



**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, Rooms E-2 and E-3**

**February 1, 2019 – 1:00 pm**

**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 December 7, 2018 Academic Senate Minutes** (Attachment)
4. **Action Items:**
  - 4.1 **Approve January 25, 2019 Curriculum Committee Recommendations:** Sean Thomas (Attachment)
  - 4.2 **Approve Faculty Qualifications Committee Recommendations of January 25, 2019:** Michelle Haggerty (Attachment)
5. **Discussion**
  - 5.1 **Senate Leadership Structure:** Peter Blakemore (Attachment to follow)
  - 5.2 **Faculty of the Year Process:** Gary Sokolow
  - 5.3 **Awarding Credit to Veterans:** Karen Reiss (Attachment)
6. **Reports**
  - 6.1 **Draft ACCJC Follow-up Report:** Angelina Hill (Attachment)
  - 6.2 **Bookstore Taskforce Update:** Angelina Hill
  - 6.3 **Program Viability Committee:** Peter Blakemore
  - 6.4 **College Access Program (Free Tuition) Update:** Angelina Hill (Attachment)
  - 6.5 **College Update:** Angelina Hill
  - 6.6 **Associated Students of College of the Redwoods (ASCR) Update:** Joshua Mata ASCR Representative
  - 6.7 **Associate Faculty Committee Update:** Stuart Altschuler
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**

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College of the Redwoods

- Eureka: 7351 Tompkins Hill Road– Board Room – SS 202
  - Crescent City: 883 W Washington Blvd, Rooms E-2 and E-3
- December 7, 2018 – 1:00 pm

**MINUTES**

**Members Present:** Peter Blakemore, Gary Sokolow, Stuart Altschuler, Kristy Carlsen, Mike Dennis, Chris Gaines, Levi Gill, Will Meriwether, Shannon Mondor, Ruth Moon, Todd Olsen, Hillary Reed, Michael Richards, Wendy Riggs, Lisa Sayles, Shemya Vaughn, Erin Wall, Angelina Hill, Joshua Mata (ASCR), and Jessica Frint (support)

**Members Absent:**

**Others present:** David Wilson (phone)

1. **Call to Order:** Peter Blakemore called the meeting to order at 1:17 pm
2. **Introductions and Public Comments:** There were no public comments.
3. **Approve November 16, 2018 Academic Senate Minutes:** On a motion by Michael Richards, seconded by Wendy Riggs, the minutes of November 2, 2018 were unanimously approved as amended. Remove Hillary Reed from 'approved' in 4.2.
4. **Action Items:**
  - 4.1 **Approve Faculty Development Committee Funding Recommendations:** Hillary Reed was available for questions. On a motion by Michael Dennis, seconded by Erin Wall, the Faculty Development Committee Funding Recommendations were approved through roll call vote by; Stuart Altschuler, Krista Carlsen, Mike Dennis, Chris Gaines, Levi Gill, Will Meriwether, Ruth Moon, Todd Olsen, Hillary Reed, Mike Richards, Wendy Riggs, Shannon Mondor, Shemya Vaughn, and Erin Wall. Lisa Sayles abstained.
5. **Discussion**
  - 5.1 **Senate Leadership Structure:** Peter Blakemore shared with the Senate information from conversations held at the Senate Executive meeting with Angelina Hill, feedback from Wheeler North and David Morse, and reminded Senators of conversations held during meetings about reviewing and revising the leadership structure. He explained the struggles of finding faculty to serve due to the current structure. Todd Olsen explained to the Senate the issues about the load taken on by Senate Co-Presidents and how he feels the two-year term is too short to learn the role of Senate Co-President. He suggested reviewing single model Co-Presidents at other colleges. Suggestions were made to have minimum term limits but not a maximum. P. Blakemore stated that this would need to happen quickly in order to be implemented for the next term. Wendy Riggs suggested that we have a task force to come up with a proposal. The Senate reviewed the Bylaws and determined that the deadline for Senate Co-President is

“normally” to be elected no later than March. This will return to the Senate for discussion in the next Senate meeting on February 1, 2019.

- 5.2 **Local Goal-Setting Process:** Angelina Hill stated she requested that this item be on the agenda to make Senators aware and that the document was created due to the new Funding Formula. She explained that the document links the funding formula to the chancellor’s vision for success that was published in July of 2017. She explained that there are five metrics for student outcomes that show the priorities at the state level. She stated that we are being asked to alter our Education Master Plan to show local goals around the five metrics and how the local goals and objectives allow us to achieve these metrics. She explained that by December 15<sup>th</sup> we have to certify that we have a plan, then we have approximately 5 months to do the work to show that we have adopted local goals that have gone through constituency groups, the board of trustees, and are adopted by the Academic Senate.
- 5.3 **Faculty of the Year Process:** Gary Sokolow reminded the senate of the discussions held about the Faculty of the Year Process during past meetings. He asked the Senate whether this should be discontinued or revitalized. He asked for a consensus from the Senate. Stuart Altschuler stated that he felt it was important and felt students being involved would make it into more of a popularity contest and teachers with more students would win. Lisa Sayles stated that she felt it was important and showed value, but does feel it needs revitalized. Will Meriwether suggested having the Deans each nominate a select number of individuals. Mike Richards suggested having the bylaws modified to say that each division needs to send forth one name by a specified date. Wendy Riggs proposed a task force be made to review this. Senators determined that the revitalized process would be implemented for the following year.

## 6. Reports

- 6.1 **College Update:** Angelina Hill reported that the bookstore taskforce had two meetings last Tuesday followed by a survey monkey sent out to participants that had positive feedback. She reported that an additional meeting will be held next week on Thursday. She reported that Follett would like to have a meeting discuss their online book options on Wednesday. She stated that 400 students responded to the Canvas bookstore survey. She additionally reported that she, Marla Gleave, Angela Stewart, an HSU articulation counselor and a HSU admissions officer will be meeting at HSU next week to discuss issues with CRs courses articulating to HSU. She stated that deans Dave Bazard and George Potamianos met with HSU about various programs and discussed articulation. They stated that there should be a summit with HSU and CR faculty to further discuss articulation between the two institutions. A. Hill reported that CR would be administering the Student Satisfaction Inventory and the Employee Satisfaction Inventory next semester. She stated this would go through email. Lastly, she reported that there is an additional process for 4021where programs that have gone through that process get re-reviewed annually.
- 6.2 **Associated Students of College of the Redwoods (ASCR) Update:** Joshua Mata reported that ASCRs activity has been reduced and the priorities of ASCR have shifted towards long-term student growth. He reported that focus has been on the expansion of the food pantry and how to support students in and out of the classroom. He explained that

institutional knowledge packets were being made for new members of ASCR to have historical insight.

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. **Adjournment:** On a motion by Stuart Altschuler, seconded by Erin Wall, the meeting was adjourned at 2:44 pm.

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College of the Redwoods  
**Summary of Course Changes: January 25, 2019**

**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

| Dept             | Course #     | Title                                    | Proposal Type             | Units (C) or<br>Hours (N)<br>[Lec/Lab] | Credit Type  | UC Transfer  | CSU Transfer | CR GE        | Comments  |
|------------------|--------------|--|---------------------------|--|--------------|--------------|--------------|--------------|---|
| GS               | 6            | First Year Experience                    | Revised Course            | 3.0<br>[3.0/0]                         | C            | -            | A            | -            | Regular five-year revision. Minor updates to course content; rec prep (READ-360) removed.<br><u>Course Learning Outcomes</u><br>1. Assess individual learning preferences that can be applied towards improving lifelong learning skills.<br>2. Identify college expectations and demonstrate successful navigation within the college system.<br>3. Develop and complete a formal Student Education Plan.<br>4. Analyze self-management systems and persistence practices to increase self-motivation and success. |
| <del>POLSC</del> | <del>2</del> | <del>Intro to Political Philosophy</del> | <del>Revised Course</del> | <del>3.0<br/>[3.0/0]</del>             | <del>C</del> | <del>A</del> | <del>A</del> | <del>R</del> | <del>Tabled due to lack of revision.</del>  |
| MUS              | 63           | Wind Ensemble                            | Inactivation              | 1.0<br>[0/1.0]                         | C            | A            | A            | -            | Course inactivated as part of streamlining Music ensemble curriculum.   |
| MUS              | 64           | Studio Band                              | Inactivation              | 1.0<br>[0/1.0]                         | C            | A            | A            | -            | Course inactivated as part of streamlining Music ensemble curriculum.   |
| MUS              | 70           | Oratorio Choir                           | Inactivation              | 1.0<br>[0/1.0]                         | C            | A            | A            | -            | Course inactivated as part of streamlining Music ensemble curriculum.   |

| Dept | Course # | Title                        | Proposal Type  | Units (C) or<br>Hours (N)<br>[Lec/Lab] | Credit Type | UC Transfer | CSU Transfer | CR GE | Comments   |
|------|----------|------------------------------|----------------|--|-------------|-------------|--------------|-------|--|
| SR   | 220      | Senior Chorus                | Revised Course | 54 Hours                               | N           | -           | -            | -     | Regular five-year revision. Course hours reduced from 100 to 54; other minor updates to course content.<br><u>Course Learning Outcomes</u><br>1. Demonstrate an acceptable standard of vocal technique, as well as rhythmic and pitch accuracy, in performance.<br>2. Identify and combine appropriate interpretative nuances and conventions in performance.<br>3. Exhibit effective collaborative skills within the ensemble.        |
| SR   | 222      | Senior Instrumental Ensemble | Revised Course | 54 Hours                               | N           | -           | -            | -     | Regular five-year revision. Course hours reduced from 100 to 54; other minor updates to course content.<br><u>Course Learning Outcomes</u><br>1. Demonstrate an acceptable standard of instrumental technique, as well as rhythmic and pitch accuracy, in performance.<br>2. Identify and combine appropriate interpretative nuances and conventions in performance.<br>3. Exhibit effective collaborative skills within the ensemble. |



| Dept | Course # | Title                                     | Proposal Type  | Units (C) or<br>Hours (N)<br>[Lec/Lab] | Credit Type | UC Transfer | CSU Transfer | CR GE | Comments  |
|------|----------|---|----------------|--|-------------|-------------|--------------|-------|---|
| MUS  | 22B      | Beginning Band<br>Instruments: Brass      | Revised Course | 1.0<br>[0/1.0]                         | C           | A           | A            | -     | Regular five-year revision; minor updates to course content.<br><u>Course Learning Outcomes</u><br>1. Demonstrate sufficient mastery of valve (or slide) positions to play chromatically from lowest to highest commonly-used notes on a given brass instrument.<br>2. Demonstrate employment of correct embouchure and breath support techniques through the production of acceptable tone and the ability to play the various partials.<br>3. Accurately read basic music notation, including commonly-used pitch, rhythm, and expression symbols, and hold one's part in band music at the Class D junior high/middle school level.  |
| MUS  | 22P      | Beginning Band<br>Instruments: Percussion | Revised Course | 1.0<br>[0/1.0]                         | C           | A           | A            | -     | Regular five-year revision; minor updates to course content.<br><u>Course Learning Outcomes</u><br>1. Demonstrate correct sticking technique in order to play chromatically from lowest to highest commonly-used notes (mallet percussion instruments); demonstrate the ability to accurately change drumhead pitch through pedal movement (timpani); play essential snare drum rudiments (snare drum).<br>2. Demonstrate acceptable tone production (all percussion instruments).<br>3. Accurately read basic music notation, including commonly-used pitch, rhythm, and expression symbols, and hold one's part in band music at the Class D junior high/middle school level. |

| Dept | Course # | Title                                       | Proposal Type  | Units (C) or<br>Hours (N)<br>[Lec/Lab] | Credit Type | UC Transfer | CSU Transfer | CR GE | Comments   |
|------|----------|---|----------------|--|-------------|-------------|--------------|-------|--|
| MUS  | 22W      | Beginning Band<br>Instruments:<br>Woodwinds | Revised Course | 1.0<br>[0/1.0]                         | C           | A           | A            | -     | Regular five-year revision; minor updates to course content.<br><u>Course Learning Outcomes</u><br>1. Demonstrate sufficient mastery of key positions to play chromatically from lowest to highest commonly-used notes on a given woodwind instrument.<br>2. Produce acceptable tone on a given woodwind instrument through employment of correct embouchure and breath support techniques.<br>3. Accurately read basic music notation, including commonly-used pitch, rhythm, and expression symbols, and hold one's part in band music at the Class D junior high/middle school level. |
| MUS  | 40       | Independent Study<br>(Music)                | Revised Course | 0.5-2.0<br>[0/0.5-2.0]                 | C           | -           | A            | -     | Regular five-year revision; minor updates to course content.<br><u>Course Learning Outcomes</u><br>1. Formulate specific objectives in conjunction with the instructor.<br>2. Demonstrate the fulfilment of the objectives to the instructor upon the completion of the individual project.  |

| Dept | Course # | Title        | Proposal Type  | Units (C) or<br>Hours (N)<br>[Lec/Lab] | Credit Type | UC Transfer | CSU Transfer | CR GE | Comments   |
|------|----------|--------------|----------------|--|-------------|-------------|--------------|-------|--|
| MUS  | 59       | Chorale      | Revised Course | 1.0<br>[0/1.0]                         | C           | A           | A            | -     | Regular five-year revision; minor updates to course content, revised catalog description.<br><u>Course Learning Outcomes</u><br>1. Demonstrate an acceptable standard of vocal technique, as well as rhythmic and pitch accuracy, in performance.<br>2. Identify and combine appropriate interpretative nuances and conventions in performance.<br>3. Exhibit effective collaborative skills within the ensemble.        |
| MUS  | 61       | Concert Band | Revised Course | 1.0<br>[0/1.0]                         | C           | A           | A            | -     | Regular five-year revision; minor updates to course content, revised catalog description.<br><u>Course Learning Outcomes</u><br>1. Demonstrate an acceptable standard of instrumental technique, as well as rhythmic and pitch accuracy, in performance.<br>2. Identify and combine appropriate interpretative nuances and conventions in performance.<br>3. Exhibit effective collaborative skills within the ensemble. |

| Dept | Course # | Title   | Proposal Type  | Units (C) or<br>Hours (N)<br>[Lec/Lab] | Credit Type | UC Transfer | CSU Transfer | CR GE | Comments  |
|------|----------|---|----------------|--|-------------|-------------|--------------|-------|---|
| MUS  | 62       | Jazz Orchestra                                      | Revised Course | 1.0<br>[0/1.0]                         | C           | A           | A            | -     | Regular five-year revision; minor updates to course content, revised catalog description.<br><u>Course Learning Outcomes</u><br>1. Demonstrate an acceptable standard of instrumental technique, as well as rhythmic and pitch accuracy, in performance.<br>2. Identify and combine appropriate interpretative nuances and conventions in performance.<br>3. Exhibit effective collaborative skills within the ensemble.  |
| ECE  | 1        | Principles and Practices of Teaching Young Children | Revised Course | 3.0<br>[3.0/0]                         | C           | -           | A            | -     | Regular five-year revision. Course content updated to better align with statewide ECE curriculum alignment project, including updates to catalog description, SLOs, and removing ENGL-150 from rec prep.<br><u>Course Learning Outcomes</u><br>1. Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.<br>2. Describe the role of the early childhood educator, including ethical conduct and professional pathways.<br>3. Identify quality in early childhood programs related to environment, curriculum, and teaching strategies. |

| Dept | Course # | Title  | Proposal Type  | Units (C) or<br>Hours (N)<br>[Lec/Lab] | Credit Type | UC Transfer | CSU Transfer | CRGE | Comments   |
|------|----------|--|----------------|--|-------------|-------------|--------------|------|--|
| ECE  | 5        | <b>The Child in the Family<br/>and the Community</b> | Revised Course | 3.0<br>[3.0/0]                         | C           | -           | A            | -    | Regular five-year revision. Course content updated to better align with statewide ECE curriculum alignment project, including updates to catalog description, SLOs, and removing ENGL-150 from rec prep.<br><u>Course Learning Outcomes</u><br>1. Describe socialization of the child, focusing on the interrelationship of family, school, and community.<br>2. Identify the educational, political, and socioeconomic impacts on children and families.<br>3. Describe strategies that empower families and encourage family involvement in children's development.  |
| ECE  | 7        | <b>Intro to Early Childhood Curriculum</b>           | Revised Course | 3.0<br>[2.0/1.0]                       | C           | -           | A            | -    | Regular five-year revision. Course content updated to better align with statewide ECE curriculum alignment project, including updates to catalog description, SLOs, and removing ENGL-150 from rec prep.<br><u>Course Learning Outcomes</u><br>LEC<br>1. Differentiate between various curriculum models, approaches, environments, and standards for early learning including indicators of quality.<br>LAB<br>2. Identify the teachers role in early childhood programs, including planning, implementing, and evaluating activities and environments.<br>3. Select and apply developmentally appropriate teaching strategies and theories to curriculum and environment design. |

| Dept | Course # | Title   | Proposal Type  | Units (C) or<br>Hours (N)<br>[Lec/Lab] | Credit Type | UC Transfer | CSU Transfer | CRGE | Comments   |
|------|----------|---|----------------|--|-------------|-------------|--------------|------|--|
| ECE  | 10       | Field Experience in<br>Early Childhood<br>Education | Revised Course | 3.0<br>[1.0/2.0]                       | C           | -           | A            | -    | Regular five-year revision. Course content updated to better align with statewide ECE curriculum alignment project, including updates to catalog description, SLOs, expanding pre-requisites, and removing ENGL-150 from rec prep.<br><u>Course Learning Outcomes</u><br>LAB<br>1. Apply a variety of effective approaches strategies and techniques for teaching in an early childhood classroom.<br>2. Design, implement, and evaluate curriculum and environments based on observation and assessment of young children.<br>LEC<br>3. Analyze personal teaching experiences to guide and inform practice. |
| ECE  | 11       | Infant-Toddler Care and<br>Education                | Revised Course | 3.0<br>[3.0/0]                         | C           | -           | A            | -    | Regular five-year revision. Course content updated to better align with statewide ECE curriculum alignment project, including updates to catalog description, SLOs, and removing ENGL-150 from rec prep.<br><u>Course Learning Outcomes</u><br>1. Summarize the essential policies and practices of quality infant and toddler programs.<br>2. Design strategies to promote healthy relationships in the care and education of infants and toddlers.<br>3. Evaluate infant and toddler curriculum and environments based on observation, documentation and reflection.                                       |

| Dept | Course # | Title   | Proposal Type  | Units (C) or<br>Hours (N)<br>[Lec/Lab] | Credit Type | UC Transfer | CSU Transfer | CRGE | Comments   |
|------|----------|---|----------------|--|-------------|-------------|--------------|------|--|
| ECE  | 12       | <b>Administration I:<br/>Programs in ECE</b>  | Revised Course | 3.0<br>[3.0/0]                         | C           | -           | A            | -    | Regular five-year revision. Course content updated to better align with statewide ECE curriculum alignment project, including updates to catalog description, SLOs, and removing ENGL-150 from rec prep.<br><u>Course Learning Outcomes</u><br>1. Identify administrative skills and describe their application in early care and education programs.<br>2. Demonstrate knowledge of key elements of strategic and fiscal planning.<br>3. Evaluate components of quality programs, facilities and operations.  |
| ECE  | 13       | <b>Administration II:<br/>Personnel and<br/>Leadership in Early<br/>Childhood Education</b> | Revised Course | 3.0<br>[3.0/0]                         | C           | -           | A            | -    | Regular five-year revision. Course content updated to better align with statewide ECE curriculum alignment project, including updates to catalog description, SLOs, and removing ENGL-150 from rec prep.<br><u>Course Learning Outcomes</u><br>1. Identify effective practices for managing and leading staff and administering early care and education programs.<br>2. Design professional development plans based on scenarios of staff evaluation and administrator needs.<br>3. Examine techniques to establish professional relationships, facilitate collaboration, and build communication between colleagues, families, and stakeholders. |

| Dept | Course # | Title   | Proposal Type  | Units (C) or<br>Hours (N)<br>[Lec/Lab] | Credit Type | UC Transfer | CSU Transfer | CR GE | Comments   |
|------|----------|---|----------------|--|-------------|-------------|--------------|-------|--|
| ECE  | 20       | <b>Mentoring and Adult Supervision in ECE</b> | Revised Course | 2.0<br>[2.0/0]                         | C           | -           | A            | -     | Regular five-year revision. Course content updated to better align with statewide ECE curriculum alignment project, including updates to catalog description, SLOs, and removing ENGL-150 from rec prep.<br><u>Course Learning Outcomes</u><br>1. Individualize mentoring and supervision strategies based on the roles and developmental stages of adult learners.<br>2. Demonstrate competency in communication and reflective practices when working with diverse adult populations.<br>3. Use a variety of personnel, program, and environmental assessment tools to inform leadership decisions.  |
| ECE  | 31       | <b>Infant-Toddler Development</b>             | Revised Course | 3.0<br>[3.0/0]                         | C           | -           | A            | -     | Regular five-year revision. Course content updated to better align with statewide ECE curriculum alignment project, including updates to SLOs, and removing ENGL-150 from rec prep.<br><u>Course Learning Outcomes</u><br>1. Demonstrate knowledge of biological and environmental factors that influence pre-conception and prenatal health and development.<br>2. Connect observed behaviors of children birth to 36 months to developmental concepts and theories in the physical, cognitive, language, social and emotional domains.<br>3. Analyze the multiple contextual influences on infant and toddler development including diverse family practices and environments. |



| Dept       | Course #  | Title  | Proposal Type  | Units (C) or<br>Hours (N)<br>[Lec/Lab] | Credit Type | UC Transfer | CSU Transfer | CR GE | Comments   |
|------------|-----------|--|----------------|--|-------------|-------------|--------------|-------|--|
| <b>ECE</b> | <b>34</b> | <b>Curriculum and<br/>Strategies for Children<br/>with Special Needs</b> | Revised Course | 3.0<br>[3.0/0]                         | C           | -           | A            | -     | Tabled at author's request, to spend more time incorporating committee feedback. |

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**REDWOODS COMMUNITY COLLEGE DISTRICT**  
**Faculty Qualifications Committee Recommendations**  
**To the**  
**Academic Senate**  
**February 1, 2019**

Equivalency to the Minimum Qualifications application reviewed:

| <b><u>Name</u></b> | <b><u>Discipline</u></b> | <b><u>Recommendation</u></b> |
|--------------------|--------------------------|------------------------------|
| 1. Jason Meyer     | Biology                  | Approve                      |

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2-1-19

### Memo: Creating a Task Force on Senate Leadership Structure

During a discussion on the Senate leadership structure at the last meeting of 2018, these problems were identified:

1. The current leadership structure limits the Senate's efficiency and provides inadequate reassignment for the co-presidents. To perform optimally in an ever-expanding role in shared governance on both the local and statewide level, senate leadership needs greater release from regular teaching duties.
2. In addition, the existing structure limits the ability of Senate co-presidents to apply knowledge gained in their first and second year of service by rotating them out of office after they have gained the requisite skill and knowledge to achieve desired ends and perform their duties.
3. These issues have led to difficulty in attracting co-presidents over the last several years.

The charge of the Task Force will be the following:

- Explore whether changes to the current structure could benefit the college and the Academic Senate.
- Research other institutions' senate leadership structures for comparison and analysis.
- Provide one or more alternate models that could resolve current issues such as statewide participation, multiple committee duties and the difficulty in attracting and retaining Senate leadership.

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|               |                              |
|---------------|------------------------------|
| Book          | Board Policies               |
| Section       | Chapter 4 – Academic Affairs |
| Title         | Awarding Credit to Veterans  |
| Code          | BP XXXX                      |
| Status        | DRAFT                        |
| Adopted       |                              |
| Last Revised  |                              |
| Last Reviewed |                              |

The President/Superintendent shall establish procedures that assure appropriate credit is given for prior military education, training, and service. The procedures shall address document evaluation, credit for general education areas, and course articulation. This includes the use of a student's DD-214 Certificate of Release/Discharge from active duty military service, Joint Services Transcript (JST), American Council on Education (ACE) transcript, Community College of the Air Force (CCAF) transcript, and Defense Activity for Non-traditional Education Support (DANTES) / College Level Exam Program (CLEP) exam results. Document Evaluation.



|               |                              |
|---------------|------------------------------|
| Book          | Board Policies               |
| Section       | Chapter 4 – Academic Affairs |
| Title         | Awarding Credit to Veterans  |
| Code          | AP XXXX                      |
| Status        | DRAFT                        |
| Adopted       |                              |
| Last Revised  |                              |
| Last Reviewed |                              |

Many student veterans have existing experience and education pertinent to their educational goals and to the requirements of the College. Awarding of college credit for military experience and education removes academic and financial barriers and supports success in completion and transfer by reducing time-to-degree. Up to 30 units may be awarded for prior military education, training, and service.

#### **Document Evaluation**

Veterans at College of the Redwoods may provide documents that are a compilation of course designations and descriptions of military education, training, and service completed by service members during their contract term(s) of service with the United States Military. These documents may include:

- DD-214 Certificate of Release/Discharge from active duty military service.
- Joint Services Transcript (JST).
- American Council on Education (ACE) transcript.
- Community College of the Air Force (CCAF) transcript.
- Defense Activity for Non-traditional Education Support (DANTES) / College Level Exam Program (CLEP) exam results.

Official copies of all documentation should be submitted to the Department of Admissions and Records. These documents will be evaluated by the Evaluation Specialist with assistance from the Veterans Program Coordinator.

#### **Credit for General Education Areas**

- An official DD-214 verifying that basic military training has been completed can be used to satisfy 3 units towards CSU GE Area E. Units that are awarded will be applied to the student's transcript.
- A DANTES/CLEP exam can be used to satisfy a CSU-GE area, with minimum score and area, as defined in CSU guidelines. Please note: DANTES/CLEP are not accepted by the University of California (UC) system; DANTES/CLEP credit cannot be earned in areas for which Advanced Placement (AP) scores are used.
- Coursework documented in military transcripts can be used to satisfy CR or CSU GE Areas as recommended in the ACE Military Guide.

#### **Course Articulation**

- Each discipline at CR may determine whether a DANTES/CLEP exam can be used to substitute for a specific course within that program/discipline. However, specific course substitutions will be evaluated by each institution individually, and so course substitutions identified at College of the Redwoods might not be honored at future transfer institutions.
- Coursework documented in military transcripts may be substituted for specific CR courses as determined by the discipline faculty. Discipline faculty shall consult with the ACE Military Guide for relevant course outlines and recommended articulations.



## Awarding Credit to Veterans - Notes for the Academic Senate:

The start of this as a new AP/BP may trigger some additional work to be done. We have listed those items to be reviewed below:

There is currently a note in the CR Catalog that states:

- “CLEP – College Level Examination Program: Students may petition to the Vice-President of Instruction and Student Development for approval of ungraded elective credit for each general examination. Note: Credit is not granted in the same field for both the AP and CLEP exams.”
  - This catalog note will need some adjustments.

AP 4235: Credit by Exam:

Currently states, under “General Provisions for all other Credit by Examination methods: “A maximum of nine units earned from credit by examination may apply to the Associate’s Degree.”

- A discussion and decision needs to take place to reconcile the disparity between this policy and the new proposed BP/AP.

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## **Follow-up Report**

Submitted by

College of the Redwoods  
7351 Tompkins Hill Road  
Eureka, CA 95501

to

Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

February 15, 2019

## Follow-Up Report Certification

To: Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

From: Keith Flamer, PhD, President/Superintendent  
College of the Redwoods  
7351 Tompkins Hill Road  
Eureka, CA 95501

I certify there was effective participation by the campus community, and I believe this Follow-Up Report accurately reflects the nature and substance of this institution.

Signatures:

|  |        |
|--|--------|
| [Chief Executive Officer of Multi-College District, if applicable] | [Date] |
| [Chief Executive Officer]  | [Date] |
| [Chairperson, Governing Board]                                     | [Date] |
| [Name, Title, Representing]  | [Date] |
| [Name, Title, Representing]  | [Date] |
| [Name, Title, Representing]  | [Date] |
| [Name, Title, Representing]  | [Date] |

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## **Report Preparation**

### **Response to the Commission Action Letter**

The Accrediting Commission for the Community and Junior Colleges (ACCJC) issued institutional action on College of the Redwoods in January 2018. The ACCJC reaffirmed accreditation for seven years and required a Follow-Up Report due no later than March 1, 2019. The College received a letter from ACCJC on January 26, 2018 affirming this decision that included a college compliance recommendation that needed to be addressed in a Follow-Up Report. The letter also included the ACCJC visiting team report and findings.

The President/Superintendent and the Accreditation Liaison Officer (ALO) convened the Accreditation Oversight Committee and the Academic Senate Co-Presidents on January 31, 2018 to discuss the ACCJC recommendations. The following timeline was determined for the Follow-Up Report:

- January 2018 – Communication with the College of the Redwoods Board of Trustees regarding ACCJC findings and timeline for Follow-Up Report.
- June 2018 – Chief Executive Officer, ALO, Chief Business Officer and the Lead accreditation writer determine evidence necessary to address recommendation and commence initial report writing.
- October 2018 – Academic Senate reviews draft of the Follow-Up Report and provide feedback.
- November 2018 – Academic Senate, CSEA, and Management Council review Follow-up Report and provide feedback.
- January 2019– Board of Trustees reviews draft of the Follow-Up Report and provide feedback.
- January 2019 – Constituent feedback is incorporated into the Follow-Up Report, and a draft is reviewed by the Board of Trustees.
- February 2019 – Final Follow-Up Report reviewed by the Board of Trustees.

### **Response and resolution to Recommendation**

Recommendation #7 (Compliance): In order to meet the standards, the team recommends that the college adopt budgets that match ongoing revenues and expenditures in the unrestricted general fund without the need to make significant draws on one-time resources or transfers from other funds. (III.D.1, III.D.11)

### ACCJC Standards to Address:

III.D.1 - Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

III.D.11 - The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

The College received this compliance recommendation from the Commission on January 26, 2018 but realized earlier, based on the exiting comments from the visiting team that it needed to act on these Standards. To that end, it immediately acted to address the Commission's concerns. On December 5, 2017, the College engaged the services of Dr. Albert Harrison, who was part of the Collaborative Brain Trust consulting group, to serve as the temporary chief business officer (CBO) for the district following the resignation of the previous CBO on December 1, 2017 ([Rec 7.a](#)).

Dr. Harrison was a retired CBO with over 38 years of California community college experience in a variety of positions that include: Interim President of the College of Marin from June to December 2010, Vice President of College Operations for the College of Marin from 2004 through 2013, Chancellor of the Peralta Community College District from 1995 to 1999, Vice Chancellor of Financial Services for Peralta Colleges from 1984 to 1995, and a Professor for Alameda Community College from 1999 through 2004. He is also a practicing Certified Public Accountant and is the sole owner of a CPA firm located in Berkeley, California. The College charged Dr. Harrison with a general scope of work that included reviewing the current general fund, auxiliary and categorical budgets, budget policies, processes and procedures, and providing the College with best practices on aligning the budget processes with planning. The outcome of his analysis included making a series of recommendations ([Rec 7.x](#)) for revisions to key documents and processes as well as assist the College to develop strategies for implementing recommendations to address the Commission's concerns.

In addition, Dr. Harrison's work has greatly assisted the College in addressing the findings that arose out of the March 2017 Fiscal Crisis Management and Assistance Team (FCMAT) report that was performed at the request of the president/superintendent in January 2017.

Recommendation 7 in the External Evaluation Team Report focused on this FCMAT report, noting that the FCMAT report cites the college using large "intra fund transfers in."

Dr. Harrison was invaluable in helping the College meet and exceed the accreditation Standards related to budgeting and improve the level of trust in the budget planning process at the institution. Shortly before Dr. Harrison was in this position, Ms. Julia Morrison had assumed the

Controller position. As the Controller, Ms. Morrison worked closely with Dr. Harrison through the budget development process. Dr. Harrison served as a mentor to pass on as much of his knowledge as possible. By the time Dr. Harrison's term at the College ended at the end of April 2018, Julia Morrison assumed the position of CBO.

There are many examples that illustrate the College's compliance with this Recommendation. On September 5, 2017, the Board of Trustees approved the "2017-18 Final Budget," that includes a "transfer in" to the unrestricted general fund of \$388,000 ([Rec 7.x](#)). The source of the "transfer in" was capital outlay and STRS/PERS set asides that were established in 2015-16 using unrestricted general funds. This transfer in was planned to cover a retroactive FY 16-17 2% salary increase for all employees, and was not done in an ad hoc manner to bring the unrestricted general fund into balance. By June 30, 2018 all remaining set aside funds were transferred into the unrestricted general fund to cover the higher than estimated 2% increase and to support the other post-employment benefit (OPEB) fund. This also resulted in a higher ending fund balance which puts the College in a better position given multi-year forecasts. The College, however, recognized that it's not fiscally sustainable to continue to balance the unrestricted general fund in this manner, even if it planned for these kinds of transfers. To that end, on March 20 2018, the Board of Trustees received the "Preliminary Budget Development 2018-19" report ([Rec 7.x](#)).

The College developed two scenarios in the 2018-19 Preliminary Budget for budget planning: a "hold harmless" scenario and another one based on the "Student-Focused Formula proposed in the Governor's proposed Budget." Under both scenarios, the College created budgets that do not require draws from one-time resources or transfers from other funds in order to bring the unrestricted general fund into balance ([Rec 7.x](#), Page 1, 3.). On September 4, 2018 the Board of Trustees approved the 2018-19 "Final Budget" and reviewed the three-year budget forecast through 2021. Expenditures match ongoing revenues, there are no transfers-in from other funds, and the ending fund balance is expected to be 6.3% ([Rec 7.x](#), [Rec 7.x](#))

Moreover, the long-term budget forecast (2018-2021) in this document ([Rec 7.x, Page 5](#)) has eliminated the necessity for any transfers into the unrestricted general fund (there is a consistent, planned "transfer out" of 460,762 each forecasted year). In June 2018, after the governor's "May revise," District CBO Julia Morrison presented the "Tentative Budget" to the Board of Trustees ([Rec 7.x](#)). Based on the governor's action, this budget includes only the "hold harmless" scenario that was presented in the "Preliminary Budget" in March. On p. 11, the "TRANSFER IN (OUT)" line illustrates that the College has prepared a budget that does not require transfers into the unrestricted general fund in order to balance, ensures that expenditures match on-going revenues, and increase the ending fund balance to 7.9%.

Budgeting according to a long-term budget forecast has allowed the College to use ~~extremely~~ conservative estimations of expected revenue and less conservative estimates of increased benefit costs, including benefit cost increases of 8% in 2019-20 and 12% for 2020-2021, step increases for all College staff, and PERS and STRS increases. The projection reveals ~~an overall~~ a



deficit in the unrestricted general fund for the 2020-2021 year. This kind of budget forecasting is allowing the College to make gradual adjustments over the course of the next few years in order to bring the 2020-2021 unrestricted general fund budget into balance (the College's efforts in this regard are discussed below).

In order to prevent the necessity to utilize unplanned "transfers in" to the unrestricted general fund to bring it into balance, and to meet the forecasted 2020-21 deficit, the College has implemented several new initiatives. On March 12, 2018, while still in the Controller position, Julia Morrison sent an email communique to Director of Human Resources, President Keith Flamer, and Accounting Manager Ericka Barber explaining the updated "Position Inventory" ([Rec 7.x](#) and [Rec 7.x](#)). In the email, Ms. Morrison explains: "The Position Inventory will become a useful tool to meet this expected outcome [Recommendation 7 compliance], as well as the expected outcome related to producing a three-year budget forecast that assumes realistic expectations. Assumptions can be utilized and incorporated into the database to increase salaries and benefits for multiple year projections."

On March 17, 2018, the College implemented a "hiring freeze for all general funds, categorical and grant funded positions except for those that are identified as mission critical" and froze "all general and categorically funded operational expenses" in order "to make certain they are mission critical and aligned with appropriate revenue" in order to ensure that transfers into the unrestricted general fund would not be necessary in order to bring that into balance ([Rec 7.x](#)). At the same time the College, through its Enrollment Management Committee, began to develop strategies that would "most likely...increase enrollments" and outlined these in a communique with the president. These include an incentivization and expansion of the College's online course offerings, an expansion of course offerings inside Pelican Bay State Prison, improving the quality of support for students when they apply to and enroll at the College, and the development of improved marketing materials for the College's transfer degrees and career technical education programs ([Rec 7.x](#) and [Rec 7.x](#)).

The College has also taken steps to ensure that the Business Services office has adequate staffing to run its operations as efficiently and accurately as possible, and that the entire College community understands the entire budgeting process and the importance of maintaining a balanced budget in their area. A new budget technician started on May 1, 2018, a new accounts payable clerk started June 1, 2018, and a new Administrative Assistant for the CBO began on August 20, 2018.

After a failed search for the new Controller on July 25, 2018, it was decided to try to recruit and hire a Principle Accountant instead. Once the new Administrative Assistant and Principal Accountant are in place, the workload of the Business Services Office will be re-evaluated. If it's determined that the hiring of a second budget technician is still necessary (as per Dr. Harrison's recommendations), then the recruitment process for that position will be initiated. ([Rec 7.x](#)). The Business Office has communicated continuously with departments at the College regarding their

budgets and, in accordance with the College's "Quality Improvement Plan" submitted with its *Institutional Self-Evaluation Report* to the Commission ([Rec 7.x](#), [Rec 7.x](#), and [Rec7.x](#)), the College has convened a Budget Planning Revision Task Force that has been charged with using the interest-based decision-making process to review and revise the function and scope of the College's existing Budget Planning Committee.

The College has engaged in other meaningful efforts to increase its revenue so it can balance its general fund without resorting to one-time resources or transfers in. For example, the Enrollment Management Committee has reviewed the 2017-2020 Enrollment Management Plan ([Rec 7.x](#)) with an eye toward actions that are most likely to increase enrollments, especially those magnified by the new funding formula. The focus has been primarily twofold, with expansion of online course offerings and the development of a full degree program at Pelican Bay State Prison at the forefront. In 2018, the College received an "Innovation Award" for its Pelican Bay initiative and used that to hire a full-time, non-tenure-track faculty member in English to allow the incarcerated students the opportunity to complete the English 1A degree requirement ([Rec 7.x](#)).

In an effort to be as transparent as possible about its budgeting process and to solicit ideas from the entire College community about how to increase revenues and decrease expenditures, the district has held several "Budget Open Forums" on the Eureka main campus and at its Del Norte location. At these meetings, the CBO discussed the budget assumptions, the 2018-19 Final Budget, and the three-year forecast in order to facilitate a college-wide discussion on preventative actions that can be taken now to ensure that the unrestricted general fund will remain in balance, such as improving efficiencies, offering retirement incentives, and engaging in initiatives that can maximize revenues under the new student-centered funding formula ([Rec 7.x](#)).

The multi-year forecasts are continually updated as more current information becomes available about the new Student Centered Funding Formula (SCFF) for Community Colleges, benefit rates, and faculty and staff resignations. A revised multi-year forecast was presented at the December 11, 2018 Audit and Finance Committee meeting. The revised forecast extended to 2021-22, and included SCFF revenue scenarios with and without a COLA increase, as well as flat and increasing FTES, supplemental, and student success counts. Salary and benefit expenses included known and anticipated resignations and retirements ([Rec 7.x](#)) and ([Rec. 7.x](#)).

Following the Governor's January Budget Report a draft 2019-20 Preliminary Budget will be developed and presented to the Board of Trustees at the February 5, 2019 meeting.

## Analysis and Evaluation

The College adopts budgets that match ongoing revenues and expenditures in the unrestricted general fund without the need to make significant draws on one-time resources or transfers from other funds. After a review of College budgeting practice, procedures that have been implemented, and measures that have been taken since the Commission made this Recommendation, the College meets the conditions of the Recommendation. The College has shown a commitment to processes leading to sufficient resources that allow for budgets that match ongoing revenues and expenditures.

The consultation work of Dr. Albert Harrison proved invaluable in creating systems for budget development and forecasting that obviate the need to transfer, on a planned or unplanned basis, moneys into the unrestricted general fund in order to bring it into balance. Moreover, the CBO has taken steps to create a system that will enable the College to run accurate assessments of the impacts of changes to salaries and benefits on future unrestricted general fund budgets. As a result of this kind of accurate modeling and lack of a reliance on transfers into the unrestricted general fund, the College was able to recognize a potential budget deficiency several years in the future, so it is able to take proactive action in the present to ensure that the budget will balance and transfers in will be unnecessary. The College has created mechanism so that adopted budgets will always match ongoing revenues and expenditures and that significant draws on one-time resources and transfers in will not be utilized to balance the unrestricted general fund.

## Evidence Appendix

- Rec 7.a [Contract with Albert Harrison](#)
- Rec 7.x [Tracking of Dr. Harrison's Final Report](#)
- Rec 7.x [2017-18 Final Budget](#)
- Rec 7.x [2018-19 Preliminary Budget.pdf](#)
- Rec 7.x [2018-19 Tentative Budget](#)
- Rec 7.x [Email to W. Bates Re: Review of Position Inventory](#)
- Rec 7.x [Copy of 18-19 Projected Position Inventory Spreadsheet](#)
- Rec 7.x [Email from Snow-Flamer Re: Spending Freeze](#)
- Rec 7.x [Enrollment Management Strategies](#)
- Rec 7.x [Tracking of 2018 Recommendation 7](#)
- Rec 7.x [Budget Open Forum Follow-up Email](#)
- Rec 7.x [FY Transition Notice](#)
- Rec 7.x [Innovation Award Recipient Notice](#)
- Rec 7.x [2017-2020 Enrollment Management Plan](#)
- Rec 7.x [2018-2019 Final Budget](#)
- Rec 7.x [2018-2019 Final Budget Board Agenda](#)
- Rec 7.x [2018-19 Budget Open Forum FAQs](#)
- Rec 7.x [Revised Multi Year Forecast w 17-18 Actuals and 18-19 Adjustments](#)
- Rec 7.x [Revised Multi Year Forecast w 17-18 Actuals, 18-19 Adjustments, and Vision increases](#)

Rec 7.x 2019-20 Draft Preliminary Budget

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## College Access Program: Fall 2018

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In 2017, AB 19 (Santiago) established the California College Promise with the defined policy goals focused on increasing college attendance and graduation rates and reducing and eliminating achievement gaps for students in the California Community Colleges (Education Code §76396.1). The Chancellor's 2018 - 19 Budget allocated funds to support the establishment and expansion of programs and practices to meet the aforementioned policy goals; districts are also authorized, but not required, to use funding to waive fees for one academic year for first-time, full-time students (EDC §76396.3).

CR branded this program the College Access Program. The "free tuition" is actually a tuition waiver awarded to students through financial aid. Students must complete the FAFSA to qualify for the award. Many CR students do not qualify for the College Access Grant because, after completing the FAFSA, they qualify for a fee waiver through the California College Promise Grant (formerly BOG) or because they enroll in fewer than 12 units.

More students have been awarded a tuition waiver than have used the waiver. In 2018-19, a total of 240 students received "free tuition" because of the program.

### Fall 2018

Students awarded the college access waiver: 240

Students who received the college access waiver: 102

Eligible students who didn't enroll at CR in fall 2018: 107

Eligible students who enrolled, but dropped below 12 units at census: 31

The College Access Program appears to have attracted more students to CR than is reflected in this data because many students applying for the program ended up qualifying for the Promise Grant (formerly BOG), and the Counseling and Advising Office has noted many reports of students inquiring about the free tuition program.