• REDWOODS COMMUNITY COLLEGE DISTRICT
  Meeting of the Academic Senate
  ➢ Eureka: 7351 Tompkins Hill Road, SS 202 (Board Room)
  ➢ Fort Bragg: 227 North Harold Street
  Friday, November 15, 2013, 1 p.m.

AGENDA

1. Call to Order

2. Introductions and Public Comment: Members of the audience are invited to make comments regarding any subject appropriate to the Academic Senate.

3. Approve the November 1, 2013 Meeting Minutes (Attachment)

4. Action Items
   4.1 Approve November 8 Curriculum Committee Recommendations, George Potamianos (Attachments)
   4.2 Approve Revisions to Senate Bylaws: Curriculum (Attachment)
   4.3 Approve Revisions to Senate Bylaws: Faculty Qualifications Committee (Attachment)
   4.4 Approve Revisions to Senate Bylaws: Multicultural and Diversity Committee (Attachment)

5. Discussion Items
   5.1 AB 86 Adult Education Grant, Bob Brown and Keith Snow-Flamer (Attachment)
   5.2 Enrollment Management Committee Plan, Bob Brown and Keith Snow-Flamer (Attachment)

6. Reports
   6.1 Faculty Needs and Interests for Library Resources and Services, Ruth Moon (Attachment)
   6.2 Writing Across the Curriculum Update, Bob Brown and Peter Blakemore
   6.3 College Update, Keith Snow-Flamer
      6.3.1 Accreditation Visit
      6.3.2 VPISD Program Review Resource Request Rubric (Attachment)
      6.3.3 Draft Proposed International Baccalaureate Scores List (Attachment)
      6.3.4 Student Success Summit (Attachment)
   6.4 ASCR Update, Raul Romero
   6.5 November 5 Board Meeting Update, Bob Brown

7. Announcements and Open Forum
   7.1 Faculty Meeting Friday, November 22 – 11:45 am in the Board Room (SS 202)
   7.2 Faculty Prioritization Committee Meeting, Saturday, November 23
   7.3 50th Anniversary Marketing Task Force Proposed Meetings-Friday, November 22 and Friday, December 6
   7.4 Thanksgiving November 28

8. Adjournment
Public Notice—Nondiscrimination:
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Next Meeting:
Friday, December 6, 2013
Agenda Item 3.

- REDWOODS COMMUNITY COLLEGE DISTRICT
  Meeting of the Academic Senate
  ➢ Eureka: 7351 Tompkins Hill Road, SS 202 (Board Room)
  ➢ Crescent City: 883 W. Washington Blvd, Room E3
  ➢ Fort Bragg: 227 North Harold Street
  Friday, November 1, 2013, 1 p.m.

MINUTES

Members Present: Bob Brown, Mark Renner (by phone), Dave Bazard, Peter Blakemore, Steve Brown, Dan Calderwood, Mike Cox, Kady Dunleavy, Marcy Foster, Garth Johnson, Philip Mancus (by phone), Laura Mays (by phone), Sandra Rowan, Chris Vicory, Kevin Yokoyama

Members Absent: Sandra Rowan, Raul Romero, Keith Snow-Flamer

1. Call to Order: Co-President Bob Brown called the meeting to order at 3:02 pm

2. Introductions and Public Comment: No comments.

3. Approve the October 18, 2013 Meeting Minutes: On a motion by Peter Blakemore, seconded by Steve Brown, the minutes were approved as written.

4. Action Items
   4.1 Approve October 25 Curriculum Committee Recommendations: On a motion by Dan Calderwood, seconded by Chris Vicory, the roll call vote was taken and the recommendations were approved: Bazard – y; Blakemore – y; Brown – y; Calderwood – y; Cox – y; Foster – y; Johnson – y; Mancus – y; Mays – y; Vicory – y; Yokoyama – abstain.
   4.2 Approve Faculty Qualifications Committee Recommendations: On a motion by Steve Brown, seconded by Peter Blakemore, the roll call vote was taken and the recommendations were approved: Bazard – y; Blakemore – y; Brown – y; Calderwood – y; Cox – y; Foster – y; Johnson – y; Mancus – y; Mays – y; Vicory – y; Yokoyama – y.
   4.3 Approve Revisions to Senate Bylaws: Executive Committee: On a motion by Dan Calderwood, seconded by Peter Blakemore, the roll call vote was taken and the bylaws were approved: Bazard – y; Blakemore – y; Brown – y; Calderwood – y; Cox – y; Foster – y; Johnson – y; Mancus – y; Mays – y; Vicory – y; Yokoyama – y.
   4.4 Approve Revisions to Senate Bylaws: Academic Standards and Policies: On a motion by Dave Bazard, seconded by Peter Blakemore, the roll call vote was taken and the revisions to bylaws were approved: Bazard – y; Blakemore – y; Brown – y; Calderwood – y; Cox – y; Foster – y; Johnson – y; Mancus – y; Mays – y; Vicory – y; Yokoyama – y.

5. Discussion Items
   5.1 Committee Revisions to Senate Bylaws
      • Multicultural and Diversity: Chair Mancus was asked about the reason the Executive Dean was explicitly listed as a committee member, and he explained that with the Executive Dean, the representation would be across the divisions, and that the suggestion to change it from a general dean representative came from the Co-Presidents. He also explained how the Student Diversity Coordinator
designee would be more specific to the committee’s needs for ASCR representation than would the past designee of “at least one student”. The Student Diversity Coordinator is an existing ASCR position, and ASCR requested this officer be added to MDC.

- Curriculum: Chair Potamianos explained that the added distance education representative is an addition to the membership, and would replace MaryGrace McGovern’s piece of the DE process.
- Faculty Qualifications: The Senate-suggestion revision to add an Associate Faculty member was taken to the FQC by Chair Haggerty, discussed by the committee and agreed to; an added benefit beyond AF representation was that it creates an additional member within a committee having quorum issues.

All three committee Bylaw revisions will be forwarded for Action at the November 15 Senate meeting. The substitute section in the bylaws was questioned. Substitutes are not allowed for voting privileges within committees, and a substitute cannot be used to fulfill quorum requirements.

5.2 Educational Pathways Summit: Co-President Brown presented this item as a venue for getting perspective from Senators regarding what components Senators believe should be a part of this Summit, similar to the Assessment Summits. Some discussions points included:

- If we aren’t sure what the new standards will be then it may be a problem to fit all the necessary components into the conversation. The funding models, completions, success rates, etc. will have data that is connected to “pathways”.
- The summit may be in January and February, and we should get to work on figuring out what we need to get it going.
- What are we talking about with “pathways”? Certain degrees require specific courses. Transfers will have pathways. Or are we talking about course pathways?
- The state may set up a funding model that generates additional funds and it’s hoped that administrators let the state know that we need more funding, more support for these pathways. We can’t predict what the state will do.
- There will not be enough support for the smaller colleges like CR.
- What do the Co-Presidents envision this summit will look like? Small groups?
- Strategy to include community needs
- Where do we get data that we don’t have…
- There needs to be increased communication between Counseling and Advising in order to ensure that students are actually following their pathways.
- It is not stopping/holding the work on the nine programs currently “on the books”.
- More discussion on other programs to get “on the books”.
- Do we have a timeline for when an outline will be available for this Summit?
- The timeline is in the works; the leadership (District) will get more specific as we know more about what how we will approach the summit.

5.3 Program Initiation: BP/AP 4020 Program and Curriculum Development: Co-President Brown introduced the topic. We are all aware of the component that is NOT in Interim AP 4021 Program Revitalization, Suspension or Discontinuance – and that is program Initiation. Discussion resulted in a few suggestions that should be included in a program initiation process:

- Does AP 4021 include initiation or should we include it?
- Other college Senates are developing initiation policies.
Agenda Item 3.

- Faculty authors new programs? If it’s new, the faculty may not exist.
- We need a more structured process. We do not have a Program Evaluation Committee.
- Grant facilitated/initiated programs vs. grass roots program development.
- Deadlines for grants and subsequent sustainability.
- Upside down-get a grant, write a program for it.
- The various levels of participation from different campus entities.
- Sustainability of programs.
- Include rapid response processes for certain instances.
- Clarify boundaries of responsibility throughout committees.
- Simplicity/clarity is needed.
- Monitor the program in order to ensure it complies with college missions/values.
- Criteria for different processes—some may be comparatively simple while others are more detailed (shortcuts for simpler startups, certificates, licenses, etc.).
- Research at all points (sustainability, availability of faculty, community needs, etc.).
- Assessment process included.
- One policy vs. up to four different policies?
- Noncredit/credit course vetting (one college did address this in their policy).
- Is it the Curriculum Committee’s decision if a program is viable? No, the Senate should be involved, with faculty and ASPC, College Council, etc.
- Constituent review built into process.

6. Reports
   6.1 Budget Planning Committee Update: Co-President Brown participated in a public forum on Measure Q project fund usage, which included the reaffirmation of currently approved projects and the reallocation of unused funds. An email went out for new projects. BPC will do original analysis, and then it will go out for review; the process is underway.
   6.2 College Council Update: Co-President Renner presented the new and old business with emphasis on AP 7217 Faculty Prioritization Process, which was modified a little, but will be utilized immediately. We’ll use the guidelines in the latest version to appoint faculty to currently scheduled committees.

7. Announcements and Open Forum
   7.1 Open House November 2
   7.2 ACCJC Visit November 12
   7.3 Home Game November 2, admission free as participant of Open House!

8. Adjournment: On a motion by Kevin Yokoyama, seconded by Dan Calderwood, the meeting was adjourned at 2:22 pm.

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**College of the Redwoods**  
**Summary of Course Changes**  
**11/8/2013**  

**LEGEND**  
- **PREFIX** = Course prefix; **#** = Course Number; **TITLE** = Course title or title change; **NEW** = New course or large format/distanced education proposal first submission; **REV** = Revised course; **REP** = Replaces existing course; **INA** = Inactivated course; **UNITS** = Total Units and hours of new or revised course; **UC** = UC transferable – indicate UC transfer status by placing an A for approved courses and a P for courses pending; **CSU** = CSU transferable – indicate CSU transfer status by placing an A for approved courses and a P for courses pending  
- **CR GE** = credits apply to CR General Education; underlined indicates new CR GE and R for approval removed; **COMMENTS** = Review of outline changes, including prerequisites.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>#</th>
<th>Title/Title Change</th>
<th>N E W</th>
<th>REV</th>
<th>REP</th>
<th>INA</th>
<th>[Units]</th>
<th>Lec/Lab Hrs</th>
<th>U C</th>
<th>CSU</th>
<th>CR GE</th>
<th>Discipline Code/Prerequisite Change</th>
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<tr>
<td>ART</td>
<td>35</td>
<td>Digital Photography</td>
<td></td>
<td>X</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>A</td>
<td>Course update includes revised catalog description and content to include digital technologies.</td>
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<td>LVN</td>
<td>110A</td>
<td>Pharmacology - Vocational Nursing I</td>
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<td>X</td>
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<td></td>
<td></td>
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<td>A</td>
<td>Course update includes revised course learning outcomes. LVN-111 and LVN-121 were added as corequisites.</td>
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<tr>
<td>LVN</td>
<td>110B</td>
<td>Pharmacology - Vocational Nursing II</td>
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<td>A</td>
<td>Course update includes revised course learning outcomes.</td>
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<tr>
<td>CT</td>
<td>10</td>
<td>Intro to Building Preservation and Sustainability</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<td>A</td>
<td>Course updates includes a new course title, catalog description, and revised learning outcomes. Content revised to include more sustainable building concepts.</td>
</tr>
<tr>
<td>CT</td>
<td>14</td>
<td>Advanced Carpentry Field Techniques</td>
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<td>X</td>
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<td>Course updates includes a new course title, catalog description, and revised learning outcomes.</td>
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<td>Advanced Material Sciences</td>
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<td>A</td>
<td>Course update includes revised learning outcomes and CT-15 was added as an option for the prerequisite.</td>
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<tr>
<td>BUS</td>
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<td>Introduction to Personal Finance</td>
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<td></td>
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<td>X</td>
<td>X</td>
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<td>Course inactivation.</td>
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<td>Business Mathematics</td>
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<td>X</td>
<td>X</td>
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<td></td>
<td>Course inactivation.</td>
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<tr>
<td>BUS</td>
<td>1A</td>
<td>Financial Accounting</td>
<td></td>
<td></td>
<td></td>
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<td>X</td>
<td></td>
<td></td>
<td></td>
<td>A</td>
<td>Course update includes new course title, catalog description and revised learning outcomes. Prerequisite has been changed to MATH-380.</td>
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<tr>
<td>BUS</td>
<td>1B</td>
<td>Managerial Accounting</td>
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<td>X</td>
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<td></td>
<td></td>
<td>A</td>
<td>Course update includes new course title, catalog description and revised learning outcomes.</td>
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## Agenda Item 4.1

### Curriculum Summary of Changes: 11.08.13

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<tr>
<th>Prefix</th>
<th>#</th>
<th>Title/Title Change</th>
<th>N E W</th>
<th>R E V</th>
<th>R E P</th>
<th>I N A</th>
<th>[ Units ] Lec/Lab Hrs</th>
<th>U C</th>
<th>C S U</th>
<th>CR GE</th>
<th>Comments/ Summary Changes</th>
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<tr>
<td>BUS</td>
<td>42</td>
<td>Cooperative Work Experience Education</td>
<td>X</td>
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<td></td>
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<td></td>
<td></td>
<td>P</td>
<td>New course designed to assist students in planning and accomplishing meaningful learning objectives relevant to business occupations, certificates, or degrees.</td>
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<tr>
<td>ECON</td>
<td>14</td>
<td>Economics for Non-Majors</td>
<td>X</td>
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<td></td>
<td></td>
<td></td>
<td>R</td>
<td>Course inactivation.</td>
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<tr>
<td>ECON</td>
<td>20</td>
<td>Economic History of the United States</td>
<td>X</td>
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<td></td>
<td></td>
<td></td>
<td>R</td>
<td>Course inactivation. Course will be removed from CR General Education Area B (Social Sciences).</td>
</tr>
</tbody>
</table>
### Agenda Item 4.1

**College of the Redwoods**

**Summary of Curricular Changes**

**Oct. 25, 2013**

**DEGREES & CERTIFICATES**

**NEW** = New Program (form 501); **SUB** = Revised program that has undergone *substantive* changes (form 510); **NONSUB** = Revised program that has undergone non-substantial changes (form 511); **INA** = Inactivated program (form 511); **COMMENTS** = nature of proposal

<table>
<thead>
<tr>
<th>Program Title</th>
<th>NEW</th>
<th>NONSUB</th>
<th>SUB</th>
<th>INA</th>
<th>Comments/ Summary Changes</th>
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<tbody>
<tr>
<td>Civil Design</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>Program deletion. The three Drafting Technology degrees have been consolidated into one degree.</td>
</tr>
<tr>
<td>Associate of Science</td>
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<tr>
<td>Civil Design</td>
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<td></td>
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<td>X</td>
<td>Program deletion. The three Drafting Technology certificates have been consolidated into one certificate.</td>
</tr>
<tr>
<td>Certificate of Achievement</td>
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<tr>
<td>Mechanical Drafting</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>Mechanical Drafting</td>
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<td></td>
<td></td>
<td>X</td>
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<tr>
<td>Certificate of Achievement</td>
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<tr>
<td>Drafting and 3D Modeling</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>Non-substantial change. The purpose for this Drafting Technology degree change is to consolidate the three degrees into one degree. This recognizes that the degree tracks have evolved over time to be very similar. It also responds to industry demand for &quot;generalists&quot;, in this region. The change also highlights the increasing use of 3D modeling and printing in the drafting and design industry.</td>
</tr>
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<td>Associate of Science</td>
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The Academic Senate
For College of the Redwoods

Bylaws
**********
ARTICLE II
Committees

The Senate shall have the following standing committees: Executive Committee, Academic Standards and Policies Committee, Curriculum Committee, Faculty Development Committee, Faculty Qualifications Committee, CRFO/Academic Senate Liaison Committee, Tenure Review Committee, Associate Faculty Committee, and Multicultural and Diversity Committee. For the purposes of committee representation, please refer to the Constitution of the Academic Senate, Article IV, Section 2 list of instructional divisions as defined by College Administration.

Nonvoting, ex-officio committee members may make motions and participate in discussions, but shall not count towards a quorum. Substitutions will not be allowed on any Senate committee.

**********

Section 3. Curriculum Committee
A. Membership: Terms of each faculty member, including the chair, shall be two years with staggered terms expiring July 1. The Committee shall consist of the following members:
   1. The chair appointed from the Committee’s members past or present by the Copresidents and confirmed by the Senate;
   2. One faculty from each division, selected by the division. If a division chooses not to fill the position, the Copresidents may appoint a faculty member from any division to fill that vacancy. With the exception of the chair, no division shall have more than two representatives.
   2.3. One faculty member, appointed by the Copresidents and confirmed by the Senate, with expertise in distance education; this member shall serve as a nonvoting, ex-officio member with signatory authority on Distance Education course proposal forms.
   3.4. The Chief Academic Officer/Chief Instruction Officer/Chief Student Services Officer (CIO/CSSO), who shall serve as a nonvoting, ex-officio member; and
   4.5. College articulation liaison, who shall serve as a nonvoting, ex-officio member.
   5-6. The Curriculum Committee chair may request a MIS Admissions and Records representative, who shall serve as a nonvoting, ex-officio member.

B. Duties and Purposes: The Curriculum Committee is concerned with the development of and continual improvement of educational programs and the curriculum. The major functions of the Committee are the following:
   1. To make recommendations to the Senate regarding additions, modifications, or deletions to the curriculum;
   2. To advise the Senate and the administration on issues related to curriculum and educational programs;
3. To maintain an on-going evaluation of the college curriculum;
4. To assist in the development and long-range planning of the overall educational program of the college; and
5. To advise faculty who are developing groupings of classes into cohorts or other linked units.
6. The specific functions of the Curriculum Committee are to act on the following proposals:
   a. Creation, modification or deletion of programs, courses, or certificates;
   b. Revision of a catalog description to reflect changes in the nature of a course;
   c. Changes in hours and/or units of a course;
   d. Changes in the requirements of an existing certificate or degree program;
   e. Changes in prerequisites, corequisites, and recommended preparation;
   f. Assignment of courses to disciplines; and
      g. Significant changes in the course outline related to grading standards, method of evaluation, or instructional materials.

Revised October 25, 2013
The Academic Senate  
For College of the Redwoods  

Bylaws  
**********  
ARTICLE II  
Committees  

The Senate shall have the following standing committees: Executive Committee, Academic Standards and Policies Committee, Curriculum Committee, Faculty Development Committee, Faculty Qualifications Committee, CRFO/Academic Senate Liaison Committee, Tenure Review Committee, Associate Faculty Committee, and Multicultural and Diversity Committee. For the purposes of committee representation, please refer to the Constitution of the Academic Senate, Article IV, Section 2 list of instructional divisions as defined by College Administration.

Nonvoting, ex-officio committee members may make motions and participate in discussions, but shall not count towards a quorum. Substitutions will not be allowed on any Senate committee.

**********  

Section 5. Faculty Qualifications Committee  
A. Membership: The term of each faculty member, including the chair, shall be two years with staggered terms expiring July 1. The Committee shall consist of the following members:

1. The chair appointed by the Copresidents and confirmed by the Senate;
2. Four faculty members from at least two divisions appointed by the Copresidents;
3. One associate faculty appointed by the Copresidents; and
4. The Chief Academic Officer/Chief Instruction Officer/Chief Student Services Officer (CIO/CSSO) who shall serve as a nonvoting, ex-officio member.

B. Duties and Purposes:
1. To review and recommend changes to the Senate on policies related to minimum qualifications or other issues of faculty qualification;
2. To consider and make recommendations to the Senate on all applications for equivalency, both full and associate; and
3. To make recommendations on minimum qualification applications referred by the Chief Academic Officer/CIO/CSSO.

Revised October 25, 2013.
The Academic Senate
For College of the Redwoods

Bylaws

**********
ARTICLE II
Committees

The Senate shall have the following standing committees: Executive Committee, Academic Standards and Policies Committee, Curriculum Committee, Faculty Development Committee, Faculty Qualifications Committee, CRFO/Academic Senate Liaison Committee, Tenure Review Committee, Associate Faculty Committee, and Multicultural and Diversity Committee. For the purposes of committee representation, please refer to the Constitution of the Academic Senate, Article IV, Section 2 list of instructional divisions as defined by College Administration.

Nonvoting, ex-officio committee members may make motions and participate in discussions, but shall not count towards a quorum. Substitutions will not be allowed on any Senate committee.

**********
Section 9. Multicultural and Diversity Committee

A. Membership: The term of each faculty and associate faculty member, including the chair, shall be two years, with staggered terms expiring July 1. The Committee shall consist of the following members:

1. The chair appointed by the Copresidents and confirmed by the Senate;
2. At least three faculty appointed by the Copresidents;
3. At least one associate faculty appointed by the Copresidents;
4. Director of Human Resources who shall serve as a nonvoting, ex-officio member;
5. President/Superintendent who shall serve as a nonvoting, ex-officio member;
6. Liaison from Disabled Student Services who shall serve as a nonvoting, ex-officio member;
7. Liaison from the Deans The Executive Dean who shall serve as a nonvoting, ex-officio member;
8. Liaison from Student Development who shall serve as a nonvoting, ex-officio member;
9. Liaison from Residential Life who shall serve as a nonvoting, ex-officio member;
10. At least one student The ASCR Student Diversity Coordinator who shall serve as a nonvoting, ex-officio member and;
11. At least one community member who shall serve as a nonvoting, ex-officio member

B. Duties and Purposes:

1. To encourage the educational, vocational, and social value of a rich variety of backgrounds and perspectives to the students and the campus community;
2. To work collaborate with the administration college to advance the implementation of
the Student Equity Plan on behalf of the Academic Senate;

3. To assist Human Resources in the development and implementation of equity and diversity training for search committee members;

4. To support multicultural and diversity training for all faculty, staff, and students;

5. To promote the retention of students, faculty, and staff of underrepresented groups on campus; and

6. To assist in the development of strategies to create a campus community environment that promotes inclusiveness as an institutional community value district wide.

Revised October 25, 2013
AB 86—CR/Adult Education Partnership Program

Community colleges and adult schools each have advantages in delivering adult education. The community college system focuses on adult learners almost exclusively and provides a continuum of education and training through the sophomore year of college. Adult schools also often provide instruction that is very accessible to adults.

While adult education falls under the purview of both community colleges and school districts, it has not been the primary statutory mission of either educational segment. The community colleges’ core mission is to provide academic and vocational programs at the lower-division collegiate level. School districts’ core responsibility is for K-12. According to the Legislative Analyst Office (LAO) research suggests that adult schools and community colleges perform equally well at educating adult learners but there’s been a lack of a statewide or regional structure for coordination and articulation. For example, there isn’t a formal program for faculty from both segments to engage in dialogue on curriculum and standards.

The intent of AB 86 is to use the strengths of each—community colleges and adult education schools—to position the community colleges and local school districts for incremental budget investments starting with the 2015-16 fiscal year to expand and improve the delivery of adult education. To this end, the governor will provide $25 million to the Chancellor’s Office to fund two year planning and implementation grants to regional consortia of community colleges and school districts to develop plans to better serve the educational needs of adults in the following areas:

- Elementary and secondary basic skills, including classes required for a high school diploma or high school equivalency certificate
- Classes and courses for immigrants eligible for education services in citizenship, English as a second language and workforce preparation classes in basic skills
- Education programs for adults with disabilities
- Short-term career technical education programs with high employment potential
- Programs for apprentices

Each Adult Education Consortium plan must include at a minimum:

- An evaluation of current level and types of adult education programs within its region including education for adults in correctional facilities, credit, noncredit and enhanced noncredit adult education coursework and programs funded through Title II of the federal Workforce Investment Act
- An evaluation of current needs for adult education programs within its region
- Plans for parties that make up the Adult Education Consortia to integrate their existing programs and create seamless transitions into postsecondary education or the workforce
- Plans to address the gaps identified
- Plans to employ approaches proven to accelerate a student’s progress toward his or her academics or career goals
- Plans to collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes
- Plans to leverage existing structures
Agenda Item 5.1

The CR and Eureka City Schools have taken the initial step in satisfying AB 86 by submitting a survey to the Chancellor’s Office to help them develop a Request for Application (RFA) that schools may use to access grant funds. We expect the RFA to be released near the beginning of the calendar year. Once released, we’ll work with potential partners in our district to respond to the RFA.
Academic Senate Meeting
Friday November 15, 2013

REVISED Agenda Item 5.2

Draft Enrollment Management Plan 2013-2016
As of November 14, 2013

Statement on Enrollment Management

College of the Redwoods (CR) understands that enrollment management is an institution-wide, intentional, and comprehensive process that is designed to provide student access and success. While Enrollment Management is a responsibility shared by all at CR, the Enrollment Management Committee (EMC) has been given the primary responsibility for recommending and supporting enrollment initiatives that are aligned with College resources. The purpose of the Enrollment Management Plan is to enhance student learning and college experiences, student satisfaction, and as a byproduct, improve student retention and completion rates. Our ultimate measure of success is determined by the retention and success of our students in achieving their educational goals.

Enrollment Management Primary Goals include:

- Stabilizing enrollments (control growth and plan for fluctuations) keeping in mind the fiscal and physical capacity of the institution
- Linking academic and student development programs
- Establishing effective enrollment management procedures in response to changing fiscal resources and mandates
- Evaluating enrollment management strategies (track what works and change what doesn’t work)

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 and 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 toward excellence.
- **Honoring Diversity**: We value all members of our community and strive to create a diverse, nurturing, honest, and open environment.
- **Participatory Governance**: We value ethical behavior and strive to create a culture where all students, staff, faculty and administrators engage in inclusive, ongoing and self-reflective decision making.
- **Environmental Awareness**: We value the environment and the need to minimize our impacts upon it, utilizing sustainable practices and acting as global citizens.
- **Community Development:** We value the economic and intellectual development of the various 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.

**Linking Enrollment Management and Academic Programs**

College of the Redwoods recognizes that for students to be successful, the quality of CR’s core academic programs and services must be strategically linked to a comprehensive enrollment management effort. Based on these programs and services, students will make the choice whether or not to enroll, to persist, or drop out of CR.

**Student-Focused Plan**

Since students have the freedom to choose the college they wish to attend, enrollment management should establish early-on a relationship with prospective students, parents and the community. A student’s perspective should always be kept in the forefront when developing and offering services, launching new programs and initiatives, and evaluating enrollment management plans.

**Strategic Plan Core Themes**

1. College of the Redwoods will employ programs, services, and organizational structures to meet the needs of learners and ensure student success.
2. 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.
3. College of the Redwoods will proactively pursue strategies that will lead to fiscal and operational sustainability.
4. College of the Redwoods will develop infrastructure, adopt best practices, and practice analytics, to take advantage of current and emerging technologies to support the learning environment and enhance institutional effectiveness.
5. College of the Redwoods will engage in activities and initiatives to elevate the college’s profile in the community.

**Education Master Plan Themes**

1. Employ programs, services, and organizational structures to meet the needs of learners and ensure student success.
2. Provide, in partnership with the community, training and education to contribute to the economic vitality and lifelong learning needs of the community.
3. Continually assess student learning and institutional performance and practices to improve upon the programs and services we offer.
4. Support the learning environment through appropriate technology and facilities.
5. Support student success by engaging students in the college environment.
Planning Assumptions

The Enrollment Management Committee members are aware of the responsibility to develop goals, objectives, and activities that are within the context and framework of the Mission and Vision statements, the Education Master Plan and the Annual Plan. There are several assumptions that form the foundation for this updated Enrollment Management Plan:

- Satisfactorily address the Student Success Task Force recommendations.
- Develop objectives and actions that are explicitly aligned with the Education and Annual Plans.
- Positively affect the Institutional Effectiveness Scorecard.
- Support sustainable optimal enrollments.

Evaluation of 2012-13 Planning Activities

The Enrollment Management Plan called for an evaluation of the plan’s activities at the conclusion of each academic year. The 2012-13 plan had five overarching goals. Staff assigned to work on the 2012-13 activities that support the five goals completed the following activities:

Goal 1. Increase College Preparedness (StratPlan 1.1, 1.2 / EdMP 1.3)
Objectives:
   1.1 Improve the academic and college preparedness for students.
   1.2 Identify barriers to college readiness.

2012-13 Activities completed:
- Developed an assessment awareness initiative for English and math.
- Assessed math jam success data.
- Continued to offer math jam courses.

2012-13 Activities not completed:
- None

Goal 2. Support Basic Skills Programming (StratPlan 1.5 / EdMP 1.3)
Objectives:
   2.1 Reduce additional burdens faced by basic skills students through alternative initiatives.
   2.2 Improve student progression through the basic skills sequence.
   2.3 Develop innovative approaches to basic skills education based on best practices.

2012-13 Activities completed:
- Utilized outcomes from BSC’s Program Review to recommend appropriate courses for basic skills students.
- Evaluated the frequency of students placing into each basic skills course, alongside the number of each basic skills courses offered.
- Reviewed the # of repeats
- Ensured sufficient number of basic skills courses (Eng 350, Rd 360, math 372, 376, and 380) are offered every semester.
- Explored feasibility of non-credit basic skills courses.
2012-13 Activities not completed:

- Develop Academic Support Center workshops to support targeted remediation skills.
- Compare placement and course success rates with similar colleges in the state.

Goal 3: Develop Initiatives to Enhance Retention (StratPlan 1.1, 1.4 / EdMP 1.1, 1.2)
Objectives:
  3.1 Develop academic pathways.
  3.2 Increase participation and completion rates that reflect the growing diversity of our student population.
  3.3 Improve support for students.

2012-13 Activities completed:

- Established earlier contact between students and advisors in GS1, GS 6 and Guid 8 courses to build education plans
- Built a process to enable students to develop a simplified student education plans
- Investigated integration of E-transcript course equivalencies into Datatel.
- Created a Veterans Resource Center
- First Year Experience (FYE) steering committee developed the framework for curricular and co-curricular FYE program.
- Continued integration of student education plan completion in all college success courses

2012-13 Activities not completed:

- Use degree audit to advise students.
- Collaborate with classroom faculty to encourage students to develop education plans.
- Continued linkage with HE 1 or other general education courses under CSU Area as part of the First Year Experience program.
- Develop an Early Alert System to timely Identify students who may need support services.
- Develop education pathways linked to a student’s placement.

Goal 4: Align Resources with Student Success (StratPlan 1.3, 1.6 / EdMP 1.4, 1.5)
Objectives:
  4.1 Increase number of degrees and certificates awarded.
  4.2 Provide professional development programs focused on improvement of educational effectiveness

2012-13 Activities completed:

- Assessed the efficacy of “101-Corridor” sites with regard to student’s educational needs, community needs, and fiscal outlook.
- Assessed TLU allocation framework.
- Reallocated TLUs to support student success and completion
- Collaborated with the BPC to develop a more accurate three year FTES and fulltime and associate faculty TLU projection.

2012-13 Activities not completed:
• Develop student focus groups and/or more detailed surveying to ensure that courses are scheduled at times that are convenient for students.
• Assess student success and retention for students taking over 15 units per semester.

Goal 5: Increase Student Participation in Student Activities (StratPlan 1.4 / EdMP 5.1, 5.2, 5.3)
Objectives:
  5.1 Improve student engagement among all students
  5.2 Increase student engagement in the community

2012-13 Activities completed:
• Involve student leaders in planning and implementing co-curricular activities.

2012-13 Activities not completed:
• Develop separate approaches to increase engagement of full and part time students.
• Use marquees in the cafeteria and around campus to publicize upcoming campus and community events.
• Continue to develop community projects with clubs and organizations.

Revised 2013-16 Enrollment Management Goals, Objectives, and Activities

The goals and activities of the revised Enrollment Management Plan were developed to support the Strategic Plan, Education Master Plan, Annual Plan, Institutional Effectiveness Scorecard, Basic Skills improvement and the planning activities of the Student Equity Committee. The planning process included solicitation of ideas from the Student Success Leadership Group, the Enrollment Management Committee, as well as review and feedback from the Student Equity Planning Committee, and final approval from the President’s Executive Cabinet.

The 2013-16 general and target enrollment goals and strategies are as follows:

General Goals: The College will adjust enrollment targets in response to the cyclical nature of state funding, student demand, the economy, in the advancement of student success, and in support of building sustainable optimal enrollment for the district.

• FTES targets are to be established within parameters of the base apportionment categories set by the CCCCO and with the college’s fiscal resources.
• Expand opportunities for students to acquire supplemental instruction and academic “foundation” courses (basic skills).
• Implement strategies to assure pathways to needed courses.
• Increase the number of students taking the placement tests.
• Increase the number of students attending orientation.
• Increase the number of students completing student education plans.
• Increase the persistence rates of prepared and remedial students.
• Increase the percent of first time cohorts who complete a certificate, award or transfer related outcome within four years of their initial start.
• Increase the percent of students earning a passing grade across all basic skills courses.
Increase the number of non-credit courses.

**Best Case 2013-16 FTES Scenario**

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**Assumptions/Notes/Calculations**

1) The final 2013-14 FTES based on the recalc 320
2) 3% annual growth in resident FTES from 2014-16
3) 5% annual growth in nonresident from 2013-16
4) 2.64 FTES per section in 2013-14 and 2.7 from 2014-16
5) Calculated Section = 4.5 TLUs per section
6) Total Fulltime faculty cost is total fulltime TLUs x average fulltime faculty rate of $2,407
7) Total Associate faculty cost is total associate faculty TLUs x average fulltime faculty rate of $832
8) no growth or loss in the number of fulltime faculty between 2014-16
9) The amount of reassigned TLUs is unknown in 2014-16

**2013-14 Target Goals to achieve FTES target:**

1. Schedule to achieve budgeted 4,388 FTES in the primary terms (Fall=2,194; spring 2,194)
2. Maintain summer session FTES 175 (4% above base).
3. Increase nonresident FTES by 5%.
4. Maintain FTES per section at 2.64.
5. Increase persistence rates of prepared students to 71% and remedial students to 64%.
6. Increase the percent of students earning a passing grade across all basic skills courses to 55%.

**2014-15 Target Goals to achieve approximately 3% growth or 7% if the state is funding growth:**

1. Increase primary terms FTES to achieve 4,520 base FTES (Fall=2,260; spring 2,260).
2. Maintain summer session FTES 180 (4% above base).
1. Increase resident FTES by 2.5% and nonresident FTES by 5%.
2. Increase FTES per section to 2.7.
3. Increase persistence rates of prepared students to 72% and remedial students to 70%.
4. Increase the percent of students earning a passing grade across all basic skills courses to 56%.

**2015-16 Target Goals to achieve approximately 3% growth or 7% if the state is funding growth:**

1. Increase primary terms FTES to achieve 4,655 base FTES (Fall=2,327.5; spring 2,327.5).
2. Maintain summer session FTES 186 (4% above base).
3. Increase resident FTES by 2.45% and nonresident FTES by 5%.
4. Maintain FTES per section at 2.7.
5. Increase persistence rates of prepared students to 75% and remedial students to 75%.
6. Increase the percent of students earning a passing grade across all basic skills courses to 57%.

### Worst Case 2013-16 FTES Scenario

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### Assumptions/Notes/Calculations

1) The final 2013-14 FTES based on the recalc 320
2) no growth from 2014–16
3) 5% annual growth in non resident from 2013-16
4) 2.64 FTES per section in 2013-14 and 2.7 from 2014-16
5) Calculated Sections= 4.5 TLUs per section
6) Total Fulltime faculty cost is total fulltime TLUs x average fulltime faculty rate of $2,407
7) Total Associate faculty cost is total associate faculty TLUs x average fulltime faculty rate of $832
8) no growth or loss in the number of fulltime faculty between 2014-16
9) The amount of reassigned TLUs is unknown in 2014-16
2013-14 Goals to achieve FTES target

1. Schedule to achieve budgeted 4,00 FTES.
2. Increase nonresident FTES by 5%.
3. Maintain FTES per section at 2.64.
4. Increase persistence rates of prepared students to 71% and remedial students to 64%.
5. Increase the percent of students earning a passing grade across all basic skills courses to 55%.

2014-15 Goals to achieve FTES target

1. Increase FTES to achieve 4,188 FTES (summer 2014—193; fall 2014—1,950; spring 2015—1,850; summer 2015—195).
2. Increase resident FTES by 2.5% and nonresident FTES by 5%.
3. Increase FTES per section to 2.7.
4. Increase persistence rates of prepared students to 72% and remedial students to 70%.
5. Increase the percent of students earning a passing grade across all basic skills courses 56%.

2015-16 Goals to achieve FTES target

1. Hold FTES target to achieve 4,188 base FTES (fall 2015—1,250; spring 2016—1,943; summer 2015—195)
2. Increase resident FTES by 2.45% and nonresident FTES by 5%.
3. Maintain FTES per section at 2.7.
4. Increase persistence rates of prepared students to 75% and remedial students to 75%.
5. Increase the percent of students earning a passing grade across all basic skills courses to 57%.

Actions (linked to planning indicator, strategic/educational/annual plan)

Curriculum and Instructional Programs

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<td>EP.1.2.1  SP.1.4.1</td>
<td>Develop initial three year (2013-16) worst case and best case FTES scenarios.</td>
<td>Keith Snow-Flamer</td>
<td>Fall 2013</td>
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<td>EP.1.2.1  SP.1.4.1</td>
<td>Explore using “clicking on to courses viewing” to determine demand.</td>
<td>Keith Snow-Flamer</td>
<td>Fall 2013</td>
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<td>EP.1.2.1  SP.1.4.1</td>
<td>Work with deans/directors to finalize three year (2013-16) worst case and best case FTES scenarios, using program level FTES data, for BPC consideration.</td>
<td>Keith Snow-Flamer</td>
<td>Spring 2014</td>
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<td>EP.1.2.1  SP.1.4.1</td>
<td>Work with deans/directors to develop three year FTES targets by</td>
<td>Keith Snow-Flamer</td>
<td>Spring 2014</td>
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<td>Division (using final reorganized division breakdown)</td>
<td><strong>REVISED Agenda Item 5.2</strong></td>
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<td>EP.1.1.1 SP. 1.4.1 AP 1.1</td>
<td>Develop degree plans with course pathways based on student entering at various placement levels</td>
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<td>Spring 2014</td>
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<td>EP.1.1.1 SP. 1.4.1 AP 1.1</td>
<td>Implement pathways program (pre-enrollment through graduation)</td>
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<td>SP.1.5.1</td>
<td>Implement alternative basic skills curriculum (non-credit, accelerated, etc.)</td>
<td>English department faculty, Math department faculty and Counseling department faculty</td>
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<td>SP.2.3.1 EP.2.5.1</td>
<td>Develop job readiness non-credit classes.</td>
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<td>Implement dual enrollment program in Mendocino, Del Norte, Northern Humboldt areas.</td>
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<td>SP.3.3.1</td>
<td>Expand Dual Enrollment Program to Eureka and Klamath Trinity</td>
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<td>SP.2.2.1</td>
<td>Review business and industry and economic development survey data to inform program alignment and identify potential partnering opportunities.</td>
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<tr>
<td>SP.1.5 EP 1.6.2</td>
<td>Develop a plan to articulate students completing the ESL course sequence into English 1A</td>
<td>Basic Skills Subcommittee</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>EP.1.1.1 SP. 1.4.1 AP 1.1</td>
<td>Explore Weekend College concept for implementation in Spring 2015</td>
<td>Jeff Cummings</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>EP.1.1.1 SP. 1.4.1 AP 1.1</td>
<td>Explore alternative distance education delivery</td>
<td>Distance Education</td>
<td>Fall 2014</td>
</tr>
</tbody>
</table>
### Enrollment Services

<table>
<thead>
<tr>
<th>Linkage to Institutional Plans</th>
<th>Actions to be taken</th>
<th>Responsible Persons</th>
<th>Semester Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>EP.1.2.1 SP.1.4.1</td>
<td>Analyze the matriculation process with focus on implementing Student Success and Support Program regulations</td>
<td>Sheila Hall, Lynn Thiesen</td>
<td>Summer 2013, continue for Fall 2013</td>
</tr>
<tr>
<td>EP.1.2.1 SP.1.4.1</td>
<td>Implement MIS and other system changes to support Enrollment Priorities for Fall 2014</td>
<td>IT</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>EP.1.2.1 SP.1.4.1</td>
<td>Implement MIS and other system changes to support mandated services for first time students for Fall 2015</td>
<td>IT</td>
<td>Spring 2015</td>
</tr>
<tr>
<td>EP.1.2.1 SP.1.4.1</td>
<td>Notify students of SSSP requirements</td>
<td>Keith Snow-Flamer</td>
<td>Spring 2015</td>
</tr>
</tbody>
</table>

### Counseling/Advising, Student Retention, Intervention, FYE

<table>
<thead>
<tr>
<th>Linkage to Institutional Plans</th>
<th>Actions to be taken</th>
<th>Responsible Persons</th>
<th>Semester Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>EP.1.2.1 SP.1.4.1</td>
<td>Implement the First Year Experience (FYE) program</td>
<td>Sheila Hall</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>EP.1.2.1 SP.1.4.1</td>
<td>Develop student focus groups and more detailed surveying to ensure that courses are scheduled at convenient times for students.</td>
<td>Sheila Hall, Angelina Hill</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>EP.1.2.1</td>
<td>Offer peer mentoring/supplemental instruction</td>
<td>MaryGrace McGovern</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>AP 1.1</td>
<td>Research approaches to adult student retention programs</td>
<td>Sheila Hall</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>EP.1.2.1 SP.1.4.1 AP 1.1</td>
<td>Use degree audit to advise students</td>
<td>Sheila Hall with district-wide counseling/advising faculty &amp; staff. Special Programs, DSPS.</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>EP.1.1.1</td>
<td>Create new and transfer existing</td>
<td>Sheila Hall</td>
<td>Fall 2014</td>
</tr>
</tbody>
</table>
### REVISED Agenda Item 5.2

<table>
<thead>
<tr>
<th>SP. 1.4.1 AP 1.1</th>
<th>SEP’s into the WebAdvisor educational planning tool</th>
<th>Sheila Hall</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>EP.1.1.1 SP. 1.4.1 AP 1.1</td>
<td>Identify undeclared students and develop intervention strategies to assist them in selecting education and career goals</td>
<td>Sheila Hall</td>
<td>Fall 2014</td>
</tr>
</tbody>
</table>

### Marketing and Outreach

<table>
<thead>
<tr>
<th>Linkage to Institutional Plans</th>
<th>Actions to be taken</th>
<th>Responsible Persons</th>
<th>Semester Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP.5.1</td>
<td>Collaborate with Academic Senate, Instruction and Student Development and local area high school leadership to establish routine visits with faculty for Spring 2014.</td>
<td>Paul DeMark Sheila Hall</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>SP.5.1 EP.2.4.1</td>
<td>Establish relationships with CR faculty and high school teachers Include community schools like Zoe Barnum, eureka city Schools, and town School, Fortuna Union high School District.</td>
<td>Paul DeMark Sheila Hall</td>
<td>Fall 2013/Spring 2014</td>
</tr>
<tr>
<td>SP.5.1</td>
<td>Use High School Counselor day as an opportunity to communicate with H.S. counselors about the assets or CR. Build relationships. Include tours of new buildings with faculty available for talks or demonstrations as well as AT building and CTE faculty. Invite faculty to the HS counselors luncheon to network with the counselors.</td>
<td>Sheila Hall, Paul DeMark</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>SP.5.1</td>
<td>Use current students to develop marketing strategies</td>
<td>Chris Gaines, Michael Dennis, Paul DeMark</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>AP, Goal 5, SP .5.7.3</td>
<td>Promote 50th Anniversary of CR (Science Night/50th, Book of the Year, Portugal Award, Visiting Writers)</td>
<td>Paul DeMark</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>EP 1.6.2</td>
<td>Collaborate with appropriate groups to recommend strategies to increase the number of Latino/Latina high school graduates who may enroll at CR.</td>
<td>Paul DeMark</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>EP 1.6.2</td>
<td>Develop a system to consistently identify and promote our accomplishments</td>
<td>Paul DeMark</td>
<td>Spring 2014</td>
</tr>
<tr>
<td>EP 1.6.2</td>
<td>Develop marketing for concurrent enrollment</td>
<td>Paul DeMark</td>
<td>Fall 2015</td>
</tr>
</tbody>
</table>

**Scheduling Guidelines**

In developing the course schedule for students and instructors, the following goals must be balanced:

1. TLUs must be allocated to allow student access and we schedule approximately 50% of the associate faculty allocation in the fall and 50% in spring.

2. We schedule high FTES generating courses based on the Keppner/Cummings/Anderson course prioritization model developed spring 2012 (http://inside.redwoods.edu/strategicplanning/enrollmentmanagement/documents/EMCTLUAllocationtoCabinet3212.pdf).

3. We continue to prioritize transfer, vocational and basic skills course scheduling that aligns with student needs.

4. We use the course cancellation framework to strategically cancel low enrolled classes without sacrificing student access.

5. We reallocate TLUs from low efficient courses/areas to areas that can generate FTES/FTEF.

6. We set a goal of less than 10 percent cancellation rate for credit courses programming for the College. It is important that the deans/directors and course scheduler review trend data by section basis during the planning process. Examining the historical trends will ensure that the same sections are not scheduled and cancelled for multiple semesters in a row.

7. We should try to maintain an overall 80% fill rate. For the courses with one section, courses with a fill rate of less than 70 percent should perhaps be offered less often – not every semester. For the courses with multiple sections, the appropriate administrator should examine all courses with less than 70-80 percent fill rate to determine if there are too many sections being offered by course at comparable times.

8. The Scheduling Coordinator should track and account for overload in the associate faculty budget.
9. The Schedule Coordinator, assisted by the deans/directors, has responsibility for and authority in addressing class-scheduling priorities and problems. In the instance of a course being scheduled in a classroom that cannot be accessed by a student with a disability, the Schedule Coordinator works with DSPS and the deans/directors to relocate the course in an accessible classroom.

10. All changes to the “final” schedule must be approved by the appropriate Associate Dean, Executive Dean and/or Vice President.

11. Upon notification from Administration, the Eureka admissions office is responsible for notifying students of a cancelled class at the Eureka area. Del Norte administrative staff is responsible for notifying students at the Del Norte Center. The KT staff will contact student registered at the KT site. The Mendocino administrative office is responsible for notifying students at the Mendocino Center and the Southern Humboldt site. The Scheduling Coordinator, working with the Associate Faculty coordinator notifies associate faculty if their class is cancelled.
Faculty Survey on Library Services & Resources Fall 2013

Ruth Moon, Librarian

The Reference Librarian sent via email to all part time and full time faculty, district-wide, a Survey Monkey link with the following message: The Reference Librarian is requesting your help in assessing what library services and resources support student success in your courses and programs. Results of this survey will be considered along with other measures to inform library program reviews and in planning for improvements to library services and resources. This survey has 13 questions and should take five minutes or less to complete. Please click the following link to access the survey.

Three reminders, at approximately one week intervals, were sent via email with additional encouragement to participate. As of 11/4/2013, there were 69 responses. Not all responses will add up to 69 since some questions were skipped. Some of the open-ended questions will require more time to analyze and interpret the answers, and those are marked below as “not analyzed.” Only the top positive rankings are shown, for example “Very Important” is shown and responses for “Important” and “Not Important” although informative, are not provided is this report. The first question shows number of respondents and what percent of all faculty responded. All other questions show answers as a percent of just the 69 respondents. This faculty survey will be repeated every odd-year Fall semester, to complement the student survey which is conducted every odd-year Spring semester. It is hoped that future surveys will show increased participation.

Highlights:

- Reserve collection is by far the most important collection in the library. Most faculty would like to see a dedicated book budget for reserves.
- Faculty members’ expected needs for an annual book budget are modest, from zero -20 titles per year.
- Faculty requesting library instruction rank it very highly, but rank the results on student success more modestly.
- Faculty not requesting library instruction rely primarily on assigned readings, or drop in reference services in the library, or teach the students themselves.
- Many faculty who do not request library instruction feel they can’t give up a class period for that purpose.
- Most faculty recognize that students can’t learn how to do research on their own.
- Almost all of the library’s currently available services and resources are ranked as Very Important or Important
- Of services and resources not offered, none were ranked exceptionally high. The three top ranked were: expanded weekend / evening hours; a regular annual library budget; an expanded reserves collection
- Faculty indicate a modest interest in library workshops

Questions and Responses:

1. Please circle the relevant response: I am
   28 - Full time (35% of all full time faculty)
   41 - Part time (19% of all current part time faculty)

2. My primary campus is
   9 - Del Norte
   55 - Eureka
   4 - Mendocino
   2 - online
   0 - other

3. Please list the primary subject area(s) that you teach (not analyzed)

4. Please list the courses that you teach that require students to find and use outside sources
5. **How important are each of the following resources for your teaching?**

(Very Important, Moderately Important, Not Important; showing percent ranking Very Important; by percent of respondents)

- 75% - Reserve collection that has most of the required textbooks and materials available
- 58% - Online databases that have a mix of periodical types: newspapers, magazines, trade publications, research journals
- 44% - E-journals, i.e., databases that have the full text for one specific journal title
- 40% - Print or electronic books and periodicals that students can borrow or download
- 40% - Online databases that have research journals in one subject, i.e., business, science, medicine
- 21% - Collections of images, audio, video, music, and other alternative formats
- 19% - Collections organized around topics with pro/con evidence and arguments
- 18% - Collections of primary documents

6. **Have you scheduled library instruction sessions, led by the librarian, for your class?**

- yes (25, or 38% of respondents)
- no (41, or 62% of respondents)

7. **If yes, please rate the following based on your experience with the students in your course:**

(Good, Fair, Poor; showing percent of respondents ranking as Good)

- 91% - Effectiveness of the librarian’s presentation to the students
- 72% - Student success in the assignment as a result of the instruction
- 68% - Student success in the course as a result of the instruction
- 67% - Students’ increase in confidence and reduction in anxiety as a result of the instruction

8. **If no, please rate the following reasons:** (Agree, Neutral, Disagree; showing percent of respondents that Agree)

- 53% - Assigned course readings are sufficient
- 52% - I cannot give up a class period for library instruction
- 41% - I can teach students how to do research myself
- 28% - A referral to the library and/or the librarian is sufficient
- 24% - I was not aware this service was available
- 21% - No research assignments are required for this class.
- 9% - Students can learn how to do research on their own

9. **The following library services and resources are currently offered. Please rate the importance of each:**

(Very Important, Moderately Important, Not Important; showing percent ranking Very Important)

- 88% - Physical spaces within the library, study space, study rooms, computers
- 88% - Online databases and electronic resources
- 83% - Library research instruction, in person, drop-in at Reference Desk during normal business hours
- 83% - Course reserves
- 79% - Online catalog for finding books and other library materials
- 74% - Circulation services, i.e., the ability to check out materials
- 61% - Print materials, books, physical item DVDs, for borrowing
- 57% - Library guides to research, handouts, pathfinders, flyers, tip sheets
- 45% - Library research instruction, by reservation to an entire class
- 38% - Borrowing and lending between CR Eureka and CR Del Norte
- 35% - Email reference service (Ask A Librarian web page) with emails sent to CR faculty librarian
- 25% - Telephone reference service, answered by CR faculty librarian
10. **The following library services and resources are currently NOT offered. Please rank the importance of each:** (Very Important, Moderately Important, Not Important; showing percent ranking Very Important)

- 66% - Weekend hours and / or expanded evening hours
- 60% - Regular annual library budget amount to purchase library books and materials within my subject discipline
- 60% - Expanded reserves collection, to include a library budget to purchase selected texts
- 47% - Interlibrary loan (borrowing and lending from any other library in the U.S.)
- 46% - Regular subscriptions to print journals that support degree and transfer programs
- 40% - Online tutorials, interactive or video lectures, on library research skills
- 38% - Regular subscriptions to trade journals that support CTE programs
- 35% - eBooks that can be downloaded to any device
- 30% - Video online database of educational videos & documentaries
- 24% - Regular subscriptions to various magazines for browsing, awareness, interest, information
- 20% - Primary document collections
- 16% - Audio books and other audio materials on CD, Music collection on CD, for borrowing
- 14% - Audio files online database, speeches, lectures, music clips or compilations, musical works
- 7% - Chat, email, or telephone reference using an outside service provider
- 6% - Sheet music collection
- 5% - Television, play, or radio scripts or transcripts

**Other service or resource that I would like to see provided: (not analyzed)**

11. **Based on your current awareness of academic publishing, how many books, eBooks, or videos would the library need to purchase annually in your subject area or discipline in order to maintain a high quality, relevant collection that you would feel confident referring your students to use?**

- 61% - up to ten titles
- 28% - 11 to 20 titles

12. **If the library were to offer workshops for faculty, which would you be interested in attending:** (Very Interested, Moderately Interested, Not Interested; showing percent of respondents ranking as Very Important)

- 42% - creating effective library exercises and assignments
- 37% - basic copyright law affecting faculty and students
- 35% - linking library resources in myCR
- 33% - basic or advanced searching online databases
- 23% - basic or advanced web searching
- 20% - subject specific research methods and tools such as legal, business, health
- 17% - searching specific databases
- other (not analyzed)

13. **Is there anything else that you’d like to say about library services or resources?**

21 Comments. The listing by subject below totals more than 21 since many comments addressed more than one issue

- 11 comments were positive and appreciative of the library, library staff, or the librarian
- 6 comments regarding the negative impact of the EU library services closing at 4pm
- 5 comments regarding the need for a regular book budget
- 4 comments regarding narrowly focused, individual, or specific needs
- 3 comments regarding the negative impact of the MC library closure
Resource Request Review/Ranking Procedures:

- After discussing and understanding each position, each person will apply the scoring rubric to each requested position. The scoring rubric consists of 8 areas of consideration and used a scale of 5 (highest) to 0 (lowest).

- Upon completing the initial scoring rubric, deans/directors will meet and discuss the questions and concerns about the scoring. Assigned scores will then be adjusted and totaled by each person for each resource item requested.

- For each Type of Resource Request the relative placement was determined. The resulting rank order for each position was then totaled with the lowest Relative Place Score being ranked the highest in priority.

- Program review resource requests are forwarded for prioritization through established integrated planning processes for operational requests and for planning requests.

- Operational requests are aggregated and prioritized in collaboration with appropriate areas or departments. The prioritized budget requests are forwarded up through the administrative structure to the respective Vice President.

- The collaboration that takes place from the unit levels to the Vice President level helps define the resource allocation direction given the objectives of area strategic planning and the finite resources at hand. The prioritized recommendations of the Vice President will then be summarized into one or several combined resource requests of $5,000 or more, and each forwarded to the Budget Planning Committee.

### Personnel Request

<table>
<thead>
<tr>
<th>AREA</th>
<th>Requested Position</th>
<th>Type of Position</th>
<th>Relative Placement Score (lower = better)</th>
<th>Rank Order</th>
<th>Decision (Internal funding? Refer for categorical funding? Refer for budget augmentation?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMD</td>
<td>Clerical/ISS</td>
<td></td>
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</tbody>
</table>

### Budget Planning Request

<table>
<thead>
<tr>
<th>AREA</th>
<th>Requested Budget Item (Technology, Facilities, Budget, Professional Development)</th>
<th>Type of Budget Requested</th>
<th>Relative Placement Score (lower = better)</th>
<th>Rank Order</th>
<th>Decision (Internal funding? Refer for categorical funding? Refer for budget augmentation?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>Operational</td>
<td></td>
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</table>
SCORING CONSIDERATIONS DISCUSSION

1. **Relationship to Institutional Plans:** Does the request have a connection to the Strategic Plan goals, Educational and other Master Plan goals, and annual plan objectives? A request would significantly impact or influence the ultimate achievement of an outcome would have a high point value (5 points). A request that has no or little connection or impact would be of a low point value (0 points).

2. **Accrediting Commission for Community and Junior Colleges (ACCJC):** Does the request have a connection to the ACCJC accreditation standards: Institutional Mission and Effectiveness, Student Learning Programs and Services, Resources, and Leadership and Governance? A request that would help this College significantly maintain accreditation or address identified areas of accreditation concern would have a high nexus (5 points). A request that has no or little connection or impact would be of a low nexus (0 points).

3. **Regulatory Compliance:** Does the request respond to a statute (i.e., law), regulation, or administrative procedure from an external agency? A request that ensures that the College complies with legal or policy requirement made of the College would have the highest need (5 points). A request that has no regulatory compliance would be rated low (0 points).

4. **Current Need:** Does the request meet a current need (not a “nice to have” situation)? If a request does, the points awarded should be based on the degree of significance and pervasiveness of the problem. If a request does not address a current need, it would be rated low (0 points).

5. **Future Need:** Does the staffing request meet a future (2014-2017) need (not a “nice to have” situation) that has not shown itself yet? If a request does, the points awarded should be based on the degree of significance and pervasiveness of the perceived problem. If a request does not address a current need, it would be rated low (0 points).

6. **Improves Program and Student Success:** Will the request enhance the core functions, efficiency, and/or effectiveness of the requestor’s program/department or is it a “nice to have”? A request that improves the requestor’s service delivery, efficiency, effectiveness and capacity to positively affect student success would rate high (5 points). One that fails to demonstrate improvement of the requestor would be rated low (0 points).

7. **Involves Other Units:** Will the request incorporate and benefit other College programs/department or is it limited to the requestor alone? The greater the involvement of other units beyond the requestor’s the higher the rating (5 points).

8. **District-wide Impact:** Will the request have district-wide impact? The wider that impact of the request if granted, the higher the rating (5 points) should be.

RELATIVE PLACEMENT SCORING INSTRUCTIONS

1. Rate each position by the 8 scoring considerations using a scale of 5 points (highest) to 0 (lowest). Total your raw scores for each position.

2. We will determine the relative placement of each position within each Type of request by totaling the individual dean/director’s relative placement scores for a particular position. Example: For AMD position #1, Director A may give a relative placement score of “1”, Director B may give a score of “4” and Director C may give a score of “3” for a combined relative placement of “8”. However, for AMD position #2, the scoring was “2” + “3” + “2” for a total of “7”.
Review to recommend for further evaluation
The Deans/Directors will develop action plans to address weaknesses identified in the program review. The action plan will be tracked for progress and information considered for the annual planning process.

<table>
<thead>
<tr>
<th>Area</th>
<th>Action Plan</th>
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<tbody>
<tr>
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International Baccalaureate (IB) Credits

College of the Redwoods may award college credit for international baccalaureate (IB) higher level course completion with scores of 5, 6, or 7, if the course work is compatible with the college’s curriculum. No credit will be granted for lower level course work completed in the IB program. Students who have earned credit from an IB exam should not take a comparable college course because transfer credit will not be granted for both.

HL=indicates “higher level” exams which qualify for IB credits. Students who have taken other exams (i.e. “S”=standard, are not eligible for IB credits.

<table>
<thead>
<tr>
<th>IB Exam</th>
<th>Score(s)</th>
<th>CR Course</th>
<th>CR GE Area</th>
<th>Units</th>
<th>Score(s)</th>
<th>CSU/G E Area</th>
<th>Unit(s)</th>
<th>Score(s)</th>
<th>IGETC Area</th>
<th>Unit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology HL</td>
<td>5, 6,7</td>
<td>A</td>
<td>3</td>
<td>5, 6,7</td>
<td>B2</td>
<td>3</td>
<td>5, 6,7</td>
<td>5B (without lab)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Chemistry HL</td>
<td>5, 6,7</td>
<td>A</td>
<td>3</td>
<td>5, 6,7</td>
<td>B1</td>
<td>3</td>
<td>5, 6,7</td>
<td>5A (without lab)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Economics HL</td>
<td>5, 6,7</td>
<td>B</td>
<td>3</td>
<td>5, 6,7</td>
<td>D2</td>
<td>3</td>
<td>5, 6,7</td>
<td>4</td>
<td>3</td>
<td></td>
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<tr>
<td>History (any region) HL</td>
<td>5, 6,7</td>
<td>B</td>
<td>3</td>
<td>5, 6,7</td>
<td>D5</td>
<td>3</td>
<td>5, 6,7</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Language A1 (any language, except English) HL</td>
<td>5, 6,7</td>
<td>C</td>
<td>3</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>5, 6,7</td>
<td>3B or 4</td>
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<tr>
<td>Language A2 (any language except English ) HL</td>
<td>5, 6,7</td>
<td>C</td>
<td>3</td>
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<td>N/A</td>
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<td>5, 6,7</td>
<td>3B and 6A</td>
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<td>Language A1 (any language) HL</td>
<td>5, 6,7</td>
<td>C</td>
<td>3</td>
<td>4</td>
<td>C2</td>
<td>3</td>
<td>5, 6,7</td>
<td>3B</td>
<td>3</td>
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<tr>
<td>Language A2 (any) HL</td>
<td>5, 6,7</td>
<td>C</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Language HL</td>
<td>Math HL</td>
<td>Physics HL</td>
<td>Psychology HL</td>
<td>Theatre HL</td>
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Student Success Summit

Colleagues,

The theme of helping students reach their goals will take center stage at College of the Redwoods early this coming spring semester when we hold the inaugural Student Success Summit. The goal of the summit will be to showcase initiatives for improving the experiences students have while attending CR and to identify ways of uniting our high school and college assets to promote college readiness and to improve student retention, completion, and transfer. Invitees to the event will include CR faculty, staff, administrators and students as well as individuals from the Humboldt County Office of Education, Eureka City Schools, Northern Humboldt School District, Del Norte School District, Mendocino School District and Humboldt State University.

We hope that several good ideas will emerge from the conversations which would then be shared with the college community. We also hope that we might begin to work on some of those ideas immediately.

We still have some work to do to finalize the agenda but here’s what we’re thinking:

**Draft 2014 Student Success Summit Agenda**

**Friday January 31**

11:30am  
Opening Lunch  
Welcome and Summit Overview—Kathy Smith  
Welcome from HCOE—Gary Eagles  
Welcome from Academic Senate—Bob Brown

12:30 pm  
General Information  
Completion and Success—CR data overview  
Teaching and Learning—New options for basic skills and developmental learners  
Acceleration and Success—Retention and Early Intervention: Comparisons and Strategies  
Entry and Intake—Focusing the Lens: a Holistic View from Counseling to Teaching  
Access and Alignment—Expectations from High Schools

2:00 pm  
Discussion Roundtables  
Completion and Success  
Teaching and Learning  
Entry and Intake  
Access and Alignment

3:30 pm  
Closing—Kathy Smith