Academic Senate Meeting
April 4, 2014

AGENDA ITEM 4.1.1

Advanced Placement Credit
College of the Redwoods encourages prospective students to prepare themselves for college by taking courses that are rigorous and challenging. High school students may have opportunities available to them, such as College Board Advanced Placement (AP) courses. Students completing various AP courses and earning scores of 3 or higher on AP examinations may earn between 3 and 8 semester units of credit for an AP course. Advanced Placement credits may be used to satisfy specific AA/AS degree General Education requirements at College of the Redwoods or may be applied as elective units toward the degree. Be advised that when a student transfers to another college or university, each institution evaluates advanced placement units in accordance with its own policies. Therefore, advanced placement units remain intact and do not transfer as College of the Redwoods courses. Furthermore, advanced placement units may not be used to satisfy residency requirements.

Specific course credit is granted to students with qualifying Advanced Placement examination scores when it has been determined that Advanced Placement course work is equivalent to specific College of the Redwoods course work.

To apply for Advanced Placement credit, students must be enrolled in, or have completed, at least 12 units at College of the Redwoods. Advanced Placement Program scores must be sent to the Admissions & Records Office for evaluation.

The table below lists credit awarded by College of the Redwoods for specified AP examination scores. (BP/AP 4235).

<table>
<thead>
<tr>
<th>AP Examination</th>
<th>Min. Score</th>
<th>Credit</th>
<th>Course Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History</td>
<td>3</td>
<td>6</td>
<td>Art 1A and 1B</td>
</tr>
<tr>
<td>Art Study</td>
<td>3</td>
<td>3</td>
<td>Art 17</td>
</tr>
<tr>
<td>Biology</td>
<td>3</td>
<td>3</td>
<td>Biol 1 or 10</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3</td>
<td>5</td>
<td>Chem 1A</td>
</tr>
<tr>
<td>Computer Science</td>
<td>3</td>
<td>4</td>
<td>CIS 1 or 12</td>
</tr>
<tr>
<td>Economics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>3</td>
<td>3</td>
<td>Econ 1</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>3</td>
<td>3</td>
<td>Econ 10</td>
</tr>
<tr>
<td>English Language and Composition</td>
<td>3</td>
<td>4</td>
<td>Engl 1A</td>
</tr>
<tr>
<td>English Literature and Composition</td>
<td>3</td>
<td>4</td>
<td>Engl 1A</td>
</tr>
<tr>
<td>Foreign Language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>3</td>
<td>8</td>
<td>French 1A, 1B</td>
</tr>
<tr>
<td>German</td>
<td>3</td>
<td>8</td>
<td>Germ 1A, 1B</td>
</tr>
<tr>
<td>Spanish</td>
<td>3</td>
<td>8</td>
<td>Span 1A, 1B</td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American</td>
<td>3</td>
<td>6</td>
<td>Hist 8, 9</td>
</tr>
<tr>
<td>European</td>
<td>3</td>
<td>6</td>
<td>Hist 4, 5</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculus AB or AB subscore*</td>
<td>4</td>
<td>4</td>
<td>Math 50A</td>
</tr>
<tr>
<td>Calculus BC*</td>
<td>4</td>
<td>8</td>
<td>Math 50A, 50B</td>
</tr>
<tr>
<td>Music</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Listening and Literature</td>
<td>3</td>
<td>3</td>
<td>Mus 10</td>
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<tr>
<td>Physics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics B</td>
<td>3</td>
<td>3</td>
<td>Phys 10</td>
</tr>
<tr>
<td>Physics C</td>
<td>3</td>
<td>4</td>
<td>Phys 2A</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
<td>3</td>
<td>Psych 1</td>
</tr>
</tbody>
</table>
* Score of 3 on Calculus AB, BC or AB subscore earns 3 credits towards CR GE (area D3) and placement into Math 50A.
DRAFT
IB Scores List

International Baccalaureate is a program designed to provide the most dedicated students with a rigorous academic, cultural, and linguistic curriculum. To earn a diploma, students must pass tests in literature, a foreign language, social studies, mathematics, sciences, and the arts. The tests are graded by teachers around the world and measured against the results of students in several countries. For more information on the IB program please see: [http://www.ibo.org/](http://www.ibo.org/).

**International Baccalaureate (IB) Credits**

College of the Redwoods may award college credit for International Baccalaureate (IB) course completion with scores of 4, 5, 6, or 7, if the course work is compatible with the college’s curriculum. 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. Students should verify with a potential transfer institution the acceptance of these posted scores for IB credit.

<table>
<thead>
<tr>
<th>IB Exam</th>
<th>CR Course</th>
<th>CR GE Area</th>
<th>Units</th>
<th>Minimum Score</th>
<th>CSU GE Area</th>
<th>Units</th>
<th>Minimum Scores</th>
<th>IGETC Area</th>
<th>Qtr./Sem. Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology SL</td>
<td>A</td>
<td>4</td>
<td>4</td>
<td>B2</td>
<td>4</td>
<td>5</td>
<td>5B (without lab)</td>
<td></td>
<td>8/5.3</td>
</tr>
<tr>
<td>Biology HL</td>
<td>A</td>
<td>4</td>
<td>4</td>
<td>B2*</td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English A1, A2</td>
<td>ENGL-1A</td>
<td>D1</td>
<td>4</td>
<td>C2*</td>
<td>3</td>
<td>5 A1 only</td>
<td>1A</td>
<td>8/5.3</td>
<td></td>
</tr>
<tr>
<td>History of Americas</td>
<td>HIST-8, 9</td>
<td>B</td>
<td>6</td>
<td>D5</td>
<td>SL = 3 HL=6</td>
<td>5 HL only</td>
<td>4</td>
<td>8/5.3</td>
<td></td>
</tr>
<tr>
<td>Language A1 (any language, except English)</td>
<td>C</td>
<td>SL = 4 HL=8</td>
<td>4 on HL only*</td>
<td>C2</td>
<td>3</td>
<td>5 on HL only</td>
<td>3B or 4</td>
<td>8/5.3</td>
<td></td>
</tr>
<tr>
<td>Language A2 (any language except English)</td>
<td>C</td>
<td>SL = 4 HL=8</td>
<td>4 on HL only*</td>
<td>C2</td>
<td>3</td>
<td>5 on HL only</td>
<td>3B and 6A</td>
<td>8/5.3</td>
<td></td>
</tr>
<tr>
<td>Mathematical Studies SL</td>
<td>Placement into Math 5, 15, 25, 30</td>
<td>D3</td>
<td>3</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics SL</td>
<td>Placement into Math 5, 15, 25, 30</td>
<td>D3</td>
<td>3</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics HL</td>
<td>Placement into Math 50A, 4</td>
<td>D3</td>
<td>3</td>
<td>4</td>
<td>B4</td>
<td>3</td>
<td>5</td>
<td>2A</td>
<td>8/5.3</td>
</tr>
<tr>
<td>Physics HL</td>
<td>A</td>
<td>3</td>
<td>5</td>
<td>B1</td>
<td>3</td>
<td>5</td>
<td>5A (w/o lab)</td>
<td>8/5.3</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>----</td>
<td>---</td>
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<tr>
<td>Psychology HL</td>
<td>B</td>
<td>3</td>
<td>4</td>
<td>D9</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>8/5.3</td>
<td></td>
</tr>
</tbody>
</table>

* 3 units of elective credit are also awarded
## College of the Redwoods
### Summary of Course Changes
#### 02.28.14

**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

### Comments/Summary Changes

<table>
<thead>
<tr>
<th>Prefix</th>
<th>#</th>
<th>Title/Title Change</th>
<th>NEW</th>
<th>REV</th>
<th>REP</th>
<th>INA</th>
<th>[Units]</th>
<th>Lec/Lab Hrs</th>
<th>UC</th>
<th>CSU</th>
<th>CR GE</th>
<th>Discipline Code/Prerequisite Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH</td>
<td>55</td>
<td>Differential Equations</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A</td>
<td>A</td>
<td></td>
<td>Course updated to modify course learning outcomes to meet C-ID requirements.</td>
</tr>
<tr>
<td>MATH</td>
<td>252</td>
<td>Math Lab</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>[0.0]</td>
<td>90 / 0</td>
<td></td>
<td></td>
<td></td>
<td>New non-credit course designed to meet the non-repeatability requirements of for-credit Math Lab courses, a non-credit course option is necessary to insure that all math students have access to math help in the Math Lab.</td>
</tr>
<tr>
<td>MATH</td>
<td>272</td>
<td>Arithmetic for College Preparation</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>[0.0]</td>
<td>72 / 0</td>
<td></td>
<td></td>
<td></td>
<td>New non-credit course designed to be a noncredit alternative to the present MATH-372 because MATH-372 is no longer eligible for financial aid funding.</td>
</tr>
<tr>
<td>MATH</td>
<td>276</td>
<td>Pre-Algebra for College Prep</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>[0.0]</td>
<td>72 / 0</td>
<td></td>
<td></td>
<td></td>
<td>New non-credit course designed to be a noncredit alternative to the present MATH-376 because MATH-376 is no longer eligible for financial aid funding.</td>
</tr>
<tr>
<td>HO</td>
<td>170C</td>
<td>North Coast Paramedic Program 3</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>[1.0-8.0]</td>
<td>0 / 54-432</td>
<td></td>
<td></td>
<td></td>
<td>Course update includes revised catalog description, lab unit change to variable units.</td>
</tr>
<tr>
<td>HO</td>
<td>170D</td>
<td>North Coast Paramedic Program 4</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>[1.0-8.0]</td>
<td>0 / 54-432</td>
<td></td>
<td></td>
<td></td>
<td>New course. This course was extracted from the existing HO-170C course to be better reflected the timing of student participation as they progress through a field internship.</td>
</tr>
</tbody>
</table>

### Curriculum Changes: 03.14.14
<table>
<thead>
<tr>
<th>Prefix</th>
<th>#</th>
<th>Title/Title Change</th>
<th>NEW</th>
<th>REP</th>
<th>INA</th>
<th>[Units] Lec/Lab Hrs</th>
<th>UC</th>
<th>CSU</th>
<th>CR GE</th>
<th>Comments/ Summary Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>GUID</td>
<td>212</td>
<td>Ready, Set, Go to College</td>
<td>X</td>
<td></td>
<td></td>
<td>[0.0] 0 / 9</td>
<td></td>
<td></td>
<td></td>
<td>New course designed to provide orientations which is needed as the new Student Success Task Force requirements are implemented combined with the need for special programs.</td>
</tr>
<tr>
<td>BUS</td>
<td>70A</td>
<td>Special Projects for Business</td>
<td>X</td>
<td></td>
<td></td>
<td>[4.0] 54 / 54</td>
<td>P</td>
<td></td>
<td></td>
<td>New course. This course is the first part of a two-course potential capstone sequence for the Business degree. It will require students to demonstrate that they can apply what they have learned in their other Business/Economics courses outside the classroom.</td>
</tr>
<tr>
<td>BUS</td>
<td>70B</td>
<td>Leadership in Business Special Projects</td>
<td>X</td>
<td></td>
<td></td>
<td>[4.0] 54 / 54</td>
<td>P</td>
<td></td>
<td></td>
<td>New course. The course is the second part of a two-course potential capstone sequence for the Business degree. It will require students to develop and demonstrate leadership skills in using their Business and Economics skills outside the classroom context.</td>
</tr>
<tr>
<td>EDUC</td>
<td>210</td>
<td>Adult Basic Education</td>
<td>X</td>
<td></td>
<td></td>
<td>[0.0] 0 / 90</td>
<td></td>
<td></td>
<td></td>
<td>New non-credit course designed to help students having difficulty performing beyond an elementary level due to a lack of basic skills and/or previous educational experiences.</td>
</tr>
<tr>
<td>EDUC</td>
<td>225</td>
<td>High School Equivalency/GED Preparation</td>
<td>X</td>
<td></td>
<td></td>
<td>[0.0] 0 / 90</td>
<td></td>
<td></td>
<td></td>
<td>Non-credit course update. Revisions include new course title and revised catalog description.</td>
</tr>
<tr>
<td>ESL</td>
<td>207</td>
<td>Fundamental Computer Vocabulary for ESL Students</td>
<td>X</td>
<td></td>
<td></td>
<td>[0.0] 0 / 36</td>
<td></td>
<td></td>
<td></td>
<td>New non-credit course designed as an introduction to essential vocabulary and basic English writing skills on personal computers for ESL students.</td>
</tr>
<tr>
<td>ESL</td>
<td>217</td>
<td>Intermediate Computer Vocabulary for ESL Students</td>
<td>X</td>
<td></td>
<td></td>
<td>[0.0] 0 / 36</td>
<td></td>
<td></td>
<td></td>
<td>New non-credit course designed for the development of English vocabulary, and reading and writing skills, using personal computers for ESL students.</td>
</tr>
<tr>
<td>WORK</td>
<td>201</td>
<td>Work Readiness Skills for the 21st Century</td>
<td>X</td>
<td></td>
<td></td>
<td>[0.0] 0 / 90</td>
<td></td>
<td></td>
<td></td>
<td>New non-credit course designed to address the wide range of basic success skills that students need to prepare for employment.</td>
</tr>
<tr>
<td>ENGL</td>
<td>53A</td>
<td>English Lab for ENGL-1A</td>
<td>X</td>
<td></td>
<td></td>
<td>[0.5-1.0] 0 / 27-54</td>
<td>P</td>
<td></td>
<td></td>
<td>New course designed to provide individualized instruction to support writing-across-the-curriculum support for students taking ENGL-1A.</td>
</tr>
</tbody>
</table>
### AGENDA ITEM 4.2 March 14 data

<table>
<thead>
<tr>
<th>Prefix</th>
<th>#</th>
<th>Title/Title Change</th>
<th>NEW</th>
<th>REV</th>
<th>REP</th>
<th>INA</th>
<th>[ Units ]</th>
<th>Lec/Lab Hrs</th>
<th>UC</th>
<th>CSU</th>
<th>CR GE</th>
<th>Comments/ Summary Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL</td>
<td>53B</td>
<td>English Lab for ENGL 1B</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>[0.5-1.0]</td>
<td>0 / 27-54</td>
<td>P</td>
<td></td>
<td></td>
<td>New course designed to provide individualized instruction to support writing-across-the-curriculum support for students taking ENGL-1B.</td>
</tr>
<tr>
<td>ENGL</td>
<td>54</td>
<td>English Lab for Arts, Humanities, and Communications</td>
<td>X</td>
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<td></td>
<td></td>
<td>[0.5-1.0]</td>
<td>0 / 27-54</td>
<td>P</td>
<td></td>
<td></td>
<td>New course designed to provide individualized instruction to support writing-across-the-curriculum support for students taking an Arts, Humanities or Communications course.</td>
</tr>
<tr>
<td>ENGL</td>
<td>55</td>
<td>English Lab for Behavioral and Social Sciences</td>
<td>X</td>
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<td></td>
<td>[0.5-1.0]</td>
<td>0 / 27-54</td>
<td>P</td>
<td></td>
<td></td>
<td>New course designed to provide individualized instruction to support writing-across-the-curriculum support for students taking a Behavioral or Social Science course.</td>
</tr>
<tr>
<td>ENGL</td>
<td>103</td>
<td>College Essay Review</td>
<td>X</td>
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<td></td>
<td></td>
<td>[1.0]</td>
<td>18 / 0</td>
<td></td>
<td></td>
<td></td>
<td>New course designed as a short-term review of the basic elements of the argumentative college essay would prepare students before taking ENGL-1A.</td>
</tr>
<tr>
<td>CT</td>
<td>133A</td>
<td>Fine Woodworking: Special Studies in Cabinet Making</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Course update. CT-133 is being renamed CT-133A. Other revisions include catalog description and repeatability.</td>
</tr>
<tr>
<td>CHEM</td>
<td>1A</td>
<td>General Chemistry</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Course updated with a revised catalog description.</td>
</tr>
<tr>
<td>CHEM</td>
<td>1B</td>
<td>General Chemistry</td>
<td>X</td>
<td></td>
<td></td>
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<td>Course updated with a revised catalog description, and grading standard changed to &quot;Letter Grade Only&quot;.</td>
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<tr>
<td>CHEM</td>
<td>2</td>
<td>Intro to Chemistry</td>
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<td></td>
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<td></td>
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<td>Course updated with revised catalog description.</td>
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<tr>
<td>CHEM</td>
<td>3</td>
<td>Intro to Organic Chemistry</td>
<td>X</td>
<td></td>
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<td>Course updated with a revised catalog description.</td>
</tr>
<tr>
<td>CHEM</td>
<td>8</td>
<td>Brief Organic Chemistry</td>
<td>X</td>
<td></td>
<td></td>
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<td>Course updated to revise course title.</td>
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<tr>
<td>CHEM</td>
<td>10</td>
<td>Chemistry and Society</td>
<td>X</td>
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<td>Course updated with a new course title and revised catalog description. MATH-380 added as a prerequisite. ENGL-150 added as recommended preparation.</td>
</tr>
<tr>
<td>CHEM</td>
<td>100</td>
<td>Preparation for General Chemistry</td>
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<td></td>
<td></td>
<td></td>
<td>Course update includes course concepts and learning outcomes.</td>
</tr>
</tbody>
</table>

Curriculum Changes: 03.14.14
### Summary of Curricular Changes

**03.14.14**

#### 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>
</tr>
</thead>
<tbody>
<tr>
<td>Associate in Science in Mathematics for Transfer</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>Non-substantial change. MATH-55 was resubmitted to C-ID for approval after course was modified to better fit the C-ID descriptor. PHYS-4A and MATH-15 were added to as options to broaded appeal of degree to STEM majors.</td>
</tr>
<tr>
<td>Associate in Arts in English for Transfer</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>New transfer degree intended for students who plan to complete a bachelor’s degree in English at a CSU campus.</td>
</tr>
<tr>
<td>Associate in Arts in Sociology for Transfer</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>New transfer degree intended for students who plan to complete a bachelor’s degree in Sociology at a CSU campus.</td>
</tr>
</tbody>
</table>
## Summary of Curricular Changes

**03.28.14**

**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>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Woodworking II</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>Non-substantial change. Program requirements have been updated to remove and replace CT-133 with CT-133A and CT-133B.</td>
</tr>
<tr>
<td>Certificate of Achievement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# College of the Redwoods
## Summary of Course Changes
### 03.28.14

**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; **COMMENTS** = Review of outline changes, including prerequisites.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>#</th>
<th>Title/Title Change</th>
<th>NEW REV</th>
<th>IN A</th>
<th>UNITS</th>
<th>UC CSU CR GE</th>
<th>Comments/ Summary Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS</td>
<td>1</td>
<td>Computer Information Systems</td>
<td>X</td>
<td></td>
<td></td>
<td>A A A</td>
<td>Course update to align with C-ID and GE proposal. Other updates include new course title and catalog description. MATH-376 and ENGL-150 have been added to recommended preparation. Course approved for GE status.</td>
</tr>
<tr>
<td>CIS</td>
<td>35</td>
<td>Network Security Fundamentals</td>
<td>X</td>
<td></td>
<td></td>
<td>A A A</td>
<td>Distance Education modality.</td>
</tr>
<tr>
<td>CIS</td>
<td>33</td>
<td>CCNA: Scaling and Connecting Networks</td>
<td>X</td>
<td></td>
<td>[4.0] 54 /54</td>
<td>P</td>
<td>Course reactivation and update to offer advanced networking concepts. Unit increase reflects the lab portion is now part of the course versus a separate one-unit lab section that was past practice. Change in prerequisite reflects the current course progression for networking courses.</td>
</tr>
<tr>
<td>DA</td>
<td>156</td>
<td>Dental Assisting Fundamentals (Chairside)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>Course updated. Revisions of catalog description, and correction to clinical hours.</td>
</tr>
</tbody>
</table>

Curriculum Changes: 03.28.14
### AGENDA ITEM 4.2

<table>
<thead>
<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</th>
<th>GE</th>
<th>Comments/ Summary Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL</td>
<td>1</td>
<td>Physical Geology with Lab</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A</td>
<td>A</td>
<td>A</td>
<td></td>
<td>Course update to include detailed descriptions of lecture and lab content to show consistency with the criteria of the California Course Identification Numbering System. Other revisions include new catalog description, grading standard has been changed to “Grade Only”, and recommended prep has been changed to ENGL-150. Course will retain GE status.</td>
</tr>
<tr>
<td>GEOL</td>
<td>2</td>
<td>Historical Geology with Lab</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A</td>
<td>A</td>
<td>A</td>
<td></td>
<td>Course update to include detailed descriptions of lecture and lab content to show consistency with the criteria of the California Course Identification Numbering System. Other revisions include new course title and catalog description. Course will retain GE status.</td>
</tr>
</tbody>
</table>
Date:

1. Division: Select

2. Course ID and Number:

3. Course Title:

4. Please select the distance education method that describes how the course content will be delivered:

   - Online-internet based - Delayed Interaction: Students and instructor interactions are not simultaneous, but are delayed or distributed over time.
   - Online-internet based - Simultaneous Interaction: Students and instructor interactions are simultaneous, with immediate opportunity for exchange among participants.
   - Hybrid online-internet/classroom based: Students and instructor interactions are both classroom and internet based, with classroom time reduced and replaced by required online participation.

5. What perceived need will this distance education course address?

6. Is this course part of a certificate or degree program with 50% of more of its curriculum approved for delivery by distance education?

   a. If yes, has this certificate or degree program been approved by the Curriculum Committee for 50% or more delivery by distance education?

7. Describe in detail how the course design will ensure Regular Effective Contact (refer to Regular Effective Contact Policy) and include:
   a. Threaded Discussion Forums (or equivalent)
   b. Weekly Announcements (or equivalent)
   c. Instructor-Prepared Materials (e.g., text-based, video &/or audio files) in addition to publisher-created materials to create a virtual equivalent of the face-to-face class.

8. To illustrate the description in #7, describe what students in this course will do in a typical week of this course.
9. What is the course “statement of expectations” to be included in the syllabus for instructor frequency and timeliness of instructor-initiated contact and student feedback? (refer to Regular Effective Contact Policy)

10. How is this course designed to address Student Authenticity? Preventive measures may include: multiple assessment techniques, written assignments, threaded discussions, exams based on randomly drawn test bank items, timed exams, and raising student awareness of the College’s Code of Conduct.

11. This course will have proctored exams. (refer to College Proctoring Policy)

☐ No  ☐ Yes  ☐ Optional

12. Describe how assessments are used in this course to ensure that the student work is evaluated effectively, accurately, and in a timely manner.

13. Describe the contingency plan for this course if there is an unexpected instructor absence (refer to Regular Effective Contact Policy).

14. Both state and federal law require community colleges to design courses to ensure access for students with disabilities, including compliance with Section 508 of the Rehabilitation Act. Please indicate the steps taken to ensure accessibility by checking the Yes, No, or NA boxes below. For further assistance with accessibility and assistive technology, please contact DSP&S.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>NA</th>
<th>Requirement and Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>1. The course delivery provides a text equivalent for all non-text elements such as images, animations, applets, audio/video files and art. <em>This will enable a screen reader to read the text equivalent to a blind student.</em></td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>2. The course delivery provides descriptions for important graphics if they are not fully described through alternative text or in a document’s content. <em>The description would inform a blind student of what a picture represented.</em></td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>3. The course delivery ensures that information conveyed by the use of color is also understandable without color. <em>For example, so a blind or color-blind student could understand a color-coded representation of DNA.</em></td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>4. The course delivery provides textual equivalents to audio information (captioning). <em>The text will enable deaf students to know what others are hearing.</em></td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>5. The course delivery provides an alternative audio description for multimedia presentations. <em>The sound will enable blind students to know what others are seeing.</em></td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>6. The course delivery ensures that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen. <em>The movement can be distracting for students with certain disabilities.</em></td>
</tr>
</tbody>
</table>
### Requirement and Purpose

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>NA</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>7. If using faculty web site vs. college provided course management system, the web site identifies, by labeling or other appropriate means, row and column headers. <em>The identification will enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns.</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8. If using faculty web site vs. college provided course management system, the web site provides title frames and includes sufficient information as to their purpose and relationship to each other. <em>This will help blind students understand the organizational purpose of the frame.</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9. If using faculty web site vs. college provided course management system, the instructor has ensured, through HiSoftware’s “Cynthia Says” <a href="http://www.cynthiasays.com/">http://www.cynthiasays.com/</a> or other appropriate verification, the usability of pages, and will attach to this proposal evaluation printouts of Section 508 and WCAG—Priority 1 compliance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10. If interactive software for homework/instruction is used, the company has provided a current 508 statement of compliance ensuring accessibility to students needing the use of a screen reader. <em>This ensures that publisher provided programs to supplement or augment textbooks are as accessible as the class website.</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11. My course syllabus recommends that students who require accommodations for a disability, such as accessible formatting of course materials, contact me immediately. <em>Example:</em> “In compliance with equal access laws, I am available to discuss appropriate academic accommodations that you may require as a student with a disability. Students are encouraged to contact Disabled Students Programs and Services (DSP&amp;S) for disability verification and for determination of reasonable academic accommodations.”</td>
</tr>
</tbody>
</table>

Submitted by: ___________________________ Tel. Ext: __________ Date: __________

**Approvals:**

- Distance Education Faculty Appointee __________ Review Date: __________
- Division Dean or Director: **Select** Review Date: __________

**Curriculum Committee Use Only**

- Approved by Curriculum Committee: No [□] Yes [□] Date: __________
- Academic Senate Approval Date: __________
- Board of Trustees Approval Date: __________
### California Community Colleges

**Non-Substantial Changes to Approved Program**

or **Change of Active–Inactive Status**

---

**College:** College of the Redwoods  
**District:** Redwoods Community College District  
**Contact Person:**  
**Phone #:**  
**E-mail:**

---

**DATE** SIGNATURE, CHIEF INSTRUCTIONAL OFFICER  
**TYPED OR PRINTED NAME:** Keith Snow-Flamer, Ph.D.

---

**Check one** of the four boxes below to indicate the type of change.

**If you select Option 1 or 2, complete fields A – K below:**

- [ ] 1. Non-substantial change to previously approved program  
- [ ] 2. Change from INACTIVE to ACTIVE status.

For revised and reactivated programs, attach **proposed program description** and **requirements** – catalog description, list of required course titles, units, and other completion requirements.

**If you select Option 3 or 4, complete fields A, B & C below:**

- [ ] 3. Remove/Delete entry from current college program inventory  
- [ ] 4. Change from ACTIVE to INACTIVE status.

**Briefly describe change/update:**

---

<table>
<thead>
<tr>
<th>FIELDS</th>
<th>AS LISTED in CURRENT INVENTORY</th>
<th>AS REVISED (fill in updated fields only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Unique Code</td>
<td>N/A – Unique code cannot change.</td>
<td></td>
</tr>
<tr>
<td>B T.O.P. Code</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C Local Title</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D Certificate Units</td>
<td></td>
<td>Attach list of required courses.</td>
</tr>
<tr>
<td>E Degree Units</td>
<td></td>
<td>Attach list of required courses.</td>
</tr>
<tr>
<td>F Degree Type</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G Year Approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H Transfer Status</td>
<td>N/A - Use CCC-510 for Substantial Change.</td>
<td></td>
</tr>
<tr>
<td>I Occupational Status</td>
<td>N/A - Use CCC-510 for Substantial Change.</td>
<td></td>
</tr>
<tr>
<td>J Date Program Change Approved by Curriculum Committee (month/year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K Comments (appear on Inventory of Approved and Projected Programs)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**SUBMIT ONE COPY OF THIS FORM AND ALL ATTACHMENTS.**

---

**CR Revised: Feb. 2014**
<table>
<thead>
<tr>
<th>AGENDA ITEM 4.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Program Goal:</strong> Enter the number of students projected to be awarded the degree or certificate each year after the program is fully established.</td>
</tr>
<tr>
<td>2. <strong>Annual Completers:</strong> Enter the number of students projected to be awarded the degree or certificate each year after the program is fully established.</td>
</tr>
<tr>
<td>3. <strong>Net Annual Labor Demand (CTE ONLY):</strong> Enter the estimated number of annual job openings, minus the annual number of program completers of other programs within the counties in the college service areas.</td>
</tr>
<tr>
<td>4. <strong>Faculty Workload:</strong> Enter the number of full-time equivalent faculty (FTEF) that will be dedicated to teaching in the degree or certificate during the first full year of operation, regardless of whether they are new or existing faculty.</td>
</tr>
<tr>
<td>5. <strong>New Faculty Positions:</strong> Enter the number (not FTEF) of separately identified new faculty positions, both part- and full-time.</td>
</tr>
<tr>
<td>6. <strong>New Equipment:</strong> If new equipment will be acquired for the degree or certificate, estimate (in dollars) the total cost from all sources, including district and state funds.</td>
</tr>
<tr>
<td>7. <strong>New/Remodeled Facilities:</strong> If new or remodeled facilities will be acquired for the degree or certificate, estimate (in dollars) the cost from all sources, including district and state funds.</td>
</tr>
<tr>
<td>8. <strong>Library Acquisitions:</strong> If new library and learning resources materials will be acquired for the degree or certificate, estimate (in dollars) the cost for all materials.</td>
</tr>
<tr>
<td>9. <strong>Program Review Date:</strong> Enter the month and year of the review of the degree or certificate. For degrees with a program goal of “Career Technical Education (CTE), the degree must be approved every two years.**</td>
</tr>
<tr>
<td>11. <strong>Apprenticeship:</strong> Select “no” if the program is not an apprenticeship. Select “yes” if the program is an apprenticeship with approval from the Division of Apprenticeship Standards.</td>
</tr>
<tr>
<td>12. <strong>Distance Education:</strong> Indicate the extent to which the courses associated with the degree are conducted via distance education. Refer to Section Two of the Program and Course Approval Handbook for more information.</td>
</tr>
<tr>
<td>13. <strong>CTE Regional Consortium Approved:</strong> For programs with a selected program goal of “Career Technical Education” or “Career Technical Education and Transfer”. By selecting “yes” the college certifies that the certificate was approved by the CTE regional consortium pursuant to Title5 section 55130(b)(8)(E).</td>
</tr>
</tbody>
</table>
College of the Redwoods
CURRICULUM PROPOSAL FOR DISTANCE EDUCATION SUBSTANTIVE CHANGE IN
DEGREE OR CERTIFICATE

Date:

1. Division: Select

2. Degree or Certificate:

3. What is the rationale to offer 50% or more of the degree or certificate as distance education? Please relate to degree or certificate program review.

4. List the DE courses contributing to the need for a degree or certificate substantive change approval.

Submitted by:  Tel. Ext:  Date:

To be completed by Instructional Deans/Directors only:

5. Are all courses identified in #4 currently approved for online delivery by the curriculum committee? (Refer to curriculum stoplight)

6. Is there adequate instructional support (i.e., certified online instructors) for this degree or certificate?

Approval:
Division Dean or Director: Select  Review Date:
Distance Education Faculty Appointee  Review Date:

CURRICULUM COMMITTEE USE ONLY
Approved by Curriculum Committee:  No  Yes  Date:
<table>
<thead>
<tr>
<th>Academic Senate Approval Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board of Trustees Approval Date:</td>
</tr>
</tbody>
</table>
Educational and Matriculation Pathway Task Force Recommendations

The administration and Academic Senate convened a Pathways Task Force last fall and charged its members with developing a set of recommendations for meeting and developing Associate Degrees of Transfer (ADT) mandates (SB 1440 and SB 440) and with developing clear matriculation pathways. The Pathways Task Force divided itself into two smaller groups: the Educational Pathways Task Force (EPTF) and the Matriculation Pathway Task Force (MPTF). The task force members discussed the scope of work and the guidelines that may influence their recommendations for action.

The recommendations derived from the task force work must improve the college’s capacity to deliver coursework necessary for completion of a Student Education Plan, increase the number of high school graduates prepared for higher education and careers, align student demand with degree offerings and improve student success and graduation/transfer rates. The two task forces met individually after the initial organizational meeting in December 2013.

I would like to share the results of both task forces with the Academic Senate for discussion. As you read through this report, you’ll see that the task forces offer several recommendations that encompass a wide range of issues relative to the review and analysis of current degrees and certificates, development of criteria to guide strategic decision making on development of future ADT, and student progress through the matriculation process.

I intend to share the recommendations from the Educational Pathway Task Force with the Instructional Council and Cabinet. The Matriculation Pathway Task Force model will be forwarded to the Instructional Council and Student Development operational units for continued planning for implementation in the 2014-15 academic year.

The members of both task forces are to be commended for the time and effort put into developing the recommendations contained in this report.

Educational Pathway Task Force members include: Jay Dragten, Peter Blakemore, Erin Wall, MaryGrace McGovern, Keith Snow-Flamer, Erik Kramer, Tracey Thomas, Joe Hash, Bob Brown, Mark Renner, Dan Calderwood, George Potamianos, Dave Bazard, Keith Snow-Flamer, and Angelina Hill

The Matriculation Pathway Task Force are: Bob Brown, Kathy Goodlive, Lynn Thiesen, Crystal Morse, Sheila Hall, Cheryl Tucker, Angelina Hill and Keith Snow-Flamer.

You can access the agendas and notes for both task forces on the Instructional Council page: http://inside.redwoods.edu/deancouncil/other.asp.

Educational Pathways Task Force Recommendations

It’s important to note the task force cautioned that the decision to develop an ADT should not be predicated on past or current enrollment or student education plan data since having an ADT may impact enrollment trends for a particular discipline.
Recommendation 1: Criteria to use in deciding future ADTs

The task force recommends that faculty and administrators use the following criteria in determining whether to move forward with developing an Associate Degree for Transfer. Criteria 1-4 must be satisfied. Criteria 5-7 (in italics) are optional.

1. If one of our main feeder CSUs (HSU, Chico State, Sacramento State) has a specific baccalaureate degree and a TMC exists
2. If approximately 75% of courses called for in the TMC already exist
3. If courses in an ADT support enrollment in other courses/disciplines/areas (e.g. the ADT in Kinesiology supports enrollment in biology, chemistry)
4. If the ADT has courses that “overlap” with other degrees for multiple “on ramps and off ramps” for students to select other degree pathways
5. If students are taking a concentration of a particular ADT’s courses within a current local degree that provides evidence of student interest/demand
6. If the FTES/FTEF is projected to be above the district average
7. If the ADT aligns with local and/or regional job market expectations

Recommendation 2: Approach to satisfying SB440

The task force recognizes that the guidelines related to implementing SB 440 remains ambiguous. Therefore the task force recommends that the group remain active to develop strategic recommendations as guidance is received from the Chancellor’s Office.

Recommendation #3: Link review of ADTs to Program Review and the AP 4021 Process

The task force recommends that determining the relevant need or demand of established local degree or ADT should be treated the same as any other degree or “program” and should be reviewed in the program review or the AP 4021 process if appropriate.

Recommendation #4: Discuss relevance of localized degrees when an ADT is approved for development

The task force recommends that faculty and administrators should include the following data and criteria in reviewing localized degrees for relevance (with or without a corresponding ADT):

1. the number of degrees and certificates available
2. the number of completers
3. the potential number of completers based on SEP and/or selection of a major data from the orientation process
4. whether market data/employment data support continuation of a degree and/or certificate

Recommendation #5: Consider ADTs to target for 50% or more Online
The task force recognizes that even though a degree is targeted for online development, the right of the faculty to make the final decision is sacrosanct. The task force recommends that faculty and administrators review the following ADTs for relevance for online or hybrid delivery. The task force further recommends that substantive change proposals be submitted once the 50% threshold is reached.

- ADT Psychology
- ADT ECE
- ADT Sociology
- ADT Business
- ADT History
- ADT Anthropology
- ADT English

Recommendation #6: Build awareness among students about the degrees

The task force recommends faculty and administrators work collaboratively to build awareness of the degrees to current and prospect students.

Matriculation Pathways Task Force Recommendations

Recommendation #1: Include faculty in outreach and recruitment

The task force recommends that a process be developed where faculty are included in high school outreach functions and involved in faculty to student contact prior to registration.

Recommendation #2: Identify appropriate course scheduling pathways

The task force recommends that the Deans and faculty work collaboratively with Counseling to identify appropriate first semester class scheduling pathways.

Recommendation #3: Faculty involvement in General Studies and Guidance classes

The task force recommends that faculty make students more aware of their programs via the GS-1, GS-6 and Guid 8 classes.

Recommendation #4:

The task force recommends that the operational units begin operationalizing the model and identify gaps that require institutional support.
Matriculation Pathway
4 Main Approaches

1. Recent high school graduates from local HS Pathway
   - Faculty Visit to district feeder high schools
   - Complete admission application
   - Mandatory math and English placement exam process
   - Major declaration
   - Onsite financial aid presentations and conferences
   - Dream Act assistance
   - Mandatory counseling, placement testing, Ed Planning, Orientation and Registration
   - Summer Bridge
     - 2-3 week summer program consisting of noncredit basic skills class
     - noncredit orientation to college
     - non credit career exploration
     - Ed Planning
     - Math Jam
     - English 303
     - English 102
   - New Student Welcome
     - Student to student dialogue
     - Campus resources
     - Faculty to student dialogue

2. EOPS DSPS TRIO CalWorks Veterans Adult returning students
   - Complete admission application
   - Mandatory math and English placement exam process
   - Major declaration
   - Intrusive pre-enrollment services
   - Financial aid completions
   - Mandatory counseling, Ed Planning, Orientation and Registration
   - Financial aid assistance
   - Mandatory counseling, Ed Planning, Orientation and Registration
   - Link to credit courses if desired

3. Dual enrollment student
   - Complete admission application
   - Major declaration
   - Financial aid assistance
   - Mandatory counseling, Ed Planning, Orientation and Registration

4. Adult Basic Education
   - Complete non credit application
   - Register for noncredit classes
   - Link to credit courses if desired

Honors Pathway
- Complete comprehensive SEP
- General Transfer Pathway
- Complete comprehensive SEP
- Basic Skills Pathway
- Complete comprehensive SEP
- Undecided Pathway
- Complete comprehensive SEP
- CTE Pathway
- Complete comprehensive SEP

Acknowledgements
- Identify at-risk students
- Honors Block General Transfer Basic Skills CTE Blocks
- Courses identified in Ed plans
- Academic Dismissal
- Probation
- GS 6 or noncredit student success class

Outreach

AGENDA ITEM 5.3a
General Education Dialogue Session – Assessment Overview
Held January 17, 2014 on the Eureka Campus during Spring 2014 Flex Days

This session was a presentation and discussion of General Education (GE) assessment data collected between Fall 2011 and Fall 2013. These data are representative assessments obtained courses within each of the four GE areas (A, B, C, D). Each set of assessments includes data from 13 to 14 courses, and total sample sizes of 400 to 500 students.

General Education outcome and the semester of assessment:
Communication – assessed Fall 2012
Critical Thinking – assessed Spring 2011 and Spring 2013
Global/Cultural Context – Spring 2012

Results:
All outcomes are being achieved by most students. The overall success percentage for each of the GE areas ranged from 84-91%. The data sets are posted at:
http://webapps.redwoods.edu/assessment/outcomesource/geareasummary.aspx

Observations taken from each of the individual assessment dialogue sessions (fall 2011-spring 2013):
GE Outcome #1 - Communication (and Critical Thinking):
• Problems regarding reading comprehension and understanding of assignments/questions
• Problems regarding the ability to write conclusions and the inability to write at the college level
• Student inexperience with the rigors of a research paper (absence of understanding the concept of a thesis defended by research)
• Students are not able to go into great depth in their analyses
GE Outcome #2 -Critical Thinking:
• There are differences in how critical thinking is measured in different disciplines
• It may be more difficult in some disciplines to establish what it means to do critical thinking
• Suggestion is to start teaching critical thinking skills earlier like in English 150 or GS 6
• Writing/Research concerns – similar to those cited for Communication outcome
GE Outcome #3 - Global/Cultural Context:
• Unclear if we are improving awareness of global/cultural context through this outcome (given some of the bullet points).
• Is this outcome too broad to be meaningful? Is looking at something from multiple perspectives achieving the same outcome as “awareness of cultures in a diverse global community”?
• Should all GE courses have to achieve all three GE outcomes? There might be skewed data coming from courses (Math) where this particular outcome did not fit well to the course. Do courses need to be reconsidered or does GE need to be reconsidered?

In several reports it was noted that students who did not achieve the outcome were not fully participating in the course.
AGENDA ITEM 5.4

Summary of the Overview Dialogue Session (1-17-2014)

1. Reading comprehension and college-level writing are an ongoing issue with students being able to achieve the all of the outcomes, particularly communication and critical thinking. Agreement that all General Education Courses should include a recommended preparation statement of English 150.

2. There was an extended discussion of the Cultural/Historic Context outcome. The discussion focused on the breadth of this outcome and whether the assessments were all measuring the same outcome. Is this a measure of multicultural curriculum infusion, or is it a broader outcome of exposing students to different perspectives or historical content? If the perspectives and history are all within a one cultural context, then does this satisfy the cultural aspect of the outcome?
   The assessment data shows that this outcome has the widest variation of achievement between various GE areas (below 73% to over 95%). References were made to a Curriculum Committee proposal (from Spring 2013) regarding initiation of a “multicultural curriculum infusion” requirement for at least one GE course in a student’s program. This proposal went to the Academic Senate for discussion, but it was not advanced further due to the timing at the end of the semester.
   Several participants at the dialogue session suggested returning this Senate discussion to try to resolve some of issues raised about this outcome. This proposed Senate discussion might also address the suggestion of “reviewing the bulleted lists” (described below).

3. Bulleted lists - there was discussion regarding the bulleted lists that follow the descriptions of the outcomes. Do these lists accurately describe the intent of these outcomes? Are the lists so broad that they allow achievement of different outcomes? Are each of the bullets being routinely achieved? Do the lists need to be refined? There was focus on the Critical Thinking Outcome with seven bullets. A suggestion was made to ask the Academic Senate (or ASPC?) to evaluate these lists. It was suggested that the outcomes and our assessment data may benefit from a review, update, or refinement of the outcome lists. However, some who participated in the discussion felt that the lists provide an appropriate degree of flexibility in describing how this outcome (critical thinking) is achieved in different ways in different courses.

The dialogue group agreed that these findings should be forwarded to the Academic Senate for further consideration.
Assessment of Student Learning Outcomes in Reference Desk Service, Fall 2013

Service at the reference desk, defined as direct individual instruction, research guidance, advice, and support provided to students by faculty librarians, was assessed Fall 2013 as outlined in the Reference Services Assessment Plan and Calendar, posted on the Assessment pages under Student Development -> Artifacts. This report provides the detailed results of that assessment.

Reference services are a key component of library services, as stated in the Reference Services Mission:

Regardless of location or means of delivery, reference librarians provide accurate, friendly, unbiased, and timely assistance; provide the tools and resources that support student learning and success in their assignments, courses, and programs; and assist students in developing their research, critical thinking, and information competency as transferable skills for lifelong learning.

Current data sources available to assess the effectiveness of reference services include:

- Reference Desk tally sheet of the number and type of questions asked
- Circulation Desk tally sheet, which includes a “referral to librarian” category
- General library assistance and reference questions counts from Del Norte and Mendocino
- Documenting the topic of reference questions by the evening librarian
- Documenting the topic of emailed reference questions
- Reference Desk Survey, Fall 2013

This report reviews these sources and presents the data as multiple measures for the assessment of student learning outcomes relating to reference desk service. The assessment plan asks broad questions about library services:

- Are the library’s services helpful to students completing assignments?
- Are students’ reference, research, and information needs being adequately met?
- Is the service, easy, friendly, accurate?

In the assessment reporting tool, these questions will be recast as outcomes statements within those broad areas. This report is intended to provide detail and narrative support for increased understanding and awareness of library services to students.

Reference Desk and Circulation Desk Tally Sheet Data
All questions asked of the librarians at the reference desk are recorded by tally marks by date, time of day (am, pm, eve) within the following categories: Research and Reference; Information and Direction; Technical Support.

Research and Reference questions are defined as extensive questions related to a research project or assignment that typically takes longer than five minutes and may take as long as an hour to answer. RR questions frequently involve individual instruction, guidance, advice, mentoring, and a review of search strategies or recommended sources.

Information and Direction questions are usually shorter and simpler, and are defined as providing facts, directions, referrals to other campus or community resources, or simple look-ups such as finding a book in the catalog, phone numbers, or addresses. If a question presents as an ID but morphs into an RR, each question is tallied separately.
Technical Support questions cover any problems or questions students may have in using software, hardware, formatting, printing, saving, scanning, wireless or laptop issues, photocopying, or help with various error messages. Software help includes MS Office applications, myCR, WebAdvisor, Turnitin, student emails, browser problems, other software. Librarians provide only the most basic help; students with serious technical problems are referred to the appropriate campus service.

The tally sheet includes a “Notes” section where specific subject or content questions, or recurring questions generated by a common assignment, or problems due to insufficient resources, can be recorded. Currently this qualitative data is not systematically collected or analyzed.

Staff and student workers at the Circulation Services Desk also maintain a daily tally sheet, documenting questions in the categories of General Library Support, Technology Support, Directed to Librarian, Campus-wide information, Directed Elsewhere, and Phone Calls. Only the “Directed to Librarian” category is considered relevant to this report. A three year summary of the Reference Desk and Circulation Desk tally sheet data is shown in the table below. Data for 2012-13 have not been compiled yet due to staff shortage.

<table>
<thead>
<tr>
<th>Question Type</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research &amp; Reference</td>
<td>567</td>
<td>833</td>
<td>1,253</td>
<td></td>
</tr>
<tr>
<td>Information &amp; Direction</td>
<td>473</td>
<td>704</td>
<td>1,477</td>
<td></td>
</tr>
<tr>
<td>Technical Support</td>
<td>370</td>
<td>454</td>
<td>1,038</td>
<td></td>
</tr>
<tr>
<td>Ask A Librarian</td>
<td>135</td>
<td>104</td>
<td>193</td>
<td></td>
</tr>
<tr>
<td>Directed to Librarian</td>
<td>208</td>
<td>427</td>
<td>198</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>1,753</td>
<td>2,522</td>
<td>4,159</td>
<td></td>
</tr>
</tbody>
</table>

Average number of student requests for assistance over 4 semesters is from 3.67 to 4.65 per hour. This range is stable over day and evening hours. During Fall 2013, August – October, the reference desk was not staffed for 92 hours, representing about 430 questions not answered, students not helped. It seems obvious that more staff hours will equate to more service provided, and here are the numbers to prove that.

There is a noticeable spike at the beginning of semesters, that evens out in following months. This matches with librarian and staff perceptions. August seems lower, but because the Fall semester starts in the last half of that month, and Spring starts in the first or second week of January, the actual rate is about the same. A review of the weekly counts (not shown in this report) proves this to be true. However, Spring is almost always busier early in the semester than Fall, for reasons unknown. The exceptional spike in January 2012 may be due to the new Student Services building becoming fully operational and drawing more students to that end of campus. That month, librarians provided assistance and answers to student questions at an average rate of about 3.5 minutes per question.
Reference and Circulation Tally Sheet Data from Del Norte & Mendocino

<table>
<thead>
<tr>
<th>Year</th>
<th>DN GEN</th>
<th>DN REF</th>
<th>DN TOTAL</th>
<th>MC GEN</th>
<th>MC REF</th>
<th>MC TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>291</td>
<td>43</td>
<td>334</td>
<td>116</td>
<td>71</td>
<td>187</td>
</tr>
<tr>
<td>2008-09</td>
<td>1462</td>
<td>288</td>
<td>1750</td>
<td>969</td>
<td>749</td>
<td>1718</td>
</tr>
<tr>
<td>2009-10</td>
<td>no data</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010-11</td>
<td>56</td>
<td>7</td>
<td>63</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011-12</td>
<td>160</td>
<td>28</td>
<td>188</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Library technicians at the Del Norte and Mendocino locations record questions in two categories, General Library Support (GEN) and Reference Questions (REF). The table shows the counts for both types. As with the Eureka data, the great variability is assumed to be due to staffing, hours, or service changes, which have primarily been decreases, over the years. Please note these are annual (two semesters) totals when comparing with Eureka data table above. Why there is “no data” for some time spans is unknown.

Documenting Question Topics

Associate faculty librarians were hired in Fall 2013 to be present during evening hours (4:00-8:00pm) when it seemed that the LRC would need to close at 4:00 pm due to staff layoffs. Documenting the actual topic of all questions asked at the Reference Desk was one of the responsibilities assigned to the associate faculty librarians. This has provided a rich source of information regarding the subjects, topics, assignments, and general information needs of students. We don’t record this detail during the day since it is usually too busy with little or no backup support, and the sole full time faculty librarian often is working on other projects while also staffing the Reference Desk and helping students. However, this would be a helpful addition to our measures, since a review of the evening questions seems very different from the questions asked during the day. Some topics from the evening librarian’s list are below:

- Aristotle, biography
- Art at risk of destruction
- Cookbooks
- Eating disorders and treatments
- Economic impact of agriculture
- Economics research
- Fireplace inserts, design and manufacture
- How are the books organized?
- How to search the catalog for books
- Native American art
- One-room schoolhouse
- Plant science
- President Obama’s State of the Union
- Speech
- Research on local issues
- Safe preparation and handling of frozen meats
- Screenwriting
- The Holocaust
- Uncle Tom’s Cabin

However, the overwhelming majority of questions and requests for assistance during the evening hours are for library services that need not be provided by a faculty librarian, that normally are referred to staff or student workers. Many requests are for services that are no longer provided after 4:00pm, such as access to reserve materials, book or DVD check-outs, or payment of fines.

Saved Emails of Questions

<table>
<thead>
<tr>
<th>Year</th>
<th>Emailed Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>193</td>
</tr>
<tr>
<td>2010-11</td>
<td>104</td>
</tr>
<tr>
<td>2009-10</td>
<td>135</td>
</tr>
<tr>
<td>2008-09</td>
<td>96</td>
</tr>
<tr>
<td>2007-08</td>
<td>15</td>
</tr>
</tbody>
</table>

The full time faculty librarian receives and answers email questions generated from the library’s “Ask A Librarian” web page, from a link provided in the EBSCO databases, or from direct emails. The table to the left shows the number of questions received via email since inception of this service in 2008 with gradual but steady increase over that time. Almost all of the emailed questions are reference questions, obviously, people will not generally be asking directional questions by email. Many answers require the equivalent of a page or two of text to answer, and take up to two hours to compose due to the complexity of the question and the answer. There is currently no way to tell if the questions are generated from students...
attending at Eureka Campus, or Del Norte, or online. All emailed questions are answered by the sole full time faculty librarian, who replies within one working day of receipt. A link to a survey form is provided at the end of each reply with the following text: “Let me know if you need any further assistance, and please take this short survey to help us evaluate our service.” The survey form asks three simple questions and provides a comments box. Text is shown below:

Please take this brief survey to help us evaluate and improve our "Ask A Librarian" email service. Your answers will be kept confidential. Thank you.

The answer was received within a reasonable time – disagree - no opinion - agree
The answer was clear and easy to understand – disagree - no opinion - agree
The answer was accurate and helpful to my research – disagree - no opinion - agree

The submit button on this form sends the results in an email to the faculty librarian. However, response rates are very low. The link and message have not been consistently sent with each answer. The librarian plans to include the link and message in a signature block that can be easily added to the emailed answers. Also, several times the form has stopped working, with no notice or error message. It’s possible that if the service continues to increase, the feedback form will get more responses. Below are some selected recent email question topics:

- Birthing practices in other cultures / countries
- College of the Redwoods’ old buildings, new buildings and “old” new buildings
- Cost benefit analysis of invasive plant species
- Effect of wastewater outfalls on fish reproduction
- Health benefits of juice diet
- Homelessness in Humboldt county
- Invention of nuclear weapons
- McDonaldization of ethnic foods
- Mechanism the body uses to maintain homeostasis during exercise
- Nutrition and disease
- Perception checking in communication theory
- Post traumatic stress disorder due to sexual or other abuse
- Pregnancy in menopausal or perimenopausal women
- Riparian restoration and fish habitats
- Teens with HIV / AIDS who get pregnant

A marked benefit of the email reference service is that the topic of the questions asked is fully and accurately documented, along with the detailed answers provided by the librarian. This evidence is also easily retrieved from emails saved in a file. When there are many students asking the same or similar questions, such as a class with an assignment, the answer can be reproduced with minor customizations.

**Reference Desk Survey Results**

A survey instrument was developed and implemented during the 11th, 13th, and 15th weeks of Fall 2013. The goal was to collect qualitative data to supplement, and complement, the quantitative data collected via tally sheets. Surveys were to be handed to students at the end of the reference interview, with instructions to drop the survey form into a box located a few steps away. This was intended to provide some confidentiality. 19 were distributed and 16 were returned to the drop box provided, leaving 3 as lost or discarded. Surveys were not given to students who asked simple directional, or short answer questions. Additionally, many times the student asked a substantial question but did not receive a survey. For example, in the month of November, Reference Librarians answered 366 questions, of which 107 were reference questions. Since only 19 forms were distributed, in spite of all those questions providing ample opportunity, which shows how hard it was for the librarians to incorporate survey distribution into the reference interview process.

Reference interviewing is conducted following identified best practices that are founded on extensive research and which include techniques for appropriately ending the interview. Librarians found that
handing out the surveys often interrupted what should be a smooth transition from guided work to self-directed work. When the librarian leaves the student with some books or on the computer, we are then often reluctant to interfere with that transition. Handing out the surveys, with even the briefest of instructions, seemed a discordant interruption. Future implementations of this survey will need to take this into consideration. Also, rather than distributing during selected weeks, continuing for a full month will allow comparisons with other library data that is compiled monthly.

Generally, the results indicate that students are using reference services exactly as intended, as indicated by the high counts on “type of help” for the primary forms of reference service in academic libraries: getting started with research; search strategy; and finding specific information. Also highly ranked were evaluating sources and formatting citations. So it’s good to see that librarians are being consulted appropriately. High response rates for class and assignment help is also a good sign.

That there were no negative or even neutral responses to the statement, “the librarian answered my question(s) completely and satisfactorily” is more good news. However, when we see that most students had asked the librarians for help before, and had also attended a research workshop, we may be seeing high positive results from frequent users, or people who already have positive associations with libraries and librarians. As with the biennial student survey, we need to consider how to capture the attitudes and needs of students who are not library users or frequent visitors.

Another interesting line of inquiry would be to compare student survey results with faculty survey results. Continuing with these surveys in future years will provide that opportunity. This survey of Reference Services will be repeated in every odd year Fall, so the next iteration will be Fall 2015.

Summary
This report illustrates that the student learning outcomes for Reference Desk service have been met, with some qualifications:

*The library’s services are helpful to students completing assignments.* Most of the students seeking help from the librarians are working on an assignment or in support of a course. However, the overall number of surveys distributed was low, a monthly distribution schedule is recommended, and the surveys need to reach beyond the library.

*The students’ reference, research, and information needs are being adequately met.* A strong majority report satisfaction with the help provided, and that it does support their needs. There are few or no negative responses contrary to this statement. However, the number of “lost” questions should be of concern. Data shows that students will ask when staff or librarians are present, and the loss is not made up in the numbers of emailed questions.

*Reference service is easy, friendly, accurate.* A strong majority of student respondents on both the email feedback and the survey agree with this statement.

To improve these outcomes, future program reviews should continue to recommend fully staffing the Reference Desk and providing backup for times when the sole faculty librarian is away from the desk fulfilling other obligations such as committee meetings or library instruction sessions.

Below is the text of the survey with the results. Answers reveal that some more fine tuning of the questions is required, for example, asking the student how many times they have had a research workshop session is probably unnecessary. Answers may total more than 16 where multiple answers were allowed.
1. Choose the answers that best match the type of help you received today.
   Check all that apply:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Campus or general college information, directions, phone numbers</td>
</tr>
<tr>
<td>0</td>
<td>Library policies on use of resources or equipment</td>
</tr>
<tr>
<td>0</td>
<td>Problems with printer, copier, computer, or internet</td>
</tr>
<tr>
<td>11</td>
<td>Getting started with research and finding general information about my topic</td>
</tr>
<tr>
<td>10</td>
<td>Help with searching: search strategy or search tips</td>
</tr>
<tr>
<td>10</td>
<td>Help finding specific information about my topic</td>
</tr>
<tr>
<td>8</td>
<td>Evaluating sources of information, for relevance to my topic, quality, reliability, etc.</td>
</tr>
<tr>
<td>5</td>
<td>Formatting citations to sources used (MLA, APA)</td>
</tr>
<tr>
<td>3</td>
<td>Other: Eureka municipal codes information/direction; Helped print 350 essay; Finding entire article with only abstract on library databases</td>
</tr>
</tbody>
</table>

2. Did you get help for:
   a specific class? If so, please list course code and number: YES, 10:
   - AG 23
   - AG 23 Intro to Plant
   - Science
   - Art History
   - Astro 1
   - BT 51
   - English 52/Writing Lab
   - Microeconomics
   - SPCH 1
   - Speech 1

   a specific assignment? If so, what is the assignment? YES, 11
   - 2 research papers
   - books on extinct animals
   - Class project
   - dyadic encounter paper
   - dyadic report
   - Extra credit paper
   - Persuasive [sic] Speech
   - persuasive speech
   - research assignment 1B (assume ENG 1B)
   - Research Paper / Persuasive Speech
   - research paper -> the importance of plant science industry on the local, state, and national economies

   a personal interest? If so, what is the topic of interest? YES, 5
   - Books on Extinct Animals
   - College Counseling
   - Drunk Driving
   - Homeschooling
   - Plant Science, blueberries
   - Year-round school
   - yes! Asking about legalities pertaining to livestock in the city

   Other, please describe: YES, 3:
   - I needed a planning work sheet
   - Reading Comprehension: Accuplacer
   - didn’t want to put $5 on my Library card to print 3 pages, out of generosity they let me print for free

3. The librarian answered my question(s) completely and satisfactorily. Please circle:
   Strongly Agree (12); Agree (4); No Opinion/Neutral (0); Disagree (0); Strongly Disagree (0)

4. How many semesters have you been a student at College of the Redwoods? AVG 3; FREQ: 1
   - 1 semester (5); 3 semesters (3); 4 semesters (3); 7 semesters (3); 10 semesters (1). Some students qualified their answer with: “4, I think;” “Way too many (10+);” “1 (this one);” and “many.”
5. Have you attended a research workshop session with your class? YES, 10
   I wish would’ve had it sooner (smiley face)

6. Have you asked the librarian to help you before? How many times? YES, 10; NO, 5; 1 blank

7. Is there anything else you’d like us to know? LEFT COMMENT, 11
   - Three comments were simply, “no”
   - (undecipherable) who knows (smiley face) everything and nothing.
   - How does Ruth Moon know everything?!
   - The library staff is very valuable. I’m preparing for a Master’s Degree and accessing and understanding research is imperative for my success.
   - wonderful lady.
   - It would be great for me as a student to have the library open longer and/or weekends being open.
   - The library is my favorite thing about CR. The librarians are helpful and friendly, there is a good selection of books to read and checkout, and it just has a good study atmosphere. What bothers me is why does it close so early? I can’t afford to buy books so I entirely depend on using the library’s copies. But the amount of time I can use them is harshly limited due to the fact that not only is the library completely closed on weekends, but also closes at 4pm on week days. I understand that there have been some budget cuts, but if anything I believe that the library and its resources be available and open for use every day of the week at least until 8pm. It is a valuable tool for each students success, and CR should take pride in that.
   - Ruth is amazing w/helping me prepare my research for my class!
   - Excellent help – just what I wanted to know.
   - Thank you for the help (smiley face)
   - Thank you! Thank you! Thank you!
   - Ruth helped me so much in finding the specific article I was looking for. I searched for the author’s email, found it, and emailed her-just as Ruth suggested. I had the article that day! Thank you!