



REDWOODS COMMUNITY COLLEGE DISTRICT REGULAR MEETING OF THE ACADEMIC SENATE

College of the Redwoods

- **Eureka: 7351 Tompkins Hill Road– Board Room – SS 202**
- **Crescent City: 883 W Washington Blvd, Room E-3**

April 21, 2017 – 1:00

AGENDA

1. Call to Order
2. Introductions and Public Comments: Members of the audience are invited to make comments regarding any subject appropriate to the Academic Senate.
3. Approve April 7th, 2017 Academic Senate Minutes: Connie Wolfson (Attachment)
4. Action Items
 - 4.1 Approve April 14th, 2017 Curriculum Committee Recommendations: George Potamianos (Attachment)
 - 4.2 Approve Constitution & Bylaws Changes: Connie Wolfson (Attachment)
 - 4.3 Approve ASPC Chair for 2017-2019 - Karen Reiss 2017-2019; Susan Nordlof Spring 2018 (Karen Reiss on sabbatical): Connie Wolfson
 - 4.4 Approve Faculty Qualifications Chair for 2017-2019 Michelle Haggarty: Connie Wolfson
 - 4.5 Approve Faculty Development Chair for 2017-2019 Hillary Reed: Connie Wolfson
5. Discussion
 - 5.1 Credit by Exam: Susan Nordlof or Connie Wolfson (Attachment)
 - 5.2 Accreditation Update (Standard III A, B & C): Angelina Hill (Available online)
 - 5.3 Annual Plan 2017-2018: Angelina Hill (Attachment?)
 - 5.4 Education Master Plan 2017-2022 - Goals & Strategic Initiatives: Angelina Hill (Attachment)
 - 5.5 IEPI Framework of Indicators: Angelina Hill (Attachment)
 - 5.6 Facilities Master Plan: Lee Lindsey (Attachment)
 - 5.7 Dual Enrollment Update: Marla Gleave
6. Reports
 - 6.1 CTE Update: Marla Gleave
 - 6.2 Associated Students of College of the Redwoods (ASCR) Update: Quang-Minh Pham
 - 6.3 Academy of the Redwoods Update: Luke Biesecker (Attachment)
 - 6.4 BOT Report: Connie Wolfson
 - 6.5 College Update: Angelina Hill
7. Future Agenda Items: Senators are encouraged to request to place an item on a future agenda
8. Announcements and Open Forum
 - 8.1 Academic Senate Website <http://internal.redwoods.edu/Senate/>
 - 8.2 District Meeting Calendar/Website - <http://internal.redwoods.edu/>
9. Adjourn

Public Notice—Nondiscrimination

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Next Spring Meetings:

May 5th

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REDWOODS COMMUNITY COLLEGE DISTRICT REGULAR MEETING OF THE ACADEMIC SENATE

College of the Redwoods

- Eureka: 7351 Tompkins Hill Road– Board Room – SS 202
- Crescent City: 883 W Washington Blvd, Room E-3

*******April 7, 2017 – 1:30 PM*******

*******Note Change of Time for Start of Meeting!!**

MINUTES

1. Call to Order –Meeting called to order by Connie Wolfsen at 1:38. Quorum is present.
2. Introductions and Public Comments: Members of the audience are invited to make comments regarding any subject appropriate to the Academic Senate. No public comments.
3. Approve March 3rd, 2017 Academic Senate Minutes: Connie Wolfsen (Attachment) Motion to approve Minutes. Mike Richards 1st, Wendy Riggs 2nd. Correction on 6.2: Change duel to dual. R. Moon: Requested Consistent naming throughout minutes. Approved by all as corrected, the motion passed unanimously.
4. Action Items
 - 4.1 Approve March 10th, 2017 Curriculum Committee Recommendations: George Potamianos (Attachment) – M. Richards 1st & W. Riggs 2nd. All were in favor to approve, the motion passed unanimously.
 - 4.2 Approve March 24, 2017 Curriculum Committee Recommendations: George Potamianos (Attachment) & W. Riggs 1st & M. Richards 2nd. All were in favor to approve, the motion passed unanimously.
 - 4.3 Approve Faculty Development Committee Funding Recommendations: Kerry Mayer (Attachment): M. Richards 1st, S. Rowan 2nd. Confirmed that the one person who did not get funded was due to paperwork. All were in favor to approve, except S. Altschuler abstained due to being on the funding list.
 - 4.4 Approve Revised Faculty Development Committee Guidelines: Kerry Mayer (Attachment) W. Riggs 1st, E. Kramer 2nd. S. Altschuler; requested increased funding for Associate Faculty based on years of service to be revisited next year. Senators discussed bullet #9, 'Faculty members on extended leave from the college (sabbatical, leave without pay or benefits, extended medical leave) will not be considered for faculty development funding for activities that will occur while they are on leave'. Some Senators thought that it should be considered for faculty to be funded, others raised concerns on whether faculty receiving funding during this time could be "double dipping" - as some faculty are funded for their sabbatical & how would this be determined? M. Richards; suggested there might be legal issues regarding being paid twice, once for sabbatical & then paying again for something that could be considered as part of their sabbatical. It would be hard for the committee to discern on an individual bases. All were in favor to approve the revised Faculty Development Guidelines, the motion passed unanimously.
 - 4.5 Approve ASPC Policies & Procedures: Susan Nordlof (Attachment) – Motion to approve AP 4226-4229 as a batch under 4.5. 1st M. Richards, 2nd S. Rowan. The motion passed unanimously to approve as a batch. All were in favor to approve AP 4226 - 4229, the motion passed unanimously.
 - 4.5.1 Approve AP 4226 Multiple & Overlapping Enrollments
 - 4.5.2 Approve AP 4227 Repeatable Courses
 - 4.5.3 Approve AP 4228 Course Repetition - Significant Lapse of Time
 - 4.5.4 Approve AP 4229 Course Repetition - Variable Units

- 4.6 Approve Basic Skills Plan: Erin Wall (Attachment) Motion to approve: W. Riggs 1st, S. Rowan 2nd. Next year the plan will be combined with reporting and planning for; Basic Skills, SSSP and Student Equity. The Basic Skills Committee to start working on the combined plan at their next meeting. M. Richards; questioned what changes were made from last year. E. Wall; long term goals will be similar because they are still long term goals that have rolled over. New items to the plan include the Unified Tutor Training Certification Program which just had its pilot and then expansion on current plan items. Senators requesting information on reporting on the effectiveness and conclusive data. E. Wall to bring data to present at the last meeting. 5/5. All were in favor to approve except S. Nordlof abstained.
- 4.7 Election of Incoming Co-President Peter Blakemore: Todd Olsen – Peter Blakemore was elected by unanimous decision for a 2 year term by ballot vote (13 ballots cast, 13 voted for Peter Blakemore).
- 4.8 Election of Incoming Co-President: Todd Olsen – Motion to table Election of Incoming Co-President with 1 year term until the Constitution is discussed and potentially revised. Currently the Constitution allows for an abrupt resignation with a follow up replacement & does not currently allow for a 1 year term. Todd would like propose changes to the Constitution that pertain to this. Motion to table 4.8, 1st M. Dennis & 2nd G. Potamianos. All were in favor to table, the motion passed unanimously.
- 4.9 Approve Faculty of the Year Awards Process: Connie Wolfson (Attachment) – Motion to approve, 1st W. Riggs, 2nd L. Sayles. When it was first written it did not include non-teaching faculty. C. Wolfson stated that the revision was to include non-teaching faculty. The language was edited to add teaching or service awards to accommodate both teaching & non-teaching faculty. In addition it is now district wide, previously the process allotted for a separate Del Norte award – now district wide & across teaching and non-teaching faculty. All were in favor to approve the Faculty of the Year Process, the motion passed unanimously.
- 4.10 Emeritus Status: Todd Olsen (Attachment); Motion to approve: 1st G. Potamianos, 2nd W. Riggs. All were in favor to approve, the motion passed unanimously.
- 4.11 Approve Curriculum Committee Chair Sean Herrera-Thomas: Connie Wolfson. G. Potamianos is moving to Dean & S. Herrera-Thomas is willing to serve. 1st M. Richards, 2nd E. Kramer. Approved by majority.
5. Discussion
- 5.1 Accreditation Update (Standard IV): Angelina Hill and George Potamianos. E. Kramer; Standard 4A, 5. Distance Education Coordinator is listed as a member of the Curriculum Committee but bylaws state this isn't a member. G. Potamianos will change to Ad-Hoc. L. Sayles; D, narrative may need to be looked at & revised. G. Potamianos to adjust.
- 5.2 Constitution & Bylaws Changes: Connie Wolfson and Todd Olsen (Attachment). C. Wolfson: Changes related to two things. 1. Clarifying what it means to get Senate approval, or have a formal recommendation by the Senate (as opposed to just giving Senate feedback or asking for Senate input). Would like to clarify meaning on 'formal approval with signature' and approval versus recommendation. Changes would allow the senate to write a resolution and direct it to the responsible person or organization that "makes the most sense to go". T. Olsen stated that this is language from the ASCCC handbook. The way the constitution reads now is that all resolutions must go to the board of trustees. When they should not ALL necessarily go there. Some should go to the Administration – or the most appropriate place. In the state handbook, it is stated that resolutions should go to the most appropriate group. S. Rowan; in section 2, B –

add in 'and' 'or'. The way it is written appears that it should go to all of these. Could put "to one or more of the following". Senators agreed on the intent of what this should say & it will be rewritten for the next meeting when it comes back as an action. 2. Connie Wolfson stated that the changes to Article 5, section 4 & 5, would address what is happening with T. Olsen's resigning and would allow for a replacement in Co-President. Senators questioned the first sentence in the preamble and it was determined to strike the added sentence 'Interpretation of the constitution is meant to be permissive rather than restrictive.' C. Wolfson & T. Olsen will make changes discussed & bring back for a vote at the next meeting on 4/21. Following that, at the 5/5 meeting a replacement Co-President will be elected.

- 5.3 ASCCC Resolutions-Request for Input: Todd Olsen & Michael Dennis (Attachment) <http://www.asccc.org/events/2017-04-20-150000-2017-04-22-230000/2017-spring-plenary-session>. T. Olsen discussed with Senators 3 resolutions out of the packet of resolutions. He stated there would be many more added that cover many issues and encouraged Senators to go to ASCCC website and provide feedback to himself & or Mike Dennis to take with them to the Plenary. The 1st resolution discussed in meeting was the '**Expansion of the Online Course Exchange**' – T. Olsen wanted to get a feel from Senators of who supported it. T. Olsen will be representing the Senate, not self, but feels that it is restrictive. L. Sayles; Noted that the OEI Course Exchange Rubric is developed for Faculty by Faculty. Not an outside body that creates the rubric & is faculty across the state of California. She felt the online course training is "respectful" of the differences across faculty – does not have to do with content & is not restrictive or prescriptive. Clarified the peer review process. In general Senators gave it a "thumbs up". **17.01 LOCAL SENATES – Academic Senate Involvement in and Sign-off on Grants and Initiative Plan.** T. Olsen; raising awareness that as these resolutions are passed at the state level that they impact us locally. C. Wolfson; stated that this is work, but faculty has a strong voice. **17.02 – Adequate Support and a Designated Point Person for Formerly Incarcerated Students.** S. Altschuler; Suggested the possibility of creating a venue similar to the campus veterans support center, with a person who can work with these students. Todd suggested for Senators to go to ASCCC website and provide feedback to himself & or Mike Dennis.
- 5.4 FCMAT Report: Todd Olsen <http://www.redwoods.edu/Portals/65/Redwoods%20CCD%20final%20mgmt%20letter%20-%208112.pdf?ver=2017-03-22-134413-113> - T. Olsen; a few of the recommendations in this report directly affect the Senate. What are our top priorities? Re-gaining FTS? Also need to pay close attention to that our cap is being adjusted down permanently, below 4000 FTS. Moderate risk. Senate should engage & discuss before it is a crisis. Two of the recommendations directly involve senate: #6: More vigorously and uniformly implement AP4020 & #7: Fully implement AP 4021.
- 5.5 Annual Plan: Angelina (for reference see 2015/16 plan): <http://internal.redwoods.edu/Portals/25/2015-2016%20Annual%20Planning%20Progress%20Final.pdf?ver=2017-02-20-143650-150> Requesting faculty feedback of what should go on the annual plan for next year. A. Hill: Roll forward the faculty center and keep in plan for next year. Wants to make sure the senate feels more ownership over planning and if there are key things, make sure we keep track of them to keep in the plan. S. Altschuler; Office space to have private meetings with students for associate faculty. Something must be done to provide appropriate office space for associate faculty to meet with students. Angelina will include this in discussion with Expanded Cabinet on Monday. G. Potamianos; Something

‘innovative’ that has something to do with improving student achievement directly. S. Altschuler; More mentorship, not just tutoring, people in the community that can mentor our students. J. Pedicino; Core curriculum with a core theme. Classes with changing themes...

- 5.6 Veterans & CSU Area E Requirements: Connie Wolfson & Todd Olsen – C. Wolfson; CSU system grants area E credit for being in the military, based on their discharge papers (honorable discharge). We have a line in our catalog that says we do not give credit for military experience. We would like to take that sentence out, to give us time to adjust & develop a policy. Suggested to change the sentence, ‘CR does **not** grant credit for military service’ to ‘CR **may** grant credit for military service.’ Remove the word ‘not’ change to ‘may’. Then work to create a policy that gathers all of the academic caveats for veterans can happen. This will take time, but in the interim we could make the catalog ‘silent’. “Remove the roadblock & then work on the policy.”
6. Reports
 - 6.1 Associated Students of College of the Redwoods (ASCR) Update: Sally Endsley; Elections will be pushed back by a week. They will be held the 17th – 19th. Voting locations on the Eureka campus in the LRC Foyer & the gymnasium open from 9 – 7 pm.
 - 6.2 New Requirement to Highlight Free Digital Materials in Course Schedule: Angelina Hill (Attachment) – A. Hill; Wanted the senate to be aware what is being done with the new Ed Code requirement - that we need to get and schedule classes. Have a box on the new text book forms to check – this would mean you should fill out the form whether you have a book or not. The box is important for the tracking & we are legally required. Applies for all courses.
 - 6.3 FACCC Policy & Advocacy Conference: Todd Olsen & Will Meriwether - move to next meeting.
 - 6.4 College Update: Angelina Hill – ACCJC Conference, learned about how the new leadership is interpreting & what they are doing with their standards. Keep going the direction we are with canvas, eventually it seems they will expect this. They are changing the goals on what the quality focus is. Brand new website. And they are trying to partner more with the colleges and accept feedback. Additional updates, we are in priority enrollment for fall. 214 FTEs as of yesterday for Fall, very early stages. Contract with the bookstore for another 18 months approximately. Suggested to think about and plan what you want in a book store.
7. Future Agenda Items: Senators are encouraged to request to place an item on a future agenda
8. Announcements and Open Forum
 - 8.1 Academic Senate Website <http://internal.redwoods.edu/Senate/>
 - 8.2 District Meeting Calendar/Website - <http://internal.redwoods.edu/>
9. Adjourn – Motion to adjourn 1st S. Altschuler 1st, 2nd S. Rowan.

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Next Spring Meetings:

April 21

May 5

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College of the Redwoods
Summary of Course Changes: April 14, 2017

LEGEND

NEW Course: Creation of New Course

Revised Course: Adjustment to COR of Existing Course

Replacing Course: Will replace an Existing Course

Inactivation: Inactivated Course

Distance Ed: Approved/Renewed for DE Modality in comments

Dual Enr: Approved for Dual Enrollment at HS specified in comments

Large Format: Committee informed of intent to offer large capacity sections

IMF: Committee informed of intent to charge Instructional Materials Fee

Units or Hours: Units for Credit courses, Contact Hours for Noncredit Courses

Credit Type: C (Credit) or N (Noncredit)

UC or CSU Transfer: A (Approved for Transfer) or P (Pending Transfer Approval)

CR GE: A (Approved) or R (Renewed) for the Local GE Pattern

Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
PE-10	Running and Walking	Distance Ed	0.5-1.0 [0/0.5-1.0]	C	A	A	-	Renewed modality: Online.
MATH-30	College Algebra	Distance Ed	4.0 [4.0/0]	C	A	A	A	Renewed modality: Hybrid. Newly approved modality: Interactive Video.
SOC-34	Intro to Social Work	Distance Ed	3.0 [3.0/0]	C	-	A	-	Newly approved modality: Interactive Video.
SOC-38	Field Placement Seminar I	Distance Ed	2.0 [2.0/0]	C	-	A	-	Newly approved modality: Interactive Video.
ENVSC-10	Introduction to Environmental Science	Revised Course	4.0 [3.0/1.0]	C	A	A	R	Regular five year revision; minor updates to course content. <u>Course Learning Outcomes</u> 1. Apply the scientific method of inquiry and data analysis to critically evaluate environmental issues. 2. Describe the reasons for biological diversity and human activities that can ultimately lead to the extinction of species. 3. Describe the value of ecosystem services that nature provides humanity and explain alternative rationales for achieving environmental sustainability.

Course #	Title	Proposal Type	Units (C) or Hours (N) [Lec/Lab]	Credit Type	UC Transfer	CSU Transfer	CR GE	Comments
POLSC-12	State and Local Politics	Revised Course	3.0 [3.0/0]	C	A	A	-	Regular five year revision; updated textbooks and rec prep. <u>Course Learning Outcomes</u> 1. Explain the relationship between the national and state/local governments (federalism). 2. Describe the functions of the three branches of state government and their interaction with one another. 3. Analyze contemporary issues facing state and local governments. 4. Describe the functions of local units of government (e.g. cities, counties, special districts) and their relationship to state governments. 5. Chart the historical role of individual citizens, interest groups, the mass media, and political parties in the formation and operation of state and local governments.
AG-63	Intro to Organic/Sustainable Agriculture	Revised Course	3.0 [3.0/0]	C	A	A	-	Revisions to required assessment tasks. <u>Course Learning Outcomes</u> 1. Identify sustainable/organic agricultural production practices for a farm. 2. Develop an integrated pest management (IPM) program for a specific crop. 3. Analyze a variety of technologies to gain information about the organic/sustainable agriculture industry and apply these technologies in the analysis of specific situations.
YUR-1A	Elementary Yurok I	NEW Course	4.0 [4.0/0]	C	-	P	A	New course, providing instruction in local indigenous language. This expands out language offerings, and makes CR one of a handful of CCCs that offer courses in indigenous languages. <u>Course Learning Outcomes</u> 1. Comprehend basic spoken Yurok and use appropriate beginning level vocabulary and grammar to express oneself and communicate using cultural awareness. 2. Use the Yurok alphabet to compose simple, written communication. 3. Comprehend, and answer questions about, the content of short, basic texts.
FORM	Dual Enrollment Annual Approval Form	Revised Form	-	-	-	-	-	Dual Enrollment approval form revised to specify HS instructors approved to teach the course at each campus, and to implement annual review and renewal of Dual Enrollment Agreements.

College of the Redwoods
Summary of Program Changes: April 14, 2017

LEGEND

PROPOSAL TYPES:

NEW Program: Creation of New Degree or Certificate

Nonsub Revision: Minor Adjustment to Existing Program

Substantial Revision: Significant Adjustment to Existing Program

Discontinued: Program to be Removed from Next Catalog

Award	Program Title	Proposal Type	Credit Type	Comments
A.A. Degree	Liberal Arts: Business AA	Nonsub Revision	Credit	Updating degree requirements to remove inactive courses and update unit values that have changed; PLOs have also been updated. <u>Program Learning Outcomes</u> 1. Select and apply analytical and technological tools as they relate to personal, business, and social decisions. 2. Communicate effectively as writers, listeners, and speakers in diverse social and business settings.
A.S. Degree	Business, General AS	Nonsub Revision	Credit	Updating degree requirements to remove inactive courses and add more CWE and digital media course options, per advisory committee feedback; PLOs have also been updated. <u>Program Learning Outcomes</u> 1. Select and apply analytical and technological tools as they relate to personal, business, and social decisions. 2. Communicate effectively as writers, listeners, and speakers in diverse social and business settings.
Certificate of Recognition	Cisco Networking and Microsoft Server Administration CR	Nonsub Revision	Credit	Title Change (previously 'Network Technician'). Added one additional course in advanced networking and updated PLOs. <u>Program Learning Outcomes</u> 1. Demonstrate professional and effective communication skills. 2. Support end user technology needs. 3. Configure and troubleshoot TCP/IP networks and verify end-to-end connectivity across local area and wide area networks. 4. Apply fundamental security concepts to network communication, infrastructure and operations.
Certificate of Recognition	Agriculture Production CR	Nonsub Revision	Credit	Course requirements updated to add more options in restricted electives.
Certificate of	AG Horticultural Practices CR	Nonsub Revision	Credit	Course requirements updated to add more options in restricted

Recognition				electives.
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College of the Redwoods
Annual Dual Enrollment Curriculum Approval Form

- Only a Chancellor's Office approved College of the Redwoods course can be considered and approved for dual enrollment.
- Dual Enrollment approval is recorded for one academic year.
- Dual Enrollment approval is to occur EACH spring upon the high school instructor and the dual enrollment course successfully meeting the review and oversight requirements.
- Approval does not blanket approve the course at ALL high schools to be taught by any high school instructor.

1. College Course ID and Number:
2. College Course Title:
3. Academic Year course will be offered:
4. High School:

SECTION A- NEW APPROVAL: For a NEW course offering OR a NEW high school teaching a past approved course, complete this section, than complete Section C:

- A. Check reason for new **one-year** approval:
 - ☐ This course has not been offered at this site before.
 - ☐ Course approved at this site in the past but a NEW high school instructor has met the college's MQ requirements to teach the college course.
- B. Date of Curriculum Alignment Discussion between the high school faculty and the CR discipline liaison:
- C. List the College of the Redwoods department faculty with whom you consulted prior to the curriculum alignment meeting to ensure they were made aware that this course is being considered:
- D. Due to discussion that occurred at the curriculum alignment meeting, this college course is recommended for approval as a dual enrollment course to be taught by:

SECTION B- RENEWAL: If the college course has been offered at high school site in the past, complete this section, than complete Section C.

- A. Having completed the site visit observation(s), review of instructional materials/activities, syllabus review and alignment discussions, this college course, and the high school instructor(s) name below have met the oversight and review requirements to grant another one-year approval.

- a. This one-year renewal is only for the following MQ approved high school instructor(s) to teach the course:
-

B. The following oversight documents have been sent to the Dual Enrollment Co-Coordinators:

- ☐ Syllabus checklist
- ☐ Site visit report
- ☐ Course alignment discussion form

SECTION C:

Submitted by CR faculty liaison:

Date:

Dean/Director

Date:

Administrative Dual Enrollment Coordinator

Date:

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CONSTITUTION OF THE ACADEMIC SENATE OF THE COLLEGE OF THE REDWOODS

PREAMBLE

Fulfilling the Mission of College of the Redwoods (College) is the joint responsibility of its Faculty, Associate Faculty, Administration, Classified Employees, and Board of Trustees. The Faculty and Associate Faculty, who perform the primary tasks for which the College is organized, recognize and accept this responsibility as essential participants in making and implementing decisions that affect and enhance educational policy and process. ~~Interpretation of the constitution is meant to be permissive rather than restrictive.~~ **If circumstances arise that are not explicitly addressed in the constitution or bylaws, the Senate may make a good faith effort to adapt, following the spirit of the constitution and bylaws.** To discharge fully and effectively this responsibility, the following Constitution is adopted.

ARTICLE I

Senate Name

The organization's name is Academic Senate of the College of the Redwoods (Senate).

ARTICLE II

Senate Purpose

Section 1. The Senate's primary purpose is to provide the Faculty and Associate Faculty of the College with a representative body that addresses, in a timely manner, academic and professional matters.

Section 2. To carry out its primary purpose, the Senate:

- a. promotes communication and understanding among the Faculty, Associate Faculty, Administrators, Classified Employees, Board, and Students;
- b. makes appropriate recommendations to and forwards resolutions, as appropriate, to one or more of the following: to the College of the Redwoods Board of Trustees (Board), College administration, classified employees, or state and national organizations.

ARTICLE III

Senate Electorate

The Senate electorate is composed only of Faculty and Associate Faculty of the Redwoods Community College District (District) where over half of their salary is paid from either the full-time or associate salary scales.

ARTICLE IV

Senate Membership, Election, and Terms of Office

Section 1. All District Faculty and Associate Faculty are eligible for election to the Senate.

Section 2. For the purposes of the Academic Senate, four Divisions are defined as follows:

- AH: Arts & Humanities (as defined by the Administration on 4/1/2016);
- CTE: Career & Technical Education (as defined by the Administration on 4/1/2016);
- MSBSS: Math, Science, and Behavioral & Social Sciences (as defined by the Administration on 4/1/2016); and
- HSA: Health and Service Areas (all other faculty not otherwise represented or defined above, including Health Occupations, Athletics/Kinesiology/Physical Education, Counseling, Library Science and Administration of Justice)

For the purpose of Senate representation, faculty at the Del Norte Campus shall also be permitted to elect and seat Senator(s) as if they were a Division.

Each Division shall elect one (1) Senator from the Faculty with an assignment in that Division for every five Faculty in that Division. Each Division shall have at least one Senator, shall not exceed one Senator for every five Faculty, and shall not exceed three total Senators. The time, place and manner of holding elections for Senators shall be determined by each Division. The Senate shall be reapportioned each spring for the following academic year based upon the number of Faculty in each Division on April 15 of the current academic year.

Section 3. Associate Faculty shall elect two Senators. The time, place, and manner of holding elections for Associate Faculty Senators shall be determined by the Associate Faculty.

Section 4. Senators are expected to serve a minimum of one two-year term. All terms end upon leaving College employment, and successor Senators may be elected to serve the unexpired terms. Senate elections are held, as necessary, during April each year.

Section 5. Newly elected Senators assume their duties effective July 1 following their election.

Section 6. In the event of a temporary vacancy, the affected Division elects a substitute Senator who serves until the originally elected Senator resumes her/his duties. If a Senate position is shared, only one of the Senators sharing the position may participate at each meeting.

Section 7. The Chief Instructional Officer/Chief Student Services Officer (CIO/CSSO) is an ex-officio, non-voting member of the Senate.

Section 8. The Associated Students of College of the Redwoods Senate Board may appoint one student representative to serve as an ex-officio, non-voting member of the Senate. The student representative shall serve for one academic year and be given a training by at least one of the Senate Co-Presidents prior to participating on the Senate. The student representative shall serve no more than two one-year terms.

ARTICLE V

Senate Officers and Election of Officers

Section 1. The officers of the Senate are Co-Presidents, elected annually by a majority of the members eligible to vote, excluding the Co-Presidents and ex-officio, non-voting members.

- a. Senate Co-Presidents are elected from among tenured Senators past or present only. Upon the election of a Co-President, a new Senator may be elected to represent the Co-President's Division if the Co-President-elect vacates an active term as Senator.
- b. Senate Co-Presidents represent the Senators, and thus all faculty and associate faculty of all Divisions. They do not otherwise represent the discipline(s) or Division(s) in which they work as faculty.
- c. In a process described in the Academic Senate Bylaws, an Academic Senate Co-President Nomination Committee shall generate a slate of qualified candidates for the role of incoming Senate Co-President. At the end of the process, the Senate shall vote by ballot to elect the incoming Co-President.

Section 2. Co-Presidents shall serve staggered two-year terms to commence on July 1 after election. Co-Presidents shall normally serve no more than one (1) two-year term.

Section 3. Either Co-President may be removed by a majority of the members eligible to vote, excluding the Co-Presidents and ex-officio, non-voting members. Removal (recall) vote is initiated by a removal (recall) petition signed by no less than one fifth of the Senate membership. Upon removal, the Co-President is no longer a member of the Senate.

Section 4. A Co-President vacancy, **when sudden or unanticipated**, is filled by a majority Senate vote by ballot **typically** at the next regularly scheduled Senate meeting following the effective date of the vacancy. **A replacement Co-President elected to fill the vacancy assumes her/his duties immediately upon election and will serve the remainder of the two-year term of the predecessor who vacated the position.**

Section 5. ~~A Co-President elected to fill a vacancy assumes her/his duties immediately upon election.~~

A Co-President vacancy, when planned for a pre-determined which is foreseen to occur at an anticipated future date (for example, at the end of the first year of a two year term), is filled by a majority Senate vote by ballot typically at the next regularly scheduled Senate meeting following the announcement of the future vacancy. A new replacement Co-President is elected to complete the term serve the remainder of the two-year term of the predecessor who vacated the position and assumes her/his duties immediately following the effective date of the vacancy.

Section 6. Of the Co-Presidents, only the presiding Co-President shall vote, and then only when the vote will change the outcome.

ARTICLE VI

Senate Duties and Responsibilities

Section 1. The Senate is the primary voice of Faculty and Associate Faculty in academic and professional matters for the College, and is empowered to present its views, resolutions, and recommendations directly to the administration, classified employees, Board, state, and national organizations. According to California state law (Title 5), the Board and/or its designee must rely primarily upon the advice and judgment of the Senate or reach mutual agreement with the Senate when developing policies on the following academic and professional matters:

- a. Curriculum, including establishing prerequisites and placing courses within disciplines
- b. Degree and certificate requirements

- c. Grading policies
- d. Educational program development
- e. Standards or policies regarding student preparation and success
- f. College governance structures, as related to Faculty roles
- g. Faculty roles and involvement in accreditation processes
- h. Policies for Faculty professional development activities
- i. Processes for program review
- j. Processes for institutional planning and budget development
- k. Other academic and professional matters as mutually agreed upon between the governing Board and the Senate

Section 2. Requests for discussion of the issues set forth in Section 1 may be initiated by Senators, the College President, Administrators, Board members, Divisions, legitimate student organizations, Classified Employees, Associate Faculty, or any Faculty.

Section 3. Senate resolutions, recommendations, views, and decisions are included in the appropriate Senate minutes. **When** the Senate forwards resolutions and recommendations to the Board, ~~and expects~~ a response **is expected** within thirty (30) days of receipt. The Senate expects a written communication explaining any rejection or amendment of Senate resolutions and recommendations.

Section 4. The Senate expects that any resolution and/or recommendation not responded to within thirty (30) days of receipt by the Board be forwarded in a timely manner to a joint committee composed of three (3) Board members selected by the Board President and three (3) Senators selected by the Senate Co-Presidents for interest-based principled mediation of differences.

Section 5. Documents supporting agenda items shall be submitted to the Senate at least one (1) week prior to the next regularly scheduled Senate meeting. The Senate agenda is the responsibility of the Senate Co-Presidents, subject to approval by the Senate Executive Committee.

Section 6. The official minutes of Senate meetings will be posted and distributed as required by law.

ARTICLE VII

Senate Meetings

Section 1. The Senate shall meet at times designated in the Bylaws or when called by the Co-Presidents.

Section 2. In compliance with the Brown Act, written notice of each Senate meeting and its agenda shall be posted and distributed at least 72 hours prior to a regular meeting or at least 24 hours prior to a special meeting. On those occasions where a Senator participates remotely and desires to vote via telephone or other telecommunication medium, an agenda shall be posted at that location at least 72 hours prior to a regular meeting or at least 24 hours prior to a special meeting. If a Senator desires to vote via telephone or other telecommunications medium, the votes shall be cast by roll call.

Section 3. If a Senator realizes that s/he will be absent for a given Senate meeting, that Senator should seek a substitute from his/her Division provided that the Senator notifies the Senate office of this substitution at least 72 hours prior to a regular meeting or at least 24 hours prior to a special meeting. Requirements placed upon Senators as stated in the Senate's Constitution and Bylaws (especially Constitution Article VII Section 2 above) shall apply to substitutes.

Section 4. All meetings are open to the public except closed sessions as permitted by law for personnel matters.

Section 5. Unless otherwise stated in this Constitution, a quorum consists of a majority of the Senate membership, excluding ex-officio, non-voting members. No Senate meetings may be conducted without a quorum.

Section 6. Non-members may speak when recognized by the presiding Senate Co-President during the public comment section of the meeting on non-agenda matters or at the time an agenda item is taken up by the Senate.

Section 7. Senate meetings shall be conducted pursuant to Roberts Rules of Order.

ARTICLE VIII

Senate Constitutional Amendments

Section 1. Amendments to the Constitution of the Academic Senate of the College of the Redwoods may be proposed by any Senator.

Section 2. A proposed amendment must be in writing and must be presented to the Senate at least one (1) week before a vote is scheduled on the amendment.

Section 3. An amendment is adopted when approved by two thirds of the Senate membership eligible to vote, including the presiding Co-President and excluding ex-officio, non-voting members. The adopted amendment shall take effect at the next Senate meeting.

APPENDIX I

TO CONSTITUTION OF THE ACADEMIC SENATE

DEFINITIONS

- **Ad Hoc Committee** – A committee created for a specific task or purpose, whose existence ceases with the attainment of its goal.
- **Associate Faculty** – The individual is paid on the Associate Faculty salary scale.
- **At Large** – An election in which one or more candidates are chosen by all the voters.
- **Contract Responsibility in an Administrative Position** – The individual is paid on the administrative salary scale.
- **Ex Officio** – “by virtue of the office.”
- **Faculty** – The individual is paid on the full-time Faculty salary scale.
- **Quorum** – The number of members who must be in attendance to make valid the votes and other actions of the Academic Senate.
- **Senate Electorate** – Faculty and Associate Faculty who elect the Senators.
- **Student** – The individual meets the Associated Students of College of the Redwoods Senate Board’s criteria for an eligible student representative.
- **Temporary Vacancy** – The absence of a Senator from one or more meetings.
- **Division** – An organizational unit defined by the College Administration and used by the Senate for purposes of Senate and Committee membership.
- **Senate Approval or sign-off: Normally used for 10 + 1 plans or initiatives that require formal approval of the full Senate or when a signature of a Co-President is required. The plan or initiative must be presented to the Senate Executive Committee and placed on the Senate agenda for discussion. After discussion at Senate, the item may be moved to action at a subsequent Senate meeting. The action item is then voted on and, if passed with a majority, becomes approved by the Senate.**

- **Senate recommendation or endorsement:** Normally used for plan or initiatives outside Senate's 10 + 1 purview but a formal record of the position of the full Senate is desired. The plan or initiative must be presented to the Senate Executive Committee and placed on the Senate agenda for discussion. After discussion at Senate, the item may be moved to action at a subsequent Senate meeting. The action item is then voted on and, if passed with a majority, becomes recommended or endorsed by the Senate.
- **Senate review or feedback:** Normally used when feedback from the full Senate is needed or desired to gauge the level of support for a plan or initiative. The plan or initiative must be presented to the Senate Executive Committee and placed on the Senate agenda for discussion. In addition to verbal comments and questions, feedback may take the form of a show of hands, voice vote, or other informal means.

Academic Senate Constitution Approved April 5, 2002

Amended March 19, 2004

Amended May 2, 2008

Amended February 5, 2010

Amended September 20, 2013

Amended January 15, 2016

Amended April 15, 2016

Amended April xx, 2017

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CREDIT BY EXAMINATION

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

1. External credit by Advanced Placement Examination (AP)
2. External credit by International Baccalaureate Examination (IB) or College Level Examination Program (CLEP)
3. High School to College Articulation (Articulation) credit by examination
4. Internally developed method to meet external Accreditation/Certification requirements

External Credit by Advanced Placement Examination (AP)

- Any student who passes a College Board AP examination with a minimum score of three in a subject matter similar to that of the AP Examination, the student will be awarded credit in a general education area (AB 1985).
- College of the Redwoods shall award General Education Area credit as shown on the CCC AP GE List. For General Education Requirements refer to title 5 § 55063. If the college does not have a course similar in content to the AP Examination, then the college shall award credit for the indicated GE Area as shown on the California Community College AP List. If there is no GE Area that fits the AP Examination, the college may award elective credit.
- The units granted by examination will be the same as the units the student would have earned by successful completion of the course provided that the course-to-course awarding of AP credit has been approved by appropriate discipline faculty and the Curriculum Committee.
- Units earned under this policy are not considered part of the student's official program and will not be used for registration certification for the Social Security Administration, the Department of Veterans Affairs, financial aid eligibility, athletic eligibility, dorm residency, or similar programs.
- Credits acquired by Articulation shall not be counted in determining the 15 semester units required in residence or the 12 units required in residence in the major for an Associate degree from College of the Redwoods.
- Requests for credit by examination cannot be made under the following conditions:
 - a. for a course in which the student has previously received a letter grade other than "W";
 - b. for a course in which the student is currently enrolled
 - c. for a course that is a prerequisite for one the student has already taken;
 - d. in instances where credit has already been granted for the class, totally or partially, or from another examination or for a course to be used in the academic renewal process.

General Provisions for all other Credit by Examination methods:

- College of the Redwoods faculty in the appropriate discipline will determine the course(s) eligible for credit by examination.
- Courses eligible for credit by examination are approved by the Curriculum Committee
- A maximum of nine units earned from credit by examination may apply to the Associate degree.
- The units granted by examination will be the same as the units the student would have earned by successful completion of the course.
- ~~The student's academic record shall clearly indicate that the credit was earned by examination. No grade will be given.~~
- Units earned under this policy are not considered part of the student's official program and will not be used for registration certification for the Social Security Administration, the Department of Veterans Affairs, financial aid eligibility, athletic eligibility, dorm residency, or similar programs.
- Credits acquired by Articulation shall not be counted in determining the 15 semester units required in residence or the 12 units required in residence in the major for an Associate degree from College of the Redwoods.
- Requests for credit by examination cannot be made under the following conditions:
 - a. for a course in which the student has previously received a letter grade other than "W";
 - b. for a course in which the student is currently enrolled;**
 - c. for a course that is a prerequisite for one the student has already taken;**
 - d. in instances where credit has already been granted for the class, totally or partially, or from another examination; **or for a course to be used in the academic renewal process.**
 - ~~e. for a course to be used in the academic renewal process.~~
- ~~Each~~All transfer institutions determines whether they will accept and how they will apply credit by exam units.
- When an external Accreditation or Certification body requires a mechanism for granting credit for previously acquired knowledge and skills, the program will follow the accrediting body guidelines to develop a process for granting credit through equivalence, challenge exams or other methods of evaluation as needed. The student's transcript will reflect credit for each course successfully challenged. Residency requirements still apply.

External credit by examination—AP, IB & CLEP Examination

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

High School to College Articulation

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

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

Eligibility to Receive Credit by Examination Based on Articulation:

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

Articulation Oversight Process

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

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Strategic Plan (SP)		Goal 1: Student Success	Education Master Plan (EP)	
SP.1. Focus on Learners: Developmental, Career Technical, and Transfer Education		EP.1 Ensure Student Success		
Objectives				
1. Match student readiness with educational pathways. 2. Continuously assess and evaluate programs to provide effective educational programs and services for all learners. 3. Students will be able to complete their desired educational goals. 4. Enhance student support and student engagement. 5. Improve basic skills success. 6. Support staff and faculty development and instructional innovation.		1. Provide structured academic pathways 2. Improve support for students. 3. Improve effectiveness of basic skills education. 4. Increase transfers and degree and certificate completions. 5. Professional development programs will improve educational effectiveness. 6. Improve success among underrepresented populations.		
Annual Planning Actions				
Plan. Goal. Objective. Action	Actions to be taken	Responsible Persons	Semester	Evaluation Prompt
SP.1.6.1	Create a shared space for all faculty and staff to engage in professional development activities in a functional and inviting location.	VPISD in collaboration with the Academic Senate	Fall 2017	Are events being held in this space?
	Carry out recommendations of the Transfer Task Force to increase transfers to 4-year colleges	President, VPISD, Transfer Task Force	Spring 2018	Are transfers rising above our Institution-set standard?
SP.1.4.2 EP.1.2.2 EP.1.6.2	Increase the number of students completing core SSSP services, specifically with noncredit students pursuing adult education certificate programs and students of disproportionate groups	Director of Counseling & Student Development, Director of Student Equity and Success, and Director of Community and Economic Development	Spring 2018	Are specific student groups not completing services? What intervention strategies have been implemented?
SP.1.1 SP.1.3 Distance Education Plan	Implement use of OEI student readiness resources, including the Smarter Measure assessment of student readiness for online instruction	Director of Technology Enhanced Instruction, Director of Counseling	Spring 2018	How many students have taken the assessment? What does the data show about their readiness?



SEP A.7	Expand course offerings to students that have a multi-cultural emphasis.	Director of Student Equity, Academic Senate, VPISD	Spring 2018	Are interested faculty submitting curriculum?
SP.1.4 SP.1.6 EP.1.2 Basic Skills Plan	Expand the Tutor Training Pilot Program to include English as well as Math	Director of Special Programs, Academic Support Center	Fall 2017	How many tutors were trained in Math and English?
EP.1.6.3 SP.1.6.4	Enhance professional development efforts focused on innovation and that progress a professional learning network.	Human Resources in collaboration with the Professional Development Committee	Spring 2018	Are diversity-related trainings taking place and rated effective?
Student Equity Plan	Offer additional FAFSA workshops and financial literacy workshops in Spanish to students and parents in Eureka & Del Norte	Director of Financial Aid, Director of Student Equity	Spring 2018	How many students are participating in workshops?
	Evaluate search and hiring processes to improve the experience of potential faculty hires and to attract a more diverse faculty.	Academic Senate, Director of Human Resources	Fall 2017	Are we carrying out the actions in our EEO Plan?

Strategic Plan (SP)		Goal 2: Community Education		Education Master Plan (EP)	
SP.2 Focus on Learners: Community Partnership		EP.2 Develop Programs and Services to Meet Community Needs			
Objectives					
1. Provide workforce development training. 2. Respond to business and industry short-term training needs. 3. Develop non-credit programs.		1. Enhance community education program. 2. Enhance incumbent worker and contract training. 3. Develop not-for-credit programs. 4. CTE Programs respond to community training needs. 5. Develop non-credit programs.			
Annual Planning Actions					
Plan. Goal. Objective. Action	Actions to be taken	Responsible Persons	Semester	Evaluation Prompt	
	Implement the recommendations of the Discontinuation and Revitalization process for non-credit approved by the	VPISD, Director of Adult Education	Spring 2018	How has enrollment and transition to credit work changed?	



	President/Superintendent.			
	Enhance county government partnerships by creating communication channels to better serve the returning workforce population	Partnership: Director of Community Education, Director of Adult Education, CTE Dean	Fall 2017	What communication channels or working groups have been established?
	Develop and offer an Auto Body program that includes an apprenticeship	Director of Community Education	Fall 2017	How many students are enrolled?
	Grow personal enrichment offerings in Community Education	Director of Community Education	Fall 2017	How many students are enrolled in how many offerings?

Strategic Plan (SP)	Goal 3	Education Master Plan (EP)
SP.3 Fiscal & Operational Sustainability		EP.3 Practice Continuous Quality Improvement
Objectives		
1. Reduce reliance on apportionment-based funding.	1. Improve tools for assessment reporting.	
2. Improve college operational efficiencies.	2. Student learning will be a visible priority in all practices and structures.	
3. Increase funding available for strategic initiatives	3. Student learning outcomes and assessment are ongoing, systematic, and used for continuous quality improvement	
4. Increase community support for the college.	4. Systematically use data to inform decision making.	
5. Practice continuous quality improvement.	5. Provide continual and inclusive training opportunities regarding assessment.	
6. Practice continuous adherence to accreditation standards.	6. Increase number of institutional employees who have accreditation experience.	

Annual Planning Actions				
Plan. Goal. Objective. Action	Actions to be taken	Responsible Persons	Semester	Evaluation Prompt
	Revise BP/AP 4020 and 4021 incorporating our experiences from the Task Force work this year and the FCMAT report.	Academic Senate Co-Chairs, VPISD	Spring 2018	Have new policies been approved by College Council?
SP.3.2.1	Identify funding sources to fund the budget cycle for equipment replacement.	VPAS in collaboration with Budget Planning Committee (BPC)	Fall 2017	Have funding sources been integrated into planning?
SP.3.2.2	Identify funding sources to fund the budget for capital repairs and maintenance.	VPAS in collaboration with the BPC	Fall 2017	Have funding sources been integrated into planning?



	Hold an informative training session for faculty and staff to prepare for the ACCJC Comprehensive Visit	ALO, Accreditation Oversight Committee	Fall 2017	How to faculty and staff rate their preparation for the visit?
SP.3.6.1	Host the ACCJC Comprehensive Visiting team in a way that is helpful and welcoming.	President, ALO	Fall 2017	
EP.3.5.1	Continue to offer professional development related to outcome assessment in Canvas to expand use.	Distance Education Coordinator, Assessment Coordinator	Fall 2017	Are faculty able to gather outcome data in Canvas?

Strategic Plan (SP)		Goal 4: Technology		Education Master Plan (EP)	
SP.4 Technological Relevance		EP.4 Maintain Technological Relevance			
Objectives					
1. Improve technology infrastructure to support all college operations.			1. Lab equipment and technology effectively supports instructional needs.		
2. Improve instructional labs to support effective teaching and learning.			2. Update the comprehensive technology replacement plan.		
3. CTE programs will have technology relevant to their disciplines			3. Enhance distance education or eLearning.		
4. Improve efficiency through technology.			4. Effectively utilize technology in teaching.		
5. Improve data gathering and utilization to support instructional, student service, & administrative decision making.					

Annual Planning Actions				
Plan. Goal. Objective. Action	Actions to be taken	Responsible Persons	Semester	Evaluation Prompt
EP.4.3.3 SP.4.4.2 SSSP Plan	Implement technology-enhanced online advising to students	Director of Counseling & Student Development, VPISD	Spring 2018	How are technology-enhanced advising sessions documented?
	Assess feasibility of hiring an instructional designer to support Distance Education instructors.	Academic Senate	Spring 2018	What data has been collected and analyzed?
SP.4.1.2 SP.4.4.1	Continue progress towards ubiquitous wireless network access for the District.	Director of IT and Facilities Planning	Ongoing	Are there locations without wireless?
	Draft a plan for implementing a single sign-on solution for students such as Ellucian Portal	Manager of Information Systems, Director of Information Technology, TPC	Fall 2017	Has the TPC developed a plan based on constituent input?



	Complete Colleague (Datatel) migration from HP Unix database to SQL running on latest Windows virtualized server	Manager of Information Systems	Spring 2018	Do end-users have access to the same data as before?
Student Equity Plan	Hold the official opening of the Multicultural and Diversity Center and Equity Symposium	Director of Student Equity and Student Success	Fall 2017	How many people were in attendance?

Strategic Plan (SP)		Goal 5	Education Master Plan (EP)	
SP.5 Enhance Institutional Profile			EP.5 Increase Student Participation in Campus Activities	
Objectives				
1. Enhance support for the college community. 2. Support/increase cultural activities at the college. 3. Develop partnerships for utilization of the available buildings. 4. Reactivate the alumni association. 5. Increase communications and outreach to the community. 6. Develop a governmental relations function. 7. Increase public support for the college		1. Improve student engagement among all students. 2. Develop a vibrant student center. 3. Increase student engagement in the community 4. Faculty and staff will model positive engagement in the college community		
Annual Planning Actions				
Plan. Goal. Objective. Action	Actions to be taken	Responsible Persons	Semester	Evaluation Prompt
	Roll-out the new logo throughout the campus and community.	Executive Director of College Advancement	Spring 2018	How prevalent is the new logo in marketing?
	Install a new marquee with logo.	Executive Director of College Advancement	Fall 2017	Is the marquee conveying meaningful information?
SP.5.1.1	Publish a two-year schedule for the course offerings of degrees and certificates for student use.	VPISD	Fall 2017	How is the schedule communicated to students?

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California Community Colleges Chancellor's Office

INSTITUTIONAL EFFECTIVENESS

Indicator Rates - Redwoods CCD

Currently , all of the historical rates are being finalized and are not yet populated in the portal. Your data will be populated as it becomes available. All data will be available by early April 2017.

District Contact Information

Contact Name

Contact Phone

Contact Email

District Fiscal Viability Indicators

1. Fund Balance (Required)

Ending unrestricted general fund balance as a percentage of total expenditures

Historical Rates					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
4.6	5.0	7.9	6.2	6.4	6.0	10.0	7.4%	10.0%

2. Salary and Benefits (Optional)

Salaries and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures

Historical Rates					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
85.9	86.9	83.6	86.1	85.8			%	%

3. Annual Operating Excess/(Deficiency) (Optional)

Net increase or decrease in general fund balance

Historical Values					Historical Goals		Goals	
					2015-2016 Short-term (1 Year) Goal (goal for 2016- 2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017- 2018)	Long-term (6 Years) Goal
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016				
(1,026,323)	852	728,897	(482,241)	233,804			\$ <input type="text"/>	\$ <input type="text"/>

4. Cash Balance (Optional)

Unrestricted and restricted general fund cash balance, excluding investments

Historical Values					Historical Goals		Goals	
					2015-2016 Short-term (1 Year) Goal (goal for 2016- 2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017- 2018)	Long-term (6 Years) Goal
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016				
(2,846,859)	3,800,000	3,116,058	1,667,295	2,883,960			\$ <input type="text"/>	\$ <input type="text"/>

5. Other Post Employment Benefits (OPEB) Liability (Goal Setting Optional) (Historical Data Required)

Self-reported percentage of the OPEB liability that the district's set-aside funds represents (includes both funds in a trust and outside of a trust and designated for this liability)

Historical Rate	Historical Goals		Goals	
	2015-2016 Short-term (1 Year) Goal (goal for 2016- 2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017- 2018)	Long-term (6 Years) Goal
2015-2016				
<input type="text"/>			<input type="text"/> %	<input type="text"/> %
%				

6. District Participation Rate for the 18-24 Year Old Population (Optional)

The percentage of the 18-24 year old population within a district's boundaries that is enrolled in a CCC in that district

Historical Rates					Historical Goals		Goals	
					2015-2016 Short-term (1 Year) Goal (goal for 2016- 2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017- 2018)	Long-term (6 Years) Goal
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016				
0.0	0.0	0.0	0.0	0.0			<input type="text"/> %	<input type="text"/> %

District Programmatic Compliance with State and Federal Guidelines Indicators

7. Audit Findings - Audit Opinion Financial Statement (Required)

A 'yes' indicates the district has achieved (historical) or has set a goal to achieve an 'unmodified' or 'unqualified' independent audit opinion (minimal or no material weaknesses or significant deficiencies)

Historical	Historical Goals	Goals
------------	------------------	-------

Value				
	2015-2016 Short-term (1 Year) Goal (goal for 2016- 2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017- 2018)	Long-term (6 Years) Goal
2015-2016				
	Yes	Yes	Yes ▼	Yes ▼

8. Audit Findings - State Compliance (Required)

A 'yes' indicates the district has achieved (historical) or has set a goal to achieve an 'unmodified' or 'unqualified' independent audit opinion (minimal or no material weaknesses or significant deficiencies)

Historical Value	Historical Goals		Goals	
	2015-2016 Short-term (1 Year) Goal (goal for 2016- 2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017- 2018)	Long-term (6 Years) Goal
2015-2016				
	Yes	Yes	Yes ▼	Yes ▼

9. Audit Findings - Federal Award/Compliance (Required)

A 'yes' indicates the district has achieved (historical) or has set a goal to achieve an 'unmodified' or 'unqualified' independent audit opinion (minimal or no material weaknesses or significant deficiencies)

Historical Value	Historical Goals		Goals	
	2015-2016 Short-term (1 Year) Goal (goal for 2016- 2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017- 2018)	Long-term (6 Years) Goal
2015-2016				
	Yes	Yes	Yes ▼	Yes ▼

College Indicators for College of the Redwoods ▼

College Student Performance and Outcomes

10. Completion Rate (Scorecard) - College Prepared (Optional)

Percentage of degree, certificate, and/or transfer seeking College Prepared (student's lowest course attempted in math and/or English was college level) students starting first time tracked for six years who completed a degree, certificate, or transfer related outcome (Goal should be set as rate)

Historical Rates					Historical Goals		Goals	
					2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016				
57.1	66.3	58.5	53.0	62.2	53.3	65.3	53.3 %	68.4 %

11. Completion Rate (Scorecard) - Unprepared for College (Optional)

Percentage of first-time degree, certificate, and/or transfer-seeking students tracked for six years who attempted any level of math and/or English in the first three years, who completed a degree, certificate, or transfer related outcome
(Goal should be set as rate)

Historical Rates					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
32.6	36.8	31.2	29.4	30.9	28.3	38.9	28.3%	34.0%

12. Completion Rate (Scorecard) - Overall (Optional)

Percentage of degree, certificate, and/or transfer-seeking students starting first time in 2009-2010 tracked for six years through 2015-2016 who attempted any level of math and/or English in the first three years, who completed a degree, certificate, or transfer related outcome
(Goal should be set as rate)

Historical Rates					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
37.4	42.9	35.4	33.4	37.0	32.5	44.4	32.5%	40.7%

13. Remedial Rate (Scorecard) - Math (Optional)

Percentage of credit students tracked for six years who started below transfer level in math and completed a college-level transfer course in math
(Goal should be set as rate)

Historical Rates					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
44.1	33.7	33.3	39.5	38.8	32.2	46.4	32.2%	42.7%

14. Remedial Rate (Scorecard) - English (Optional)

Percentage of credit students tracked for six years who started below transfer level in English and completed a college-level transfer course in English
(Goal should be set as rate)

Historical Rates					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
31.6	40.7	40.5	36.4	38.3	30.7	41.8	30.7%	42.7%

15. Remedial Rate (Scorecard) - ESL (Optional)

Percentage of credit students tracked for six years who started below transfer level in ESL and completed a college-level transfer course in ESL

(Goal should be set as rate)

Historical Rates					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
17.6	38.5	26.3	42.1	0.0			<input type="text" value=""/>	<input type="text" value=""/>

16. Career Technical Education Rate (Scorecard) (Optional)

Percentage of students tracked for six years who started first time and completed more than eight units in courses classified as career technical education in a single discipline and completed a degree, certificate, or transferred
(Goal should be set as rate)

Historical Rates					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
57.7	56.1	52.6	54.5	52.8	51.3	62.8	<input type="text" value="51.3"/>	<input type="text" value="58.1"/>

17. Successful Course Completion (Datamart) (Required)

Percentage of Fall term credit course enrollments where student earned a grade of C or better
(Goal should be set as rate)

Historical Rates					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
67.2	69.0	70.2	70.8	73.6	70.5	70.5	<input type="text" value="70.5"/>	<input type="text" value="70.5"/>

18. Completion of Degrees (Datamart) (Optional)

Number of associate degrees completed (Goal should be set as count)

Historical Counts					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
467	401	389	445	632	458	472	<input type="text" value="458"/>	<input type="text" value="695"/>

19. Completion of Certificates (Datamart) (Optional)

Number of Chancellor's Office approved certificates completed (Goal should be set as count)

Historical Counts					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
172	147	146	170	253	175	180	<input type="text" value="175"/>	<input type="text" value="278"/>

20. Transfers to 4-year Institutions (Datamart) (For Information Only)

Number of students who transfer to a four-year institution, including CSU, UC, private and out-of-state universities (No goal required)

Historical Counts				
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
266	264	242	230	213

21. Transfer-level Math Year 1 (Optional)

The percentage of first-time students who complete 6 units and attempt any math or English in their first year who complete a transfer-level course in math in their first year

Historical Rates					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
0.0	0.0	0.0	0.0	0.0			<input type="text"/> %	<input type="text"/> %

22. Transfer-level Math Year 2 (Optional)

The percentage of first-time students who complete 6 units and attempt any math or English in their first year who complete a transfer-level course in math in their first or second year

Historical Rates					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
0.0	0.0	0.0	0.0	0.0			<input type="text"/> %	<input type="text"/> %

23. Transfer-level English Year 1 (Optional)

The percentage of first-time students who complete 6 units and attempt any math or English in their first year who complete a transfer-level course in English in their first year

Historical Rates					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
0.0	0.0	0.0	0.0	0.0			<input type="text"/> %	<input type="text"/> %

24. Transfer-level English Year 2 (Optional)

The percentage of first-time students who complete 6 units and attempt any math or English in their first year who complete a transfer-level course in English in their first or second year

Historical Rates					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
0.0	0.0	0.0	0.0	0.0			<input type="text"/> %	<input type="text"/> %

25. Number of Low-unit Certificates (Optional)

The number of certificates less than 18 units awarded (non-Chancellor's Office approved)

Historical Counts					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
20	40	16	36	79			<input type="text"/>	<input type="text"/>

26. Median Time to Degree (Optional)

The median number of years from the time of a student's first enrollment in a CCC until the time they receive an AA, AS, or ADT degree

Historical Values					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
0.0	0.0	0.0	0.0	0.0			<input type="text"/>	<input type="text"/>

27. Number of Career Development and College Preparation Awards (Optional)

The number of CDCP certificates awarded

Historical Counts					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
0	0	0	0	0			<input type="text"/>	<input type="text"/>

28. Career Technical Education (CTE) Skills Builder (Optional)

The median percentage change in wages for students who completed higher level CTE coursework in a given year and left the system without receiving any type of traditional outcome such as transfer to a four year institution or completion of a degree or certificate

Historical Rates					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
0.0	0.0	0.0	0.0	0.0			<input type="text"/> %	<input type="text"/> %

College Accreditation Status Indicators

29. Accreditation Status (Required)

ACCJC accreditation status

Historical Status										Historical Goals		Goals	
July 2011	Feb 2012	July 2012	Feb 2013	July 2013	Feb 2014	July 2014	Feb 2015	July 2015	Feb 2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal

FA-N	FA-SC	FA-SC	FA-P	FA-P	FA-SR/RA	FA-N	FA-N	FA-N	FA-N		FA-N	FA-N	FA-N ▼	FA-N ▼
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Accreditation Status Descriptions
 FA-N: Fully Accredited - No Action
 FA-RA: Fully Accredited - Reaffirmed
 FA-SR: Fully Accredited - Sanction Removed
 FA-SR/RA: Fully Accredited - Sanction Removed and Reaffirmed
 FA-W: Fully Accredited - Warning
 FA-P: Fully Accredited - Probation
 FA-SC: Fully Accredited - Show Cause
 FA-PT: Fully Accredited - Pending Termination
 T: Accreditation Terminated (No longer used by the accrediting agency after July 2015)
 WD: Accreditation Withdrawn
 FA-RS: Fully Accredited - Restoration
 IA: Initial Accreditation
 RE-AP: Re-Application for Accreditation

Next Accreditation Visit

Term

College Fiscal Viability Indicators

30. Full-Time Equivalent Students (Optional)

Annual number of full-time equivalent students

Historical Counts					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
4,535.2	4,389.7	3,773.8	3,960.0	3,635.9			<input type="text"/>	<input type="text"/>

College Choice Indicators

31. College Choice Student Achievement (Required)

College must set a goal on unprepared students or basic skills students from indicators 11, 13, 14, 15, 21, 22, 23, or 24 above.
College must identify which indicator has been chosen.

The College has set goals for the following indicators:

- 11. Completion Rate (Scorecard) - Unprepared for College
- 13. Remedial Rate (Scorecard) - Math
- 14. Remedial Rate (Scorecard) - English

32. Optional College Choice (Optional)

College may self-identify an indicator related to any topic. Briefly explain the indicator and provide short-term and long-term goals. Goals must be presented as counts, percentages, or rates.

33. Noncredit College Choice (Optional)

College may self-identify an indicator related to noncredit students. Briefly explain the indicator and provide short-term and long-term goals. Goals must be presented as counts, percentages, or rates.

☐ Has your college developed, adopted, and publicly posted the goals framework pursuant to the requirements of Education Code section 84754.6?

California Community Colleges, Chancellor's Office
1102 Q Street Sacramento, California 95811
Send questions to IE | InstEffect@cccco.edu
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Topics Discussed at Open Forums

- Existing Facilities
- Location of new buildings and plan for old buildings
- Del Norte Modulares
- Off-site Instruction in Humboldt County
- Upper and Lower Diesel Labs
- Plan for Athletic Facilities
- Klamath-Trinity Facilities
- Bookstore Facility

Themes from the Open Forums

- More collaborative study spaces for students.
- More career and technical education (CTE) opportunities at Del Norte and Klamath-Trinity. Interconnect CTE better with the campus, for example teaching kitchen in Dining, internships in many areas of campus, etc.
- Larger classrooms. More flexible spaces that can be repurposed easily.
- The basics: Wifi, technology upgrades, better HVAC controls, better classroom scheduling, dorm upgrades.
- Clearer focus for distance education. What facilities can help DE succeed?
- Clearer pathways from community education and adult education to degree and certificate programs.
- Textbook trends. Bookstores are rapidly changing. Need an integrated student center.
- Need to serve students more holistically, food pantry, transportation options, study spaces and gathering spaces. Multicultural Center and Veterans Resource Center. Homeless, foster youth, and incarcerated students. Student Health Center with psychological services.
- Other groups? Other themes?

Themes from Education Master Plan

Goal I A - Provide accessible, affordable, high quality education

- Professional development training room.
- Student transportation, food pantry, low cost textbooks.
- Routine maintenance and equipment and technology upgrades. Repurposed and flexible facilities.

Goal I B - Effectively use all learning modalities to provide students the knowledge and skills they need to succeed.

- Facility and technology support for distance education.
- Group study rooms.
- Flexible instruction spaces, optimize the mix of classroom sizes from small to large.

- PE facilities and equipment for many different users.

Goal I C Deliver strong individual support for students

- Small group rooms/flexible spaces.
- IT communication tools – phone apps, messaging solutions, social media.
- Testing spaces.
- Robust student health centers with space for psychological support services.

Goal I D - Strategic Initiatives

- Group study spaces.
- Gathering spaces across all campuses and locations.
- Club meeting spaces, communication tools for clubs.

Goal I E - Strive to eliminate achievement gaps across student groups.

- Group study spaces.
- Vibrant multicultural centers at each campus.
- Spaces designed to facilitate non-credit study skills and related courses.
- Testing spaces.
- Technology for testing and evaluation.
- Multicultural Center, Veterans Resource Center.
- Homeless, foster youth, and incarcerated students.

Goal 2 A - Effectively respond to regional workforce needs through workforce training.

- Work towards parity in career and technical facilities at each campus.
- Meeting spaces for industry groups and informal student study groups.
- Upgraded equipment and technology to current industry best practices.
- Training space to keep current on best practices.
- Leased space configured to connect adult education, community education, career and technical education, and degree and certificate programs.
- Space at each campus location to facilitate the connection between adult education, community education, career and technical education, and degree and certificate programs.

Goal 2 B - Effectively partner with community stakeholders to respond to the needs of the community.

- Strengthen existing relationships: Academy of the Redwoods, HSU, HCOE, Chancellor's Office, hospitals, industry groups, VA, government. Need flexible meeting spaces for collaboration.
- Spaces in the community, classroom or lab at a hospital, school, or other offsite location?

Goal 2 C - Serve as a hub of cultural, social, and economic activities.

- Vibrant multicultural center at each campus.
- Dining internships.
- Vibrant Veteran's Resource Center at each campus.
- Make better use of the theater and PE facilities to better connect CR to the community, including Del Norte and Klamath-Trinity.

Goal 2 D - Establish partnerships that enhance success by supporting the safety, health, and wellness of our students.

- Student transportation, food pantry, low cost textbooks.
- Sexual assault awareness/prevention safety grants for facility upgrades.
- Basic safety upgrades across campuses.
- IT communication tools – phone apps, messaging solutions, social media.
- Homeless, foster youth, and incarcerated students.
- Robust student health centers with space for psychological support services.

Goal 3 A - Employ state-of-the-art technology, equipment, and facilities throughout the District to support learning and institutional performance.

- Basic technology replacement and upgrades to current technology standards.
- Basic facility upgrades, including furniture, lighting, flooring, etc.
- Upgrade network connections between locations for better Telepresence.
- Phones, cell boosters, wifi, website infrastructure, redundant and secure internet connections.
- Invest in new technology as it is recognized as best practice for higher education.

Goal 3 B - Employ clear and transparent processes for core operations and decision-making.

- Communication tools.
- Paperless documents and process upgrades for better transparency.
- Online collaboration tools.
- Ellucian upgrades and reporting/querying tools.
- Professional development space.

Goal 4 C - Engage in excellent communication, coordination, and collaboration across campuses.

- Communication tools – phones, cell boosters, wifi, website infrastructure, redundant and secure internet connections.
- IT communication tools – phone apps, messaging solutions, social media.
- Email upgrade to industry best practice for uptime, stability, and retention.
- Upgrade network connections between locations for better Telepresence.
- Paperless documents and process upgrades for better transparency.

Goal 4 D - Engage and empower students, particularly those from underrepresented communities.

- Vibrant multicultural center at each campus.
- Vibrant Veteran's Resource Center at each campus.
- IT communication tools – phone apps, messaging solutions, social media.
- Student transportation, food pantry, low cost textbooks.
- Robust student health centers with space for psychological support services.
- Spaces designed to facilitate non-credit study skills and related courses.
- PE facilities and equipment for many different users.
- Facilities to help meet the needs of homeless, foster youth, and incarcerated students.

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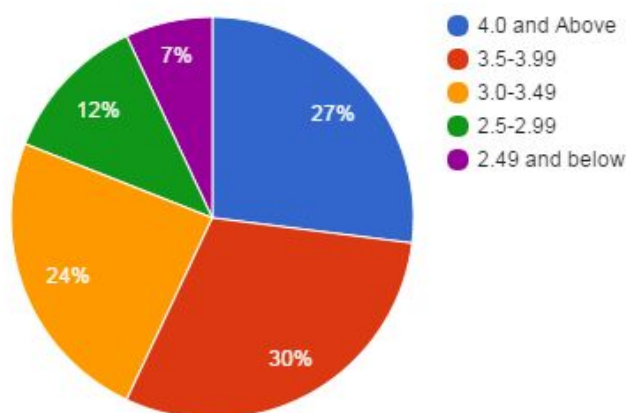
Academy of the Redwoods - Spring 2016 Report Submitted by Luke Biesecker

Thanks to an ongoing partnership between the Fortuna Union High School District and College of the Redwoods, AR is nearing the end of its 12th year in operation. AR has a current enrollment of 156 students (50 - 1st years, 50 - 2nd years, 26 - 3rd years, and 30 - 4th years). We currently have 58 new student applications (55 incoming 9th graders and 3 incoming 10th graders). Our application process requires students to complete and submit an application, pass a math placement test, and interview for a spot in our program. Our priority registration deadline was Friday March 31st and our applicant interview day is Saturday April 29th.

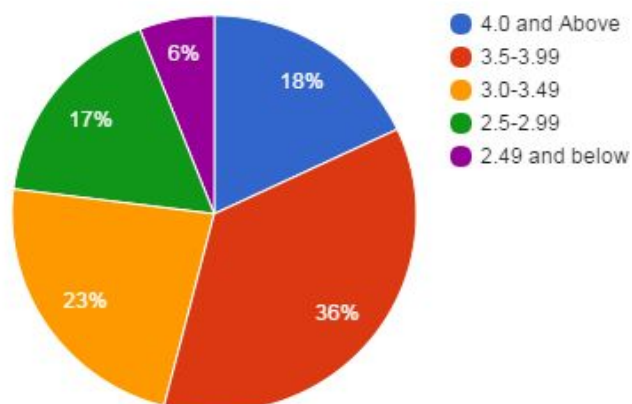
Fall 2016 Student Success

AR Students earned a total of 612.5 college units during the Fall 2016 semester and continue to excel academically.

Fall Academic GPAs



Cumulative Academic GPAs



WASC Accreditation

We hosted a WASC visiting team April 2nd through April 5th and the WASC visiting team is recommending AR for another 6-year accreditation cycle, the maximum duration allowed. The visiting team was especially impressed with AR student success and our safe, supportive school community. The visiting team also identified areas for improvement, many of which indicate a need for continued formalization of our unique program's processes and procedures. Areas of strength identified in the visiting committee's closing presentation included:

- Student Openness
- Student input opportunities
- Nearly seamless transition from high school to college
- Strong partnership between AR and CR
- Students are challenged both socially and academically
- Caring Staff

- 1:1 Technology
- Student focused staff meetings
- Development of soft skills (communication, collaboration, problem solving, conflict resolution)
- Safe learning environment
- Student Learning Outcomes (Time management, organization, engagement, study skills)

Areas for improvement identified in the visiting committee's closing presentation included:

- Formalize a long term comprehensive staff development plan
- Formally and thoroughly engage in all aspects of the WASC school improvement cycle
- Revise school mission statement
- Broaden student options for meeting foreign language requirements
- Improve opportunities for parent involvement
- Formalize process for systematic assessment and review of instruction and curriculum
- Develop long term facilities plan

The WASC visiting team was especially appreciative of the opportunity to meet with CR faculty. We look forward to starting a new school improvement cycle and finalizing our new action plan by the end of this school year.

Open Enrollment Update

A large number of AR students attend on an interdistrict transfer, many from the Eureka area. The current countywide Interdistrict Attendance Agreement, signed by all 30 Humboldt County school districts, is set to expire this year. School district superintendents from throughout Humboldt County have been meeting to develop a new long term agreement. In the meantime, district superintendents have “agreed to recommend to their respective boards that no changes for the 2017-18 school year be made to the current countywide enrollment agreement.”

<http://www.humboldt.k12.ca.us/pressrel.php?recid=548&cachebuster=1487399572>

Approximately 60 percent of AR students attend from outside the Fortuna Union high School District boundaries. While we are concerned about a potentially significant impact to our program, we remain optimistic that a new long term countywide agreement will be reached. Further, we are confident, that due to the unique nature of our program, students wanting to attend AR from outside Fortuna District boundaries would be able to successfully appeal the denial of any interdistrict transfer request.

Upcoming Events

5/2:	CR Registration Open for All Students
5/6-5/12:	CR Final Exams
5/29:	Memorial Day - NO SCHOOL
5/30-5/31:	AR Final Exams
6/1:	End of Spring Semester - Early Release Day (noon)
	AR Class of 2017 Graduation at 5pm in the CR Gym