1. Minutes Dated May 7, 2012 (Page 3)

OLD BUSINESS:
2. BP/AP 4235 Credit by Examination (Page 5)
   a. End of 30 day constituent review

3. AP 3260 Participatory Governance (Page 11)
   a. End of year review

4. Planning and Program Review Process (Page 21)
   a. Review Integrated Planning Model

5. Identifying Policies and Procedures requiring Revision (Page 22)
   a. Review table

NEW BUSINESS:
6. Education Master Plan (Page 23)
   a. Review

7. Re-Numbering of Remaining Three Digit Policy and Procedure in Section 500 (Page 33)
   a. Review recommendations

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<tr>
<th>Policy and Procedure Tracking</th>
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<tr>
<td><strong>Number</strong></td>
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<td>BP/AP 4235</td>
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<td>BP/AP 5300</td>
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<td>BP/AP 7310</td>
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<td>AP 2411</td>
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<td><strong>BOT would like Board Policy Committee (BRPC) to consider BP/AP 2410 'Policy and Administrative Procedures' and AP 2411 before final approval and implementation</strong></td>
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REDWOODS COMMUNITY COLLEGE DISTRICT

Minutes of the College Council Meeting
7351 Tompkins Hill Road, Eureka, CA, Board Room
Monday, May 7, 2012

MEMBERS PRESENT
Mark Winter, Mike Richards, John Johnston, Marcia Williams (phone)
Mark Renner (Phone), Lee Lindsey, Keith Snow-Flamer, Utpal Goswami,
Ahn Fielding, Roxanne Metz, Melissa Ruiz (phone)

MEMBERS ABSENT
Isaac Cameron (ASCR), Kasey Merton (ASCR), Jose Ramirez, CSEA second rep

CALL TO ORDER
Utpal Goswami called the meeting to order at 3:05 p.m.

MINUTES
The minutes dated April 23, 2012 were approved as presented.

OLD BUSINESS

Summer 2012 and Fall 2012 College Council Schedule

A motion was made, seconded, and passed unanimously to send out BP and AP 4235 for a 30 day constituent review

NEW BUSINESS

BP and AP 4235 CREDIT BY EXAMINATION
A Council member brought up the ACE guide and asked if the acceptance of Military training would be addressed in this Policy. The Academic Senate will be addressing this in the fall.
Council member brought up that internal credit by examination should also be included in this BP and AP.
Council member stated that clarification is needed on what is meant by AP, IB, and CLEP

ACTION
A motion was made, seconded, and passed unanimously to send out BP and AP 4235 for a 30 day constituent review

PARTICIPATORY GOVERNANCE

Utpal Goswami stated that it was time for the year-end review of Participatory Governance at CR.
Council discussed assessment of Participatory Governance.

The Council concluded that assessment of participatory Governance for the last year would be discussed at the next meeting after reviewing the BP and AP 3260
PLANNING AND PROGRAM REVIEW PROCESS

Utpal Goswami stated that it is time to discuss the year-end Planning and Program Review Process. Council member discussed that the Planning work group would like to see Program Review more involved in the planning.

The Council concluded that after reviewing the executive summary from the Integrated Planning summit they would readdress this topic.

IDENTIFY POLICIES AND PROCEDURES REQUIRING REVISION

Council discussed how to prioritize Policies and Procedures needing revision. Council member suggested that the area administrator would go through the chapter that directly relates to their department and decide which ones to prioritize. Member stated that there is a list of Policies and Procedures related to Accreditation.

The Council concluded that the Policies and Procedures that are related to Accreditation will be brought to Council for review.

RE-NUMBERING OF REMAINING THREE DIGIT POLICY AND PROCEDURE IN SECTIONS 600 AND 800

The council reviewed the re-numbering recommendation table for sections 600 and 800 of the existing three digit CR policy and procedure. The Council discussed process of numbering Policies and Procedures without League Templates.

ACTION A motion was made, seconded, and passed unanimously to approve the numerical classifications of the policy and procedure noted in the table.

ADJOURN Utpal Goswami adjourned the meeting at 4:10 p.m.
Credit may be earned by students who satisfactorily pass authorized examinations. The President/Superintendent shall ensure that administrative procedures are established to implement this policy.

The Board of Trustees recognizes that students bring to the College a diversity of academic skills, abilities, and educational backgrounds. The Board hereby authorizes the development of a credit by examination program as a means to provide students with various educational opportunities in order to:

- accelerate completion of educational goals,
- provide college credit through special course examinations,
- offer flexible and responsive educational opportunities that meet student needs, and
- ensure student success without lowering academic standards.

The Academic Senate, in consultation with the Administration and subject to approval by the Board of Trustees, shall develop regulations and procedures to implement this policy.

Adopted by Board of Trustees: August 15, 1977
Amended: May 6, 1996
COLLEGE OF THE REDWOODS

CREDIT BY EXAMINATION

Credit by Examination may be obtained by one of the following methods:

1. External credit by examination
   - Advanced Placement Examination (AP)
   - International Baccalaureate Examination (IB)
   - College Level Examination Program (CLEP)
2. Tech Prep High School to College Articulation (Articulation) credit by examination

General Provisions for Credit by Examination:

- College of the Redwoods faculty in the appropriate discipline will determine the course(s) eligible for credit by examination.
- Courses eligible for credit by examination are approved by the Curriculum Committee.
- A maximum of nine units earned from credit by examination may apply to the Associate degree.
- The units granted by examination will be the same as the units the student would have earned by successful completion of the course.
- The student’s academic record shall clearly indicate that the credit was earned by examination. No grade will be given.
- Units earned under this policy are not considered part of the student's official program and will not be used for registration certification for the Social Security Administration, the Department of Veterans Affairs, financial aid eligibility, athletic eligibility, dorm residency, or similar programs.
- Credits acquired by Articulation shall not be counted in determining the 15 semester units required in residence or the 12 units required in residence in the major for an Associate degree from College of the Redwoods.
- Requests for credit by examination cannot be made under the following conditions:
  a. for a course in which the student has previously received a letter grade other than "W";
4.4 b

Forwarded to Academic Senate 4/20/12
ASPC AP 4235 Draft 4/13/12

b. for a course that is a prerequisite for one the student has already taken;
c. for a course in which the student is currently enrolled;
d. in instances where credit has already been granted for the class, totally or partially, or from another examination; or
e. for a course to be used in the academic renewal process.

- Each transfer institution determines whether they will accept and how they will apply credit by exam units.

External credit by examination – AP, IB & CLEP

- The required score necessary for achievement of credit by examination shall be determined by College of the Redwoods faculty in the appropriate discipline and approved by the Curriculum Committee.
- A list of approved examinations, required minimum score, units earned, and course equivalency/GE requirement will be maintained by the Curriculum Committee and published in the college catalog.

Tech Prep High School to College Articulation

The nature and content of the examination shall be determined solely by College of the Redwoods faculty who normally teach the course in the discipline for which credit is to be granted.

If College of the Redwoods credit is requested, the appropriate referring institutional program faculty member must submit a credit by examination petition to the Tech Prep coordinator. An explanation of the Articulation credit by examination process, forms, and a list of all eligible courses is maintained on the tech prep web site www.redwoods@edu/techprep.

Eligibility to Receive Credit by Examination Based on Articulation:

- The student must be currently registered in the college and in good standing.
- The course must be approved for articulation by discipline faculty.
- The course must be listed in the college catalog.
- To receive credit by examination based on the Articulation agreement, the student must have successfully completed the appropriate high school course(s) and successfully completed the appropriate examination.
- The student may attempt each examination only once.
Articulation Oversight Process

- The appropriate deans will create and update the list of courses that have current articulation agreements.
- The Curriculum Committee shall annually review the list of courses that have articulation agreements for currency and compliance with curricular standards.
- Changes to the course outline, instructional methodologies, course content, student learning outcomes, or faculty by either institution require re-articulation.

Examinations authorized for articulated high school courses:

In order to have a course eligible for credit by examination, a faculty member in the appropriate discipline shall complete the “Credit by Examination” section in the course outline and forward the course outline to the individual in their area responsible for the next step in the curriculum approval process. Upon approval of the updated course outline, the curriculum committee shall update the “Credit by Examination Table” to reflect the information recorded in the respective course outline.

In order to maintain the integrity of academic standards and adequate administrative oversight, the following procedures, in accordance with Education Code §55753, will be followed when providing students with the opportunity to receive credit by examination. These regulations apply to all credit by examination petitions.

General Provisions for Credit by Examination:

A. Credit by examination may be obtained by successfully completing examinations authorized for approved articulated high school or regional occupational programs (ROPs) or by successfully completing examinations developed by organizations external to the Redwoods Community College District (RCCD) (e.g., Advanced Placement tests, College Level Examination Program tests, or College of the Redwoods approved examinations from other organizations).

B. Courses eligible for credit by examination are determined by faculty at College of the Redwoods.

C. Courses eligible for credit by examination are approved by the curriculum committee.
D. Students will receive credit only for approved and active College of the Redwoods courses. Credit will be granted only to students who are enrolled and who are in good standing at College of the Redwoods.

E. Units granted in accord with this policy cannot be used to establish the fifteen (15) units of residency credit required for a degree.

F. Grades are not issued for credit by examination. The student’s permanent academic record will clearly indicate that credit was awarded by examination. It will also indicate which examination was used to award the credit.

G. Requests for credit by examination cannot be made under the following conditions:
   a. ______ for a course in which the student has previously received a letter grade other than "W";
   b. ______ for a course that is a prerequisite for one the student has already taken;
   c. ______ for a course in which the student is currently enrolled;
   d. ______ in instances where credit has already been granted for the class, totally or partially, from another examination; or
   e. ______ for a course to be used in the academic renewal process
H. The number of credit units granted by examination will be the same as the number of credit units the students would have earned by successful completion of the course.

I. Units earned under this policy are not considered part of the student's official program and will not be used for registration certification for the Social Security Administration, the Department of Veterans Affairs, financial aid eligibility, athletic eligibility, dorm residency, or similar programs.

Examinations authorized for high school or regional occupational programs (ROP):

The nature and content of the examination shall be determined solely by College of the Redwoods faculty who normally teach the course in the discipline for which credit is to be granted.

If College of the Redwoods credit is requested by an approved articulated high school, adult school, or ROP, the appropriate referring institutional program faculty member must submit a credit by examination recommendation form.

In order to have a course eligible for credit by examination, a faculty member in the appropriate discipline shall complete the “Credit by Examination” section in the course outline and forward the course outline to the individual in their area responsible for the next step in the curriculum approval process. Upon approval of the updated course outline, the curriculum committee shall update the “Credit by Examination Table” to reflect the credit-by-examination information recorded in the respective course outline.

Advanced Placement (AP), CLEP and Other Approved Examinations

Faculty in the appropriate discipline will determine the course(s) eligible for credit by examination and the minimum score requirement for each course in their discipline.

In order to have a course eligible for credit, a faculty member in the appropriate discipline shall complete the “Credit by Examination” section in the course outline and forward the course outline to the individual in their area responsible for the next step in the curriculum approval process. Upon approval of the updated course outline, the curriculum committee shall update the “Credit by Examination Table” to reflect the respective information recorded in the course outline.
PARTICIPATORY GOVERNANCE

College of the Redwoods hereby establishes a model for participatory governance to facilitate broad participation and involvement in college decision-making by all members of the college community, including students, faculty, classified staff and administrators. A major role of governance for the college must rest with the President, directly accountable and responsible to the Board of Trustees for the educational leadership and effective management of the college's human, physical and fiscal resources. In keeping with the spirit of the Education Code of the State of California, the success of participatory governance at College of the Redwoods depends upon the levels of cooperation and trust attained, the values shared, and the consensus achieved among all college constituencies. The goal of the participatory governance process is to bring together all constituent groups in order to facilitate the development of college-wide recommendations.

Participatory governance at College of the Redwoods (CR) must also function harmoniously with, but separate from, collective bargaining laws and the negotiated agreements between the respective employee bargaining units and the Redwoods Community College District. The California School Employees Association (CSEA) and the College of the Redwoods Faculty Organization (CRFO) represent the college classified staff and the faculty, respectively, in all matters pertaining to hours, wages, and working conditions. The Academic Senate also has rights and responsibilities that are defined by AB1725 (commonly referred to as the 10 + 1) and reflected in District Board Policy 203. The participatory governance model should be one that functions within:

- the mandates of AB 1725, the Education Code, and Title V of the Code of Regulations
- the Collective Bargaining Agreement(s), and
- the policies of the Board of Trustees of the Redwoods Community College District.

Vision/Mission/Values

Vision
College of the Redwoods is a learning community where lives are transformed.

Mission
College of the Redwoods puts student success first by providing outstanding developmental, career technical, and transfer education. The College partners with the community to contribute to the economic vitality and lifelong learning needs of its service area. We continually assess student learning, institutional performance and practices to improve upon the programs and services we offer.
Values

Student Success and Access: We put students first, ensuring that student learning, advancement, and access are pivotal to all we do.

Educational Excellence and Innovation: We value ongoing and systematic planning and evaluating methods that move us towards excellence.

Honoring Diversity: We value all members of our community and strive to create a nurturing, honest, open environment that allows diversity to thrive.

Participatory Governance: We value ethical behavior and strive to create a culture where all students, staff, faculty and administrators engage in an inclusive, ongoing and self-reflective decision making.

Environmental Awareness: We value the environment and recognize the need to minimize our impacts upon it.

Community Development: We value the economic and intellectual development of the communities we serve.

Supportive Culture: We strive to create a supportive, problem-solving culture, and we recognize the proven usefulness of an interest-based approach (IBA) for achieving trust, cooperation and effective problem solving.

Accreditation Standards

Redwoods Community College District is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), the two-year higher education division of the Western Association of Schools and Colleges. Governance, as defined in these accreditation standards, supports institutional effectiveness by requiring processes in which ethical and broad-based leadership:

- guide the accomplishment of the mission, and
- promote ongoing dialogue focused on continuous improvement.

Governance is addressed in two components of the accreditation standards. Standard IV includes these statements most relevant to this document:

- governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and chief administrator.
- the institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

These accreditation standards provide a mandate for collaborative decision making and ongoing cooperation in decision making among the components of the District.
Value of Participatory Governance

Participatory governance is a process and structure designed to enable those who work and study in an academic institution to share the responsibility for planning and guiding the direction of the institution and for the implementation of recommendations and decisions. While decisions are not always based on majority rule, participatory governance shares the democratic belief in the inherent equality and dignity of persons, and the goal of promoting mutual benefit and individual liberty through an open deliberative process. It is this process when embraced by participants that can lead to effective governance and can result in an environment of innovation, respect, collaboration, and collegiality.

Active service in participatory governance requires a significant expenditure of time and effort, both during, and in addition to, regularly assigned working hours. Substantial faculty and staff involvement is critical to the success of this endeavor. Each member of the college community belongs to one or more of the college constituent groups and has the responsibility to actively participate in the participatory governance process. This responsibility may be a leadership role or a representative role, in which one may be required to attend meetings, report information and collect input, or as a general college member it may be to communicate questions, concerns and opinions to one’s representatives.

Regardless of a member’s role, they may be asked to serve on committees or task forces and they have the responsibility to keep informed about the issues facing their constituent group.

Whatever the member’s role, it is through active involvement by all members in the participatory government process that effective governance will occur.

Implementation of Participatory Governance at CR

The College and its governance groups strive to put into practice the spirit and principles of participatory governance. Effective participatory governance is a partnership between and among those who are charged with making recommendations and those who are held accountable for outcomes. An inclusive governance structure enables members of the college community to participate in developing recommendations for consideration by the Board of Trustees.

Through mechanisms of participatory governance, the knowledge and experience of committed individuals and organizations will be molded into better decisions than any individual could make alone. In addition, there is a greater likelihood that participants will understand, embrace, and faithfully execute these jointly-developed decisions. Toward this end, it is appropriate that each individual and each constituent group within the Redwoods Community College District make a commitment to the success of our students, our mission, and the governance process by subscribing to a common set of standards within the participatory governance process.

The participatory governance process at College of the Redwoods shall be guided by our commitments to the following standards:

1. We hold as our first priority in each decision the best interests of students and the provision of the highest quality programs and services.
2. We recognize that we are mutually dependent upon one another to perform our respective roles. The Board of Trustees, administration, faculty, support staff, and students all play critical roles; none of us can be successful without the support of others.

3. We affirm that each of us who fulfills a role also has value because of the knowledge and experience we contribute to making enlightened decisions. Our primary objective will be to make the best decision.

4. We strive to be honest, open, candid, and tolerant; to expect and cultivate the same behavior from all others in the process; and to refrain from words or behavior that either personally demean another participant, or discount his or her contribution or legitimate role.

5. We refrain from making decisions in a unilateral and authoritarian manner.

6. We respect the ultimate legal authority of another person or body to make the decision, with the expectation that there will be an attempt to understand and incorporate the reasoning and perspectives of the various parties of interest, and with the expectation that there will be a good-faith attempt to gain consensus about the decision.

7. We guard against tendencies of institutional, group, and personal self interest that can divert the focus from making the best decision.

8. We make our positions known to others as clearly and explicitly as possible, and to make every effort to resolve conflict within the shared governance framework.

9. We consider commitments of time and resources as a cost of governance that should not detract from our fundamental role of providing direct instruction and services to students.

10. We accept personal and group responsibility for the development of trust and communication.

The intent of AB 1725 and the accreditation standards is actualized in such a spirit of collaboration. Functionally, the process includes a system of committee meetings and activities designed to solve challenges at levels closest to the staff and work units affected and to provide the President with assistance in preparing plans, processes, and policies.

These processes work because members of the College governance, advisory, and operational groups and administrative staff agree that shared responsibilities are important and are to be protected through adherence to the following mutual agreements:

- All members agree to:
  - Work for the greater good of our students.
  - Use analytical skills, creativity, and expertise to further District long-range goals, effective day-to-day functioning, and students’ well-being.
- Fulfill group member responsibilities through:
- Attendance at meetings
- Clear articulation of constituent needs
- Function as a team member with other members of the group
- Follow-through on tasks
- Report meeting outcomes back to constituent groups
  - Work toward common understanding and consensus in an atmosphere of respect.
  - Support the implementation of recommendations once group consensus is reached.
  - Welcome change and innovation.

In turn, the President agrees to support the work of District groups by making the commitment that members will have:
  - Flexibility and resources needed to accomplish assigned tasks
  - Shared responsibility for outcomes
  - Praise and recognition for their work
  - Support for change and innovation
  - Access to leadership opportunities

**Relationship of College Constituency Groups: Roles of Board, President, Faculty, Staff, Administrators, and Students**

The College has developed individualized processes to generate, review, and implement recommendations on the academic and professional matters defined in law and regulation. However, when the implementations of recommendations impact the College as a whole, these recommendations are presented at the College Council. After being reviewed and considered by this group, recommendations flow to the President and Board of Trustees or return to the originating group for clarification. All groups retain the right to communicate directly with the Board of Trustees.

Critical to the integrity of the College governance structure is that each member of the community understands the roles, responsibilities, and accountability of each constituent group in the governance process.

Members of the College have the authority and responsibility to make recommendations in matters appropriate in scope. The scope for each constituent group outlined below is derived from several sources: the Government Code of California, California Code of Regulations Board Policy, and College practices and procedures.

**Role of the Board of Trustees**

Trustees are guardians of the public’s trust and are accountable to all citizens of the District. As described in the previous section of this document, the Board’s primary responsibility is to establish District policies that align with the minimum standards set by the Board of Governors of the California Community Colleges.

The Board of Trustees, as elected representatives of the community, is the final voice in the District subject to the laws and appropriate regulations of the State Legislature and State
Chancellor’s Office. The Board ensures that this mission and vision will be accomplished by assigning responsibilities to the President. In this way, the Board remains outside the operations of the District.

As a legislative body, the Board of Trustees conducts deliberations and actions openly within the realm of public scrutiny consistent with Government Code Section 54953, also known as the Ralph M. Brown Act. Minutes are prepared for all actions taken by the Board of Trustees to serve as the District’s public record.

Every regular Board meeting provides an opportunity for the public to address the Trustees on any item of interest to citizens within the jurisdiction of the Board. No action, however, can be taken on an issue unless it has first been noticed on the Board agenda. In response to unagendized public comments, therefore, Board members may:
- Request clarification from those making public comments;
- Request staff to provide factual information on the comments being presented;
- Request staff to report back to the Board on the subject of comment at a later meeting; or
- Direct staff to place the matter on a future agenda.

Exceptions to the requirement for open meetings occur when the Board confers in private for consideration of or to confer with:
- the appointment, employment, evaluation, discipline or dismissal of an employee;
- charges brought against an employee by another;
- national or public security;
- legal counsel regarding litigation;
- student disciplinary actions;
- real property transactions;
- District representatives within the scope of collective bargaining;
- honorary degrees or gifts from anonymous donors; or
- any time as current law allows.

Items to be discussed in such a closed session are disclosed in open session through the printed and public Board agenda. Following a closed session, the Board reconvenes in open session and announces any action taken in closed session and the vote or abstentions of its members. Trustees do not disclose personnel, collective bargaining, or other discussions prohibited by law.

**Role of District President/Superintendent**

The President is the administrative agent of the Board of Trustees and, as such, is the only employee responsible directly to the Board. The President is accountable for the operation of the District and for providing policy recommendations to the Board.

The President has the right to accept, reject, or modify recommendations from the College Council. When the President rejects or modifies a recommendation from the College Council, he/she informs that group of the objections to their recommendation. The Academic Senate, CRFO, CSEA, Managers Council and ASCR retain the right to present their comments on the President’s recommendation directly to the Board of Trustees.
Role of Faculty

Faculty members perform duties as instructors, librarians, or counselors in areas for which they possess appropriate qualifications; implement activities based on applicable recommendations and District/College goals; perform contractually identified professional responsibilities; and provide advice and recommendations regarding relevant policies and procedures through active participation on committees, councils, and task forces.

Full-time and part-time faculty members at the College are represented in governance by an Academic Senate. As per Board Policy 203 “Responsibilities of the Academic Senate,” in the following areas the Board delegates authority and responsibility to the Academic Senate for making recommendations to the Board. In making decisions in these areas, the Board will rely primarily upon the advice and judgment of the Academic Senate:

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Standards or policies regarding student preparation or success
5. Faculty qualifications, including equivalencies, internships, and the placement of courses in disciplines for the purpose of establishing minimum qualifications
6. Decisions to offer tenure
7. Policies for faculty professional development activities

In these areas the recommendations of the Senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not accepted, the Board or its representative, upon written request of the Academic Senate, will communicate its reasons in writing within ten working days.

In the following areas the Board or its representatives will reach mutual agreement with the Academic Senate, and such agreement will be expressed either by written resolution, administrative regulation, board policy, or other board action:

1. Educational program development, including both the initiation and elimination of programs
2. College governance structures as related to faculty roles
3. Faculty roles and involvement in accreditation processes including self-study and annual reports
4. Processes for program review
5. Processes for institutional planning and budget development
6. Other academic and professional matters as mutually agreed upon between the Board and the Academic Senate

In these areas, when agreement cannot be reached between the Board and the Academic Senate, existing policy shall remain in effect unless continuing with such policy exposes the district to legal liability or causes substantial fiscal hardship. In cases where there is no existing policy, or
in cases where the exposure to legal liability or substantial fiscal hardship requires existing policy to be changed, the Board will act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons. In those cases, upon written request of the Academic Senate, the Board will provide a written rationale to the Academic Senate within ten working days.

In addition to the specific responsibilities noted above, the Academic Senate is responsible, after consultation with the President or his or her designee, for making faculty appointments to all committees, task forces, or other groups dealing with academic and professional matters.

Full-time and part-time faculty members within the District are represented in collective bargaining by CRFO, which operates under a contract negotiated and approved by its members. The two bodies that represent faculty are compatible; the Academic Senate is responsible for professional and academic matters, while the CRFO responds to negotiable matters such as salary, benefits, and working conditions.

Role of Classified Staff

Classified staff members include College employees in a wide range of positions including administrative assistants, clerks, custodians, and grounds workers. Classified staff members are provided with opportunities to participate in the formulation and development of recommendations as well as in the processes for developing recommendations that have or will have a significant effect on their work.

Classified staff members are represented by the CSEA. This collective bargaining unit conducts elections to appoint classified staff to College governing councils in the areas that have or will have a significant effect on staff and that are outside the scope of collective bargaining. Prior to the Board of Trustees taking action on such matters, classified staff are provided with the opportunity to participate in the formulation of recommendations through committee participation in areas that affect them. The Board gives every reasonable consideration to recommendations and opinions of staff.

Role of Students

Students are the reason the College exists: Students learn through participation in and completion of approved courses and involvement in college life activities. Students are represented by an Associated Student College of the Redwoods (ASCR) organization composed of an elected Student Senate. The student government organization operates in accordance with its own constitution and bylaws and is responsible for appointing student representatives to serve on College councils and committees. In their role representing all students, they offer opinions and make recommendations to the administration of the College and to the Board of Trustees with regard to policies and procedures that have or will have a significant effect on students. Those areas are specifically defined as:

- Grading policies
- Codes of student conduct
- Academic disciplinary policies
• Curriculum development
• Courses or programs which should be initiated or discontinued
• Processes for institutional planning and budget development
• Standards and policies regarding student preparation and success
• Student services planning and development
• Students fees within the authority of the District to adopt
• Any other District and College policy, procedure, or related matter that the District Board of Trustees determines will have a significant effect on students

Generally, the Board of Trustees shall not take action on a matter having a significant effect on students unless they have been provided with an opportunity to participate in the recommendation process. The Board of Trustees ensures that recommendations and positions developed by students are given every reasonable consideration. Similarly, the Academic Senate will consult with their counterpart ASCR prior to making recommendations that impact students’ interests.

Role of Administrators and Management Staff

The constituency body of administrators and management staff are held accountable to provide effective leadership for and support of faculty and staff in the planning, implementation, and monitoring of College activities while maintaining compliance with state regulations, laws, and College policies.

Structure of Participatory Governance

Participatory governance at College of the Redwoods relies on advisory committees, each concerned with functions critical to the well-being of the college community. The President chairs College Council. College Council is assisted by information gathered by many segments of the college. Other governance and representative groups at the college include:

- Academic Senate (Full-time and Part-time Faculty)
- Administrative Cabinet (Management Team)
- Managers Council
- California State Employees Association (CSEA) (Permanent Full-time & Part-time Classified)
- College of the Redwoods Faculty Organization (CRFO) (Full-time & Part-time Faculty)
- Student Senate/Associated Students of CR (ASCR) (Students)

Operating Agreements for Groups

Operating agreements outline the rules of conduct, desired behaviors, delegation of authority, and the roles and responsibilities of committee members. Some groups may develop specific operating agreements. Following are overall operating agreements for all CR groups.

1. All members of District groups understand that they attend meetings to represent constituent groups at a College. In this role, members are responsible to serve as a conduit for information and the catalyst for discussion on topics raised and within the constituent group.
These topics include, but are not limited to, the specific areas outlined in state law and regulation.

2. Team members are committed to their group’s charge and to agreed-upon norms for operating in District groups. In the first fall meeting, each governance group will:
   - Distribute and discuss the group’s charge and reporting structure to ensure the group members understand of their relationship in the Colleges’ governance structure
   - Develop norms for working as a team
   - Develop operating agreements for determining recommendations
   - Review or establish task-specific operating agreements, if needed

3. Team members are committed to regular attendance in accordance with their contractual obligations and understand that matters will be acted upon irrespective of absent members.

4. A record of each meeting is distributed and posted on the District website.

5. Recommendations from all groups are forwarded to the President. The chairs are responsible for tracking the progress of those recommendations and providing feedback to the group on the approval, rejection, or modification of the recommendations. All College consultative bodies are expected to conduct their work efficiently and provide recommendations to the President on a timely basis. Failure to provide recommendations in a reasonable period of time will result in the President exercising his delegated authority to act independently for the good of the District.

6. It is everyone’s responsibility to work toward achieving the Mission, Vision, and Strategic Goals of the College. Additionally, the members and chairs of committees are responsible for ensuring a continuous flow of communication regarding decision making from the College President, the College Council, committees, constituency groups, and the campus at large.

7. A self-assessment of group effectiveness will be conducted annually.

Reference: Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq; 51023.5; 51023.7; Accreditation Standard IV.A.2, IV.A.5

Approved: 11/01/2011
Program Review

The Strategic and Education Master Plan drives the review process, which includes an analysis of each academic, student services, and administrative programs, as well as program planning at the unit level.

Strategic Plan

The Strategic Plan uses the Mission statement to assess its status and anticipate future challenges.

Education Master Plan

The EMP drives the annual planning goals and program review.

Mission/Vision/Values

This statement is the touchstone for the entire planning process.

Institutional Effectiveness Committee

Assesses progress on strategic objectives and IE measures, assesses integrated planning model, issues annual report on planning process and goal attainment, and makes adjustments in action steps as needed. Assessment of outcomes should be imbedded in the planning efforts.
## Policies and Procedures Related to Accreditation Standards

<table>
<thead>
<tr>
<th>Policy Number</th>
<th>Title</th>
<th>Standard</th>
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</tr>
</thead>
<tbody>
<tr>
<td>BP 1200</td>
<td>District Mission</td>
<td>I</td>
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<td>I.B</td>
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<td>AP 3410</td>
<td>Nondiscrimination</td>
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<tr>
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<td>II.A.3</td>
<td>12/5/2006</td>
</tr>
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<td>AP 4025</td>
<td>Phil. And Criteria for AS and GE</td>
<td>II.A.3</td>
<td>12/5/2006</td>
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<td>Recruitment and Hiring</td>
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<td>9/11/2005</td>
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<tr>
<td>AP 2410</td>
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<td>9/11/2005</td>
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<td>Delegation of Authority to Supt./Pres</td>
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<td>Evaluation of Supt./President</td>
<td>IV.B.1</td>
<td>9/11/2005</td>
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<tr>
<td>AP 2435</td>
<td>Evaluation of Supt./President</td>
<td>IV.A</td>
<td>9/11/2005</td>
</tr>
<tr>
<td>BP 2510</td>
<td>Participation in Local Decision Making</td>
<td>IV.A</td>
<td>9/11/2005</td>
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<td>AP 2510</td>
<td>Participation in Local Decision Making</td>
<td>IV.A.2 &amp; IV.A.5</td>
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<tr>
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<tr>
<td>BP 2745</td>
<td>Board Self-Evaluation</td>
<td>IV.B.1.e &amp; g</td>
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<td>BP 3200</td>
<td>Accreditation</td>
<td>Eligibility Req. 20, IV.B.1.i</td>
<td>4/4/2011</td>
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<tr>
<td>AP 3200</td>
<td>Accreditation</td>
<td>Eligibility Req. 20, IV.B.1.i</td>
<td>3/1/2011</td>
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</table>
## Goal 1 Ensure Student Success

College of the Redwoods will employ programs, services, and organizational structures to meet the needs of learners and ensure student success.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Desired Outcomes</th>
<th>Potential Action Plans and Initiatives</th>
<th>Indicators (and targets)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Provide structured academic pathways</td>
<td>Students will identify their educational goals, and all students with an identified degree or certificate goal will develop a student educational plan in their first semester.</td>
<td>Implement technology and advising processes to enable students to develop student education plans.</td>
<td>By Spring 2017 all full-time students will have a student education plan in place in their first semester.</td>
</tr>
<tr>
<td>1.2 Improve support for students</td>
<td>College practices and procedures support students.</td>
<td>Improve First Year Experience Program. Implement an early alert system to identify and assist at-risk students. Implement online tutoring. Redirect staff resources to support demonstrated student outcomes.</td>
<td>Perceived student engagement (NSSE or SSI survey) among students in their first year of college Perceived effectiveness of online tutoring</td>
</tr>
<tr>
<td>1.3 Focus basic skills education.</td>
<td>More students will complete remediation within one year of admission.</td>
<td>Develop innovative approaches to basic skills education based upon best practices. Investigate the California Acceleration Project, cap.3csn.org.</td>
<td>The percentage of incoming students achieving Basic Skills competencies within one year will rise to the peer group and/or statewide average.</td>
</tr>
<tr>
<td>1.4 Increase degree and certificate completions.</td>
<td>The college will increase the number of degrees and certificates awarded.</td>
<td>Aggregate student education plan data will inform course schedule development. Degree audit will be utilized to inform and advise students.</td>
<td>All programs will have published course rotations. Degrees and certificates awarded.</td>
</tr>
<tr>
<td>1.5 Professional development programs will be focused on improvement of educational effectiveness</td>
<td>College will provide training, support and mentoring opportunities for instructional improvement and innovation.</td>
<td>Professional improvement activities will be documented and the impact on the improvement of educational effectiveness will be assessed.</td>
<td>Faculty and staff participating in college training in instructional improvement. Professional development participation documented in faculty performance evaluations. Funding allocated for professional development related to improved educational effectiveness.</td>
</tr>
</tbody>
</table>
| **1.6 Improve success among underrepresented populations** | **The college embraces equity and diversity with effective policies and practices.** | **Surveys and public forums will be held to determine needs and interests of special populations.**  
**Strengthen and augment services to enhance access and success for underrepresented populations.** | **Student Equity Plan measures.**  
**Participation rate among underrepresented groups will increase by 2% per year to match the district’s population distribution.** |
## Goal 2 Develop programs and services to meet community needs

College of the Redwoods will provide, in partnership with the community, training and education to contribute to the economic vitality and lifelong learning needs of the community.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>2.1 Enhance community education program.</td>
<td>Workshops and classes meet the workforce development and lifelong learning needs of the community.</td>
<td>Survey community needs</td>
<td>Community education enrollments and revenue will grow by 10% per year.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop trainings in areas where certified employees are needed by local employers.</td>
<td></td>
</tr>
<tr>
<td>2.2 Enhance incumbent worker and contract training.</td>
<td>Workshops meet the training needs of business and industry.</td>
<td>Evaluate and offer certifications needed to support local incumbent workers and industries.</td>
<td>Business Training Center program revenue will grow by 10% per year.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop technology systems to provide bundled education and training for smaller communities.</td>
<td>Number of incumbent workers trained will grow by 10% per year.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Create continuing education training opportunities to meet the region’s needs.</td>
<td></td>
</tr>
<tr>
<td>2.3. Develop not-for-credit programs</td>
<td>Collaboration between curricular and co-curricular education to meet the training and education needs of the community.</td>
<td>Develop internal articulation processes and agreements between credit and non-credit or not-for-credit instruction.</td>
<td>Number of programs that are articulated between credit and not-for-credit. Number of programs/courses that can flexibly move in response to the college’s enrollment cap.</td>
</tr>
<tr>
<td>2.4 CTE Programs respond to community training needs</td>
<td>Career and technical programs are prioritized to meet workforce training needs.</td>
<td>Work with regional partners and the Centers of Excellence to analyze real-time labor market data.</td>
<td>Number of TLUs allocated for training in strong or growing occupations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Align activities with state and federal initiatives to support workforce training.</td>
<td>Number of TLUs de-allocated from obsolete programs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discontinue obsolete programs and build programs in emerging industries.</td>
<td>Number of programs added to support emerging industries and number of obsolete programs terminated</td>
</tr>
<tr>
<td>2.5 Develop non-credit programs.</td>
<td>The college will create non-credit programs to meet the lifelong learning needs of the community.</td>
<td>Assess needs and identify priorities for ESL, GED, short-term vocational training, job readiness, and CR Plus.</td>
<td>Non-credit FTES Fiscal sustainability of non-credit programs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collaborate with faculty to develop needed curriculum.</td>
<td></td>
</tr>
</tbody>
</table>


## Goal 3  Practice Continuous Quality Improvement

College of the Redwoods will continually assess student learning and institutional performance and practices to improve upon the programs and services we offer.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Desired Outcomes</th>
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</tr>
</thead>
<tbody>
<tr>
<td>3.1 Improve tools for assessment reporting</td>
<td>Standard reports are available to the college community</td>
<td>The college will improve query reporting tools</td>
<td>Availability of web-based reporting tools.</td>
</tr>
<tr>
<td>3.2 Student learning will be a visible priority in all practices and structures.</td>
<td>Faculty will ensure that all curricula and programs demonstrate robust assessment activities and continued improvement.</td>
<td>Incorporate assessment results and appropriate program effectiveness data into program review template and process. Faculty will update all curricula and programs on a regular basis. The College will implement a program revitalization and discontinuation procedure.</td>
<td>All courses and programs will be updated at least once every five years. Program revitalization and discontinuation process will be implemented in 2012-13.</td>
</tr>
<tr>
<td>3.3 Student learning outcomes and assessment are ongoing, systematic, and used for continuous quality improvement</td>
<td>Degrees and certificates are current, relevant, and recognized by the Chancellor's Office. Certificates that are required for external accreditation, but are not recognized by the Chancellor's Office will be tracked through Admissions and Records. Faculty and staff regularly conduct authentic assessment of student learning outcomes.</td>
<td>Update all curricula and programs. Submit all certificates of 12 or more units to the Chancellor's Office for approval. Faculty and staff responsible for assessing student learning outcomes will be provided with training and orientation to assessment techniques and procedures. The College will implement a program revitalization and discontinuation procedure.</td>
<td>Employer satisfaction for CTE programs. Institutional Key Performance Indicators Number of courses updated through the assessment process Updates to certificates of 12 or more units will be sent to the Chancellor’s Office each spring. Availability of reports</td>
</tr>
<tr>
<td>3.4 Systematically use data to inform decision making.</td>
<td>Data provided by the program review committee and assessment committee will be used to inform planning processes.</td>
<td>Schedule institutional flex days for assessment activities. Utilize standardized data sets from IR. Institutional dialogue on appropriate use of data and data informed decision making.</td>
<td>Demonstrated quality improvement initiatives resulting from institutional dialogue. Institutional data sets are evaluated and updated regularly. All planning activities will link to measureable objectives or outcomes assessment.</td>
</tr>
<tr>
<td>3.5 Provide continual and inclusive training opportunities regarding assessment</td>
<td>Faculty and staff employ best practices in assessment.</td>
<td>Units and departments will participate in all assessment and program review related activities. Online training is made available to faculty and staff. Refresher training will be provided on assessment.</td>
<td>All course and program outcomes are assessed during a two-year cycle. Participation in program review. Staff and faculty participation in assessment related training and activities.</td>
</tr>
<tr>
<td>3.6 Increase number of institutional employees who have accreditation experience</td>
<td>Faculty and staff will participate on accreditation visit teams.</td>
<td>The district will recommend faculty and staff to participate on ACCJC and other accreditation visiting teams. Employees and the district will make every effort to participate on ACCJC and other accreditation team visits Encourage and support participation in ACCJC/WASC trainings Employees participating in visiting teams will lead a flex day session on lessons learned.</td>
<td>Number of employees participating on ACCJC and other accreditation visit teams. Participation in ACCJC/WASC trainings. Number of employees who participate in sessions.</td>
</tr>
</tbody>
</table>
## Goal 4 Maintain Technological Relevance

College of the Redwoods will support the learning environment through appropriate technology and facilities.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Desired Outcomes</th>
<th>Potential Action Plans and Initiatives</th>
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</tr>
</thead>
<tbody>
<tr>
<td>4.1 Provide lab equipment and technology to effectively support instructional needs</td>
<td>Students acquire skills relevant to current industry and workforce standards</td>
<td>Update lab inventories, consult with advisory committees and document needs in district-wide program review. Lab repair and upgrade plan will be comprehensive and fiscally sustainable. Develop relationships with regional industry leaders to ensure technology is current. Work with the foundation to develop industry financial support of program needs (donations or purchases of equipment, etc.) Consider total cost of ownership for specialized equipment</td>
<td>Job placement for CR program completers. Budget plans related to technology replacement and upgrade cycle Job placement for CR program completers.</td>
</tr>
<tr>
<td>4.2 Update the comprehensive technology replacement plan</td>
<td>Faculty will have appropriate tools available Students will have access to tools they need.</td>
<td>Assess computer platform and software needs. Update replacement schedule Update software acquisition plan Explore the possibility of utilizing mobile devices to enhance instruction.</td>
<td>Updated comprehensive technology plan Average age of computers and supporting infrastructure Currency of software in instructional labs and classrooms Data on effectiveness of mobile devices in supporting learning</td>
</tr>
<tr>
<td>4.3 Enhance distance education or eLearning</td>
<td>Students are successful in eLearning courses and programs</td>
<td>Assess student readiness for eLearning Assess DE/technology readiness and provide appropriate orientations for students. Consider specific initiatives related to fully online and hybrid programs Evaluate and assess online course functionality.</td>
<td>Improved retention and success in eLearning courses. Increased FTES in fully online and hybrid programs.</td>
</tr>
<tr>
<td>4.4 Effectively utilize technology in teaching</td>
<td>Faculty and staff will effectively utilize technology in teaching to improve educational effectiveness.</td>
<td>Increase opportunities for faculty participation in distance education and technology staff training on technology and trends New full-time and part-time faculty will participate in orientation on the use of technology in teaching Explore alternatives to ITV for instructional delivery Staff and faculty training on use of technology Upgrade all classrooms to &quot;smart classrooms&quot;, as appropriate.</td>
<td>Percentage increase in faculty completing technology orientation training. Percentage increase in faculty engaged in eLearning and other technology tools in teaching Number of &quot;smart&quot; classrooms Number of course sections where faculty integrate &quot;smart&quot; features into instruction.</td>
</tr>
</tbody>
</table>
## Goal 5 Increase Student Participation in Campus Activities

College of the Redwoods will support student success by engaging students in the college environment.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>5.1 Improve student engagement among all students.</td>
<td>Students demonstrate increased engagement.</td>
<td>Develop separate approaches to increase engagement of full and part time students. Involve students and student leaders to plan and implement more co-curricular activities. Implement student mentoring program.</td>
<td>Full-time and part-time student persistence. Perceived student engagement (NSSE or SSI survey).</td>
</tr>
<tr>
<td>5.2 Develop a vibrant student center.</td>
<td>Students have gathering spaces for collaborative work and other activities.</td>
<td>Design upgrades to the student center. Explore opportunities for other gathering or student activity spaces at all campus and centers.</td>
<td>Student survey.</td>
</tr>
<tr>
<td>5.3 Increase student engagement in the community</td>
<td>Increased development of community projects through clubs and organizations Increased enrollment in work experience programs</td>
<td>Develop cooperative work experience programs based upon best practices. Promote the opportunity for enrolling in Work Experience credits Explore the potential for service learning Use marquees in the cafeteria and around campus to publicize upcoming campus community events.</td>
<td>Number of students participating in cooperative work experience programs. Number of employers hosting CR students for work experience Perceived student engagement (NSSE or SSI survey).</td>
</tr>
<tr>
<td>5.4 Faculty and staff will model positive engagement in the college community</td>
<td>The community will be aware of CR faculty and staff engagement in the community.</td>
<td>Publicize CR employees’ involvement with student clubs, organizations and college-wide projects</td>
<td>Faculty and staff support curricular and co-curricular activities.</td>
</tr>
</tbody>
</table>
College of the Redwoods
Education Master Plan Development Process and Timeline

Background and Process

The ad hoc Education Master Plan Committee was convened in September 2011 to update the 2009-2020 Education Master Plan in response to changing environmental conditions. The Education Master Plan Committee met seven times between September 2011 and May 2012.

The committee reviewed summary notes from the service area advisory committee meetings, an external scan presented by Director of Institutional Research Dr. Angelina Hill, program review master executive summaries for the past two years, and preliminary institutional effectiveness data being incorporated into a refined Institutional Effectiveness Scorecard.

The external environmental scan focused on the following:

- Projected population growth in the college’s service area
- High school graduate trends and projections for California and for CR’s service area
- College-going rates and high school yield rates for CR
- Regional economic forecasts and occupational employment projections

In order to ensure alignment with the newly updated Strategic Plan, members of the Strategic Plan Committee were invited to participate in the Education Master Plan Committee beginning in March 2012. The Education Master Plan Committee developed education master plan goals and measurable objectives in alignment with the college’s strategic plan and the mission of the college. The committee distributed a draft of the education master plan goals and objectives college wide. The committee received feedback from the college community and incorporated this input into revised goals and objectives.

Education Master Plan Committee Membership

Chair: Dr. Utpal Goswami, Vice President for Instruction and Interim President/Superintendent
Dr. Rachel Anderson (Dean, Academic Affairs)
Steve Brown (Instructor, Drafting)
Geoff Cain (Director, Distance Education)
Ahn Fielding (Interim Director, Human Resources)
DaVita Fraser (Academic Advisor)
Dr. Pat Girczyc (Dean, Health Occupations and Public Service)
Michelle Haggerty (Instructor, Psychology)
Dr. Angelina Hill (Director, Institutional Research)
Jennifer Knight (Academic Advisor)
Matt Malkus (Principal, Academy of the Redwoods)
Roxanne Metz (Director of Planning, Grants, and Institutional Effectiveness)
Julia Peterson (Director, Business Training Center)
Mike Peterson (Instructor, Manufacturing Technology)
Dr. Keith Snow-Flamer (Vice President, Student Development)
Additional contributors from the Strategic Plan Committee:
Mary Grace McGovern (Director, Learning Resource Center)
Michael Butler (Instructor, Mathematics)
Jeff Cummings (Dean, Career and Technical Education)
Tim Flanagan (Director, Facilities)
Kathy Goodlive (Director, Admissions and Records)
Sheila Hall (Assistant Director, EOPS)
Anita Janis (Dean, Del Norte Education Center)
Dr. Sydney Larson (Instructor, Early Childhood Education)
Lee Lindsey (Vice President, Administrative Services)
Dr. Geisce Ly (Dean, Mendocino Education Center)
Julia Morrison (Instructional Site Manager)
Carla Spalding (Controller)
Steve Stratton (Director, Technical Support Services)

The development of the education master plan goals and objectives was conducted according to the following timeline:

- **September 2012**: Reviewed themes from area specific advisory committee meetings
- **December 2012**: Discussion of topics to be addressed in education master plan and formation of task forces to develop potential action plans
- **January 2012**: Presentation of environmental scanning data by Institutional Research Director, Dr. Angelina Hill
- **March 2012**: Reviewed program review master executive summaries, institutional effectiveness scorecard, and draft strategic plan
- **April 2012**: Draft education master plan goals and objectives developed for release to the college community
- **May 1, 2012**: Board of Trustees review of initial draft education master plan
- **May 4, 2012**: Academic Senate review and discussion, constituency feedback
- **May 10, 2012**: Education Master Plan Committee revisions and agreement to forward the revised plan, with a few minor adjustments, for approval
### Three Digit BP and AP revision recommendation for Old section 500

<table>
<thead>
<tr>
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<th>CCLC Template?</th>
<th>Recommendation</th>
<th>Notes</th>
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<td>Course Repetitions</td>
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<td>Re-Number AP 4225</td>
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<td>Testing and Counseling</td>
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<td>Re-Number BP 5111</td>
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<td>BP 507</td>
<td>Academic Recognition</td>
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<td>BP 508</td>
<td>Graduating Requirements</td>
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<td>Re-Number BP 5560</td>
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<td>AR 508.02</td>
<td>Evaluation of Military Experience</td>
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<td>BP 509</td>
<td>Controversial Issues</td>
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<td>Re-Number BP 3052</td>
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<td>Smoking</td>
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<td>AR 510.01/804.01</td>
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<td>Yes</td>
<td>Re-Number AP 3570</td>
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