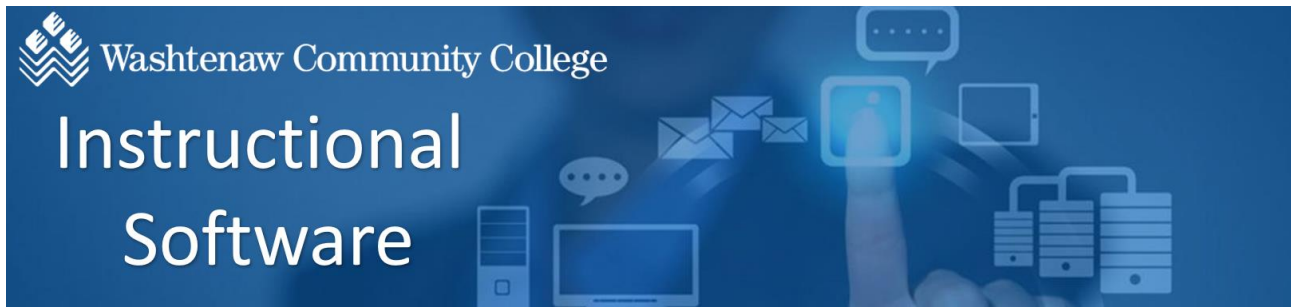
- Polling: <https://support.zoom.us/hc/en-us/articles/213756303-Polling-for-Meetings>
- Breakout Rooms: <https://support.zoom.us/hc/en-us/articles/206476093-Getting-Started-with-Breakout-Rooms>
- Non-verbal Feedback: <https://support.zoom.us/hc/en-us/articles/115001286183-Nonverbal-Feedback-During-Meetings>
- Virtual Backgrounds: <https://support.zoom.us/hc/en-us/articles/210707503-Virtual-Background>
- Sharing a Screen: <https://support.zoom.us/hc/en-us/articles/201362153-How-Do-I-Share-My-Screen>
- Whiteboard: <https://support.zoom.us/hc/en-us/articles/205677665-Sharing-a-whiteboard>
- Annotation: <https://support.zoom.us/hc/en-us/articles/115005706806-Using-annotation-tools-on-a-shared-screen-or-whiteboard>
- Transcription of meetings: <https://support.zoom.us/hc/en-us/articles/115004794983-Automatically-Transcribe-Cloud-Recordings>
- Chat: <https://support.zoom.us/hc/en-us/articles/203650445-In-Meeting-Chat>

Zoom Help Center Information and Tutorials: <https://support.zoom.us/hc/en-us>



Tips and Tricks for Teachers Educating on Zoom

SECTION ONE: FACULTY GUIDE



Overview of Supported Online / Virtual Learning Products

Productivity Suites

Microsoft 365



- Get your home copy download here <https://www.microsoft.com/en-us/education/products/office>
- Includes: Word, Excel, PowerPoint, Outlook and OneDrive

Google Apps



- Access your GoogleApps at <https://myaccount.google.com> – Login with your netID/PW
 - Includes: Docs, Sheets, Slides, Calendar, Photos, YouTube, Drive and more
-

Communication & Collaboration

Zoom



- Activate and access your license <https://wccnet-edu.zoom.us>
- [Recommended \(more interactive features for classroom engagement\)](#)

Microsoft Teams



- Download your copy and login with WCC netID/PW.
<https://www.microsoft.com/en-us/microsoft-365/microsoft-teams/group-chat-software>

Google Voice



- For more information and to sign up: <https://voice.google.com/u/0/about>
 - Note: There is not a college license; you must use personal email account to setup. But, effective tool for calling and texting students without using your own number.
-

Screen Recording

Screencast-o-Matic



- Get your license and download at <https://screencast-o-matic.com/WCC-CiTL>

Snagit



- PT Faculty / Personal Computer: Go to Blackboard → Faculty Resources → Welcome to CiTL
 - FT Faculty / WCC Computer: Email help-desk@wccnet.edu and ask for Snagit.
-

SECTION ONE: FACULTY GUIDE

Overview of Supported Online / Virtual Learning Products (continued)

Video Hosting and Sharing

YouTube



- Sign-in with your WCC netID and PW
- Best for being agility and working from home



Ensemble Streaming Media

- For permanently hosted videos. Please email nberens@wccnet.edu



Blackboard: Not designed for hosting videos

- Please do not upload your videos directly to Blackboard - Media storage is limited
-

Other Tools and Software



Examity® – Virtual Proctoring Services

- See Faculty Handbook flyer for more information



SafeAssign – Plagiarism checker

- Native to Blackboard
- For more information <https://help.blackboard.com/Learn/Instructor/Assignments/SafeAssign>



Ensemble Student Video Dropbox – students submitting video assignments

- Contact nberens@wccnet.edu to learn more



ReadSpeaker - Accessibility Blackboard Text-to-Speech

- For more information <https://www.readspeaker.com/>
 - Automatically built into Blackboard
-

Questions or Support?

Your Faculty Support team: faculty.help@wccnet.edu

Monday – Thursday 8am to 8pm | Friday 8am to 5pm
Saturday – Sunday 12pm to 6pm

SECTION ONE: FACULTY GUIDE

ACTIVE LEARNING WHILE PHYSICAL DISTANCING

We know you are looking for some way to make your teaching engaging. The chart below outlines some common active learning strategies and corresponding approaches appropriate for online teaching in both synchronous and asynchronous approaches.

Goal	F2F Active Learning Activity	Online equivalent - Synchronous	Online-Asynchronous	Physical Distanced Classroom
Encourage active engagement	Think-pair-share	Use breakout meeting rooms in online video conferencing platforms to simulate small group discussions.	Pose an equivalent question to the asynchronous students, either in video or text, and ask the students to respond in a small group discussion forum. The group reports can be shared to the larger class discussion forum.	Set up small groups of 3-5 students. Pose a question. Could also use a zoom room or google doc to help with communication. Could send pairs out of class for easier socially distanced discussion elsewhere on campus with set return time, have discussion outside of class time and report during class or outside of class. When sharing with class, consider it practice in projecting voices so all classmates hear.
Encourage active engagement	Small group Discussions	Use breakout meeting rooms in online video conferencing platforms to simulate small group discussions. Students may also use collaborative document tools (e.g., Google docs) to record thoughts. Give group assignments and workshop formats for small teams to hold online brainstorm meetings and create things together using collaboration tools between live sessions	Pose an equivalent question to the asynchronous students, either in video or text, and ask the students to respond in a small group discussion forum. The group reports can be shared to the larger class discussion forum. Ask students to use digital pin boards to share content and have discussions	Set up small groups of 3-5 students. Pose a question. Could also use a zoom room or google doc to help with communication. Could make breakouts a little longer and send groups out of class for easier socially distanced discussion elsewhere on campus with set return time. Reporter may have been writing report in Google doc/on handheld white board, or just oral report, and when reporting out consider it practice in projecting voices so all classmates hear.
Encourage active engagement	Turn and Talk	Use the chat feature. Ask a question and let the students reply with a brief response. Read them out loud to the whole class. Could also use meeting rooms with a reporter to share.	Assign partners and pose a question, asking them to share their ideas, in a Moodle discussion forum for the pair, email or other tools like Flipgrid or marco polo.	Assign partners in the classroom that can talk 6 ft apart. Alternatively, students can "talk" through texts on group.me or through a shared google doc or slide show, when distance would make the volume in the room difficult for some students to learn. Another option is to assign a Google Slidedeck to groups of about 8 students. Provide instructions in the slide deck. Here is an example.
Engage/ Check understanding	Polling	Use the polling feature in Zoom or another online poll to ask questions and show responses in real-time.	Use the polling feature in Moodle and share out the results in a class announcement, email, or within the module.	Use an online polling feature and share results with the class. Students without a device can use colored cards, Plickers , hands, or vertical movement to indicate their choice.

SECTION ONE: FACULTY GUIDE

Goal	F2F Active Learning Activity	Online equivalent - Synchronous	Online-Asynchronous	Physical Distanced Classroom
Engage students	Partial Outlines/PPTs provided for lecture	Create a set of class notes with blanks for important information and share on the LMS. Encourage students to fill in the blanks during the class session.	Create a set of class notes with blanks for important information and share on the LMS. Encourage students to fill in the blanks during the class session. When viewing the course materials, students complete and annotate the notes.	Create a set of class notes with blanks for important information and share on the LMS. Encourage students to fill in the blanks during the class session.
Engage	Pausing in lecture	Break up your synchronous presentation by stopping for a quick activity, such as responding to a question in chat, completing a sentence, or completing another task like polling, etc.	In your recorded videos, insert points for students to pause and reflect on what was just said, complete an activity such as answer some quick questions using a quiz function. Edpuzzle can be used for this.	Pause during your lecture to ask a question, give a poll, or ask students to identify the three things they have learned so far in the class.
Engage	senPosters & gallery walk	Use shared spaces for small groups to record ideas using collaborative tools such as Padlet and Google docs/ slides/ draw/ Jamboard , and then view those with the whole class. Some tools could be Padlet, Google, etc.	Use shared spaces for small groups to record ideas using collaborative tools such as Padlet and Google docs/ slides/ draw/ Jamboard , and ask students to review these ideas as part of the module's activities.	If regulations allow, put poster boards around the room. Dismiss one group of students to go to a single poster board and record a response. When they finish and return to their seats, dismiss a second group. Continue until the entire class has been able to record responses. Read/ review the posters with the class or save and use to start the following class period. This activity encourages movement, individual response, and can serve as an assessment of students' opinions or understanding (depending on the questions). You may need to think about options for students that are not moving around the room. One option is to consider using virtual poster boards.
Engage	Fishbowl	Students can take turns role playing/miming a solution and others can watch and respond in chat or live discussion. Encourage students to turn off webcams so focus can be on the student miming. You could also run a "pictionary" version online at https://skribbl.io/ Skribbl allows users to join private rooms, and even to create a specific word bank (i.e., containing terms from class).	Students can record themselves with role play/miming a solution and others can respond in a discussion forum.	Students can take turns role playing or miming a solution for others to critique, watch, etc. Students in fishbowl can be remote (participating in a chat, Google doc, or Zoom conversation as a small group), while F2F students are outside the fishbowl listening, and then professor leads whole class discussion among listeners afterwards.
Monitor/ assess understanding	Quickwrite	Pose a question or two in a discussion forum and have students respond. Instructors may ask for some students to share a selection of responses or summary of their responses with the whole class.	Pose a question or two in a discussion forum and have students respond. Instructors may follow up by sharing a selection of responses or summary of their responses with the whole class.	Pose a question or two and have students write a response. Students can turn these in at the end of class. Instructors may ask for some students to share a selection of responses or summary of their responses with the whole class.

This document was Initiated by Dr. Jennifer Baumgartner, Associate Professor at Louisiana State University, with collaborative input from various groups, including members of the [LSU LTC](#) and the [POD Network](#). Active Learning while Physical Distancing by [Louisiana State University \(LSU\)](#) is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#).

SECTION ONE: FACULTY GUIDE

Goal	F2F Active Learning Activity	Online equivalent - Synchronous	Online-Asynchronous	Physical Distanced Classroom
Monitor/assess understanding	Muddiest point	Encourage students to identify any unclear or “muddy points”. Muddiest points can be added in the chat or on a shared screen.	Pose a question in a discussion forum or other shared space or submit a video chat (one tool that could work is Flipgrid).	(1) Have students use post-it notes to share their muddiest point and instructor can discuss with the class (2) Students can share their muddiest point using an online poll or anonymous Google doc
Reflect on learning	Four corners	Students have 4 colored cards. These are held up to the webcam when asked a question to display their answer. A Zoom poll could also be used.	Have students make a choice using the poll feature in Moodle.	Students have 4 colored cards (or raise hands or stand up/vertical movement to indicate agreement). These are held up when asked a question to display their answer. Consider doing this online in a collaborative document. Can use online polling technology.
Reflect on learning OR have the students build the “What’s missing?” for each other.	What’s missing?	On Zoom use slides, present a list of ideas, terms, equation or rationale. Students can respond with what is missing using chat, poll or live discussion.	Using slides, present a list of ideas, terms, equation or rationale. Students must respond in the discussion forum with what is missing. Can also be done using a lesson or quiz.	Using slides, present a list of ideas, terms, equation or rationale. Students must respond with what is missing, using
Reflect on learning	Aha wall	In real time ask students to post an “aha” in the chat and use these to guide discussion or future instruction.	Ask students to post an “aha” in the discussion forum and use these to guide discussion or future instruction.	Consider placing poster boards on the wall and asking students to put their ideas up using post-it notes, using social distancing directions. Or each student has handheld dry-erase board.
Strengthen understanding	Pro/con list	Together create a pro/con list using a collaborative google document in real time or on a shared screen	Together create a pro/con list using a collaborative google document	Generate a pro/con list using collaborative documents, such as Google docs.
Strengthen understanding	Concept map	Use an online tool (such as Mindmeister) to have students work collaboratively in real-time to add to the concept map. Google Draw may be a tool that would be useful.	Use an online tool (such as c), to have students work collaboratively to add to the concept map over the course of a module. Google Draw may be a tool that would be useful.	Use an online tool (such as Mindmeister), to have students work collaboratively in real-time to add to the concept map.
Strengthen understanding	Visual prompt	Offer a visual prompt and ask students to respond. This can be done using tools like Voicethread and A.nnotate Flipgrid is another great resource. Students can record a short video responding to a teacher video.	Offer a visual prompt and ask students to respond. This can be done using tools like Voicethread and A.nnotate	Offer a visual prompt and ask students to respond using poll technology.
Strengthen understanding	Entry/Exit Tickets	At the beginning or end of a class/ module, ask students to respond to a question in the chat or discussion forum or use a polling program to ask questions (in zoom or add-on).	At the beginning or end of a class/ module, ask students to respond to a question in the chat, poll or discussion forum.	At the beginning or end of a class/ module, ask students to respond to a question. These can be turned in to the instructor. Alternatively, you could use a polling program to ask students questions.

SECTION ONE: FACULTY GUIDE

Goal	F2F Active Learning Activity	Online equivalent - Synchronous	Online-Asynchronous	Physical Distanced Classroom
Active engagement/ planning for future learning/ connections	Brainstorming challenge	Use the chat feature or collaborative writing spaces such as Google docs to brainstorm ideas and review in class	Use collaborative writing spaces such as Moodle Workshop to brainstorm ideas and review in follow-up video/ post or activity	Use collaborative writing spaces to brainstorm and share in real-time. This can be done with some features in Moodle (i.e., chat, polling), online polling, or even google documents.
Active Engagement	1-Minute Quiz	Students complete a 3 question quiz worth 3 points in the first 5 minutes of class. Questions for the quiz are given in the last 5 minutes of the previous class. Answers can be eMailed or posted on an adaptive release discussion board post.	Offer a short, alternate activity that allows students to earn the same number of points.	Students complete a 3 question quiz worth 3 points in the first 5 minutes of class. Questions for the quiz are given in the last 5 minutes of the previous class. Answers can be eMailed or posted on an adaptive release discussion board post.
Providing/ getting feedback on work in progress	Peer review	Have students share drafts prior to class and then break into groups for discussion/feedback. Have select students share with the class in real time and provide a way for students to give feedback (e.g., answer three questions, etc.)	Students post drafts in LMS, or read it aloud via Flipgrid. Guided by course rubric/specific prompts for feedback, partner(s) read/view and respond. Consider small-group peer review. (See "Small Group Discussions" above.) Peer reviewers also score writers draft preparedness, and writers score reviewers for helpfulness of feedback.	See "Think-Pair-Share" ideas above.
Providing/ getting feedback on work in progress	Progress Chart for Whole Class		Chart steps in larger project (essay writing, research project, etc.) in Google doc, and each student fills out row as progresses. Prof gives feedback via marginal comments.	

References and Resources:

This document, Active Learning while Physical Distancing, was inspired by some materials offered by Texas A&M Faculty Teaching Resources:

<https://cte.tamu.edu/getattachment/Faculty-Teaching-Resource/2020-04-22-Active-Learning-for-Online-Teaching.pdf.aspx?lang=en-US>

<https://cte.tamu.edu/getattachment/Faculty-Teaching-Resource/Teaching/2019-08-09-getting-started-w-active-learning-guide-update.pdf.aspx?lang=en-US>

[Check out this article for some tools: Can Active Learning Co-Exist With Physically Distanced Classrooms?](#)

Corrigan, Paul T. (14 Apr 2020) [Three Strategies for Teaching Writing Remotely During the Pandemic](#)

Hello all, this is a guideline for remote learning from the SUNY University at Buffalo School of Social Work. It describes pedagogical approaches and logistics for seated, online, and remote learning. The contribution I appreciate is that it distinguishes between online and remote learning, in other words, how to adapt seated course expectations and processes to the remote learning environment.

<http://socialwork.buffalo.edu/resources/delivering-remote-education-in-place-of-seated-education-what-how.html> Suggested citation: Sage, M.

Krause, D.J., Smyth, N.J., Kendall, K.M., & Sturman, S. (2020, July 8). Delivering remote education in place of seated education: What and how.

<https://docs.google.com/document/u/0/d/e/2PACX-1vQrvgrfGMukNFKTD8N32VJYBQuNfN2KWaRv51mApptCzG21N0li8PKJ2LeQkNBuT6-MmcTJmdjZU7I/pub> University at Buffalo School of Social Work, Buffalo, N.Y.

SECTION TWO: PROFESSIONAL DEVELOPMENT & FAQ

PROFESSIONAL DEVELOPMENT AND TRAINING

WCC Professional Development

- The *Teaching & Learning Center (TLC)*'s mission is dedicated to the professional development of all faculty and staff in best-practice, evidence-based teaching, learning, and educational technology focusing on the end goal of student success. The TLC office is located in LA 143. Here's how you can find out about TLC sponsored events offered:
 - To access the [KALPA Professional Development Management System](#), login using your WCC netID and Password). To learn more about using KALPA, view the PD [Quick Start Guide](#).
 - Complete an approved course from the **LinkedIn Learning** (on the TLC Blackboard site) **Faculty Collection (for faculty)** or the **OPT/Staff Collection** (for OPTs & staff) – all online.
- **WCC In-Service** is training time, held two times annually, and includes meetings and professional development sessions. All employees, faculty and staff, are invited to attend sessions during in-service, however only full-time faculty members are required to attend.
- The **Faculty Professional Development Committee (FPD)** supports all part-time, part-time adjunct, and full-time faculty members at WCC. The FPD's programs are designed around issues central to teaching and learning. For more information contact FPD at fpd@wccnet.edu or visit the website at <http://fpd.wccnet.edu/>.
- The **Center for interactive Teaching & Learning (CiTL)** at WCC, supports faculty members in the use of interactive teaching methodologies to support student engagement and learning. The CiTL department can assist you with Online-course development, Blackboard site setup, and leveraging educational technology. For more information, visit the CiTL webpage in Blackboard, drop by GM 230, call 734-973-3390 or email citl@wccnet.edu.

SECTION TWO: PROFESSIONAL DEVELOPMENT & FAQ

PROFESSIONAL DEVELOPMENT REQUIREMENTS FOR FULL-TIME FACULTY

Faculty must complete 16 hours of professional development through The Teaching & Learning Center (TLC) by June 30th.

WHAT COUNTS

- Any TLC session listed in KALPA with any of the following tags:
 - Teaching
 - Workplace Effectiveness
 - Leadership
- Any offering from the **LinkedIn Learning FACULTY Collection** (found on the TLC Blackboard site) or **Faculty Professional Development** recorded webinars (find & register on KALPA). To receive credit, you must send an "Session Completion" Email (include session title & date of completion) to TLC.staff@wccnet.edu.
- Any TLC session/course you lead – leading a 1-hour session = 1 hour PD credit:
 - Submit your session ideas & the TLC will coordinate the rest:
<https://wccpriorityone.wufoo.com/forms/tlc-event-form/>
- PD credit will be calculated by scheduled hours per session:
 - 1-hour scheduled session = 1 hour of PD credit

WHAT DOESN'T COUNT

- HR Essential Training (*completed on Blackboard each year; 100% completion of this course is a requirement of all WCC Employees*).
- Off-campus professional development (conferences, speakers, etc.).
- Department, Division, Faculty, Committee, or other meetings that are already part of your professional responsibility as a faculty member.

HOW IT WORKS

- Register anytime for sessions or courses listed on KALPA!
- Attend a session. Your attendance will be verified, and your completed PD hours will be updated in KALPA, so you always know how many hours you've completed and how many hours you have left to complete.
- Currently there are over 100 hours of courses available for you to take to earn your 16 hours, and sessions are continually being added throughout the school year.
- **Tell TLC and FPD what sessions or courses you'd like to see added and they'll gladly help you add meaningful sessions.**

Please send feedback & questions to fpd@wccnet.edu.



SECTION TWO: PROFESSIONAL DEVELOPMENT & FAQ

PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR PART-TIME AND ADJUNCT TEACHING FACULTY

Part-Time and Adjunct Faculty (teaching credit classes) are eligible to receive \$25 stipends for attending professional development sessions offered by the Teaching and Learning Center listed on KALPA.

WHAT COUNTS

- Any TLC session listed for "Faculty" in KALPA with any of the following tags:
 - Teaching
 - Workplace Effectiveness
 - Leadership
- Any offering from the **LinkedIn Learning FACULTY Collection** (found on the TLC Blackboard site) or **Faculty Professional Development** recorded webinars (find & register on KALPA). To receive credit, you must send a "Session Completion" Email (include session title & date of completion) to TLC.staff@wccnet.edu.

WHAT DOESN'T COUNT

- HR Essential Training (*completed on Blackboard each year; 100% completion of this course is a requirement of all WCC Employees*).

GUIDELINES FOR STIPENDS

- Faculty are required to register in advance for the session.
- Faculty must attend the FULL session.
- Faculty must be actively teaching credit class(es) to earn stipends.
- Stipend payment will be limited to four (4) sessions per month.
- Stipend payment will be paid monthly.

DISCLAIMERS

- Stipend payments will not be issued to those that have a full-time position at WCC.

HOW IT WORKS

- Register anytime for sessions or courses listed on KALPA!
- Attend a session. Your attendance will be verified, and your completed PD sessions will be updated in KALPA, so you always know how many sessions you've completed.
- Currently there are over 100 hours of courses available for you to take, and sessions are continually being added throughout the school year.

Part-Time & Adjunct Faculty Institute

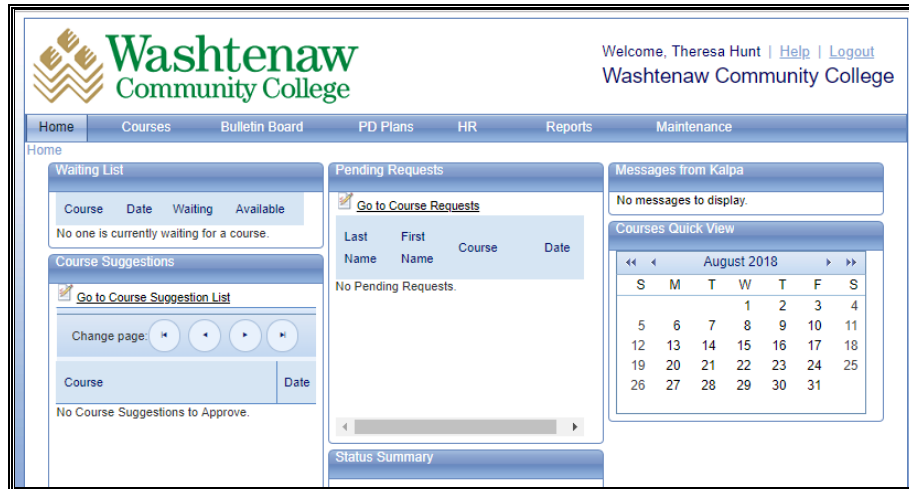
The Faculty Professional Development Committee offers special sessions just for part-time and adjunct faculty, under the Part-Time & Adjunct Faculty Institute. Register for these sessions in KALPA to receive stipends. Look for Fall and Winter semester Kick-Off sessions before each semester begins and for monthly lunch and learns, where you get to enjoy a free lunch and learn useful information. The goal of the institute is to foster engagement and community around professional development at WCC.

For more information visit fpd.wccnet.edu or find us on Facebook at [FPDatWCC](https://www.facebook.com/FPDatWCC).



SECTION TWO: PROFESSIONAL DEVELOPMENT & FAQ

PROFESSIONAL DEVELOPMENT MANAGEMENT TRACKING SYSTEM (KALPA)



You will need three pieces of information to login:

- **Website:** <https://www.kalpadms.com/wcc-login>
- **Login Name:** WCC NetID
- **Password:** WCC Password

With the WCC TLC KALPA software you can:

- View the In-Service schedule
- Register for In-Service sessions
- View the TLC Offerings for the current academic year
- Register in advance for Professional Development sessions
- Build your own Professional Development (PD) plan with reminders
- Complete the post-workshop survey
- View your Professional Development progress

If any assistance is needed with the login process please reach out to thunt2@wccnet.edu



SECTION TWO: PROFESSIONAL DEVELOPMENT & FAQ

FREQUENTLY ASKED QUESTIONS

<i>If...</i>	<i>Contact</i>	<i>Phone/Ext.</i>	<i>Location</i>
someone is having a medical emergency?	Public Safety	973-3411	CS 205
someone has a lost and found item?	Public Safety	973-3411	CS 205
my classroom computer isn't working?	IT HelpDesk	973-3456	SC 314
I need help with classroom technology (projector/document camera/DVD player/etc.)?	Media Services	677-5180	GM 223
my classroom does not have the technology I need?	Media Services	677-5180	GM 223
my classroom is too hot/cold, something is spilled or gets broken?	Facilities (Building/Custodial Emergencies ONLY)	477-8777	PO
I want to change my classroom?	Your Division Dean's Administrative Support Professional		
I need to schedule a computer lab or a room?	Conference Services	677-5034	ML 104
I want to make sure the bookstore has the right book(s) for my class/section?	Bookstore	973-3594	SC 1 st Floor
I need information about the library?	Learning Resources Center (Bailey Library)	973-3429	GM 1 st Floor
I have a test I would like proctored?	Testing Center	477-8550	SC 300
my class ends after the testing center closes and I need to put a test in?	Fill out a Faculty Work Request form (available in your POD office) and leave for your Office Professional		
I need to print large or complex jobs?	Campus Copy Center (copycenter@wccnet.edu) – check with Dept. Chair/Division Dean for copy budget	973-3556	GM 214
my class ends after the Copy Center closes, and I need to submit a job?	Fill out a Faculty Work Request form and leave with your Office Professional OR email as PDF to copycenter@wccnet.edu		
I have a question about SOQ's?	surveys.feedback@wccnet.edu		
I'm having trouble with the copier/printer/scantron reader in my office after hours?	The Part-Time Faculty Commons (email the PTFC.staff@wccnet.edu)	677-5009	LA 143
a student needs academic counseling or academic support?	Counseling/Advising	677-5102	SC 206
a student needs physical or emotional counseling or support?	Personal Counseling	677-5102	SC 206
a student seems to have a learning problem?	Learning Support Services	973-3342	LA 115
a student is in need of tutoring?	Learning Commons	973-3420	GM 203
a student needs help with English or writing a paper?	Writing Center	973-3647	LA 327
a student is disruptive in your class and/or you feel unsafe?	Public Safety - Report the incident in writing to your Division Dean	973-3411	CS 205
I have an issue submitting student grades?	Student Welcome Center - alternatively, contact IT Help Desk	973-3543 973-3456	SC 203 SC 314
a student complains of sexual harassment?	WCC Dean of Students - Send a copy of notification to your Division Dean	973-3328	SC 275
there is a student concern that needs to be investigated or resolved?	WCC Dean of Students	973-3328	SC 275
I have a question about my pay?	Payroll	973-3509	SC 200
I need to update my personal information?	MyWCC or contact HR	973-3497	BE 120

When calling on a Campus phone, use only the **last four numbers (bolded)**, our area code is 734-.

SECTION TWO: PROFESSIONAL DEVELOPMENT & FAQ

See your Department Chair (PT Faculty) or Division Dean (FT Faculty), if you have questions about . . .

- A student in your class is cheating.
- You are going to be absent (also inform your Division Dean and your Office Support Professional/office).
- You are planning to be absent.
- You want feedback on class or student issues that might arise during the term.
- You want to discuss your teaching assignment.
- You have questions about specific course requirements and/or outcomes.
- You are unsure of departmental copying policies and procedures.
- You are unsure of grading policies and procedures.
- You are unsure of office hour policies and procedures.
- You are unsure of office location and/or clerical support.
- You need special supplies for your class.
- Needing a desk copy or textbook.

See your Office Support Professional if you have questions about . . .

- Absentee Report forms
- PROX/Key Requests forms
- Substitution forms
- General classroom/course preparation supplies (e.g. pens, gradebooks, markers, etc.)

Submit the following forms/information to your Division Dean's Office Administrative Professional:

- Absentee Report forms
- PROX/Key Requests forms
- Substitution forms
- Office hours (day/time & location) required for Full-Time and Adjunct Faculty only

Faculty Forms (Accessible Online)

We are in the process of making all forms available on the WCC Portal. Below is a list of forms currently available:

PD Request For Funds	https://portal.wccnet.edu/staff/employee-docs/title/Faculty%20Information/
Alternative Assignment PDF	https://portal.wccnet.edu/staff/employee-docs/title/Faculty%20Information/
	https://portal.wccnet.edu/staff/employee-docs/title/Instructional+Operations%5Eforms/
WCC Letterhead	https://portal.wccnet.edu/staff/employee-docs/title/Instructional+Operations%5Eforms/
Key Request	https://portal.wccnet.edu/staff/employee-docs/title/Public+Safety%5EAccess+Request+Form_files/
Budgeting Forms- Conference Travel, Budget adjustment & P-card Requests	https://portal.wccnet.edu/staff/employee-docs/title/Budget%20%26%20Accounts%20Payable/
Financial Services- Employee Reimbursement & Expense Transfer	https://portal.wccnet.edu/staff/employee-docs/title/Financial+Services%5EForms/

* Additional forms will be added as they are updated and uploaded to the WCC Portal.

SECTION THREE: ADVISING PLAYBOOK

Viewing Advisor Assignments: Banner Student Profile (access from roster or student profile)

Washtenaw Community College

Advising • Student Profile

Student Profile - Currie WCC-TEST (@00)) CONFIDENTIAL

Term: Winter 2021 01/11/2021 - 05/03/2021 | Standing: Good Standing, as of Spring/Summer 2003 | Overall Hours: 0 | Overall GPA: 0.00 | Registration Notices: 4 | Holds: 1

Bio Information

Email: Not Provided
Phone: Not Provided
Gender: Female
Date of Birth: 09/29
Ethnicity: Not Hispanic or Latino
Race: White
Citizen: Yes
Citizenship: U.S. Citizen
Emergency Contact: Not Provided
Emergency Phone: Not Provided

General Information

Level: Credit
Class: First year - 0 - 30.99 cr hrs
Status: Active
Student Type: High School Dual Enrollee
Residency: Out of District, in State
Campus: Main
First Term Attended: Spring/Summer 1999
Matriculated Term: Spring/Summer 2007
Last Term Attended: Spring/Summer 2016
Leave Status: Not Provided

Graduation Information

Graduation Applications: [Active\(1\)](#)

Advisors

Advisors are not assigned for the selected term.

CURRICULUM, HOURS & GPA

Primary Secondary Hours & GPA

Degree: Associate in Applied Sci
Level: Credit
Program: Business Office Administration
College: WCC
Major: Business Office Administration
Department: Not Provided
Concentration: Law Office Administration
Concentration: Medical Admin. Assistant Opt
Minor: Not Provided
Concentration: Not Provided
Admit Type: Standard-Transfer
Admit Term: Spring/Summer 2007
Catalog Term: Winter 2018

REGISTERED COURSES

Not Registered

Total Hours | Registered Hours: 0 | Billing Hours: 0 | CEU Hours: 0 | Min Hours: Not available | Max Hours: Not available

TargetX View: Student view lists the advisor and coach

Washtenaw Community College

All Search...

WCC Retention Home Students Academic Profiles Advising Courses Dashboards Reports SARS Appointments Tasks

Student

+ Follow Edit New Note Change Record Type

Related Details News

Communications First Name 1 Banner ID 1

Name Confidential Indicator Flag 1

Nickname 1 Confidential Indicator 1

Birthdate F21 FTIAC 1

Age 1

Advisor 1
Jerrell McCowin

Coach 1
Andrew Crockett

Followed By: 1

New Task New Event Log a Call More

Create a task... Add

Filters: All time • All activities • All types

Refresh • Expand All • View All

Upcoming & Overdue

No next steps.
To get things moving, add a task or set up a meeting.

July • 2021 This Month

Re: Alpha scholar pr... 5:30 PM | Yesterday
Last opened 17 hours ago
Earle Jackson sent an email to Benjamin Cousins

Mogli Notifications



Proactive Caseload Management

A Guide to Advising Students



SECTION THREE: ADVISING PLAYBOOK

Part A: Academic Advising at Washtenaw Community College

► What is Academic Advising?

- Academic advising is a partnership between an advisor and a student.
- Academic advising is an opportunity for students to ask questions and seek help from their advisor.
- Academic advising provides students guidance from with choosing a program, selecting courses, registering for classes and reviewing overall progress with DegreeWorks.
- Advising also allows students to explore personal, academic, education and professional goals as part of the collegiate experience.
- Students are encouraged to meet with their advisors at least once a semester to stay on track.

► Why is Academic Advising Important?

- Academic advising allows students to connect with a staff or faculty member of the college, which can provide students with a go-to person.
- Academic advising provides students with a pathway to completion that can improve retention, persistence and graduation rates.

► What are General Task-Oriented Expectations of a WCC Advisor?

- Connect with students regularly (in person and electronically).
- Review advising syllabus and share campus resources with students.
- Respond to student emails, phone calls and TargetX tasks within 48 business hours.
- Proactively reach out to advisees through email, texting, phone calls and in-person (when applicable) at various points in the semester.
- Provide course recommendations and create a two-semester out DegreeWorks plan for each assigned advisee.
- Follow-up on success team referrals and faculty alerts.
- Document advising meetings, registration decisions and progress made towards graduation or certificate completion.
- Assist students with course selection, registration and any schedule changes.
- Complete online advising tasks such as online program override requests (OPORS), program changes, financial aid plans (Max Credit and Satisfactory Academic Progress).
- Provide career support and appropriate referrals to Career Transitions and teaching faculty.

SECTION THREE: ADVISING PLAYBOOK

► What are Holistic Expectations of a WCC Advisor?

- Build collaborative relationships with advisees.
- Assist and guide student in identifying their academic path and goals.
- Support assigned advisees and help them navigate their collegiate experience.
- Effectively and efficiently organize and track advisees using TargetX.
- Understand academic catalog and degree requirements.
- Provide excellent customer service in all interactions and communications with advisees.
- Coach, support and mentor advisees towards success.
- Empower advisees and advocate on their behalf as needed.

► What Should Students Expect When They Meet with an Advisor?

- Students should expect a consistent experience when working with an academic advisor. While advising is tailored to meet students' needs, each student should have a similar service-oriented experience.
- Students should leave advising appointments with their questions answered and action items for their next steps (i.e. questions for an instructor, courses for registration, resources to connect on campus, planning for next semester, etc.).
- Students should leave advising appointments understanding their program plans and courses needed to complete their goals.
- If the advisor is not able to answer any of the student's questions, students can expect a follow-up from either the advisor or resource on campus that is able to assist.

► As an Advisor, How Should I Structure My Schedule?

- All advisors should include two hours of preparatory time around student appointments each day (i.e. could include a combination of eAdvise, Prep, Consult, etc.). Responding to student emails, online advising, etc. should take place around seeing students.
- Advisors should limit appointments to 30 minutes. Any appointments that might take longer should include either a pre-advising email with information or a post-advising email with next steps.
- Advisors should be available for drop-ins as needed around managing caseloads to assist students who need immediate support. Scheduling of drop-in will depend on the timing of the semester and needs of students.

SECTION THREE: ADVISING PLAYBOOK

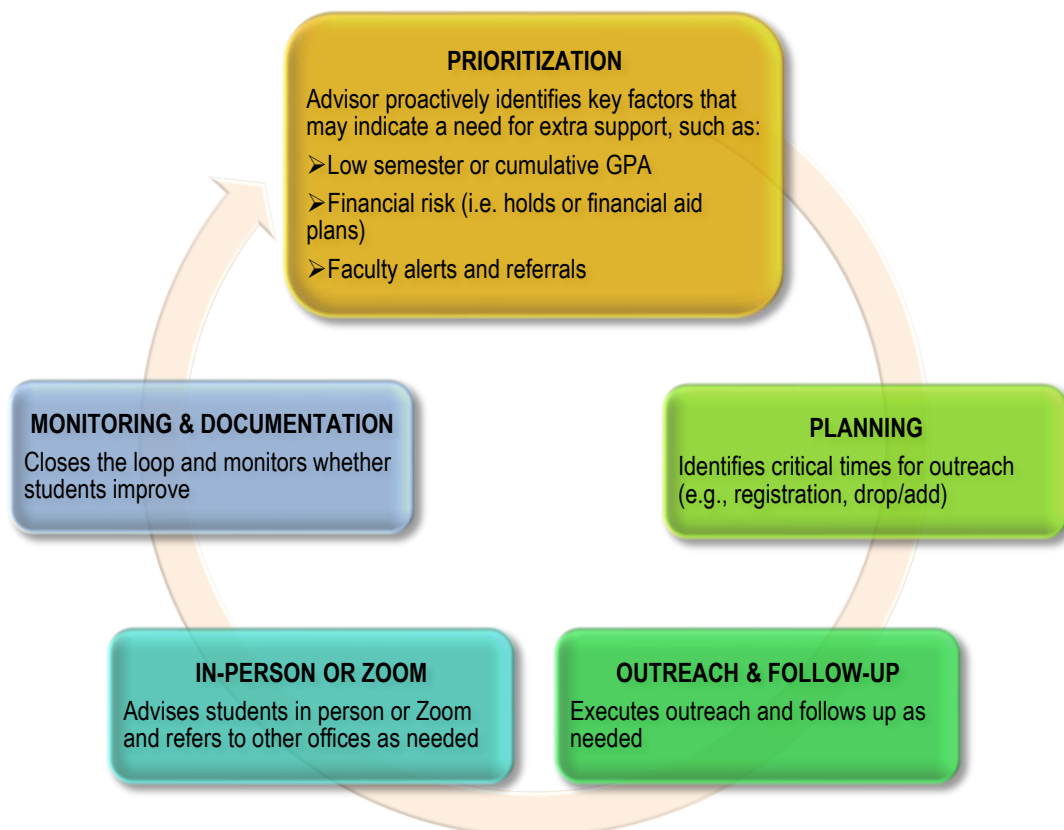
Part B: What is Proactive Caseload Management?

► Defining an Emerging Approach to Advising

Three "Prerequisites"

1 Assigned Student Caseload	2 Proactive Advising Approach	3 Access to Central Technology
Advising structure allows for reasonably sized assigned caseloads of <350 students	Advisor supports students holistically with an emphasis on long-term goals, solving problems before they escalate	Advisors and support staff across departments use TargetX as a shared system to view data and collaborate

Five Step Framework for Caseload Management



SECTION THREE: ADVISING PLAYBOOK

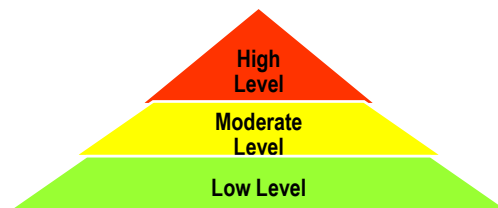
► Advisor Expected Outreach Campaigns Throughout the Semester

Proactive advising includes targeted outreach campaigns to students throughout the semester. Advisors are expected to participate in at least three scheduled outreach campaigns. Additional outreach campaigns may be added as determined by the college.

Week	Topic of Communication
Ongoing	Early Alert Outreach, Course Withdraw Outreach, Referral Outreach, Transcript Requests
Pre-Communication	Assigned advisees; Introduction, important dates, how to meet with you and link to academic dates
Week 5	DegreeWorks/ registration prep/ registration start date; all advisees
Week 14	Advisees enrolled current semester but not enrolled upcoming semester

► Optional Outreach for Advisors

Directing Attention to the Students Who Need It Most



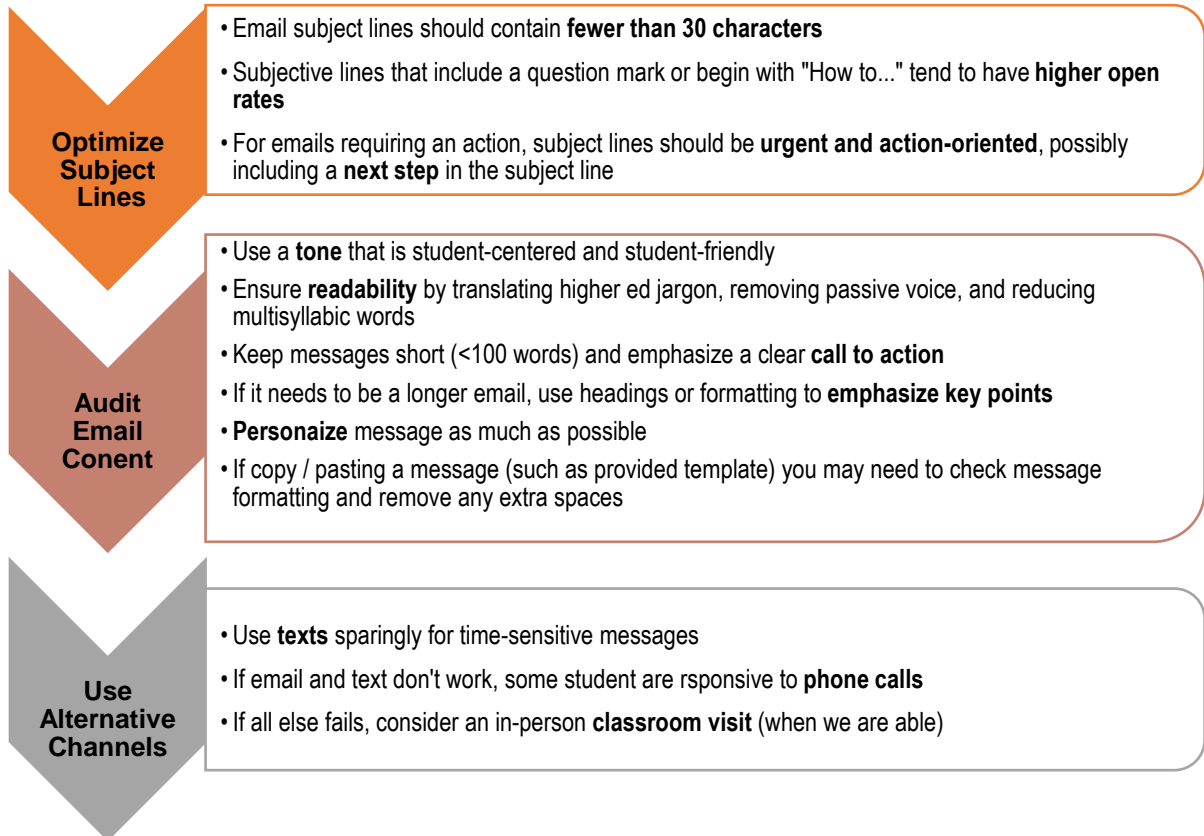
Week	High Level of Support Needed 5% of cohort	Moderate Level of Support Needed 25% of cohort	Low Level of Support Needed 70% of cohort
1	Follow-up on pre-semester welcome message; review any potential updates to DegreeWorks plans as needed (due to performance – positive and negative)	N/A – message sent pre-semester	
3 & 4	Create, assess or adjust DegreeWorks plans (all advisees)		
7	Midsemester check-in; resources, schedule advising meeting	Resources and Encouragement	
11	Check-in about registration; invite to meet for an appointment		Check-in regarding registration with an email suggesting courses
16	End of semester – You did it! How did it go? Need to make changes to courses for next semester?	End of semester – how did it go?	End of semester – you did it!

Students identified as high level of support may be students who have disclosed they are struggling to you, on a financial aid plan, are below a 2.0 cumulative GPA or below 2.0 from prior semester. Currently, Success Coaches offer outreach on many of the items listed in this sample communication schedule; however, it might be helpful for advisors to send out support messages as appropriate or as part of Success Teams to connect with Success Coaches to coordinate message efforts.

SECTION THREE: ADVISING PLAYBOOK

► Email and Text Messages: Effective Communication

Techniques to Improve Response Rates



SECTION THREE: ADVISING PLAYBOOK

EXPECTED: Pre-Semester Campaign

ALL STUDENTS	
WHAT	Final opportunity for appointment for end of the semester.
WHEN	Two to three weeks prior to beginning of semester.
CAMPAIGN GOALS	Provide students with your contact information and important resources.
OUTREACH DETAILS	<ol style="list-style-type: none"> 1. Create an email campaign and invite all assigned students. 2. Include information on how to meet with you and important academic dates for the semester.
EXAMPLE EMAIL TEMPLATE	<p>Greetings {{{Recipient.WCC_Communications_First_Name__c}}}!</p> <p>As the assigned advisors for students in {{{Recipient.AcadProf_Major__c}}}, I want to welcome you and wish you good luck during this semester!</p> <p>Here are a few dates to keep in mind as the semester begins:</p> <ul style="list-style-type: none"> • First day of classes – XXXX • Deadline to drop for 15-week courses is XXXX. For other parts of term drop deadlines click here. • Winter 2022 Course Registration opens – XXXX • Last date to withdraw from full semester courses is XXXX. For other parts of term withdraw deadlines click here. • Thanksgiving Break (no classes) – XXXX <p>Below are links for information about areas on campus that may be helpful to you:</p> <ul style="list-style-type: none"> • Advising • Bookstore • Financial Aid • Learning Commons (Tutoring) • Learning Support Services (Disability Services) • Success Coaching <p>If you would like to schedule an appointment with me, you can do that through your WCC Student Dashboard or you can call the main office number at 734-677-5102.</p> <p>Thank you and I look forward to working with you!</p> <p>{{{Recipient.Advisor__c}}} Student Advisor Washtenaw Community College</p>

SECTION THREE: ADVISING PLAYBOOK

SUGGESTED HIGH-RISK RETURNING STUDENTS OUTREACH – First Two Weeks	
WHAT	Provide proactive outreach to our highest risk students to connect them with resources, set goals for upcoming semester and develop support strategies and plans with the student to promote a successful spring semester.
WHO	High-Risk Students identified as any student with a cumulative GPA below a 2.0, are on a financial aid SAP plan or you know is struggling and needs extra support.
WHEN	Recommended for the first two week of the semester.
GOALS	Schedule a 1:1 meeting with each of the students in identified grouping.
OUTREACH DETAILS	<ol style="list-style-type: none"> 1. Using information in TargetX as well as your relationships with your advisees, identify your students who have previous semester GPAs below a 2.0, are on a SAP plan or other reasons that may indicate considering this student as high-risk. 2. Follow-up on your pre-semester welcome message with a campaign in TargetX inviting these students to make an appointment in the first two to three weeks for the semester. 3. Keep the tone of the message positive and supportive. Our goal is to help the student reflect on the past semester, identify the barriers to success and develop a plan to overcome these barriers this fall. 4. Send the message and follow-up with non-responders by email and text.
MEETING DETAILS <i>These are a starting point, but you might not cover these in every meeting based on each student's situation or needs.</i>	<p>Debrief from last semester</p> <ul style="list-style-type: none"> • Discuss credit load and classes – what went well? What did you learn about yourself or your study habits? • What do you want to do differently this semester? <p>Prepare for this semester</p> <ul style="list-style-type: none"> • Discuss new classes, expectations, professors, workload. • Set goals for each class. • Suggest student also check in with Success Coach. • What classes are you most excited about? Which classes are you most concerned about? <p>Time Management</p> <ul style="list-style-type: none"> • How do you keep track of assignments and due dates / test dates? • Do you want to be engaged on campus? Do you have a job or other time commitment you need to consider? <p>Probation / Academic Warning (if applicable)</p> <ul style="list-style-type: none"> • Review reflection sheet to begin conversation. • What is your plan for raising your GPA this semester? • What resources do you plan to use? Can I help connect you with any other resources? • Who can support you in these goals? <p>Set Additional Follow-Up Meetings to check-in on goals and progress</p> <ul style="list-style-type: none"> • Two additional meetings during weeks 5-6 and week 12-13.
ADDITIONAL INFORMATION	Although the situation for this student can be serious (academic probation, at risk of suspension), our goal for this outreach is to show our support and belief in this student. Knowing your students individually, consider how you might approach this meeting differently for each student.

SECTION THREE: ADVISING PLAYBOOK

SUGGESTED LOW- / MEDIUM-RISK OUTREACH – First Three to Five Weeks	
WHAT	Provide proactive outreach to our high achieving, murky middle and newest students to connect them with resources, set goals for upcoming semester and develop support strategies and plans with the student to promote a successful spring semester. For returning students this is also an opportunity to reflect on the fall semester and discuss what worked well and what can be improved.
WHEN	Second week of the semester with the goal of meeting with students during weeks three through five.
GOALS	A touchpoint with these students, which may be a 1:1 meeting, a group advising meeting, class presentation / outreach, email appointment, phone-call, drop-in meeting, etc.
OUTREACH DETAILS	<ol style="list-style-type: none"> 1. Using the information in TargetX to identify your students for this campaign. 2. Follow-up on pre-semester communication by inviting these students to make an appointment in weeks three to five. 3. Keep the tone of the message positive and supportive. Keep the tone of the message positive and supportive. Our goal is to welcome new students and help returning students reflect on the past semester as well as connect all students to resources to start the semester off on a good foot. This is also an opportunity to help students to set goals for the upcoming term.
MEETING DETAILS <i>These are a starting point, but you might not cover these in every meeting based on each student's situation or needs.</i>	Debrief from last semester (Returning Students) <ul style="list-style-type: none"> • What went well? • What do you want to do differently this semester? Prepare for this semester <ul style="list-style-type: none"> • Discuss new classes, expectations, professors, workload. • What classes are you most excited about? Which classes are you most concerned about? • Review DegreeWorks plan ahead of following semester (may reduce need for registration meeting).
ADDITIONAL INFORMATION	Set up follow-up meetings as needed. Meeting frequency may be dependent on program of study and student needs. Invite students to an individual meeting if they want or need one, but perhaps provide alternatives as well. Is there a creative strategy to implement to connect with students who may not want / need an individual meeting?

SECTION THREE: ADVISING PLAYBOOK

EXPECTED: Registration Information

ALL ADVISEES – Week Five	
WHAT	Pre-registration advising campaign to help students prepare for advising meetings and registration for fall classes.
WHEN	When schedule opens for the following semester
CAMPAIGN GOALS	Students should have a better understanding of the registration process, but may still need assistance with course planning and preparing to meet with their advisor. This is also a good time to check-in on current classes.
OUTREACH DETAILS	<ol style="list-style-type: none"> 1. Email to students; might include course recommendations to reduce 1:1 meetings. 2. Keep the message brief and direct. Our goal is to help the student prepare for academic advising and registration. 3. Send the message and follow-up as needed.
MEETING DETAILS <i>These are a starting point, but you might not cover these in every meeting based on each student's situation or needs.</i>	<p>Check-In</p> <ul style="list-style-type: none"> • How is the semester going? • Review DegreeWorks plan in a meeting or send individual recommendations via email. <p>Future Planning</p> <ul style="list-style-type: none"> • Have you started thinking about your next semester classes? Have you looked over your plan of study or DegreeWorks? <p>Advising</p> <ul style="list-style-type: none"> • Determine a class schedule. • Discuss any minor/major changes. • Discuss registration process. <p>Debrief from last semester (Returning Students)</p> <ul style="list-style-type: none"> • What went well? • What do you want to do differently this semester? <p>Prepare for this semester</p> <ul style="list-style-type: none"> • Discuss new classes, expectations, professors, workload. • What classes are you most excited about? Which classes are you most concerned about? <p>Review DegreeWorks plan ahead of following semester (may reduce need for registration meeting).</p>

SECTION THREE: ADVISING PLAYBOOK

EXPECTED: Registration Reminder

ADVISEES ENROLLED CURRENT SEMESTER NOT ENROLLED NEXT SEMESTER	
WHAT	Outreach to students who were enrolled in the current semester but have not yet registered for the upcoming semester.
WHEN	Approximately two weeks before semester ends (Week 14).
CAMPAIGN GOALS	Engage students who have not yet registered to encourage enrollment.
OUTREACH DETAILS	<ol style="list-style-type: none"> 1. Use TargetX to send a text campaign. 2. Review and respond to incoming message.
TEXT MESSAGE TEMPLATE	Hi {{Contact.WCC_Communications_First_Name__c}}, this is {{Recipient.Advisor__c}}, your advisor at WCC. I wanted to see how I can help you get enrolled for SEMESTER . Do you have any questions or need help registering?

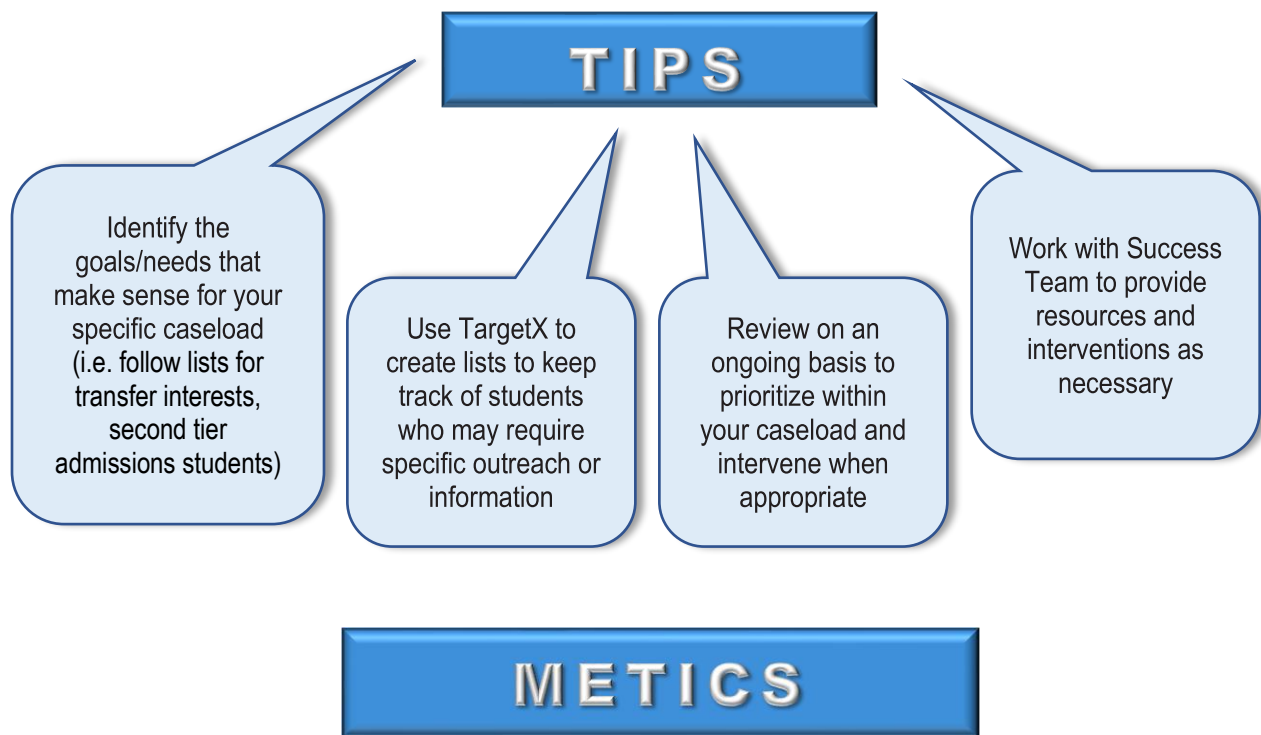
SUGGESTED End of Semester Check-In Campaign – Last two to three weeks of the semester

ALL STUDENTS	
WHAT	Final opportunity for appointment for end of the semester
WHEN	The last two to three weeks of the semester.
CAMPAIGN GOALS	This is just one final opportunity for students to meet if they have questions, concerns or things to discuss. We are opening the door to assist in whatever may be on their mind at this point.
OUTREACH DETAILS	<ol style="list-style-type: none"> 1. Create an email campaign and invite all assigned students. 2. This message may also include a “good-luck” message or tips and tricks for the end of the semester and a reminder to review DegreeWorks / edPlanner. 3. Send the email and follow-up, as you deem appropriate.
ADDITIONAL INFORMATION	In the last two to three weeks of the semester follow-up with all your students and offer an opportunity to meet. Be mindful of withdrawal deadline and how this may affect your message and responses.

SECTION THREE: ADVISING PLAYBOOK

► Monitoring

Choosing the Right Success Monitoring Tactics for Your Caseload



Advisors are expected to complete the following as it relates to outreach:

- At least three departmental proactive outreach campaigns
- Respond to assigned Success Team referrals and faculty alerts; response includes contacting student as well as follow-up with referrer
- Complete assigned tasks in TargetX
- Respond to incoming text messages and review the advising incoming text messages
- Additional items may be added as the department expands its usage of TargetX

Director of Advising will monitor outreach and TargetX usage are expected to complete the following as it relates to outreach and TargetX:

- Response rate for outreach campaigns
- Review number of closed classes and responded text messages
- Number of advising appointments and drop-ins per advisor
- Closed referrals, tasks and early alerts
- Complete assigned tasks in TargetX
- Students registered for next semester
- Percentage of completed DegreeWorks plans by advisor

Metrics are subject to change based on current goals and needs of the college.

SECTION THREE: ADVISING PLAYBOOK

Part C: How TargetX Helps You Manage Your Caseload

► What is TargetX?

TargetX is a Customer Relationship Management System (CRM) that allows advisors the opportunity to use technology to help prioritize student outreach and document student interactions.

◆ What am I expected to do in TargetX?

- Look up student information and review past communication history of students
- Document all student meetings both virtual (phone, Zoom) and in-person
- Review your assigned advisees and create lists of your own as appropriate for managing your caseload (i.e. second-tier admissions-seeking students, students with more than 45 credits, advisees by program)
- Send all initial emails to students via TargetX; responses to student emails should also be sent using TargetX
- Send initial SMS / text messages and responses, reply to SMS messages and mark off that those messages have been received a response
- Send initial and response text messages to students
- Receive Success Team referral and faculty early alert tasks, complete the outreach to students and put notes in the task and close out the task
- Review your tasks for referrals or other action items (i.e. emails from students received in the advising inbox that need advisor assistance; students who are having trouble registering)
- Assign tasks to yourself for student follow-up
- Identify which of your students have withdrawn from a class for outreach
- Use TargetX for targeted outreach campaigns

◆ Where can I find TargetX resources?

- Ongoing training opportunities will be provided throughout each semester; advisors are expected to attend TargetX trainings and are responsible for completing TargetX expectations
- TargetX how-to guides and videos are available in Blackboard
- Please contact the Director of Advising and Success Coaching for additional training requests or to schedule one-on-one training

SECTION THREE: ADVISING PLAYBOOK

GETTING STARTED WITH

TargetX - Referrals

Step 1 - Task/Referral Notification

New Task

To: Arnett Chisholm

Grace Fama has assigned you the following new task:

Subject: Referral Follow-up
Student: [REDACTED]
Advising: [REDACTED]
Due Date: 2/19/2021
Priority: High

For more details, click the following link:

<https://washtenaw.my.salesforce.com/00T5G000028x7HB>

When a task/referral is assigned to you in TargetX, you will receive an email notification. Click on the link at the bottom of the email to open the Task in TargetX

Step 2 - Review Task

Review the Task information, which includes due date and possibly comments from Grace/Ashley [A]

The additional details for the REFERRAL will be located in the associated ADVISING RECORD. Click on the link for 'Related To' - the link will start with something like A194 [B]

Step 3 - Review Referral

Review the Referral details, which will include student name [C], the faculty/staff who made the referral [D], course details [E], and referral reason/resource requested [F]

Steps 4 - 6 - Conduct Outreach and close Task

From the referral record, click on the student's name [C] to open the student record.

Conduct your outreach (email, phone, meeting) and record your notes [G]

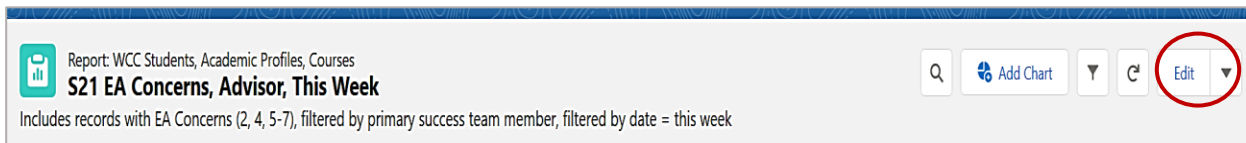
Finally, mark the TASK as complete by clicking in the checkbox [H].

Select the appropriate status (completed, left message, etc) [I].

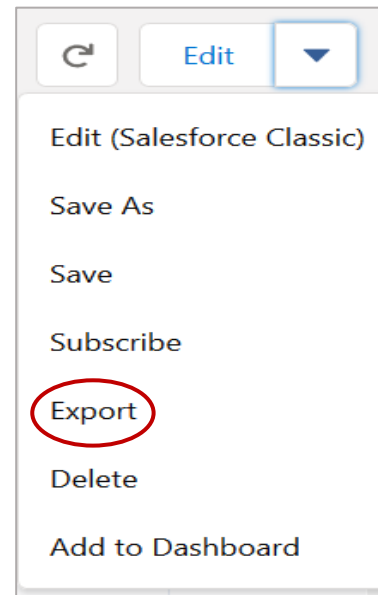
SECTION THREE: ADVISING PLAYBOOK

► How to Review and Respond to Faculty Alerts

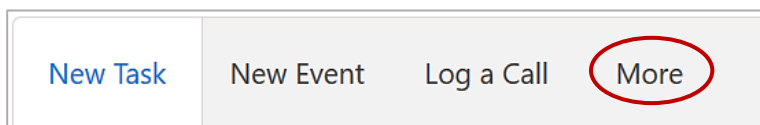
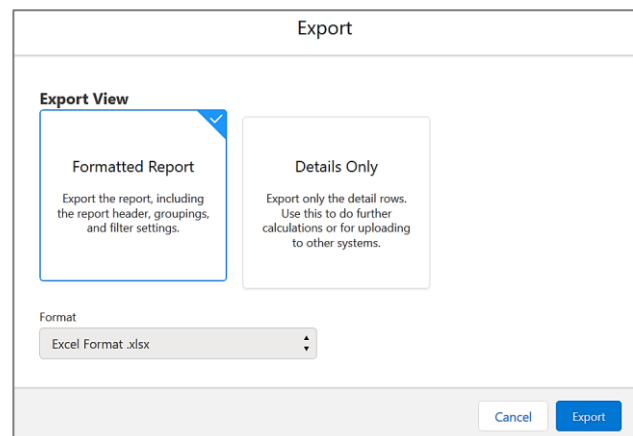
1. Once you click on the report link in your email, you will sign into TargetX to directly see the reports for that week and click the Edit drop-down carrot on the right:



2. The report does not currently allow you to mark “complete” or move alerts once complete. You will see all alerts for the week on the report. **Although not required**, one option to keep track of your responses is to click the Edit drop-down carrot and click Export:



3. (Optional) Once you click Export, you will keep the box Formatted Report selected, Excel as the format the click Export.
 - a. When you open the Excel file, you will be able to sort and review. You will need to delete unnecessary rows, unmerge cells and add filters to search.
 - b. One suggestion is to sort by instructor, which helps when you are sending follow-up messages and allows you to send a group of emails to students then the thank you to the instructor before moving on to the next student / instructor.
 - c. After you've sorted and determined how you'd prefer to organize the students, go back to the report in TargetX and right click on the student to respond. Right clicking will open a new page allowing you to toggle between students and the report. Or, you can search for the student by name or ID from the Excel sheet.
 - d. On the right side of the student record page, click 'More' and then select Email. Create an email in TargetX and email the student.



SECTION THREE: ADVISING PLAYBOOK

- Write out your email to the student but write it generically so that you can save it as a template. Save the template as Faculty Early Alert Follow-Up. Here is an example template:

Subject: Follow-up on Early Alert: Here to Help!

Greetings {{{Recipient.WCC_Communications_First_Name__c}}}!

I hope you are doing well!

*I noticed that your instructor **NAME** submitted an early alert for **ISSUE** in your **COURSE** class.*

I wanted to check and see if there were any concerns, or if there were barriers preventing you from being successful in your course.

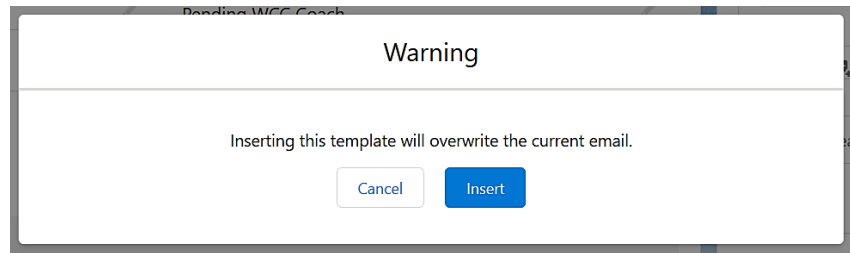
As your academic advisor, I am available if you need help with your course options or course planning. We also have Success Coaches who are available to help with a variety of resources including time management, study skills who are here to support you.

How can I help you today? Please let me know.

- Once the email is finished you can create a template selecting the page with a plus sign icon underneath the blank email. (Note: If this is the email you are using as the template, make sure to go back and edit for the student-specific alert info).



- When you insert a template, you will get a warning that you are overwriting your current (likely blank) email.



- Click Send to send email to student. If you start to notice the same student's name, it is helpful to adjust the message.
- Send a follow-up email to the faculty to thank them for submitting the alert and confirming you have provided outreach to the student(s). If you start to notice the same faculty names, it is helpful to adjust the message. If the faculty member has submitted multiple alerts for the week, it is helpful to sort your exported spreadsheet by faculty so that you can send the faculty one email with all of the students listed. Here is an example template:

Subject: Early Alert Thank You!

*Greetings Instructor **NAME**,*

*Thank you for taking the time to submit the early alert for **NAME(s)**. I have reached out to the student(s) to provide information on advising and coaching resources.*

Please let us know if we can provide any additional assistance. Thank you!

SECTION THREE: ADVISING PLAYBOOK

► Sending Text Messages in TargetX

◆ Description

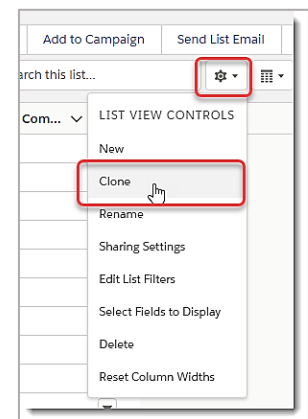
TargetX allows advisors to send individual as well as bulk text messages. When sending individual or bulk text messages, it is important to remember to mark the response as sent.

◆ How to Send Bulk Text Messages

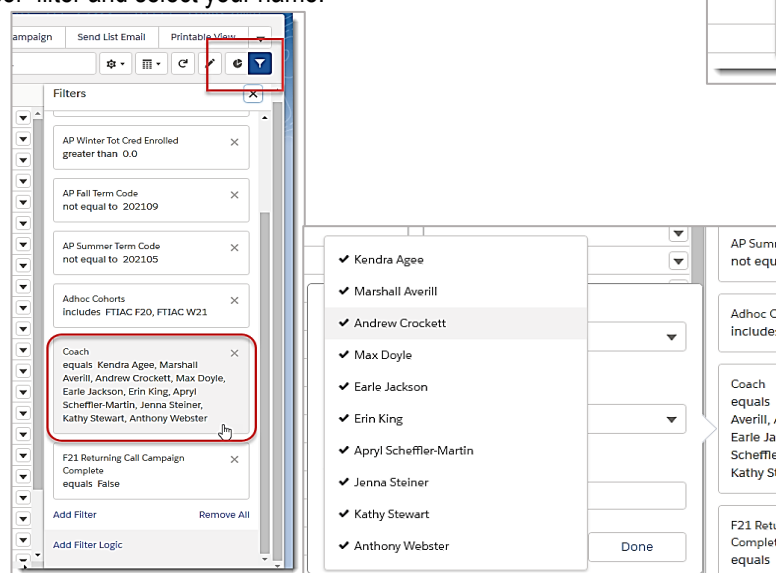
When sending bulk text messages, please keep in mind the following tips:

- Send 25-50 text messages at a time, depending on your availability to respond.
- Block out time on your schedule to be available to respond to text messages immediately after sending as well as time the following day for any delayed student responses.
- Text messages should be responded to within 24 business hours as students generally expect an immediate response.
- Departmental campaigns:
 - When the message is part of a campaign, after sending your text messages update the campaign status to 'Sent text message'.
 - If you have heard back from the student with their plans, update the following fields on their student record accordingly:
 - Status: "Had Conversation"
 - Intent: Select student's plans for Fall 2021 or reason why they're not returning
 - Complete: Check the checkbox

1. Using the appropriate Student List for the campaign, click CLONE this template list.



2. Update the 'Advisor' filter and select your name.



SECTION THREE: ADVISING PLAYBOOK

- To select the first 50 records, you can use the 'select all' checkbox in the column header:

	Coach	Name	AP Winter Major
1	<input checked="" type="checkbox"/>	Anthony Webster	Aaron Schmidt
2	<input checked="" type="checkbox"/>	Anthony Webster	Abdisa Kabeto
3	<input checked="" type="checkbox"/>	Anthony Webster	Alden Anderson
4	<input checked="" type="checkbox"/>	Anthony Webster	Ajai Bell
5	<input checked="" type="checkbox"/>	Anthony Webster	Alena Halliwell
6	<input checked="" type="checkbox"/>	Anthony Webster	Alexandria Douglas
7	<input checked="" type="checkbox"/>	Anthony Webster	Alexandria Dunn

- Next, hover over the campaign status in one of the selected records and click on the pencil icon that now appears. Click on the pencil icon, and select 'sent text' from the drop-down menu. Check the box next to 'Update all 50 records' and then click the 'Apply' button, and then 'Save' button at the bottom of your screen.

- Select 'Send SMS Lightning' from the list view menu.

- You will see that there should be 50 or less recipients in the 'SMS recipients' box. Note that any students who do not have a mobile number, or have opted out of SMS message will not be included, which is why your recipient list may be fewer than the number you selected from your list.

- In the SMS message box, copy and paste the SMS message content listed in the directions above.

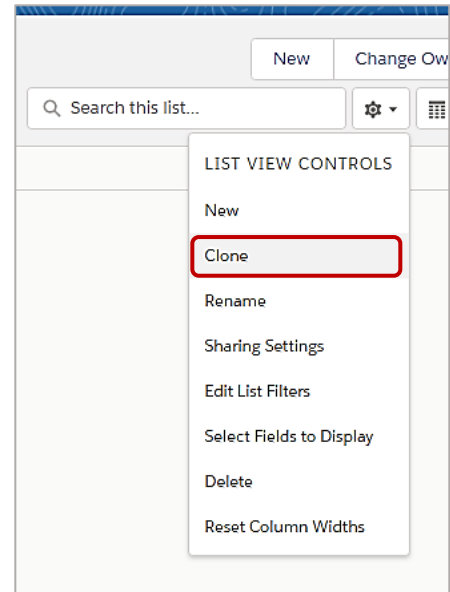
- In the SMS Send Configuration box, select the date and time for your messages to go out. Leaving the boxes empty will send the messages out immediately.

- Click 'Send'

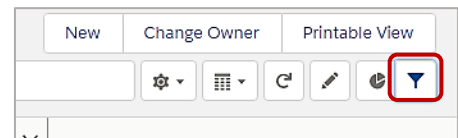
SECTION THREE: ADVISING PLAYBOOK

► Managing Incoming Text Messages and Campaign Status

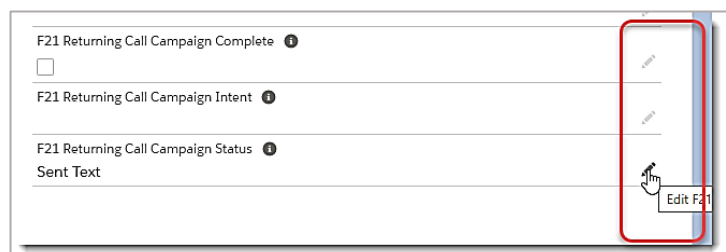
1. From the SMS list view tab, open the appropriate campaign list and selection Clone.



2. In the Filter tab, set 'Advisor' to operator = 'contains' and in value type in your First and Last name. Select Done and then Save.

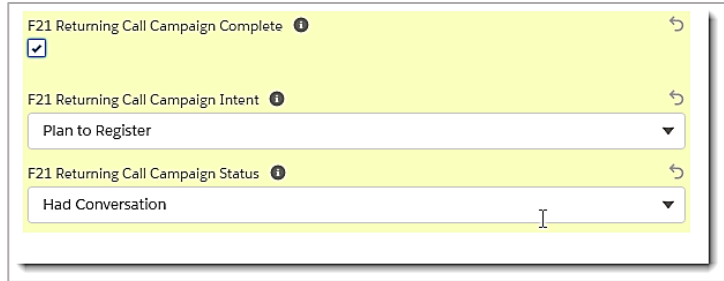
A screenshot of the filter configuration dialog. On the left, there are fields for 'Field' (set to 'Advisor'), 'Operator' (set to 'contains'), and 'Value' (empty). A 'Done' button is at the bottom right. On the right, a list of active filters is shown: 'Responded To equals False', 'Gateway contains Advising', and 'Advisor* contains'. Below the list are buttons for 'Add Filter', 'Remove All', and 'Add Filter Logic'.

3. Click on the name of the student to open up their student record.
4. Respond to the student in the Mogli Text / SMS box.
5. Update the campaign fields on the student record by click on any of the pencil icons.



SECTION THREE: ADVISING PLAYBOOK

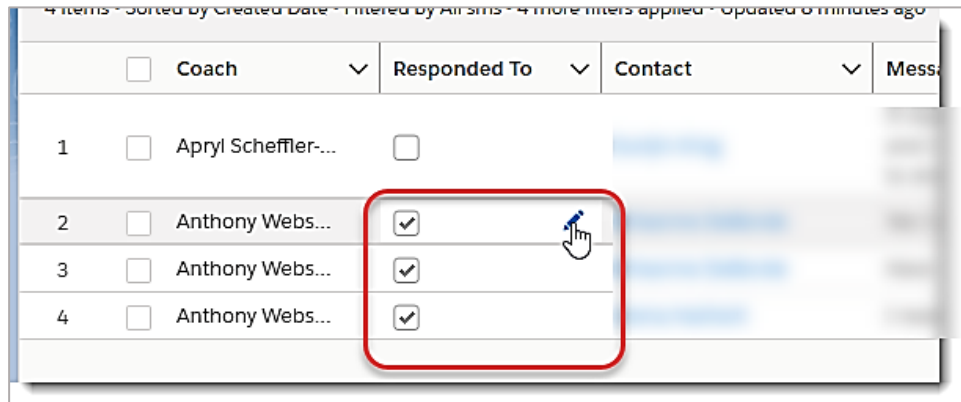
6. Check the checkbox for 'Call Campaign Complete', select the student's plans for 'Campaign Intent' and update the 'Campaign Status' to 'Had Conversation'.



A screenshot of a form with three sections, each with a yellow background and a refresh icon in the top right corner. The first section is titled 'F21 Returning Call Campaign Complete' and has a checked checkbox. The second section is titled 'F21 Returning Call Campaign Intent' and has a dropdown menu with 'Plan to Register' selected. The third section is titled 'F21 Returning Call Campaign Status' and has a dropdown menu with 'Had Conversation' selected.

7. Save the record

8. Return back to the SMS list view, and in the 'Responded to' column, hover over the pencil icon and check the checkbox for each message you have responded to. Click save.



A screenshot of an SMS list view table. The table has columns for 'Coach', 'Responded To', 'Contact', and 'Message'. The 'Responded To' column has a checkbox for each row. A red box highlights the first three rows, which have checkboxes checked. A pencil icon is visible next to the first checked checkbox. The table is filtered by 'All SMS' and '4 more filters applied'.

	Coach	Responded To	Contact	Message
1	<input type="checkbox"/> Apryl Scheffler...	<input type="checkbox"/>		
2	<input type="checkbox"/> Anthony Webs...	<input checked="" type="checkbox"/>		
3	<input type="checkbox"/> Anthony Webs...	<input checked="" type="checkbox"/>		
4	<input type="checkbox"/> Anthony Webs...	<input checked="" type="checkbox"/>		

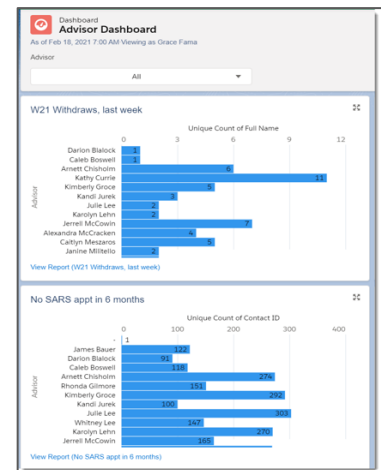
9. Refresh your SMS list view to see additional new messages.

SECTION THREE: ADVISING PLAYBOOK

► Using TargetX Dashboards

Dashboards Highlight Student Performance Across Your Caseload or

- Dashboard provide at a glance information on advisor caseloads including current advisees, advisees enrolled for current semester, advisees enrolled for upcoming semester, advisees with registration holds, withdrawals and faculty early alerts.
- Advisors are able to save, export, or send outreach and appointment requests based on your dashboard results.

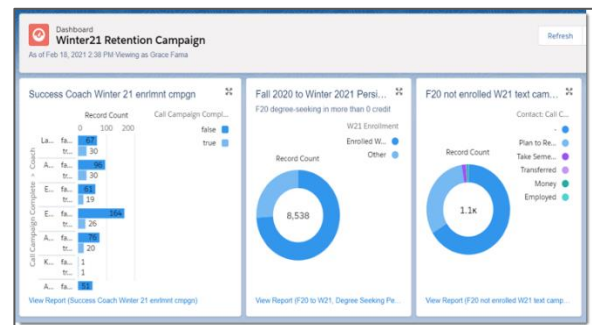


► Easily Manage Your Outreach and Ongoing Campaigns

Campaign Management Allows you to manage the progress and performance of active outreach campaigns

OTHER FEATURES

- Appointment scheduling (coming soon!)
- Automated appointment reminders (coming soon!)
- Multimodal communication such as texts and emails
- Record interactions and meetings with students



► Access a History of Each Student's Interactions

Advisors Can See a History Feed of all recent appointments, referrals, and notes from staff and faculty across campus

- The student record provides you with important information on the student including Success Team members, academic program and communication history
- In the activities panel of the student record you can view all previous interactions to ensure that support is coordinated and not redundant
- Easily see whether a student has followed through on your advice by attending tutoring or other services

New Task
New Event
Log a Call
More

Create a task...
Add

Filters: All time • All activities • All types

Refresh • Expand All • View All

SECTION THREE: ADVISING PLAYBOOK

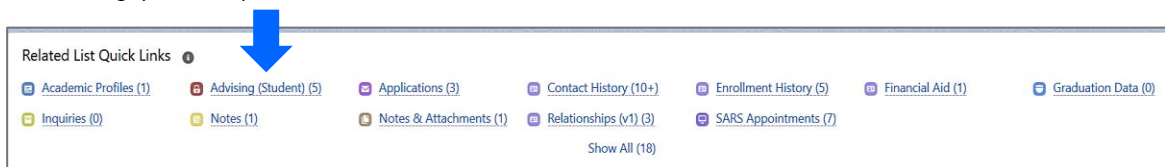
► Advisor Notes in TargetX

◆ Description

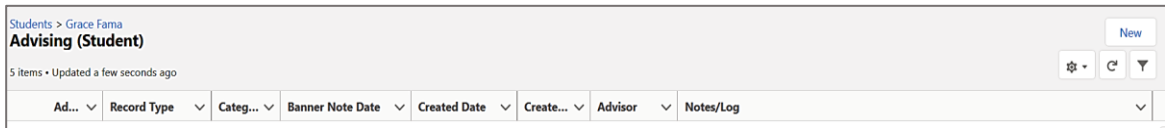
All advisor student interactions are documented in TargetX using the Advisor Notes option.

◆ How To Record Advisor Note

1. Look up the student in TargetX.
2. In the Related List Quick Links box, you will see Advising (Student). Click on the hyperlink for Advising (Student).



3. A new page will load. Click on the New button



4. Once you click New, you will be able to select the type of note. The default is Meeting Notes/Log. Keep Meeting Notes/Log selected then click Next.

The screenshot shows the 'New Advising' form. The title is 'New Advising'. Below the title, it says 'Select a record type'. There are five radio button options: Meeting Notes/Log (selected), Accolade/Kudos, Alert, Hold, and Referral. Each option has a sub-label: Meeting Notes/Log, Accolade/Kudos, Alert, Holds - Financial, Academic, Judicial, etc..., and Referral. At the bottom right, there are 'Cancel' and 'Next' buttons.

SECTION THREE: ADVISING PLAYBOOK

5. You will be able to select the Category. For now, please keep the default as Academic. In the future, we will review the categories for notes.
6. Likewise, you will see the Type. For now, please select Advisor Meeting. In the future, we will review the types for notes.
7. Draft your note the click Save. This will save the note to the student's record.
8. To view completed notes, please click on Advising (Student) from the Related List Quick Links to review all advisor notes, including historical pre-July 2021 Student Summary data.

New Advising: Meeting Notes/Log

Information

Record Type

Meeting Notes/Log

Category

Academic

Student

Grace Fama

X

Type

--None--

Advising

Notes/Logs

Notes/Log

Salesforce Sans

12

B

I

U

Cancel

Save & New

Save

SECTION THREE: ADVISING PLAYBOOK

Part D: Additional Advising Resources

Registration Codes

Reg Code	Description
AU	Audit
AW	Administrative Withdrawal
CN	Cancelled Section
DA	Drop Academic Intervention
DC	Drop Course
DD	Drop/Delete [Entry Error]
DE	Drop/Exception
DN	Drop Non-Attendance
DP	Drop Purge
DQ	Drop Prerequisite Not Met
DS	Drop Special
DW	Drop from Waitlist by System
DX	Web Drop
EM	Emeritus Request
FD	Faculty Drop
FW	Faculty Withdrawal
LA	Leave of Absence
LX	Web Waitlist
RE	Campus Registered
RP	Registered Pending Withdraw
RR	Registered Reversed Withdraw
RW	Registered from the Waitlist
RX	Web Registered
WD	Withdraw After Refund Deadline
WL	Wait Listed
WP	Wait Listed
WW	Web Withdraw
WX	Web Withdraw

SECTION FOUR: SUPPORTING STUDENT SUCCESS

Technology for Students

- Students can apply for CARE's funding
- The bookstore offers reasonably priced laptops and printers
- The college foundation has limited funds for technology support
- Eligible students can checkout WiFi Hotspots and laptops from the library

The Learning Commons Lab can provide students with tech support and assistance with software as well as Blackboard.
LClab@wccnet.edu or 734-973-3420.

Bookstore

The WCC Bookstore is available to assist students with textbook purchases and rentals, WCC apparel, supplies and electronics. For more information, visit <https://www.wccnet.edu/engage/know-campus/bookstore.php>, call 734-973-3594 or email bkswashtenaw@bncollege.com.

Advising

Students can make an online advising appointment via the MyWCC Gateway > Student Dashboard > Schedule to use the online advising tool. Students can also call 734-677-5102 or 734-677-5105.

Counseling

Personal counseling is available to all currently enrolled students. Call 734-677-5102.

Academic Advising: Students can meet with an advisor for class selection, the college transfer process and career assessments/exploration.
<https://www.wccnet.edu/succeed/advising/>

International Student Center: Has a dedicated student advisor for International students to begin their educational process in a new country. This includes direction with English as a Second Language classes and/or assistance with different majors and acclimating to the U.S. education system. More information
<https://www.wccnet.edu/succeed/international/>

Personal Support: Students struggling with a personal issue can meet with a licensed professional counselor who will provide a brief, short-term, solution focused model of therapy support and direction. <https://www.wccnet.edu/succeed/personal/>

Student Resource Center

Offers one-on-one assistance to students through a case management model. The SRC offers assistance with tuition, books, childcare, transportation, a food pantry and connections to community resources. Contact the Student Resource Center through our online form [Student Resource Center](#) or email, src@wccnet.edu.

See SRC website for more information on grants and scholarships: <https://www.wccnet.edu/succeed/personal/student-resource-center/>.

Cheryl Finley, Case Manager, 734-973-3397
Leslie Neal, Case Manager, 734-973-3653

Student Success Teams

Success Teams are our new student support model to provide outreach, intervention and a relational approach to students in an effort to improve academic success.

As new students are onboarded, they are assigned and introduced to their Success Team. Each team is composed of enrollment services staff who welcome and help them through the admission and registration process, coaches who provide holistic and personalized support, advisors who provide program and career advising, and faculty mentors who provide mentorship and academic support. If you have questions, Email successteam@wccnet.edu

24-Hour Emergency Resources

- Campus Assistance Program (CAP):
1-866-227-3834 (toll free and available 24/7)
- Crisis Hotlines (24/7):
 - U-M 24-Hour Crisis Hotline: 734-996-4747
 - The National Suicide Prevention Lifeline: 1-800-273-TALK (8255)
 - Ozone House 24-hour support and resources for youth, and those who care about youth: 734-662-2222
- Domestic Violence Hotlines:
 - Safe House Crisis Hotline: 734-995-5444
 - The Washtenaw County Community Mental Health Crisis Team, 734-544-3050
- Veterans Hotline:
 - Veterans Crisis Hotline
1-800-273-8255, **press 1**
- Crisis Text Line:
Text HOME to 741741
Serves anyone, in any type of crisis. A live, trained crisis counselor will respond quickly.

SECTION FOUR: SUPPORTING STUDENT SUCCESS

Additional Support/Resources

- National Alliance on Mental Illness: [COVID-19 Resource and Information Guide](#)
- American Medical Association: [Managing Mental Health During COVID-19](#)
- Suicide Prevention Lifeline: [Emotional Well-Being During the COVID-19 Outbreak](#)
- The Jed Foundation: [COVID-19 and Managing Mental Health](#) (children and teen resources)

Learning Support Services (LSS)

Accommodations (including classroom) are required by law to provide equal access for students with disabilities.

Students should be referred to Learning Support Services (LSS) to arrange accommodations. Instructors should not make accommodation arrangements directly with students without going through LSS.

- After verification, an accommodation letter is provided of approved accommodations.
- Accommodations are not retroactive, so please encourage your students who may need accommodations to contact LSS (also a statement on your syllabus is recommended).

Students should contact a Program Specialist:
By phone 734-973-3342 or by email
learningsupport@wccnet.edu to discuss accommodations.

For more information visit:
<https://www.wccnet.edu/succeed/disability/>

Veterans Center

The Wadham's Veterans Center at WCC was created to serve all former and current active-duty military personnel, spouses and dependents of veterans, and students in the National Guard or Reserves. The Center seeks to integrate veterans into the college community by helping with their transition and offering any assistance veterans may need.

For more information, visit:
<https://www.wccnet.edu/succeed/vetcenter/> or contact 734-477-8560.

Bailey Library and Computer Commons (Learning Resources)

Immerse your students in a Library Instruction program, collaborate on one of the monthly discussions, or take advantage of the expert guidance from librarians and lab associates.

Information literate students succeed – let us help make your students' success a reality! The Bailey Library and Learning Commons is the place for your students to engage with ideas and spark curiosity as they embark on their educational journey!

For more information, visit:
<https://www.wccnet.edu/library/>

Faculty Services:
<http://libguides.wccnet.edu/facultyservices>

Learning Commons

Student Tech Help

- In-person and virtual support.
- Help with Zoom, Blackboard, Word, Excel, or PowerPoint & more.
- Laptop & hotspot semester loans.
- Space to study & collaborate.
- Mac & PC's with software aligned to curriculum.

Study Help & Tutoring

- In-person, virtual, & 24/7 options.
- Create study plans & check-in with tutors to stay on track.
- Develop study skills including: note-taking, test-taking strategies, reading skills, project planning & more.
- Course specific Study Groups.
- Math tutoring for every math problem on campus.
- All the study skills students need to excel in your classes & discipline-specific support.
- Asynchronous Learning Tools.

Utilize the LC as Faculty:

- Syllabus & Blackboard cut and paste statements about LC resources.
- Imbed study skills workshops in your courses.
- Form a study group for your class.
- Become a Learning Commons Faculty Fellow.
- Get Tech Ready on-demand workshops.
- 10-minute class visits to share resources specific to your class.

Call: (734) 973-3420, Email: lclab@wccnet.edu,
Chat: www.wccnet.edu/lc or Visit: wccnet.edu/LC

SECTION FOUR: SUPPORTING STUDENT SUCCESS

Writing Center

The Virtual Writing Center @ WCC is here to help you with any writing you're working on, for any situation. We help with writing projects for all WCC classes, resumes and letters of application, transfer essays and applications, memos and other workplace writing, creative writing--if you write it, we can help you with it!

To schedule a 15-minute session or for more information visit

<https://www.wccnet.edu/learn/departments/engd/writing-center/>

Call: 734-973-3552 or Email: writingcenter@wccnet.edu

Dental Clinic

Dental treatment provided in the dental clinic is limited in scope. University of Michigan dental students perform the work, and are supervised by licensed dentists. Treatment not available at WCC is referred to other dental professionals. Patients must be registered WCC students for the current semester or staff and faculty at WCC. For more information, visit

<https://www.wccnet.edu/engage/know-campus/dental-clinic.php>.

Financial Aid

Direct students to financial aid to speak with an advisor. Financial aid can assist students with adjustments to their application if financial situations have changed. Financial aid also implements WCC Cares Act funding to support students with technology and other financial resources they need to finish their courses.

Phone: 734-973-3523 or Email: finaid@wccnet.edu

WCC Foundation Office

The Foundation provides support to WCC students through scholarships and other philanthropic support.

Student Emergency Fund is administered by the WCC Foundation to help students meet unanticipated expenses, especially those that jeopardize their ability to stay in school.

The Foundation provides one-time assistance to the students by directly paying vendors for car repairs, utilities, rent, and childcare. Food assistance is typically provided through Kroger or Meijer gift cards. The maximum award is \$500.

WCC Foundation Scholarship gives over \$600,000 in scholarships to over 1,000 WCC students per year.

Scholarship deadlines are:

- June 10 for Fall Semester
- October 10 for the Winter Semester
- February 10 for the Summer Semester

Contact for students:

Shana Barker, Scholarship and Alumni Coordinator

Phone: 734-973-3705 or Email: shunte17@wccnet.edu

For more information visit:

<https://www.wccnet.edu/afford/financial-aid/scholarships/foundation.php>

Career Services

The Career Services department is designed to meet the employment needs of WCC students and alumni. The department consists of career advisors and an experiential learning coordinator. Our staff can assist students with:

- Resume and cover letter creation
- Mock interviewing
- Effective job search techniques
- Job placement

The experiential learning coordinator can assist with:

- Internship/co-op opportunities
- Job shadowing and volunteer experiences

The advisors are available to visit your class and present on career related topics and our services. We also offer a job board, "Career Connection," which provides students with full-time, part-time, and internship/co-op opportunities.

Students are encouraged to schedule an appointment to meet with our Career Services staff.

Office Information:

Phone: 734-677-5155 or Email: careers@wccnet.edu

To schedule an appointment or to get more information, visit:

<https://www.wccnet.edu/succeed/advising/careers/>

Entrepreneurship Center (EC)

The EC offers the following services found online at <http://ec.wccnet.edu>, by email at

entrepreneurship@wccnet.edu, or call 734-249-5880.

Students, faculty, staff and community members can:

- Book one-on-one consultations with business resource coordinators.
- Subscribe to the EC's frequent newsletter.
- Get Startup Business Research Help remotely through librarians at the Bailey Library for assistance with market research.

SECTION FOUR: SUPPORTING STUDENT SUCCESS

- Meet for free individualized coaching with an Entrepreneur-In-Residence. Consultations on topics such as: Marketing, Idea Validation, Networking, Customer Discovery, Pre-Business Plan Writing, and Coaching for Creatives.

Utilize the EC as Faculty, to:

- Bring your class for a remote tour of the EC! Learn about the services the EC offers.
- Collaborate to plan a workshop or webinar on your field or industry.
- Build a Business Boot Camp. The EC's Boot Camps are designed with WCC faculty to support entrepreneurs, freelancers and small business owners in specific industries.
- Get referrals for business professionals to speak in your class.
- Create an Entrepreneurial Classroom. The [Entrepreneurial Classroom Series book](#) includes classroom activities created by WCC faculty.

Lactation Room

In support of our students and employees who are nursing mothers, two lactation rooms are available for use. The rooms offers a secure and private place for the mother to express milk for their nursing children.

To arrangement to use one of the lactation rooms or for more information, visit:

<https://www.wccnet.edu/succeed/student-parents/lactation-room.php>

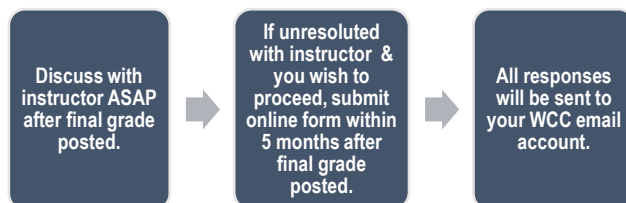
DEAN OF STUDENT'S OFFICE

Ombudsman services are offered by the Dean of Students office to all students in order to better inform them on College procedures or to assist in resolving a concern. For more information, visit:

<https://www.wccnet.edu/succeed/dean-of-students/>.

Grade Appeal and Course Concerns

A student may appeal any letter grade for any course. All parties are to be notified of any action taken during the entire process. Students should follow this process:



<https://www.wccnet.edu/learn/grades/appeals-concerns.php>

Pregnant Students

Pregnant students should contact the Dean of Students office as soon as possible if they encounter medical situations that are affecting their ability to attend classes.

Report a Concern

For non-emergency reports of any campus concern, use the [Report a Concern](#) online form available from the WCC homepage at the bottom. If you make a report, monitor your WCC email in case the Care Team needs additional information.

- *Students making remarks of Self-Harm or who pose a threat of harm to self or others*

During times of limited campus services

Call Public Safety (3411 or 734-973-3411 **AND** complete a Report a Concern form. For more information, visit:

<https://www.wccnet.edu/succeed/wcc-care-team/>

Refund Exceptions

In the event the student encounters an extraordinary situation that interrupts their semester, the College offers the Refund Exception process. Typically, medical situations where the student becomes incapacitated from completing the semester are the most numerous requests for relief.

Have the student contact deanofstudents@wccnet.edu for information or view the Refund Exception information page. From the search box on the home page, enter Refund Exception.

To contact the Dean of Students/Dean of Student's office, email to deanofstudents@wccnet.edu or call 734-973-3328. Office is located in SC 275.

Reporting Responsibilities of Faculty

Reminder to Faculty – be mindful of your assignments and suggested topics. Consider whether the topic is requesting/ suggesting student disclosures on reportable situations. A sample awareness statement to provide to students is shown below:

Dear Student;

While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that I have reporting requirements that are part of my job responsibilities at Washtenaw Community College.

For example, if you inform me of an issue of sexual assault, sexual misconduct, or gender discrimination – I am required to bring it to the attention of the

SECTION FOUR: SUPPORTING STUDENT SUCCESS

institution's Title IX Coordinator or Deputy Coordinator. If you would like to talk to either of those individuals directly, they can be reached at:

*Linda Blakey
EVP of Student and Academic Services & WCC Title IX Coordinator
lblahey@wccnet.edu*

*Tracci Johnson
Dean of Students & WCC Deputy Title IX Coordinator
deanofstudents@wccnet.edu*

Information on all reporting options for issues of sexual assault, sexual misconduct, or gender discrimination (including confidential reporting options) is available at <https://www.wccnet.edu/succeed/personal/sexual-misconduct/>

Sexual Misconduct/ Title IX

WCC seeks to provide an environment free of sexual misconduct. Contact the Dean of Students office for information on sexual misconduct prevention, awareness, reporting methods, and victim resources.

Note: The staff of the Dean of Students office are required to report any situations of sexual misconduct.

Student Conduct

The Board of Trustee Policy 4095 provides information on overall Student Rights, Responsibilities, and Conduct Code including Academic Dishonesty:

Academic Dishonesty: All forms of academic dishonesty including but not limited to collusion, fabrication, cheating, and plagiarism will call for discipline:

- Collusion is defined as the unauthorized collaboration with any other person in preparing work offered for individual credit.
- Fabrication is defined as intentionally falsifying or inventing any information or citation on any academic exercise.
- Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- Plagiarism is defined as the appropriation of any other person's work and the unacknowledged incorporation of that work in one's own work offered for credit.

The full policy is available at <http://www.wccnet.edu/trustees/policies/4095/>

Student Misconduct

Effective classroom management is an important component of your class. In the event of student misconduct in your classroom, immediate management of the situation is needed and some events necessitate additional reporting. Below are some basic tips as to other areas to report the incident to:

Academic Dishonesty – Within the parameters of the Board of Trustee policy, faculty set the guidelines for academic standards in their class. If a student violates the standard, the instructor informs the student, allows for a response from the student, and then determines the sanction (some examples: event is a learning experience, warning, zero on assignment, failure in class). If student wishes to appeal, refer matter to the Division Dean. It is recommended you notify the academic dean for any case of academic dishonesty you encounter.

Minor Disruptions – Not following classroom rules, talking over other students, minor disagreements. Discuss with the offending student. Notify Division Dean.

Major Disruptions – Threats, sexual misconduct, inappropriate behavior, major disagreements or pose a threat of harm to self or others. Manage the immediate disruption. Call Public Safety (3411 or 734-973-3411) if needed. Report to Dean of Students with c.c. to Divisional Dean.

WCC Care Team

The WCC Care Team is a multi-departmental team that responds to reports of students displaying emotional/behavioral/distressed behaviors. The Care Team also acts as a centralized collection point to connect the dots when red flag behaviors are known by staff in different areas of the College. The Care Team helps in outreach, collaborating for effective response, and to coordinate follow-up with resources and support. The best method to report a situation to the Care Team is to use the Report a Concern form. For more information visit, <https://www.wccnet.edu/succeed/wcc-care-team/>

SECTION FOUR: SUPPORTING STUDENT SUCCESS

SCHOOL IS CHANGING. SO IS STUDYING.



CircleIn is the place where students study remotely, where they collaborate, where they chat, and where they stay productive. Students study together just like they would on campus or library, but online, and with a much larger community.



Our Mission is to help make success more attainable, common and inclusive for all students everywhere and NSF has backed us to further our work.

What are undergraduate students saying about CircleIn?

64.4% gained more confidence in their ability to pass their courses.

65.7% of students experienced an increase in productivity.

80.1% of users reported better academic performance.



Download the complete report [here](#)

Why do faculty like CircleIn?



Observer view:

Gain insights on student studying behavior to close learning gaps.



No added work for faculty:

Our student-centered model is peer driven and designed to be "hands-off" for faculty.



Student engagement:

Intrinsic and extrinsic motivators keeps students engaged and productive.

Visit the [CircleIn Faculty Hub](#) on the Learning Commons Faculty page to check out the student experience, Faculty FAQ, templates to share CircleIn with your students and more.

www.wccnet.edu/succeed/learning-commons/faculty-partnerships.php

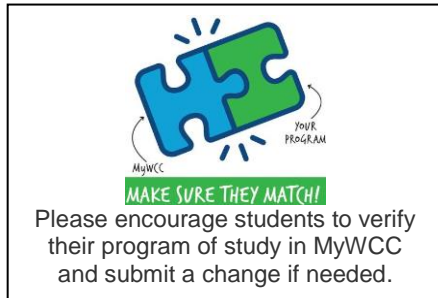


The Place For Remote Studying

SECTION FOUR: SUPPORTING STUDENT SUCCESS

DEGREEWORKS

DegreeWorks will assist faculty and advisors with their goal to provide students with the most up-to-date and accurate information.



How to access *DegreeWorks*:

- Click on MyWCC
- Click on Student Services tab
- Click on Student Records
- Click on Check Your Degree Progress using *DegreeWorks*
- Make sure you are in the right degree or certificate program

Get trained in *DegreeWorks* and help students reach their goals.

DegreeWorks is a web-based tool for students to monitor their academic progress toward degree

completion. *DegreeWorks* lists the classes students have finished, the classes they're currently taking, and the classes they need to take in the future to finish their program. Students can:

- Review academic progress and GPA
- View a clear outline of missing requirements to choose the best courses
- Save time by using the "What-If" scenario if they are interested in a different program
- Creating an Academic Plan to keep students on track for graduation
- Ease the process of degree certification

DegreeWorks can help you have valuable conversations with students about classes in your program and how students can successfully progress to completion. Always encourage students to see advisors in addition to using the *DegreeWorks* Tool.

Attend a training session through the Teaching and Learning Center this year to gain access and/or look out for training on an upcoming Division Meeting agenda.

Share *DegreeWorks* with students in your classes when it is time to register. There are short tutorials online that will be helpful:

<http://www.wccnet.edu/services/advising/counseling/advising-resources/>

ACADEMIC SUPPORT

tutoring success
coaching advising
study help library
writing support
goal setting tech
help disability
services research
assistance program
requirements
blackboard help

Do your students need help?

[Success Team Referral Form](#)



Brought to you by Advising & Counseling, The Bailey Library, The Learning Commons, Learning Support Services, The Student Success Team, and The Writing Center

Student Help Pathways

CALL HELPDESK IF...



- Your computer isn't turning on
- You're having trouble with your keyboard, mouse, or other items related to your computer

(734) 973-3456

help-desk@wccnet.edu

EMAIL BLACKBOARD HELP IF...



- You have technical Blackboard-related questions or concerns

(734) 477-8713

help-desk@wccnet.edu

EMAIL THE LEARNING COMMONS IF...

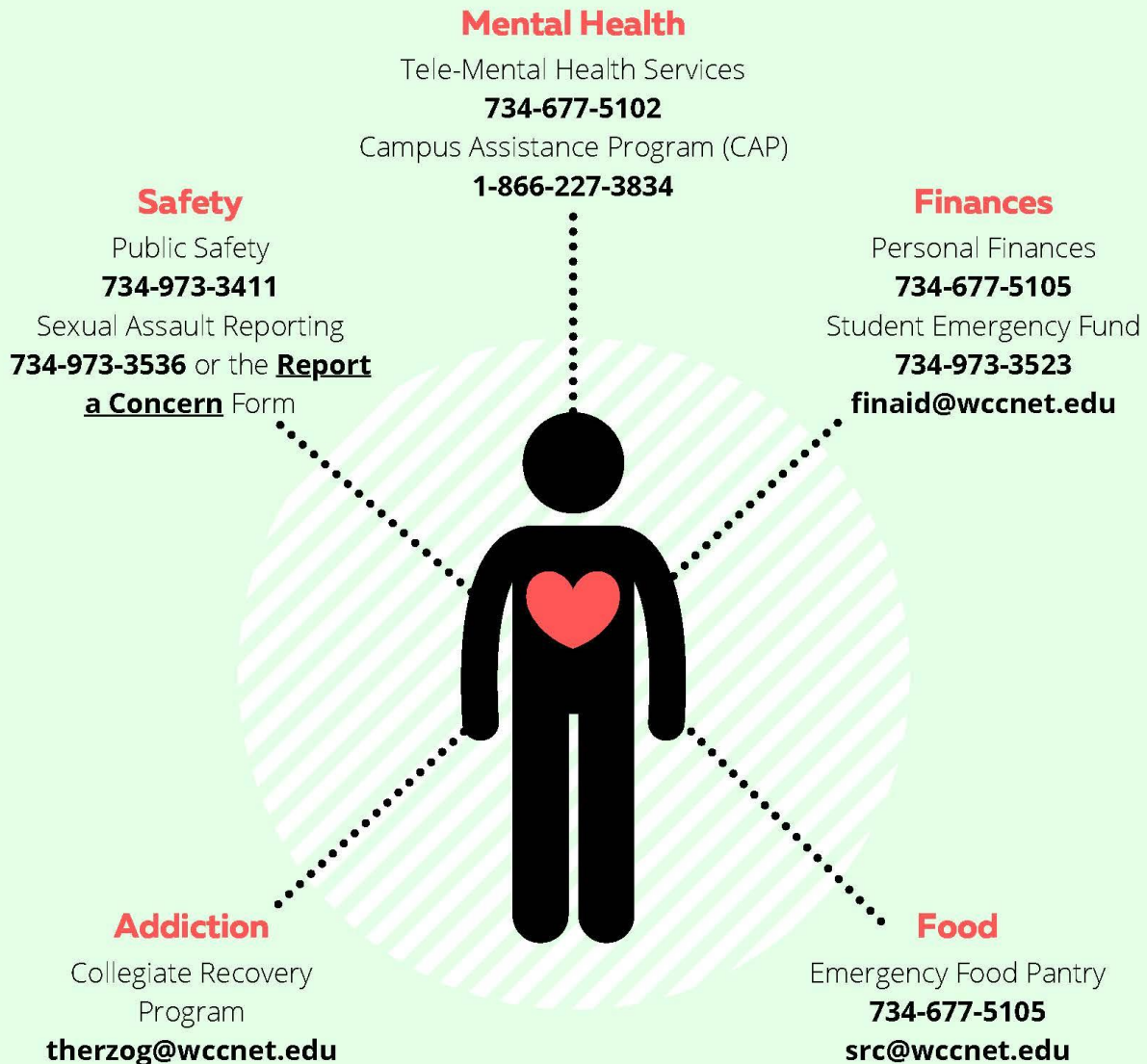


- You're in need of tech resources
- You need to borrow tech
- You're looking for assistance with programs such as Microsoft Suite and Blackboard

(734) 973-3420

LCLab@wccnet.edu

HELPING STUDENTS SUCCEED AT WCC



beyond the classroom

SECTION FOUR: SUPPORTING STUDENT SUCCESS

COLLEGIATE RECOVERY PROGRAM AT WCC

CONNECTING EDUCATION

TO YOUR RECOVERY



ONGOING MEETINGS EVERY WEDNESDAY 12:00PM–1:00PM LA 252



WCC's Collegiate Recovery Program is dedicated to recovery services for your academic success and completion. We are focused on helping students transition into the college community and succeed in the college environment while maintaining sobriety. We provide opportunities for fellowship, encouragement, resources, support groups, programs and events as well as access to college student support services.

What Students are Saying about CRP

"WCC's Collegiate Recovery Program has helped me connect with other students during a time when connection has been challenging to find. I have found support and encouragement not only for my recovery but also for my school experience. I am so grateful that CRP exists at WCC."
Chynna, CRP Co-President

"CRP has been a nice way for me to make connections with peers and faculty at WCC. And it has been an amazing way to integrate recovery into school, so I don't let my focus of it lax while I work on these new academic challenges." **Jasmine, CRP Officer**

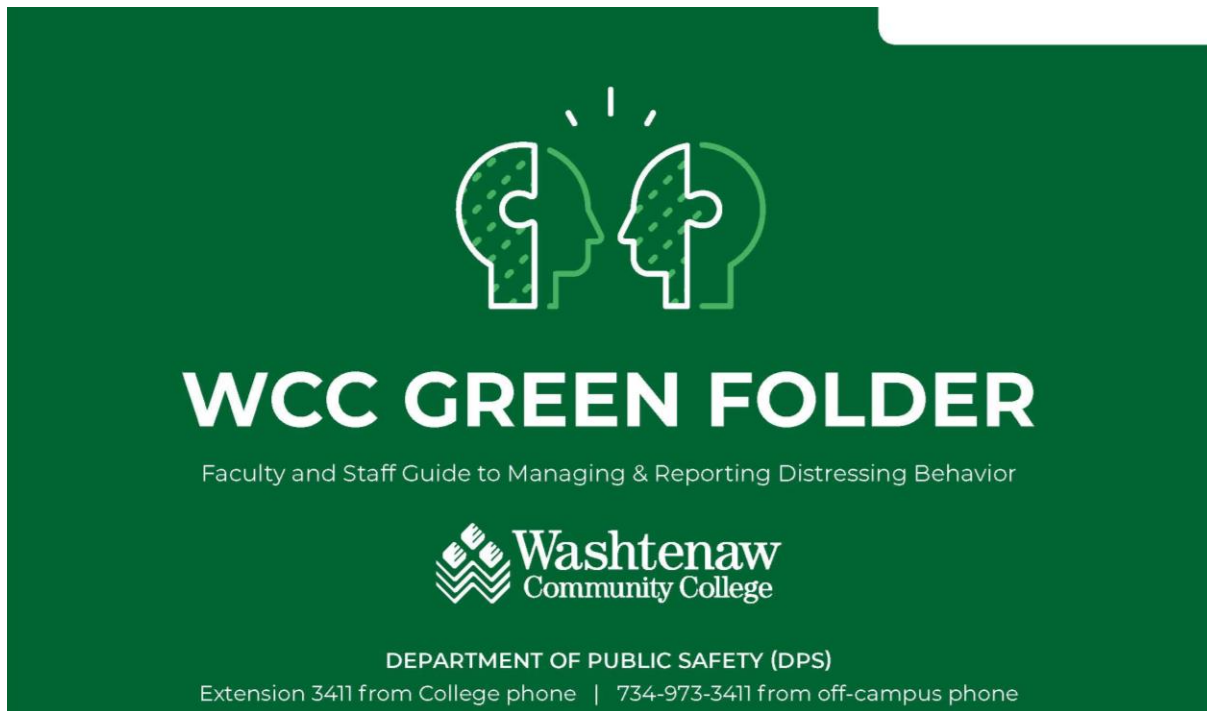
For more information, contact Counseling & Career Planning at 734-677-5102.



If you are a student in recovery, our WCC Collegiate Recovery Program (CRP) is here for you. Join us! Our students meet weekly to share recovery support, academic success resources, service opportunities, social connection, and sober fun!

For meeting links and locations, please contact Teresa Herzog, WCC Collegiate Recovery Program Coordinator at therzog@wccnet.edu or Call/Text: 734-318-0785.

SECTION FOUR: SUPPORTING STUDENT SUCCESS



When confronted by academic and other life challenges, students may feel alone, isolated, and sometimes hopeless. These feelings can disrupt academic performance and pose challenges for coping skills.

Faculty and Staff may be the first person to identify these distressing behaviors in a student and it is important that we act with compassion. A Sample of Distress Indicators

Academic

- Sudden decline in quality of work and grades.
- Repeated absences.
- Disorganized performance.
- Multiple requests for extensions.
- Overly demanding of faculty or staff time.
- Bizarre content in writing/assignments.

Physical

- Marked changes in physical appearance (e.g. grooming, hygiene, weight loss or gain)
- Excessive fatigue or sleep disturbance.
- Intoxication, hangovers, smell of alcohol or weed.
- Disoriented.
- Slurred speech, disconnected remarks.
- Behavior is out of context for situation.
- Delusions and paranoia.

Psychological

- Self-disclosure of personal distress (family or financial problems, grief, suicidal thoughts.)
- Unusual or disproportionate emotional response to events.
- Excessive tearfulness or panic response to an event.
- Irritability or unusual apathy.
- Verbal abuse (badgering, intimidation, taunting.)
- Concern from peers

Safety Risk

- Unprovoked anger or hostility.
- Physical violence (shoving, grabbing, throwing, assault, mention or possession of weapons).
- Implying or making threat to self.
- Implying or making threat to others.
- Academic assignments dominated by themes of extreme hopelessness, rage, worthlessness, isolation, despair, acting out, suicidal ideation, violent behavior ideation.
- Stalking or harassing behavior.

Does the Student need Immediate Assistance?

Yes: The student's conduct clearly is restless, disorderly, dangerous or threatening. Poses an immediate risk to self or others.

SECTION FOUR: SUPPORTING STUDENT SUCCESS

Call Department of Public Safety at 734.973.3411 or ext 3411.

No: I do not feel concern for the student's immediate safety but they are having significant academic and/or personal issues and could use support.

Use the WCC Care Team Contact form.

Unsure: Distress is observed but severity not clear. The interaction with the student has left you uneasy File a Report a Concern.

Responding to Difficult Behaviors

Providing support and then addressing the behavior is an important step in the process of helping someone in a difficult situation

- **Safety First** – the welfare of the campus community is our top priority. When an individual displays threatening or potentially violent behavior, do not hesitate to call for help.
- **Find a private, not secluded, place to talk.** If safety concerns are present, do not meet alone with the individual.
- **Set aside adequate time** for the discussion.
- **Listen** and use a non-confrontational approach.
- **Share observations, not judgment.** Set clear expectations and boundaries.
- **Express care and concern.** Although the situation may not seem like a crisis to you, it may feel like one to that person.
- **Be direct.** Ask if the individual if they are under the influence, feeling confused, or experiencing thoughts on self-harm.

Responding to a Student in Crisis

A student in crisis can take many forms.

- **Self-harm** – the College's Counseling Team should be alerted as soon as possible if the student verbalizes or writes any statement on self-harm or suicide ideation. The Counseling Team can be contacted at 734-677-5102 from 8am-7pm M-Th and 8a-5p F. Outside of these hours, contact DPS at 734-973-3411.

- **Food** – Hunger and lack of adequate food resources is a problem for many WCC students. Students can access the WCC Food Pantry by calling the Student Resource Center (SRC) at 734-677-5105.
- **Counseling** – professional counseling is available both in-person and by telephone.
 - In-person, call 734-677-5102 or visit the Counseling Counter, 2nd FL SC.
 - Campus Assistance Program
24/7 365 days/year
(CAP) 1-866-227-3834
- **Report a Concern** – any member of the campus community can use online form to report any concern. Available from the footer of any WCC web page.

Your Report Responsibilities Under Title IX

If someone discloses an incident of sexual misconduct to you including sexual assault, stalking, domestic or dating violence, or sexual harassment – take the following steps.

- Confirm the person's safety. If they are not safe, create a plan to get to a safe place. Call 911 if needed.
- Provide non-judgmental support.
- Respond with compassion and sensitivity.
- Review reporting options with the person (both the right to file a complaint with law enforcement and the right way to file a complaint with WCC.)
- Inform the person of on-campus confidential resources in our Counseling office.
- Share the list of off-campus resources from the WCC web site.

Report

- Explain your obligation to report the information.
- Contact the Title IX Coordinator by using the Report a Concern form.

SECTION FOUR: SUPPORTING STUDENT SUCCESS

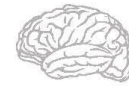
Behavior Management Guide

CATEGORY OF BEHAVIOR	ANNOYING	DISRUPTIVE	CONCERNING	THREATENING	OTHER
Action	Manage	Manage (Report if Needed)	Manage & Report	Report Immediately & Then Manage	Report & Connect to Resources
Samples of Behavior Requiring Intervention	Loud talking, rude, over-talking others, asking a lot of questions	Yelling and dominating conversations	Confrontational remarks	Threatening remarks, physical violence, threat of physical violence	Any student reporting sexual assault, stalking, domestic/ dating violence, same sex violence, sexual harassment
	Minor interruptions	Classroom policy violation	Disruptive behavior, non-compliance with directives, or repeated classroom policy violations	Confrontations	Connect student to Public Safety. Advise student of resources available at Counseling. Follow up with filing a Report a Concern form
	Inability to see another side of a discussion	Disagreements	Verbal altercations	Physical altercations or physical violence, outbursts of rage	Food insecurity – contact Student Resource Center
	Infrequent tardiness or absence	Regular tardiness, leaving early, or absence	Reliable student gone missing	Report of a student in harm's way	Student in crisis, unexplained hysteria or crying, distortion of reality, incoherent speech
		Unauthorized use of phone, electronic equipment, or prohibited recording	Academic dishonesty (report to divisional dean)	Unresponsive student, student presumed under the influence due to motor skills impairment or slurred speech	Connect student to Counseling
			Continued unauthorized use of phone, electronic equipment, or prohibited recording after warning	Possession of any weapon	
			Smell of weed, smell of alcohol, smoking, vaping	Expression of suicidal thought – contact Counseling or if after hours, DPS	
			Preoccupation with weapons		
			Dark comments – connect student to Counseling		
Samples of Recommended Actions	Discussion with student, next steps if behavior continues, send follow-up email to student.	Discussion with student, next steps if behavior continues, send follow-up email to student.	If needed, request individual to leave classroom, contact Public Safety if assistance needed	Immediately seek assistance from Public Safety at x3411 or 734-973-3411	
	Refer student to language in your first day handout or Student Code of Conduct	Refer student to language in your first day handout or Student Code of Conduct	If needed, request student meet with divisional dean prior to return to class	Call 911 if situation dictates	
		Inform the divisional dean	Provide details to divisional dean	Dismiss class if needed	
			Submit a Report a Concern form	Submit a Report a Concern form and/or complete report with DPS	

SECTION FOUR: SUPPORTING STUDENT SUCCESS



TeleMental Health Services: NOW AVAILABLE TO WCC STUDENTS



TeleMental Health, also known as online therapy, is simply receiving therapy through electronic means whereby the client and personal counselor are in two different locations.

What does this mean for WCC students?

- WCC's Licensed Professional Counselors (LPC's) have received TeleMental Health Training Certifications (THTC) to better serve students virtually
- TeleMental Health services began Fall 2020
- TeleMental Health services are available to currently enrolled students
- TeleMental Health services have replaced WCC's in-person personal counseling services during the COVID-19 pandemic
- TeleMental Health services will begin with an intake assessment, in which the personal counselor will make recommendations for the student based upon the student's needs and WCC's Scope of Practice

Students can make an appointment by calling the Counseling & Career Planning Department at 734-677-5102

Students may continue to receive support via WCC's Campus Assistance Program (CAP):

The Campus Assistance Program offers additional mental health services that compliment WCC's TeleMental Health services. CAP is a clinical service available 24/7, 365 days a year which includes a diagnostic assessment, plus up to three telephonic short-term problem resolution sessions.

For instructions on accessing CAP, please visit:

<https://www.wccnet.edu/succeed/personal/counseling/>

If you have concerns about a student's mental, please contact the CARE Team at: <https://www.wccnet.edu/succeed/wcc-care-team/>



SECTION FIVE: CURRICULUM DATES & DEPARTMENT CONTACTS

CURRICULUM AND ASSESSMENT INFORMATION

Curriculum, Class Schedule and Book Due Dates (Winter 2022 – Fall 2022)

Catalog Tasks	Winter 2022	Summer 2022	Fall 2022
New Programs and Associated New Courses	Contact C&A	N/A	Nov. 1, 2021
Program Inactivation	N/A	N/A	Dec. 1, 2021
Program Changes	N/A	N/A	Jan. 17, 2022
New Courses and Course Changes	Aug. 30, 2021	Dec. 4, 2021	Jan. 17, 2022
Course Inactivation	N/A	N/A	Mar. 14, 2022
New Programs Ready for the Board of Trustee Approval	N/A	N/A	Dec. 15, 2021
Board of Trustee Review	N/A	N/A	Dec. & Jan. meetings
Schedule Available on Web	Oct. 1, 2021	Est. Feb. 10, 2022	Est. Feb. 10, 2022
Registration Begins	Oct. 13, 2021	Est. Mar. 10, 2022	Est. Mar. 10, 2022
Registration Tasks	Winter 2022	Spring/Summer 2021	Fall 2021
Roll-up of previous year classes available to all on Oraweb, Dean review to prepare draft for department input.	Est. Aug. 23, 2021	Est. Oct. 1, 2021	Est. Oct. 15, 2021
Department Chairs review schedule and give recommended schedule to Dean. Submit to the Dean's Office.	Sep. 8, 2021	Est. Dec. 2, 2021	Est. Dec. 22, 2021
All FT & PT Faculty textbook orders input into WCC book database	Aug. 8 – Sep. 30, 2021	Est. Dec. 2 – Feb 8, 2022	Est. Dec. 2 – Feb 8, 2022
Deans/Administrators can schedule any available room as needed now.	Sep. 20, 2021	Est. Jan. 26, 2022	Est. Jan. 28, 2022
Deans/Administrators finish inputting instructor assignments and other schedule adjustments	Sep. 30, 2021	Est. Feb. 8, 2022	Est. Feb. 8, 2022
Department Chairs finalize textbook and supply orders by the day before schedules available	Sep. 30, 2021	Est. Feb. 9, 2022	Est. Feb. 9, 2022
Schedule available on Web for the general public	Oct. 1, 2021	Est. Feb. 10, 2022	Est. Feb. 10, 2022
Registration begins	Oct. 13, 2021	Est. Mar. 10, 2022	Est. Mar. 10, 2022
Semester begins	Jan. 10, 2022	May 9, 2022	Aug. 29, 2022

Version 20210722

Contact Information:

- Sera Bird, Secretary – 973-3706 / sabird@wccnet.edu
- Lisa Nelson, Curriculum Analyst – 477-8510 / lnelson@wccnet.edu
- Joy Garrett, Director – 973-3374 / jogarrett@wccnet.edu

See the Teaching and Learning Center's Professional Development schedule for training opportunities or contact the director.

SECTION FIVE: CURRICULUM DATES & DEPARTMENT CONTACTS

Glossary of Assessment Terms

Academic Achievement	Student performance on course, program or general education outcomes. Measured by various assessment methods pertaining to the stated outcomes.
Accreditation	The designation that an institution earns indicating that it functions appropriately with respect to its resources, programs and services. The accrediting association, often comprised of peers, is recognized as the external monitor. Maintaining fully accredited status ensures that the university remains in compliance with federal expectations and continues to receive federal funding.
Alignment	Usually refers to the relationship of scope, sequence, continuity and balance in curriculum. Also refers to the relationship between the course description, student learning outcomes and course objectives. Curriculum mapping is an example of the alignment process because it shows the specific course activities tied to the expected program results for the students.
Assessment	An ongoing process aligned with the mission of the college, aimed at understanding and improving student learning. The purpose of assessment is to gather data on student achievement, analyze the data, and use the data to report and improve student learning.
Assessment for Accountability	Assessment of some unit (such as a course, program or entire institution) to satisfy stakeholders external to the unit itself. Results are often compared across units. Always summative. Example: to retain state approval, the achievement of a certain percent pass rate or better on the NCLEX exam for nursing students.
Assessment for Improvement	Assessment that feeds directly, and often immediately, back into revising the course, program or institution to improve student-learning results. Can be formative or summative.
Assessment Method	Refers to the opportunities instructors provide for students to learn and then demonstrate the knowledge and skills specified in the outcomes. Evidence may be provided by exams, student presentations, individual or group projects, portfolio development, juried evaluation, writing samples, pre-post-testing, laboratory practical, journals, outcomes on standardized tests (i.e. national or state licensure, certifications, and/or professional exams), or panel evaluation of capstone projects.
Assessment Plan	A document that outlines and describes student assessment activities that includes identifying learning outcome(s), assessment tool(s), next assessment term and year, assessment cycle, population(s) to be assessed, "number" of students to be assessed, scoring method(s) and identifying who will score and analyze the data.
Assessment of Programs	Uses the program as the level of analysis. Can be quantitative or qualitative, formative or summative, standards-based or value added and used for improvement or for accountability. Ideally, program outcomes would serve as a basis for the assessment. Example: One of the learning outcomes for the CTPA Police Academy is the success rate for graduates passing the Michigan Commission on Law Enforcement Standards (MCOLES) exam.
Attendance	Attendance is not an appropriate assessment tool. Student participation might be used but is often difficult to quantify.
Authentic Assessment	Measures students' performance and/or learning in a real-life context rather than a testing situation. Authentic assessment tools allow students to demonstrate or share their learning with others, e.g., multi-media presentation that is evaluated to determine if the desired learning has been achieved.
Backward Design	A series of steps defining a process for thinking through what the curriculum should be and then creating and implementing it with a mechanism for continuous refinement and revision.
Benchmark	A description of the expected level of student performance on a specific learning outcome. Also referred to as "standard of success" or "performance indicator".
Best Practices	A procedure that has been shown by research and/or experience to produce optimal results and that is established or proposed as a standard suitable for widespread adoption.

SECTION FIVE: CURRICULUM DATES & DEPARTMENT CONTACTS

Bloom's Taxonomy	<p>A classification of levels of thinking or learning that range from a basic level of thinking to a more sophisticated level of thinking (remembering, understanding, applying, analyzing, evaluating and creating). Bloom identified three domains of learning: cognitive, or knowledge; affective, or attitude; and psychomotor, or skills. The cognitive domain involves levels of learning and intellectual outcomes. Within this domain are categories that are arranged in order of increasing complexity from the foundational level of thinking to the highest level of creating new ideas. These include:</p> <ul style="list-style-type: none"> • Remembering: Retrieve relevant knowledge from long-term memory. • Understanding: Construct meaning from instructional messages, including oral, written and graphic communication. • Applying: Carry out or use a procedure in a given situation. • Analyzing: Break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose. • Evaluating: Make judgments based on criteria and standards. • Creating: Put elements together to form a coherent whole; reorganize into a new pattern or structure. http://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy.
Capstone Courses/ Projects	Students' mastery of the entire body of knowledge required for graduation in a program is assessed in a final required course. Possible methods of assessment are virtually unlimited (tests of achievement, papers, demonstrations, focus groups, etc.) Assessment is comparable between sections and from year to year.
Checklist	A list of traits or skills that should be presented in student work. Checklists may include just the task or include a rating scale. Items that are either right or wrong can be checked. Items that require an evaluation of frequency or quality may use a rating scale.
Class-Level Assessment	Class-level assessment is intended for individual faculty who wish to improve his or her teaching and student learning of a specific section. Individual faculty gather data on student achievement of course learning outcomes within their class, analyze the data, and make appropriate changes.
Closing the Loop	The last step of the assessment cycle. Information learned as a result of the assessment process is incorporated into the course or program as a means of improving student performance.
Cohort	A group of students that begin a program together.
Common Exam or Final	Common final exams, or question subsets, test the level of student achievement of agreed upon course objectives and provide consistency across course sections.
Competency	The knowledge, skills, abilities, and behaviors critical to student achievement; identifies what we want the students to learn.
Course-embedded Assessment	Questions intended to assess student outcomes are incorporated into final exams, research papers, or other course assignments.
Course-Level Assessment	This level of assessment refers to the systematic evaluation of the achievement of course learning outcomes as specified in each course's master syllabus. Faculty teaching the course will gather and aggregate data on student achievement across all or a random sample of sections of a course, analyze the data, and make appropriate changes to improve student learning.
Culture of Assessment	An institutional characteristic that shows evidence for valuing and engaging in student assessment for ongoing improvement.
Curriculum	What is taught to students; both intended and unintended information, skills and attitudes.
Direct Assessment of Learning	Gathers evidence, based on student performance, which demonstrates the learning itself. Examples: most classroom testing for grades is direct assessment (in this instance within the confines of a course), as is the evaluation of a research paper in terms of the discriminating use of sources. The latter example could assess learning accomplished within a single course or, if part of a senior requirement, could also assess cumulative learning.
Embedded Assessment	A means of gathering information about student learning that is built into and a natural part of the teaching-learning process. Often uses for assessment purposes classroom assignments that are evaluated to assign students a grade. Can assess individual student performance or aggregate the information to provide information about the course or program; can be formative or summative, quantitative or qualitative.

SECTION FIVE: CURRICULUM DATES & DEPARTMENT CONTACTS

End of Course Assessment	Common final exams, or question subsets, that test the level of student achievement of agreed upon course outcomes and provide consistency across course sections.
External Graders	Experts in the discipline are brought in to do assessments of programs, courses, student work, etc. as a check on validity and reliability of internal assessment practices.
External Surveys	Surveys of external groups providing feedback for assessing institutional effectiveness. Employers, departmental advisory committees, and possibly the community in general are examples.
Formal Assessment	Structured assessment procedures with specific guidelines for administration, scoring, and interpretation of results.
Formative Assessment	The gathering of information about student learning-during the progression of a course or program and providing ongoing feedback to students. Example: reading the first lab reports of a class to assess whether some or all students in the group need a lesson on how to make them succinct and informative.
Grades	While assessment tools may be used in the grading process, assigning grades is not synonymous with assessment. Grading practices and criteria, such as including attendance or class participation, reducing grades for late assignments and variations from teacher to teacher, all make grades (particularly final grades) inappropriate for assessment.
General Education Assessment	The process by which the college assesses whether all students (sometimes graduates) have achieved the students learning outcomes associated with each general education strand.
Graduate Exit Interviews	Interviews conducted with each graduate in a specific academic department aimed at determining if the program objectives and student expectations were fulfilled.
Group Projects	While group projects are a common teaching, learning and grading strategy, they are sometimes difficult to use for assessment. Generally, assessment seeks to confirm that some percent of “all students” have achieved student learning. Unless specifically and carefully designed, group projects do not lend themselves to assuring that “all students” are assessed.
HLC Assessment Academy	The Academy for Assessment of Student Learning offers HLC member institutions a four-year sequence of events and interactions that are focused on student learning, targeted at accelerating and advancing efforts to assess and improve student learning, and designed to build institution-wide commitment to assessment of student learning. WCC joined the Assessment Academy in June, 2016 and will complete our membership in June 2020. https://www.hlcommission.org/Programs-Events/academies.html
Indirect Assessment of Learning	These reveal characteristics associated with student learning, but only imply that learning occurred. Evidence may be provided by student perceptions of learning, completion rates, graduation rates, satisfaction surveys, essays, interviews, and/or focus groups.
Internships/ Field-work/ Clinical Experiences	Internships, fieldwork or clinical experiences should only be used for assessment when they are required of all students. Voluntary activities result in inappropriate sampling.
Item Analysis	An analysis of student responses to exam questions used to identify questions that may need review or areas requiring improvement in order to achieve course outcomes.
Learning Outcome	Competencies stated in an observable or measurable way; identifies what the students actually learned in a measurable way. Statements representative of what learners are expected to be able to do with curriculum content following their interaction with teaching agents.
Likert Scale	A method used in questionnaires and surveys to prompt a respondent to express a view on a statement being presented, thereby signaling his or her level of agreement or disagreement with the statement presented.
LMS – Learning Management System	The online web-based interface that facilitates online classes and the web-enhanced components of hybrid (mixed mode) classes. Content is presented, forms are used for asynchronous communication and assignments and quizzes or tests are collected and completed. WCC uses Blackboard as our LMS.
Mapping (of Curriculum)	Refers to the process of equating course level outcomes to program level outcomes to ensure that course student learning outcomes are aligned with and support program level student learning outcomes.
Meaningful Assessment	Assess what you value and value what you assess. Meaningful assessment provides evidence that allows the instructor to make data-informed decisions about ways to improve teaching, learning and student success.

SECTION FIVE: CURRICULUM DATES & DEPARTMENT CONTACTS

Mission Statement	A statement that defines the purpose of an institution.
Objectives	Objectives are the specific skills, values, and attitudes students should exhibit that reflect the broader student learning outcomes. Objectives are generally viewed as a piece of the student learning outcome that leads to the larger goal of student learning. All outcomes must have objectives (usually 3 – 5). However, all objectives do not have to relate to an outcome.
Objective Measure	Data that avoid bias from observers' feelings, interpretations or other extraneous factors. Examples include using stopwatches or electronic timers, measuring tape for distance, etc.
Pedagogy	The art and science of how something is taught and how students learn it. Pedagogy refers to the approach to teaching and learning, the way the content is delivered and what the students learn as a result of the process.
Performance Indicators	Marker or a piece of evidence that means something has been attained. See also "standard of success" or "benchmark"
Performance-based Assessment	Actual demonstration of tasks, skills, or procedures are observed and evaluated according to pre-specified criteria.
Portfolio Assessment	A portfolio is a representative collection of a student's work. The work is produced under conditions other than a classroom test and does not rely on a one-time observation.
Pre-test vs. Post-test/Value Added	Progress or value added can be measured through change from pre-test to post-test. Depending on the range of test scores, pre-test and post-test standards of success should also include a benchmark or minimum score.
Program-Level Assessment	Program-level assessment is a systematic way of monitoring whether students have actually acquired the skills, knowledge, and competencies intended by their program of study. The main purpose of the program assessment process is to evaluate how well intended program-level student-learning outcomes were achieved and develop strategies for improvement
Qualitative Assessment	Collects data that does not lend itself to quantitative methods but rather to interpretive criteria (see the first example under "standards"). Qualitative data is non-numeric information.
Quantitative Assessment	Collects data that can be analyzed using quantitative methods (see "assessment for accountability" for an example).
Rubrics	A scoring guide describing the criteria used to score or grade a learning outcome. It is one way to provide measurable data. A set of guidelines that from how something is to be done. Rubrics are used to make qualitative judgments about performance. Used in areas which are complex, subjective and vague. The components of a rubric are: a) measurement of stated object; b) a range to rate performance; and c) performance characteristics arranged in levels indicating the degree to which a standard has been met. The rubric typically resembles a matrix or grid with specific objectives or criteria to be assessed falling on the left-hand margin and levels of achievement or performance and performance characteristics running across the top margin.
Sample	<p>Selecting a subset of the population based on defined criteria. Samples must be representative of the student population. Different types of samples are:</p> <ul style="list-style-type: none"> • All students are assessed. Selecting the entire population is best if it is feasible. • Random Sample – uses a "tool" to identify random numbers that are used to select student assessment data. • Systematic Sample – a sample done according to a rule (for example, every 4th test). • Stratified Sample – sorts students into groups and selects a random sample from those groups (for example, one section taught DL, one section taught MM and one section taught face-to-face). Helps assure that the variable does not interfere with assessment.
Skills	Refers to procedural and psychomotor learning.
Standard of Success	A description of the expected level of student performance on a specific learning outcome. Also referred to as "benchmark".
Standardized Testing	Off-the-shelf assessment tests available from testing companies and some professional organizations can be used to measure competencies in specific subject areas as well as general education.

SECTION FIVE: CURRICULUM DATES & DEPARTMENT CONTACTS

Standards	Sets a level of accomplishment all students are expected to meet or exceed. Standards should imply high quality learning. They do not imply complete standardization in a program; a common minimum level could be achieved by multiple pathways and demonstrated in various ways. Examples: carrying on a conversation about daily activities in a foreign language using correct grammar and comprehensible pronunciation; achieving a certain score on a standardized test.
Student Artifacts	Student produced work for general education, program or course assessment.
Student Surveys (Departmental/ Discipline Level)	Students are questioned regarding quality of the educational experience and progress toward educational, career, and personal goals. Satisfaction rates, job placement rates, job advancement, transfer rates, degree achievement, comfort level in various academic areas are some outcome measures gathered.
Subjective Measures	Rely upon the observation and judgment of one or more persons. The use of a rubric may help an observation and judgment be less subjective (more objective) as it may reduce the variation of interpretations.
Summative Assessment:	The gathering of information at the conclusion of a course, program, or undergraduate career to improve learning or to meet accountability demands. When used for improvement, it impacts the next cohort of students taking the course or program. Examples: reviewing student final exams in a course to see if certain specific areas of the curriculum were understood less well than others; analyzing senior projects for the ability to integrate across disciplines.
Taxonomy	Classify learning outcomes into levels of complexity within learning domains.
Technical Certification Exams/ Tests	Given by national organizations (Microsoft, Oracle, Sun, Novell, Cisco, etc.), predominantly in the technical skills areas (computers), to measure a student's base of knowledge.
Value Added	The increase in learning that occurs during a course, program, or undergraduate education. Either can focus on the individual student (how much better a student can write, for example, at the end than at the beginning) or on a cohort of students (whether senior papers demonstrate more sophisticated writing skills-in the aggregate-than freshmen papers). Requires a baseline measurement for comparison.

SECTION FIVE: CURRICULUM DATES & DEPARTMENT CONTACTS

Curriculum by Division & Department for 2021 – 2022

ADVANCED TECHNOLOGIES & PUBLIC SERVICE CAREERS DIVISION (ATP)

Dean – Jimmie Baber (OE 102) 973-3443 / jbaberi@wccnet.edu
 Office Professional – Debra Oliver (OE 102) 973-3443 / doliver@wccnet.edu
 Divisional Advisor – Niki Lee (OE 102 U) 973-3676 / jnlee@wccnet.edu

Department	Disciplines	Dept. Chair / Office / Phone / Email
Advanced Manufacturing Technologies (AMTD) (Co-Chairs)	Electricity/Electronics (ELE) Fluid Power (FLP) Machine Tool Technology (MTT) Mechatronics (MEC) Numerical Control (NCT) Robotics (ROB)	Allen Coleman (OE 102 FF) 973-3447 acoleman10@wccnet.edu Tom Penird (OE 102 EE) 477-8537 tpenird@wccnet.edu
Apprenticeships	Apprenticeships	Brittany Tripp (SC 203) 973-3685 brtripp@wccnet.edu
Heating, Ventilation & Air Conditioning (HVAD)	Heating, Ventilation, Air Conditioning & Refrigeration (HVA) Construction Management (CMG) Facility Management (FMA) Residential Construction Technology (CON)	Brian Martindale (OE 102) 973-3503 bmartindale@wccnet.edu
Public Services Careers (PSCD)	Child Care Professional (CCP) Corrections (COR) Criminal Justice (CJT)	Ruth Walsh (GM 300 GG) 973-3689 rawalsh@wccnet.edu
Transportation Technologies (TRPD) (Co-Chairs)	Auto Body Repair (ABR) Automotive Services (ASV) Automotive Test Technician (ATT) Collision Repair Technician (CRT) Custom Cars and Concepts (CCC) Motorcycle Service Technology (MST)	Michael Duff (OE 160 N) 477-8730 mduff1@wccnet.edu Rocky Roberts (OE 160 D) 973-3735 rojroberts@wccnet.edu
Welding & Fabrication (WAFD) (Co-Chairs)	Welding & Fabrication (WAF)	Brad Clink (OE 102 CC) 973-3434 bclink@wccnet.edu Alex Pazkowski (OE 102 DD) 973-3627 apazkowski@wccnet.edu

SECTION FIVE: CURRICULUM DATES & DEPARTMENT CONTACTS

BUSINESS AND COMPUTER TECHNOLOGIES DIVISION (BCT)

Dean – Eva Samulski (BE 100) 973-3724 / esamulski@wccnet.edu

Office Professional – Anette Preston (BE 100) 973-3724 / ampreston@wccnet.edu

Divisional Advisor – Sandro Tuccinardi (BE 226) 973-3398 / stuccinardi@wccnet.edu

Department	Disciplines	Dept. Chair / Office / Phone / Email
Business (BUSD)	Accounting (ACC) Business Management (BMG) Business Office Systems (BOS) Tax (TAX)	Doug Waters (BE 227) 677-5213 dowaters@wccnet.edu
Computer Science and Information Technology (CISD)	Computer Information Systems (CIS) Computer Networking Technology (CNT) Computer Science (CPS) Computer Systems Security (CSS) Computer Systems Technology (CST)	Scott Shaper (BE 224) 973-3613 sshaper@wccnet.edu
Digital Media Arts (DMAD) (Co-Chairs)	Animation (ANI) Audio (AUD) Graphic Design Technology (GDT) Photography (PHO) Video Production (VID) Web Design & Development (WEB)	Jason Withrow (GM 300 G) 477-8570 jwithrow@wccnet.edu Don Werthmann (GM 300 BB) 973-3586 donw@wccnet.edu

HEALTH SCIENCES DIVISION (HLT)

Dean – Shari Lambert (TI 234A) 973-3474 / shlambert@wccnet.edu

Interim Office Professional – Deanna Benyo (TI 234) 973-3474 / dbenyo@wccnet.edu

Department	Disciplines	Dept. Chair / Office / Phone / Email
Allied Health (ALHD)	Dental Assisting (DEN) Magnetic Resonance Imaging (MRI) Pharmacy Technology (PHT) Physical Therapist Assistant (PTA) Radiology (RAD) Surgical Technology (SUR)	Kristina Sprague (OE 102 NN) 973-3337 ksprague@wccnet.edu Program Directors: DEN: Kristina Sprague – 973-3337 MED: Rhonda Johns – 677-5142 PTA: Patricia Hill – 477-8918 RAD: William Nelson – 677-5119 SUR: Kathryn Hernandez – 973-3743
Health Science (HSD)	Health Sciences (HSC) Medical Billing & Coding (MBC) Physical Education Activities (PEA) Yoga (YOG)	Kiela Samuels (TI 122 D) 477-8526 ksamuels@wccnet.edu
Nursing (NHSD)	Nursing (NUR)	Theresa Bucy (TI 122 O) 677-5015 tbucy@wccnet.edu

SECTION FIVE: CURRICULUM DATES & DEPARTMENT CONTACTS

HUMANITIES, SOCIAL & BEHAVIORAL SCIENCE Division (HLA & HSS)

Dean – Scott Britten (LA 113) 973-3356 / sbritten1@wccnet.edu
Office Professional – Aimee Smith (LA 113) 973-3356 / asmith@wccnet.edu

Department	Disciplines	Dept. Chair / Office / Phone / Email
Behavioral Sciences (BEHD)	Human Services Worker (HSC) Psychology (PSY) Sociology (SOC)	Starr Burke (LA 353 G) 677-5217 sburke@wccnet.edu
Communications, Media & Theatre Arts (CMTD)	Communications (COM) Drama (DRA) Film (FLM)	Allison Fournier (LA 353 D) 973-3433 aefournier@wccnet.edu
English & College Readiness (ENGD)	Academic & Career Skills (ACS) English (ENG) English as a Second Language (ESL) Journalism (JRN)	Carrie Krantz (LA 315 R) 677-5104 ckrantz@wccnet.edu
Humanities, Languages & the Arts (HLAD)	American Sign Language (ASL) Art (ART) Arabic (ARB) Dance (DAN) Chinese (CHN) French (FRN) German (GRM) Humanities (HUM) Music (MUS) Philosophy (PHL) Spanish (SPN)	Elisabeth Thoburn (LA 153 N) 973-3371 ezt@wccnet.edu
Social Science (SSCD)	Anthropology (ANT) Economics (ECO) Geography (GEO) History (HST) Political Science (PLS)	Christopher Barrett (GM 300 K) 249-5941 gregg@wccnet.edu

MATH, SCIENCE & ENGINEERING TECHNOLOGY Division (MSE)

Dean – Victor Vega (LA 157) 973-3722 / vvega@wccnet.edu
Office Professional – Toni Ellicott (LA 157) 973-3722 / tellicott@wccnet.edu

Department	Disciplines	Dept. Chair / Office / Phone / Email
Life Sciences (LIFD)	Biology (BIO)	Anne Heise (LA 315 Q) 973-3363 aheise@wccnet.edu
Math & Engineering Studies (MTHD)	Engineering Technology (EGT) Mathematics (MTH)	Larry David (LA 215 O) 477-8700 ldavid@wccnet.edu
Physical Sciences (PHYD)	Astronomy (AST) Environmental Science (ENV) Geology (GLG) Physics (PHY) Sciences (SCI)	Suzanne Albach (LA 253 O) 973-3396 salbach@wccnet.edu
	Chemistry (CEM)	Tracy Schwab (LA 253 P) 973-3349 tschwab@wccnet.edu

SECTION SIX: PUBLIC SAFETY INFORMATION

PUBLIC SAFETY INFORMATION

We are proud to serve the Washtenaw Community College population. If you need to report a medical emergency, a crime, or accident, please call 734-973-**3411** from any campus phone.

Active Shooter Information

An active shooter is a person(s) who appear to be actively engaged in killing or attempting to kill people in populated areas. Active shooter situations are dynamic and evolve rapidly, demanding immediate response by the community and immediate deployment of law enforcement resources to stop the shooting and prevent harm to the community. In general, how you respond to an active shooter will be dictated by the specific circumstances of the encounter. If you find yourself involved in an active shooter situation, try to remain calm and call **3411** from campus phone or 734-973-3411 from personal phone, as soon as possible. (**You may want to program the Public Safety number in your phone.**)

Run, Hide, Fight – In the event of an active shooter:

Try to remain calm and warn other faculty, staff, students and visitors of the situation. How to respond when an active shooter is in your vicinity.

1. Run

- Have an escape route and plan in mind.
- Leave your belongings behind.
- Keep your hands visible.

2. Hide

- Hide in an area out of the shooter's view.
- Block entry to your hiding place and lock the doors.
- Silence your cell phone.

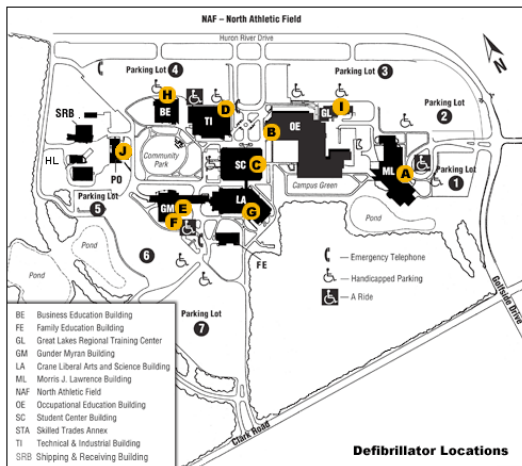
3. Fight

- As a last resort and only when your life is in imminent danger:
 - Attempt to incapacitate the shooter.
 - Act with physical aggression and throw items at the active shooter.
- How to respond when law enforcement arrives:
 - Remain calm and follow instructions.
 - Put down any items in your hands (e.g., bags, jackets).
 - Raise hands and spread fingers.
 - Keep hands visible at all times.
 - Avoid pointing, screaming or yelling.
 - Do not stop to ask officers for help or direction when evacuating.
- Information you should provide to law enforcement or 911 operator:
 - Location of the active shooter
 - Number of shooter(s)
 - Physical description of shooter(s)
 - Number and type of weapons held by shooter(s)
 - Number of potential victims at the location

SECTION SIX: PUBLIC SAFETY INFORMATION

Automatic External Defibrillator (AED) Locations

An Automatic External Defibrillator is used for heart attacks/heart monitoring. In addition to the locations below, the Public Safety department has an AED unit available in a Public Safety vehicle. Defibrillator (AED) locations:



- A. ML front lobby desk
- B. OE 102 hallway
- C. SC 2nd floor medical room hallway
- D. TI 122 front reception area near fire panel
- E. GM 1st floor circulation counter
- F. GM 2nd floor computer commons counter
- G. LA 2nd floor hallway across from 215
- H. BE 182 reception area
- I. GL 2nd floor across from offices
- J. PO 126 entrance

Chemical Release/Hazardous Materials

There are a variety of chemicals and potentially hazardous materials used in many of the buildings on the WCC campus. In the event of a chemical release or hazardous materials emergency, or if you encounter a noxious odor or feel a burning sensation on your skin or in your eyes, you should:

- Evacuate the room and secure the door.
- Call Public Safety at 973-3411 or **3411** from a campus phone, or by using one of the emergency phones. Give them the location of the incident and tell them what happened.

Earthquake

Although earthquakes of any significant magnitude are extremely rare occurrences in this area of the country, the possibility of one happening does exist. If you feel severe tremors and believe an earthquake is occurring:

- Duck or drop down on the floor.
- Get under a sturdy table, desk or other piece of furniture.
- Avoid dangerous spots such as windows, hanging objects, mirrors, or tall items like book cases and file cabinets.
- **Hold** on to sturdy furniture and be prepared to move with it.
- After the tremors stop, evacuate the building.
- Assist others in evacuation.

Emergency Assembly Areas Building Locations

- | | |
|---|------------------------|
| • Business Education (BE) | Parking Lot 4 |
| • Crane Liberal Arts and Science (LA) | Parking Lot 6 |
| • Family Education (FEB) | Parking Lot 6 |
| • Great Lakes Training Center (GL) | Parking Lot 3 |
| • Gunder Myran (GM) | Parking Lot 6 |
| • Henry Landau (HL) | Parking Lot 4 |
| • Larry L. Whitworth Occupational Ed (OE) | Bus Turnaround & Lot 3 |
| • Morris J. Lawrence (ML) | Parking Lots 1 & 3 |
| • Student Center (SC) | Bus Turnaround |
| • Technical and Industrial (TI) | Bus Turnaround & Lot 4 |

SECTION SIX: PUBLIC SAFETY INFORMATION

Emergency Telephone Numbers

Emergency and house phones are available to contact the Public Safety department in cases of emergency. The locations of both the indoor and outdoor phones are below. More precise indoor house phone locations can be found by using the Room Locator, they are denoted by the blue telephone symbol (house phone). Note: You must dial 9 to get outside line access if dialing from a WCC campus telephone.

- **Public Safety:** 734-973-3411 or **3411** from a college phone or by using one of the red emergency phones
- **Emergency:** 911



Outdoor Emergency Phone Locations

- A. Southeast end of Parking Lot 1
- B. Northeast end of Parking Lot 2
- C. Sidewalk along Parking Lot 3
- D. Northwest end of Parking Lot 4
- E. West end of the GM Building
- F. Southwest end of Parking Lot 7
- G. North end of Parking Lot 7
- H. North end of the GM Building
- I. Northeast entrance of the TI Building
- J. Northwest entrance of the OE Building
- K. East of Health and Fitness Center

Indoor House Phone Locations

- L. Northeast ML Building outside entrance
- M. Southeast ML Building hallway
- N. Southwest ML Building hallway
- O. Southeast OE Building—Automotive
- P. Southwest OE Building—Automotive
- Q. Central OE Building
- R. Northeast OE Building entrance
- S. Northwest OE Building lobby
- T. Northwest OE Building hallway

Evacuation

In the event that you need to evacuate from your building as a result of an audible/visual alarm or at the direction of commands from the campus enunciation system you should:

- Remain calm, do not rush or panic.
- Walk to the nearest safe exit and/or stairwell to leave from the first floor.
- Do not use elevators.
- Individuals with disabilities may need assistance. If unable to assist, notify authorities of their location immediately.
- Evacuate to your building's designated Emergency Assembly Area (see Emergency Assembly Areas on previous page).
- Do NOT re-enter the building until further instruction by Public Safety staff or other emergency personnel.
- In the event that you are unable to locate the emergency assembly area, stay a minimum of 150 feet away from the building.

SECTION SIX: PUBLIC SAFETY INFORMATION

Fire Safety – In case of fire:

- Learn the location of emergency exits.
- Activate the fire alarm if you detect fire in a building.
- Always exit the building in the event of a fire alarm.
- Exit by the nearest stairway. Do NOT use elevators.
- Call Public Safety (**3411**) from one of the campus house phones to notify emergency personnel.
- If close by, press the red button on one of the emergency phones to be directly connected to Public Safety.
- Smoke is toxic. If the only way out is through smoke, stay low, below the smoke.
- If trapped, call 911 and tell them where you are. Seal doors with rags or clothing and try to signal from a window.
- Do not attempt to re-enter the building until instructed to do so by Public Safety or the Fire Department.
- Using a fire extinguisher: If you have been trained and it is safe to do so, you may fight small fires with a fire extinguisher.
 - Pull safety pin from handle.
 - Aim at base of fire.
 - Squeeze the trigger handle.
 - Sweep from side to side to side at base.

Note: All employees are encouraged to attend fire extinguisher training.

Gas Leak – If you smell natural gas:

- Leave the area immediately.
- Evacuate to your assembly area.
- Call Public Safety at 973-3411 or **3411** from a college phone, or by using one of the red emergency phones.

Medical Emergencies Guidelines

In the event of a life threatening medical emergency or injury, immediately call Public Safety 734-973-3411 or **3411** from a campus phone, or by using one of the emergency phones. Then call 911 this will allow the Public Safety staff to reach the emergency quicker.

In the event of a non-life threatening emergency or injury, call Public Safety directly. After responding and evaluating the situation, Public Safety will make the determination to call 911 as needed:

- Stay with the person.
- Do NOT move the person unless absolutely necessary.
- If he or she has stopped breathing, do not attempt CPR unless you have been trained to use it. Look for jewelry with an inscription indicating a medical condition.
- Never give anything to drink to an unconscious or semi-conscious person.
- Try to avoid getting blood or other bodily fluids on you, but if you do, make Public Safety aware of it.

Personal Safety – General Safety Guidelines

- Stay alert and be aware of your surroundings.
- Avoid isolated areas.
- Try to avoid walking alone at night. Walk with friends when possible.
- Call Campus Safety 734-973-3411 or **3411** from one of college house phones for an escort if needed.
- Notify Campus Safety immediately of suspicious or criminal activity.
- If an emergency arises – a serious health issue, a crime, or any situation in which you feel endangered, contact Campus Safety. There are phones located in all buildings across campus, as well as in several key areas outside.
- If Walking Alone:
 - Keep your mind on your surroundings, who's in front of you and who's behind you. Don't get distracted.
 - Walk purposefully, stand tall, and make eye contact with people around you.
 - TRUST YOUR INSTINCTS. If you feel uncomfortable in a situation, leave.

SECTION SIX: PUBLIC SAFETY INFORMATION

Property Safety – Property Safety Guidelines

- **Vehicles:**
 - Never leave your vehicle running while it is unattended
 - Roll up your windows completely and lock your doors
 - Take your keys and never leave a spare in or on the vehicle
 - Keep out of sight all valuables and packages that may tempt a thief
 - When available, use auto theft deterrents such as car alarms and steering column devices
- **Electronics:**
 - Do not leave laptops, smart phones, or tablets unattended
 - Record serial numbers of electronic devices
 - Use anchor security devices to lock personal computers
- **Parking:**
 - For your safety and security, as well as a courtesy to your fellow students, faculty and staff, please park in designated parking spaces only

Public Safety Services

The College will report criminal activity to the law enforcement agency in whose venue the act occurs. The College will annually request from each law enforcement agency data indicating criminal activity for each particular site in accordance with the "Student Right to Know and Campus Security Act." Many other services are provided:

- **Security Escort:** Staff, Students and guests may request a security escort from any location on campus to any other location on campus by contacting the Public Safety office at extension **3411**.
- **Lost & Found:** Found items may be turned into the Public Safety office (Parking Structure 2nd level) where they will be maintained for a period of one month. Persons may retrieve found and lost items at the same location.
- **Motorist Assists:** Security staff will provide vehicle jump-start assistance to those who leave their lights on, etc. Public Safety will assist motorists in contacting local assistance for further service needs.
- **Key Issuance:** Faculty and staff may pick up requested keys and PROX cards from the Public Safety office located on the Parking Structure, 2nd level. Identification will be required. Keys may be requested by completing a Key Request Form (PDF) and access cards/FOBS may be requested by completing the Electronic Access FOB Request Form (DOCX), and then submitting it to the appropriate Division Dean or Supervisor.

Reporting Emergencies

Emergency situations often arise unexpectedly. When an emergency situation occurs, dial the campus emergency number, extension **3411** from a classroom, office, or campus inside/outside emergency phone (734-973-3411, if calling from an off-campus phone). Public Safety staff is available 24 hours a day to respond to emergency calls.

When notifying the Public Safety department of a potential emergency, or suspected criminal activity, be prepared to provide the following information:

1. Type of incident or activity, location of incident, description of persons involved (if criminal in nature)
2. Suspected injury or condition (if medical emergency)
3. Your name, location, and number calling from

This information will aid Public Safety staff in their response and subsequent handling of the incident. You should remain available to assist Public Safety staff with any required additional information once they arrive. Public Safety staff will notify additional medical and/or law enforcement support as needed.

SECTION SIX: PUBLIC SAFETY INFORMATION

See Something, Say Something

Suspicious activity is any observed behavior that could indicate terrorism or terrorism-related crime. This includes, but is not limited to:

- **Unusual items or situations.** This includes: a vehicle parked in an odd location, a package/luggage left unattended, a window/door that is usually closed is open, or other out-of-the-ordinary situations.
- **Observation/surveillance:** Someone pays unusual attention to facilities or buildings beyond a casual or professional interest. This includes extended loitering without explanation (particularly in concealed locations); unusual, repeated and/or prolonged observation of a building (e.g., with binoculars or video camera); taking notes or measurements; counting paces; sketching floor plans, etc.
- **Eliciting information:** A person questions individuals at a level beyond curiosity about a building's purpose, operations, security procedures and/or personnel, shift changes, etc.

Some of these activities could be innocent—it's up to law enforcement to determine whether the behavior warrants investigation. The activities above are not all inclusive, but have been compiled based on studies of pre-operational aspects of both successful and thwarted terrorist events over several years.

Tornado

The threat of severe weather exists on campus year round. In recent years, Washtenaw County has experienced tornado activity.

- **Tornado Watch** – means that atmospheric conditions are favorable for the development of a tornado; although, it is not an immediate threat in most instances.
- **Tornado Warning** – means that a tornado has either been sighted in the area, is approaching the area, or is imminent within the next 1/2 hour to hour. A tornado warning will be issued by Washtenaw County Emergency Management.
- **If you are notified of severe weather or a tornado:**
 - Stay away from doors and windows.
 - Take a flashlight with you if one is available.
 - Proceed to one of the designated tornado shelter rooms/areas.
 - Do NOT go outside until the all clear is given.

SECTION SEVEN: COVID -19 INFORMATION

Reporting COVID-19 Symptoms / Positive Test

For students and faculty/staff that have been on campus.

Report COVID-19 Symptoms / Positive Test:

https://washtenawcommunitycollege.formstack.com/forms/report_of_covid_exposure

STUDENT with COVID-19 Symptoms / Positive Test

The Dean of Students is the main contact for students reporting symptoms or positive tests for COVID-19:

1. If a student presents with symptoms on campus (e.g. Fever, Cough, Trouble Breathing), direct the student to leave campus immediately.
 - a. If the student is too ill to leave campus, contact Public Safety at ext. 3411 and they will direct student to isolation room and arrange transportation off campus.
 - b. Direct student to self-isolate at home and await direction from the college.

Dean of Students, working with other relevant personnel at WCC, will determine who was at the various locations on campus on the dates of the potential exposure and provide appropriate notification. *Additional students and/or staff may be quarantined based on “close contact” exposure.*

COVID-19 Related Absences: Students who are in good standing and miss class(es) due to COVID-19 related issues (quarantine, illness) may request a refund exception if classwork cannot be reasonably made up. Faculty will assist students who are out of sequence in second-tier programs who do not complete courses because of COVID-19. They will be moved to the next program cohort.

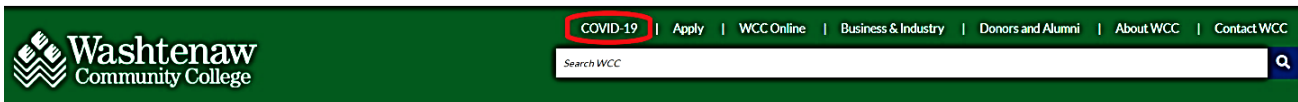
EMPLOYEE with COVID-19 Symptoms / Positive Test

Human Resources is the main contact for employees reporting exposure, symptoms or positive tests for COVID-19:

1. If you present symptoms, experience a potential exposure, or have a positive test, contact your supervisor and Human Resources.
2. WCC Human Resources Department will immediately instruct you to leave campus and self-isolate.

If you are teaching a mixed-mode lab course, feel free to add the following statement to your syllabus to promote flexibility to accommodate uncertainty with COVID-19: ***Schedule subject to change.***

To see the latest [COVID-19 Updates](#)



SECTION EIGHT: EARLY ALERT LETTERS

EARLY ALERT LETTERS

Increasing student success and improving retention is a priority that is shared across the WCC community. Faculty are encouraged to use Early Alert Letters to communicate with students to encourage their progress, and to nudge students who are not doing well. **Early Alert Letters are accessed and viewed in MyWCC > Faculty Services > Student Letters – Early Warning.**

#1 – F2F/Blended Letter Early Encouragement – Doing Well

Dear _____,

You are enrolled in my _____ class. I want to say, Thank You for all that you are doing to be successful in this class.

College can be a challenge, and I know that life outside of class can interfere. Congratulations for making your education and success a priority! Students like you are a pleasure to have in class.

If there is anything, I can do to help you “keep up the good work,” please do not hesitate to ask!

If something in your life begins at any time to interfere with your ability to succeed, I want you to know that you can contact me, or a WCC counselor at 734-677-5102 or 734-677-5105. They can refer you to many resources that can help.

We are committed to helping every student succeed in all classes and continue on to finish their final goal here at WCC. We are here for you.

I encourage you also to start planning for next semester. An advisor can help you plan your future here, and we have tools so that you can know at a glance where you are in your journey.

Thanks again and give yourself a pat on the back.

Sincerely,

#2 – F2F/Blended Letter Early Encouragement – Not Doing Well (but time to be fixed)

Dear _____,

You are enrolled in my _____ class. I want to encourage you to be successful in this class.

I urge you to check your current grade in the course, because at this time I am concerned. There is still plenty of time to improve, but I would like to help you do your best work so you can finish the class strong.

- Are you attending all class sessions on time, and staying the entire time?
- Are you completing all assigned work?
- When you do not understand, are you asking questions?
- Are you preparing for tests or quizzes? Do you need help doing so?

Do you need tutoring? WCC provides that in most subjects. Contact [Learning Commons](#) at LCLab@wccnet.edu for details.

If something in your life is interfering with your ability to succeed, I also urge you to contact a counselor in the [WCC counseling office](#) at 734-677-5102. They can refer you to many resources that can help.

We are committed to helping every student succeed in all classes and continue on to finish their final goal here at WCC. Please reach out, **and do not give up.** We are here for you.

Sincerely,

SECTION EIGHT: EARLY ALERT LETTERS

#3 – F2F/Blended Letter Mid-Term Encouragement – Doing Well

Dear _____,

You are enrolled in my _____ class. I want to say, Thank You for all that you are doing to be successful in this class.

College can be a challenge, and I know that life outside of class can interfere. Congratulations for making your education and success a priority! Students like you are a pleasure to have in class.

It is now mid-term of the semester, if there is anything, I can do to help you “keep up the good work,” please do not hesitate to ask!

If something in your life begins at any time to interfere with your ability to succeed, I want you to know that you can contact me, or a counselor in the [WCC counseling office](#) at 734-677-5102. They can refer you to many resources that can help.

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I encourage you also to start planning for next semester. An advisor can help you plan your future here, and we have tools so that you can know at a glance where you are in your journey.

Thanks again and give yourself a pat on the back.

Sincerely,

OR,

Use an Anytime – “Pat on the Back” email message at this time.

#4 – F2F/Blended Letter Mid-Term Encouragement – Not Doing Well (but time to be fixed)

Dear _____,

You are enrolled in my _____ class. I want to encourage you to be successful in this class.

I urge you to check your current grade in the course, because at this time I am concerned. There is still plenty of time to improve, but I would like to help you do your best work so you can finish the class strong.

- Are you attending all class sessions on time, and staying the entire time?
- Are you completing all assigned work?
- When you do not understand, are you asking questions?
- Are you preparing for tests or quizzes? Do you need help doing so?

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If something in your life is interfering with your ability to succeed, I also urge you to contact a counselor in the [WCC counseling office](#) at 734-677-5102. They can refer you to many resources that can help.

We are committed to helping every student succeed in all classes, and continue on to finish their final goal here at WCC. Please reach out, **and do not give up.** We are here for you.

Sincerely,

SECTION EIGHT: EARLY ALERT LETTERS

#5 – F2F/Blended Email Messages – Use at Anytime Lack of Participation

Dear _____,

While you're still enrolled in my _____ class, you haven't been meeting the requirements outlined in the syllabus. There is still time for you to succeed this semester. Reach out to me right away, so we can work together to help you do so! In addition, WCC offers many resources students often find useful. See below for a brief list.

- [Learning Commons](#) (email LCLab@wccnet.edu) provides tutoring for most classes at no cost, email for details.
- [Learning Support Services](#) (call 734-973-3342) provides review and approval of accommodation requests from students with disabilities. Staff work with faculty and students to set up reasonable accommodations.
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- [Counseling & Career Planning Center](#) offers short-term counseling and/or connections to community resources (call 734-677-5102.) The Counseling Office is open Monday through Thursday from 8am to 7pm, Friday from 8am to 5pm and Saturday from 9am to 1pm. Divisional Counselors are also available depending on your major.
- [Writing Center](#) (call 734-973-3552) is a place where any WCC student, faculty or staff member can get free help with any kind of writing.

Sincerely,

#6 – F2F/Blended Email Messages – Use at Anytime Lack of Attendance

Dear _____,

While you're still enrolled in my _____ class, your lack of attendance has been negatively affecting your success. There is still time for you to succeed this semester. Reach out to me right away, so we can work together to help you do so!

In addition, WCC offers many resources students often find useful. See below for brief list.

- [Learning Commons](#) (email LCLab@wccnet.edu) provides tutoring for most classes at no cost, email for details.
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- [Writing Center](#) (call 734-973-3552) is a place where any WCC student, faculty or staff member can get free help with any kind of writing.

Sincerely,

SECTION EIGHT: EARLY ALERT LETTERS

#7 – F2F/Blended Email Messages – Use at Anytime Having Difficulty/Support

Dear _____,

Based on the work you've done so far in my _____ class, you may be experiencing some difficulty. Reach out to me as soon as possible so we can work together to help you succeed.

In addition, WCC offers many resources students often find useful. See below for brief list.

- [Learning Commons](#) (email LCLab@wccnet.edu) provides tutoring for most classes at no cost, email for details.
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- [Writing Center](#) (call 734-973-3552) is a place where any WCC student, faculty or staff member can get free help with any kind of writing.

Sincerely,

#8 to #11 –F2F/Blended Email Message Pat on the Back

#8. Hard Work

Thanks for your hard work. Contact me if you would like further help.

#9. Appreciate Efforts

Thanks for your great work so far this semester. I so appreciate your efforts in this course.

#10. Leadership/Contributions

Thank you for your leadership in our class. Your contributions to our discussions really helped everyone.

#11. Semester-End

Thank you for your perseverance this term. You faced challenges and stuck with it. Be proud!

SECTION EIGHT: EARLY ALERT LETTERS

#12 – Online Letter Early Encouragement – Doing Well

Dear _____,

You are enrolled in my _____ class. I want to say Thank You for all that you are doing to be successful in this class. Online classes require successful time management and personal organization, and you have truly risen to the challenge. Did you know that these skills are “resume worthy”? That is right...employers will be looking for employees that can be self-directed, organized, and motivated. Bravo!

College can be a challenge, and I know that life outside of class can interfere. Congratulations for making your education and success a priority! Students like you are a pleasure to have in class. If there is anything I can do to help you “keep up the good work,” please do not hesitate to ask!

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We are committed to helping every student succeed in all classes and continue on to finish their final goal here at WCC. We are here for you.

I encourage you also to start planning for next semester. An advisor can help you plan your future here, and we have tools so that you can know at a glance where you are in your journey.

Thanks again and give yourself a pat on the back.

Sincerely,

#13 – Online Letter Early Encouragement – Not Doing Well (but time to be fixed)

Dear _____,

You are enrolled in my _____ class. I want to encourage you to be successful in this class. Online classes take a commitment that requires you to manage your own time, while offering flexibility in when you do the work.

I urge you to check your current grade in the course, because at this time I am concerned. There is still plenty of time to improve, but I would like to help you do your best work so you can finish the class strong.

Do you need tutoring? WCC provides that in most subjects. Contact [Learning Commons](#) at LCLab@wccnet.edu for details.

If something in your life is interfering with your ability to succeed, I also urge you to contact a counselor in the [WCC counseling office](#) at 734-677-5102. They can refer you to many resources that can help.

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Sincerely,

SECTION EIGHT: EARLY ALERT LETTERS

#14 – Online Letter Mid-Term Encouragement –Doing Well

Dear _____,

You are enrolled in my _____ class. I want to say Thank You for all that you are doing to be successful in this class. Online classes require successful time management and personal organization, and you have truly risen to the challenge. Did you know that these skills are “resume worthy”? That is right.....employers will be looking for employees that can be self-directed, organized, and motivated. Bravo!

College can be a challenge, and I know that life outside of class can interfere. Congratulations for making your education and success a priority! Students like you are a pleasure to have in class.

It is now mid-term of the semester, if there is anything I can do to help you “keep up the good work,” please do not hesitate to ask!

If something in your life begins at any time to interfere with your ability to succeed, I want you to know that you can contact me, or a counselor in the [WCC counseling office](#) at 734-677-5102. They can refer you to many resources that can help.

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I encourage you also to start planning for next semester. An advisor can help you plan your future here, and we have tools so that you can know at a glance where you are in your journey.

Thanks again and give yourself a pat on the back.

Sincerely,

OR,

Use an Anytime – “**Pat on the Back**” email message at this time.

#15 – Online Letter Mid-Term Encouragement – Not Doing Well (but time to be fixed)

Dear _____,

You are enrolled in my _____ class. I want to encourage you to be successful in this class. Online classes take a commitment that requires you to manage your own time, while offering flexibility in when you do the work.

It is now mid-term of the semester. **I urge you to check your current grade in the course, because at this time I am concerned.** There is still plenty of time to improve, but I would like to help you do your best work so you can finish the class strong.

Do you need tutoring? WCC provides that in most subjects. Contact [Learning Commons](#) at LCLab@wccnet.edu for details.

If something in your life is interfering with your ability to succeed, I also urge you to contact a counselor in the [WCC counseling office](#) at 734-677-5102. They can refer you to many resources that can help.

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Sincerely,

SECTION EIGHT: EARLY ALERT LETTERS

#16 – Online Email Messages – Use at Anytime Lack of Participation

Dear _____,

While you're still enrolled in my _____ class, you haven't been meeting the requirements outlined in the syllabus. There is still time for you to succeed this semester. Reach out to me right away, so we can work together to help you do so! In addition, WCC offers many resources students often find useful. See below for a brief list.

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- [Writing Center](#) (call 734-973-3552) is a place where any WCC student, faculty or staff member can get free help with any kind of writing.

Sincerely,

#17 – Online Email Messages – Use at Anytime Lack of Attendance

Dear _____,

While you're still enrolled in my _____ class, your lack of attendance has been negatively affecting your success. There is still time for you to succeed this semester. Reach out to me right away, so we can work together to help you do so!

In addition, WCC offers many resources students often find useful. See below for a brief list.

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Sincerely,

SECTION EIGHT: EARLY ALERT LETTERS

#18– Online Email Messages – Use at Anytime Having Difficulty/Support

Dear _____,

Based on the work you've done so far in my _____ class, you may be experiencing some difficulty. Reach out to me as soon as possible so we can work together to help you succeed.

In addition, WCC offers many resources students often find useful. See below for a brief list.

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- [Writing Center](#) (call 734-973-3552) is a place where any WCC student, faculty or staff member can get free help with any kind of writing.

Sincerely,

#19 to 22 – Online Email Messages Pat on the Back

#19. Hard Work

Thanks for your hard work. Contact me if you would like further help.

#20. Appreciate Efforts

Thanks for your great work so far this semester. I so appreciate your efforts in this course.

#21. Leadership/Contributions

Thank you for your leadership in our class. Your contributions to our discussions really helped everyone.

#22. Semester-End

Thank you for your perseverance this term. You faced challenges and stuck with it. Be proud!

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Everyone's reason for coming to WCC is different. And yet, the results are so similar. The reason may be to start a new career path, or strengthen an existing one. To establish a foundation for further academic study at a four-year college. To fulfill a dream, or follow a passion to a very rewarding outcome. Whatever the reason, the result is always a new and interesting chapter in a life story. We all have our something "next," and WCC is a means to achieve it. We teach, we encourage, we guide, we support, we inspire. Life has many chapters. We're here to help you start your next one.

