



COLLEGE
OF THE
REDWOODS

Accreditation Self-Study Report



J U N E 2 0 1 1



*COLLEGE
OF THE
REDWOODS*

Self-Study Report in Support of Reaffirmation of Accreditation

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

Date: July 12, 2011 _____

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

From: Utpal K. Goswami, Ph.D., Interim President/Superintendent
College of the Redwoods
7351 Tompkins Hill Road
Eureka, CA 95501

This Self Evaluation of Educational Quality and Institutional Effectiveness is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify that there was broad participation by the campus community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

Signature:  _____
(Chief Executive Officer)

Date: July 12, 2011

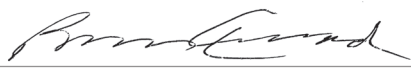
To: Accrediting Commission for Community and Junior Colleges
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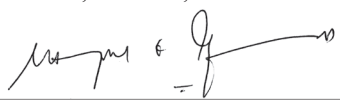
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We certify that we read the final Institutional Self Evaluation Report and that we were involved in the self evaluation process.

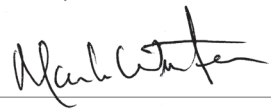
Signed:



(Bruce Emad, President, Board of Trustees)



(Utpal K. Goswami, Interim President/Superintendent)



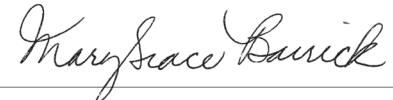
(Mark Winter, Co-President, Academic Senate)



(Michael Richards, Co-President, Academic Senate)



(Brady Reed, President, California Schools Employee Association)



(Mary Grace Barrick, President, Managers Council)



(Alles Rebel, President, Associated Students, College of the Redwoods)

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COLLEGE
OF THE
REDWOODS

Introduction



1. Historic Overview

College of the Redwoods (CR) is a public community college located on the north coast of California. Serving one of the largest areas in California, the district includes Del Norte and Humboldt counties, parts of western Trinity County, and coastal Mendocino County. Home to nearly 280,000 residents, the district covers almost 10,000 square miles. With a population of more than 27,000, Eureka is the largest city in the service area and is home to CR's largest campus. The nearest metropolitan centers are more than 260 miles to the south (San Francisco) and 420 miles to the north (Portland, Oregon).

The Redwoods Community College District (RCCD) was formed on January 14, 1964, by an election of Humboldt County voters. A bond issue of \$3,600,000 was passed for initial construction of what is now the district's Eureka main campus. From 1965 to 1967, the district offered courses and programs on the campus of Eureka High School. Initially, 45 degree and certificate programs were offered, 15 of which were technical/vocational. More than 1,800 students registered at the college in 1965–1966. The initial staff of the college consisted of an estimated 31 full-time faculty and 85 part-time faculty and administrative support staff. Today there are approximately 94 full-time and 250 part-time faculty, while the administrative, managerial and classified staff include roughly 230 employees. The college maintains 93 degree and certificate programs and has served 9,348 students in the 2010-11 academic year.

In May 1975, the residents of coastal Mendocino voted for annexation into the RCCD. In July 1978, Del Norte County also joined the district. The district is governed by an elected Board of Trustees, representing specific areas within this large and dispersed district. CR is a multi-site, single-college district offering instruction at the Eureka main campus, the Mendocino Coast Education Center in Fort Bragg, the Del Norte Education Center in Crescent City, the Klamath-Trinity Instructional Site in Hoopa, and several instructional sites known as the 101 Corridor (the Arcata Instructional Site in Arcata, the McKinleyville Instructional Site, and the Eureka Downtown Instructional Site in downtown Eureka).

The college's Strategic Plan has five goals, two of which are founded on student access and student success. These goals have driven the development of the college's Education Master Plan and various initiatives, including a marked increase in the number of distance education course offerings, acquisition of additional instructional sites, and a number of initiatives to improve student retention and success. The Strategic Plan makes use of measureable indicators including Enrollment, Retention, Persistence, Completion Rates, Transfer Rates, and Budget. In addition, Student/Employee/Community Satisfaction survey results are also evaluated. The college's integrated planning process is being implemented to assure unit-level and institutional-level planning is linked to data and information in support of the college's mission.

2. Data Trends: Student Enrollment and Achievement

The data and information presented in this section includes:

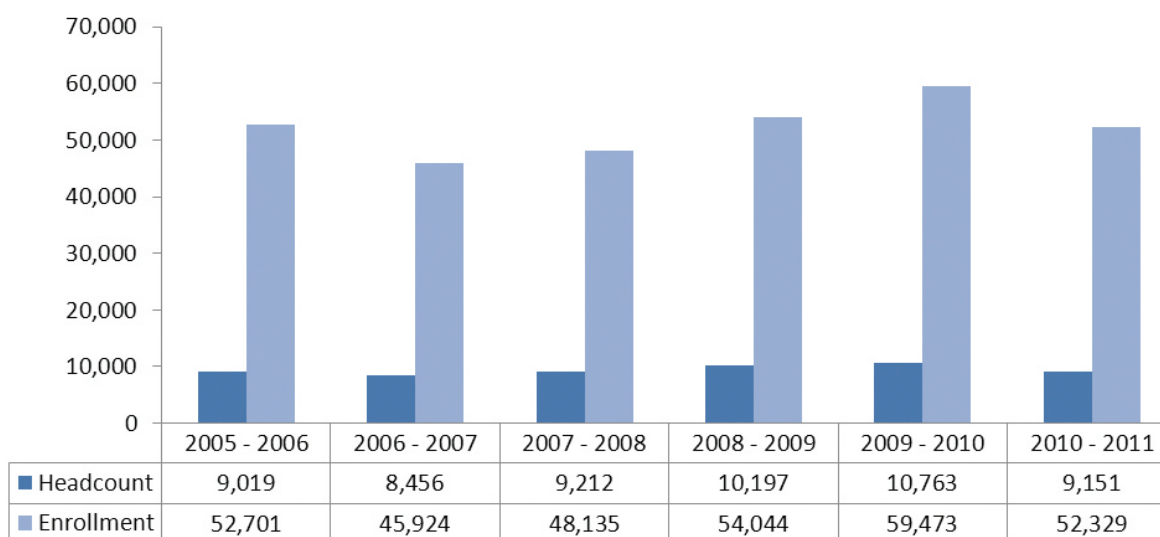
- A. Student Enrollment and Student Headcount trends
- B. Course Success
- C. Student Persistence Rates
- D. Basic Skills Progression
- E. Degree, Certificate, and Transfer Rates

A. ENROLLMENT AND HEADCOUNT

Demographic enrollment trends are combined with success rates for the last six academic years. While 'headcount' represents the number of unique students that enroll, 'enrollment' represents the number of filled seats in a course section.

Enrollment and Unduplicated Headcount by Academic Year

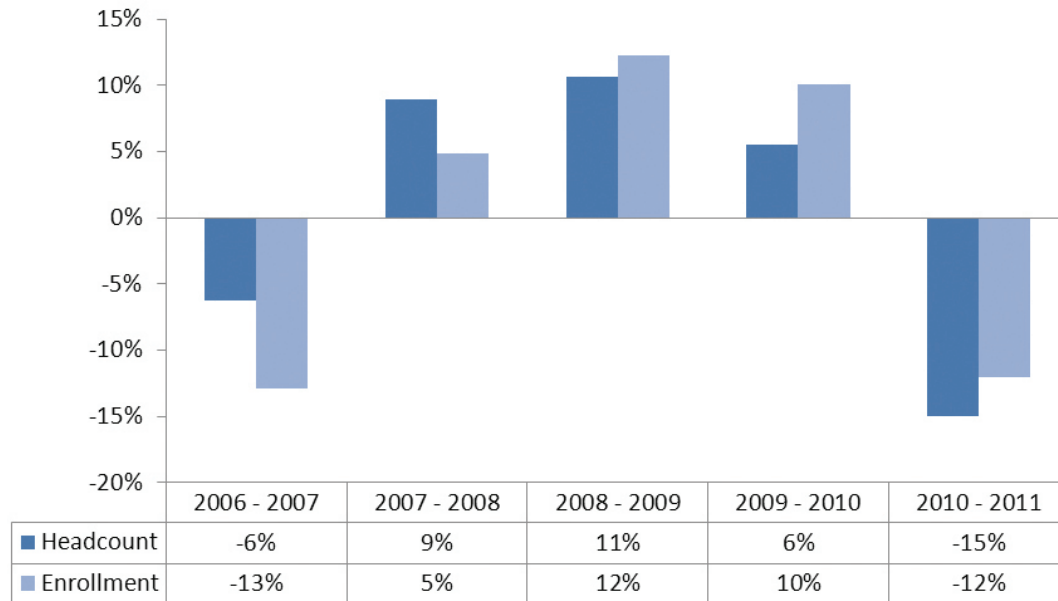
The following table and graph compares the unduplicated headcount and enrollment for the last six full academic years, reflecting each year's cumulative totals from the fall, winter, spring and summer sessions; however, the winter term was eliminated starting in the 2009-2010 academic year.



Beginning in 2003, a policy was instituted to drop students for non-payment two weeks after classes began. This policy was discontinued in fall 2007, at which time enrollment began to increase.

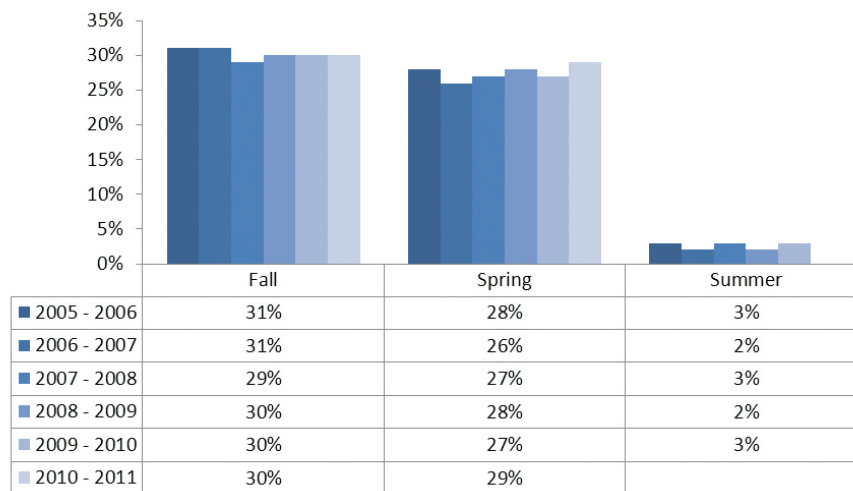
Annual Growth of Headcount and Enrollment

College of the Redwoods experienced negative growth from 2005-06 to 2006-07 and again from 2009-10 to 2010-11. However, enrollments have experienced a higher growth rate than headcounts since 2008-09. This suggests that students have been taking heavier course loads in recent years.



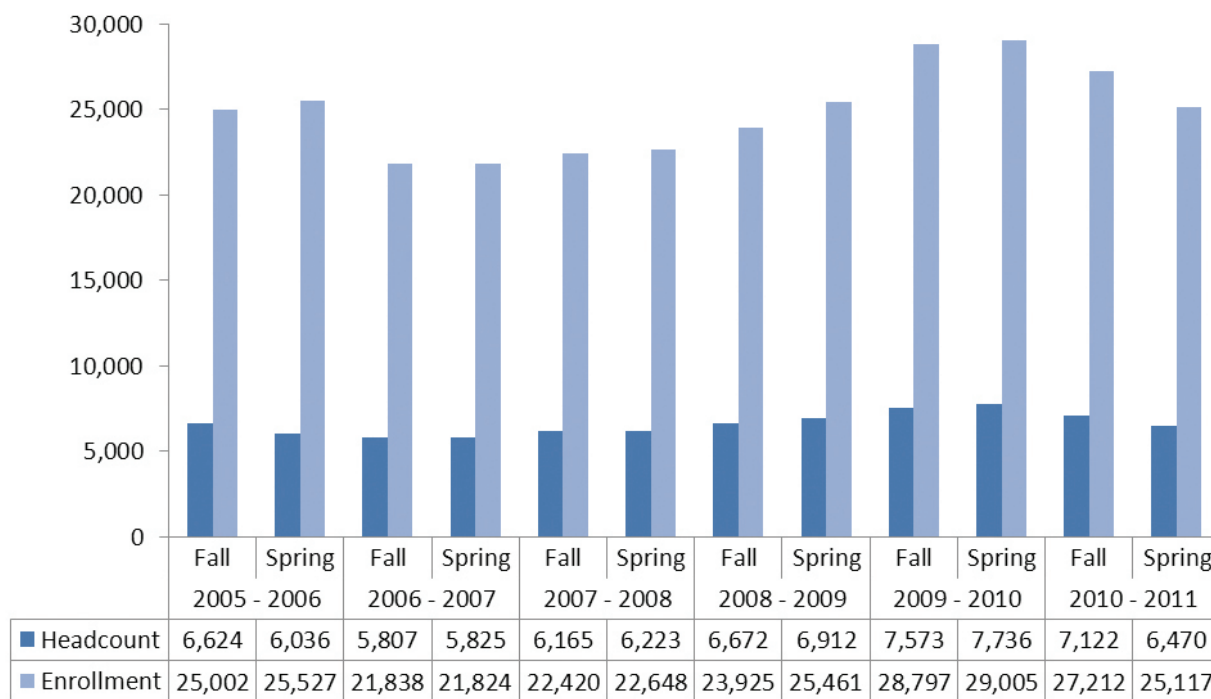
Full-Time Enrollment by Term and Academic Year

The following table and graph shows the percentage of students who were enrolled full-time for the last six academic years during fall, spring and summer. The winter term is excluded as it was eliminated starting in the 2009-2010 academic year.



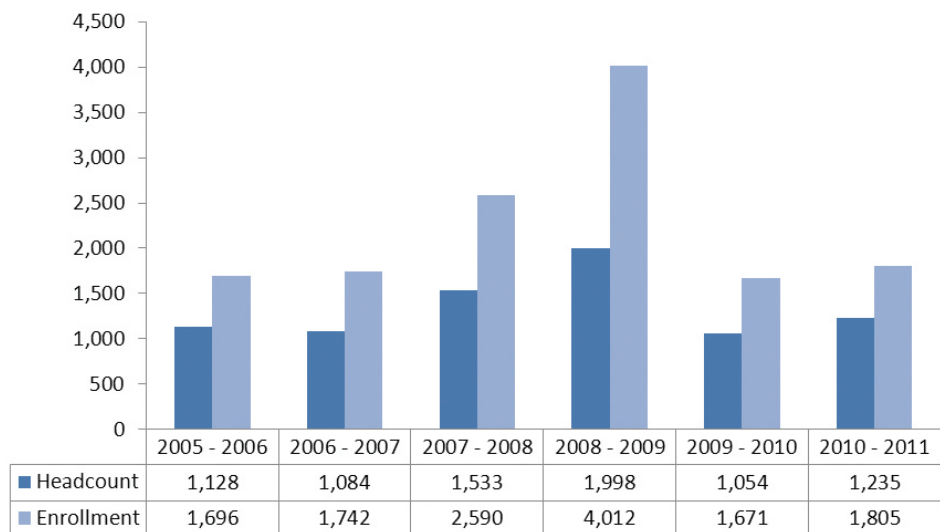
Enrollment and Unduplicated Headcount for Fall and Spring Terms

To gain a deeper perspective of the campus enrollment and headcount trends, the following charts show the enrollment and headcount during fall and spring terms. Headcount and enrollment grew significantly from 2006-2007 through 2009-2010 and began to drop off again in 2010-2011 due to budget restrictions on section offerings.



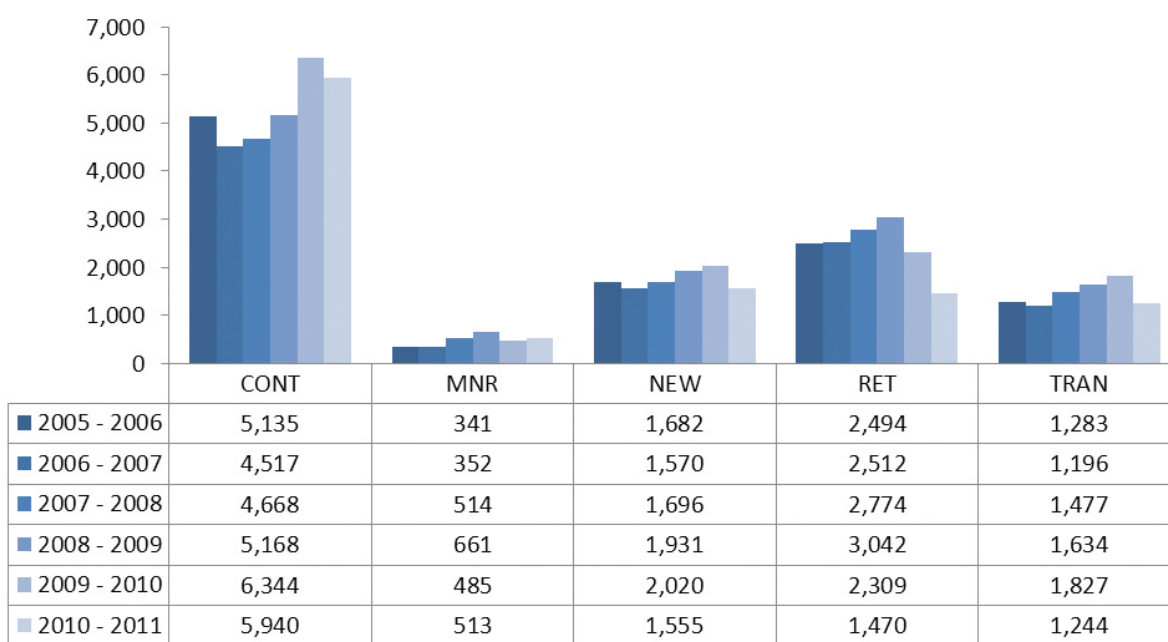
Enrollment and Unduplicated Headcount for Summer Terms

Summer headcount and enrollment show a similar trend with an even greater percentage increase in the 2008-2009 academic year. The graph below compares summer headcount and enrollment for the last five years. After a dramatic increase from summer 2007 through summer 2009, sections were significantly restricted in the summer 2010 term, bringing headcount and enrollment back to their summer 2007 levels. The 2011 summer term data, while not yet finalized, shows a slight increase over the previous year despite restricted section offerings.

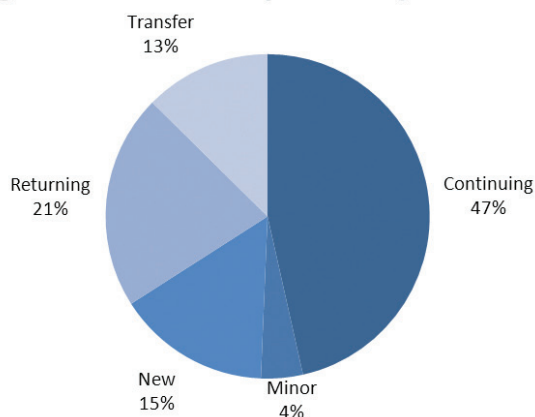


Headcount by Student Category

Headcount by the five student categories reveals that continuing students show the highest enrollment totals and compose approximately 56 percent of the student population. Returning students (non-first-time students who did not attend the previous semester) have typically been the next largest group; however, the returning student population has decreased drastically as a percentage of the overall CR population (from 30 percent to 16 percent in three years). The other three population groups (minors, new students and students transferring with previous academic credit) have maintained consistent percentages of the CR student body. Minors are typically home schooled, concurrently enrolled high school students, or students from Academy of the Redwoods (CR’s early college high school).

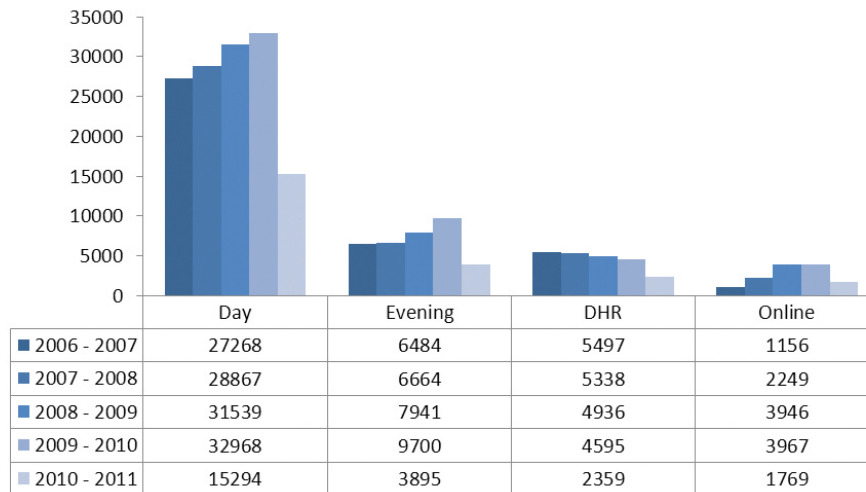


Avg CR Student Composition (2005-2011)



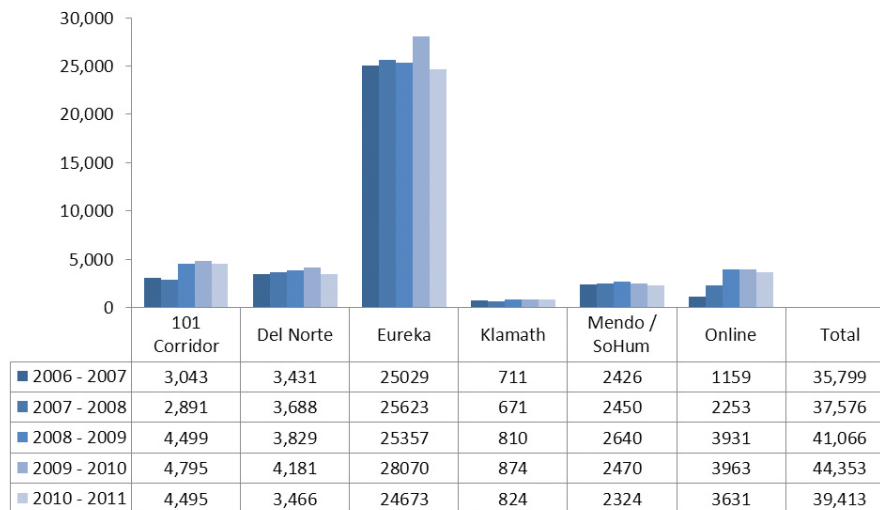
Enrollment by Time Slot

Enrollment has traditionally been during the day between 9:00 a.m. and 4:30 p.m. Evening courses have start times at 4:30 p.m. or later and include all weekend classes. Classes labeled as DHR are usually lab and work experience classes without set meeting times. There has been a slight increase in evening and weekend classes in the last two years.



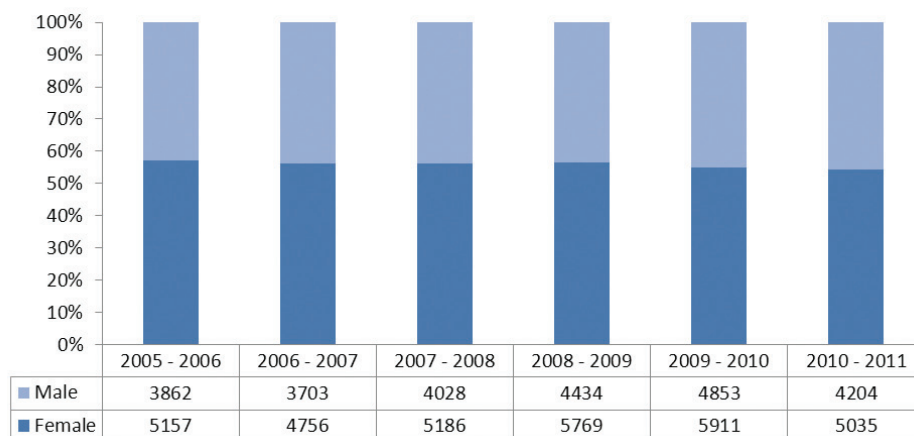
Enrollments by Location

For the 2010-2011 academic year, 65 percent of all enrollments were on the Eureka main campus. Enrollments in the 101 Corridor sites which include Arcata, McKinleyville, and various Eureka downtown locations are growing but remains less than 10 percent of all enrollments. Enrollment at the Del Norte campus, two hours north of Eureka, and the Mendocino Coast campus, three hours south, remains stable with less than 10 percent of the total enrollment at each center.



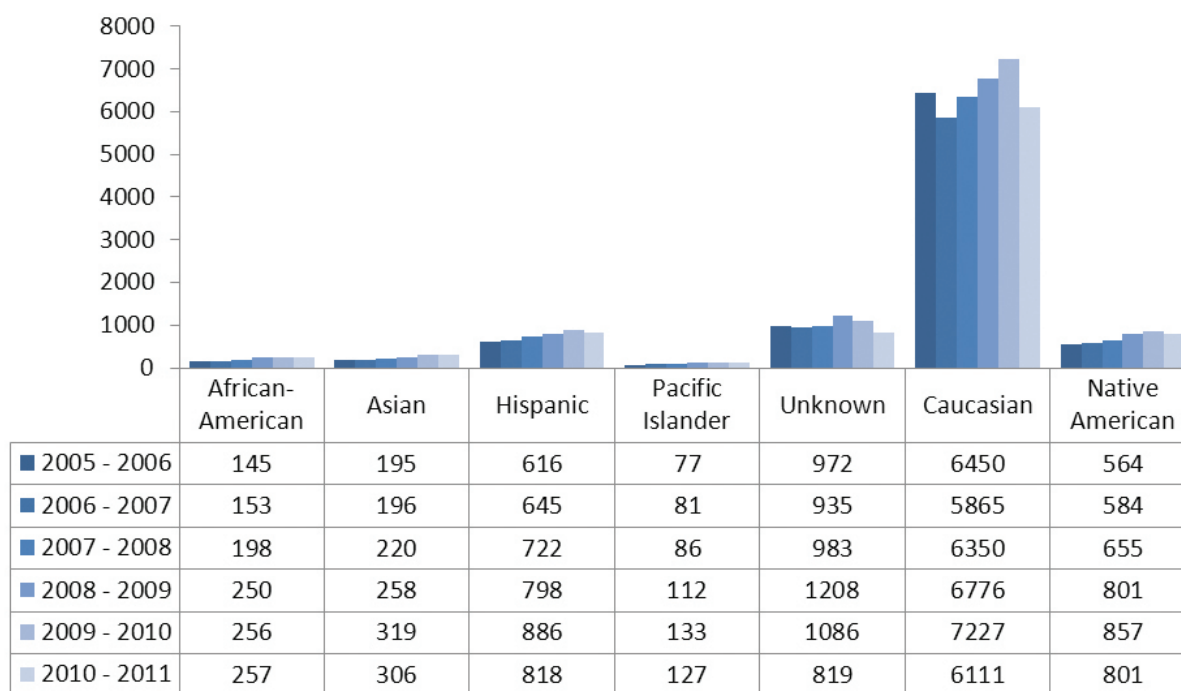
Headcount by Gender

The population of the CR district is 50 percent male and 50 percent female. CR headcount and enrollment over the last six years averages 56 percent female compared to 44 percent male.

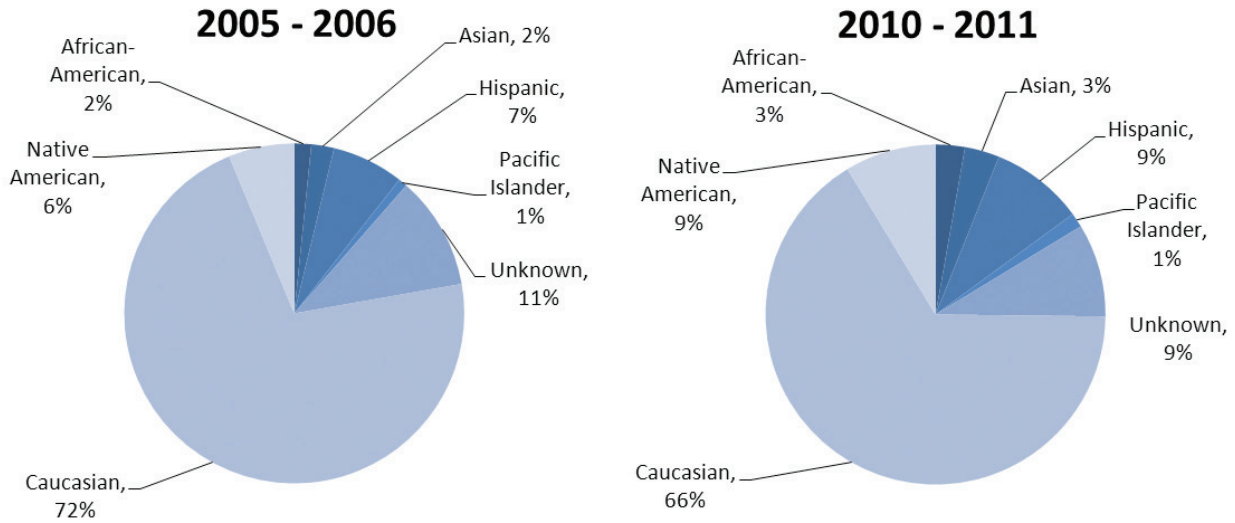


Unduplicated Student Headcount by Ethnicity

Since the 2008-2009 academic year, the Native American, Asian, African American and Pacific Islander unduplicated headcount percentages of CR’s student body have been within 1 percent of the district percentages of those populations. The percentage of students who identify as Hispanic (8 percent) is 5 percent lower than the district’s population (13 percent). For 2010-2011, the Caucasian population of CR is 9 percent lower than the District; this may be attributed to the number of students of unknown ethnicity.

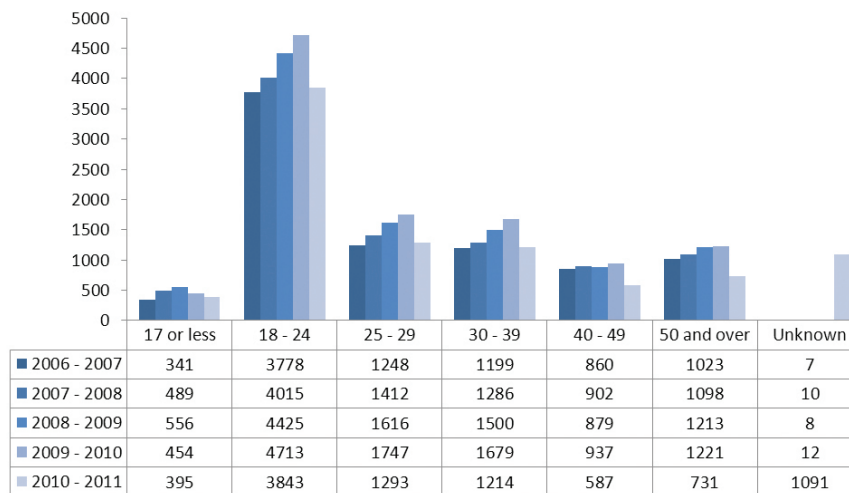


Changes in student ethnic composition over the last five academic years are shown in the following two pie charts. The Hispanic and Native American populations have increased notably.



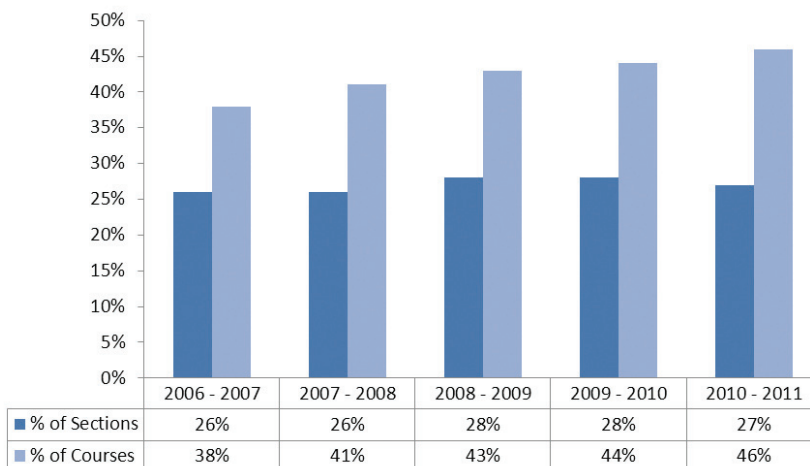
Enrollment by Age

The district student composition by age has remained relatively constant over the past five academic years; however, different locations have experienced changes in the average student age.

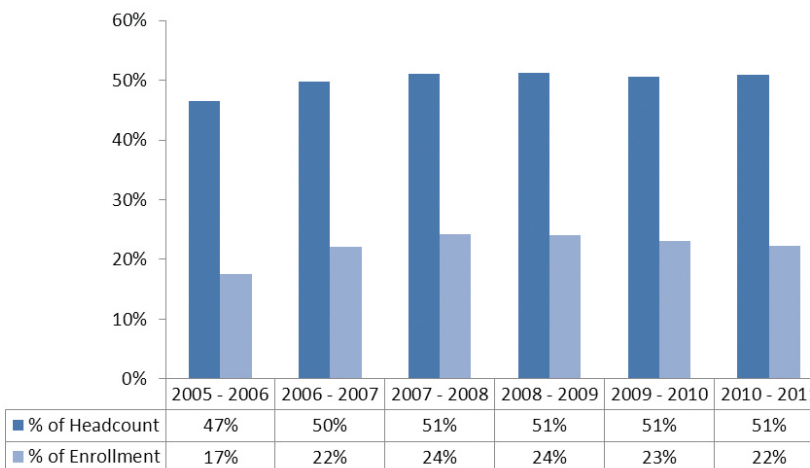


Headcount and Enrollment in Vocational Courses

Although vocational courses have accounted for 41 percent of all undergraduate courses offered at College of the Redwoods over the last six academic years, they comprised only 27 percent of all course sections offered.



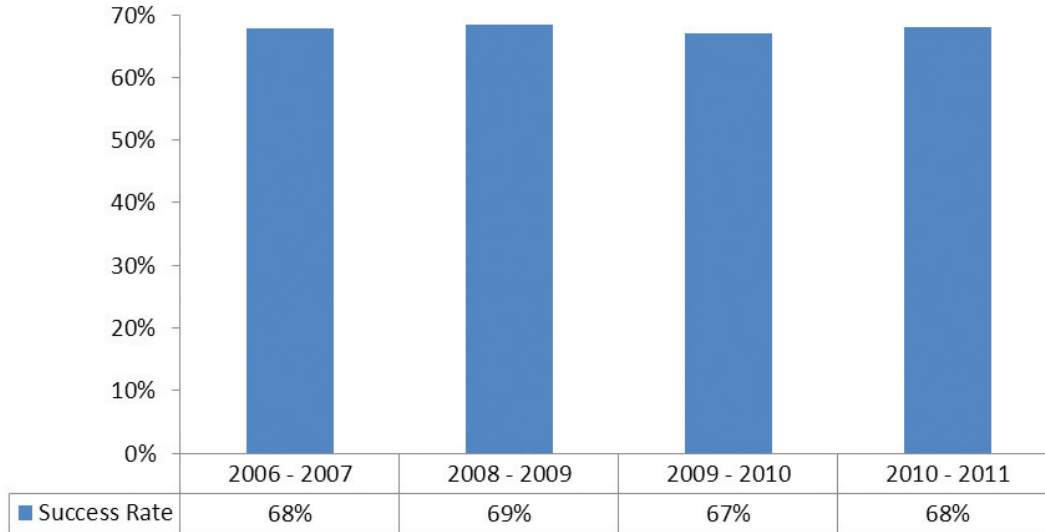
Enrollments in vocational courses grew as a percentage of total enrollments starting in 2006. They increased from 17 percent of total enrollments in 2005 to 22 percent in 2010. Vocational headcounts also grew as a percentage of total headcounts, rising from 47 percent in 2005 to an average of 51 percent over the next five academic years.



B. COURSE SUCCESS

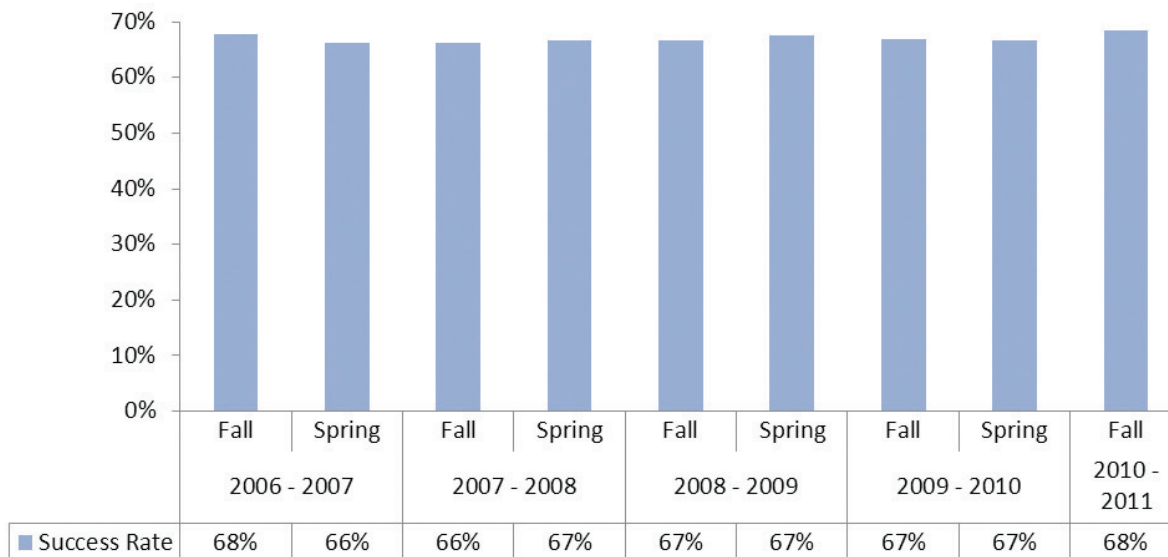
Student Course Success by Academic Year

The overall course success rate has remained steady, averaging from 67 percent to 69 percent over the last four academic years. The success rate is defined as the percent of officially enrolled students (enrolled at census) who obtain a successful grade in a given course (A-C, CR or P). The overall success rate is similar to that in other community colleges in California (68 percent state-wide average).



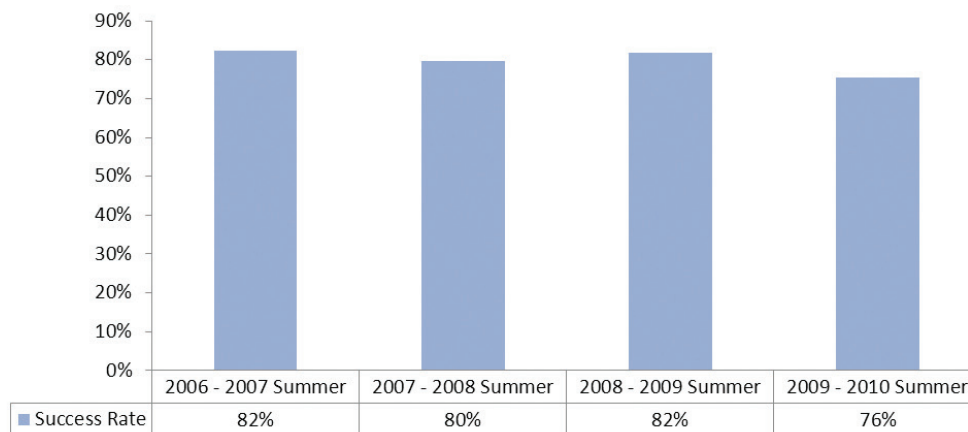
Student Course Success for Fall and Spring Terms

Success rates for fall and spring terms correlate strongly with the overall course success rates by academic year. There is essentially no difference in student performance between semesters.



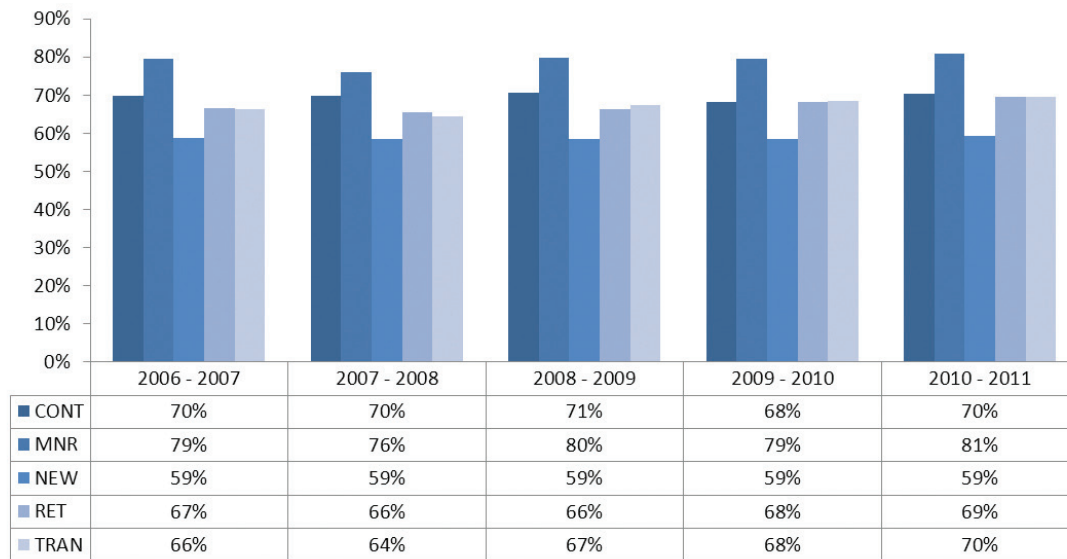
Course Success for Summer Terms

The mean course success rate for fall and spring terms is approximately 67 percent compared to the much higher course success rate for summer terms. There are many possible factors that could contribute to the mean higher rate. Among these would be the type of courses offered during the summer. For summer 2009, guidance courses had an enrollment of 764 and a 94 percent success rate. Other high enrollments for summer include 368 in mathematics courses, 197 in English courses, and 166 in art. Another possible factor could be a difference in the student profile between full-length fall and spring terms and the summer term.



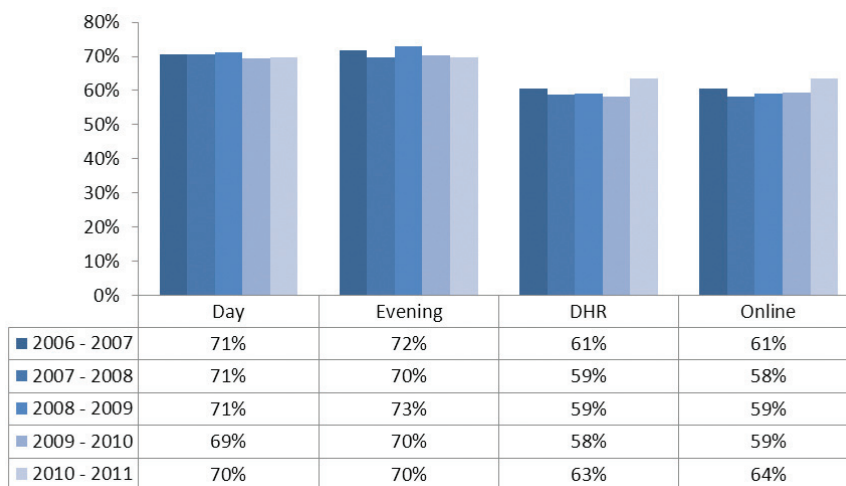
Course Success Rates by Student Category

Course success rates by student category have remained consistent over the last five years. Minors have had consistently higher course success rates than any of the other groups. New students have consistently been the lowest achieving students. The college has responded to this by developing first year experience programs and intervention plans to increase retention and persistence of new students. The only marked change in course success rates has been among students transferring from other colleges, with rates increasing from 66 percent in 2006-07 to 70 percent in 2010-11.



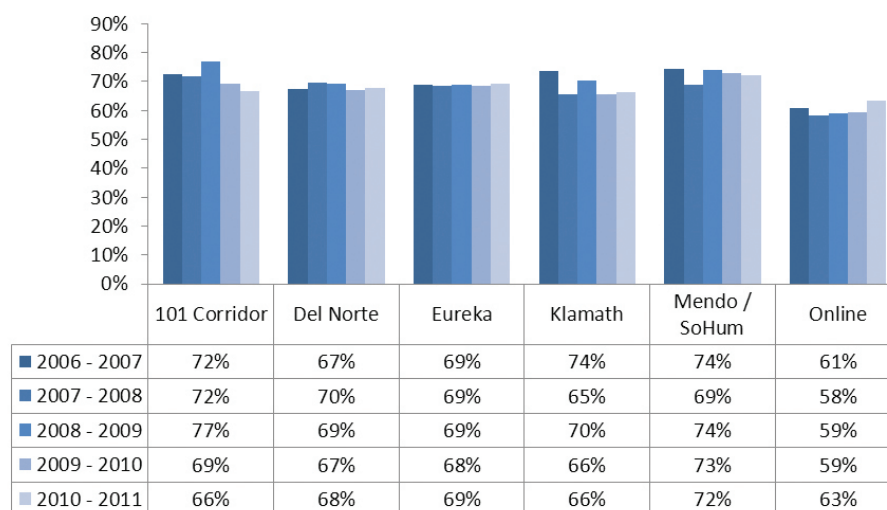
Success by Time Slot/Mode

Day and evening classes maintain similar success rates while online class and DHR class (e.g. lab and work experience classes without set meeting times) rates are lower. The success rates in each of the four categories have been relatively constant from fall 2006 to spring 2011.



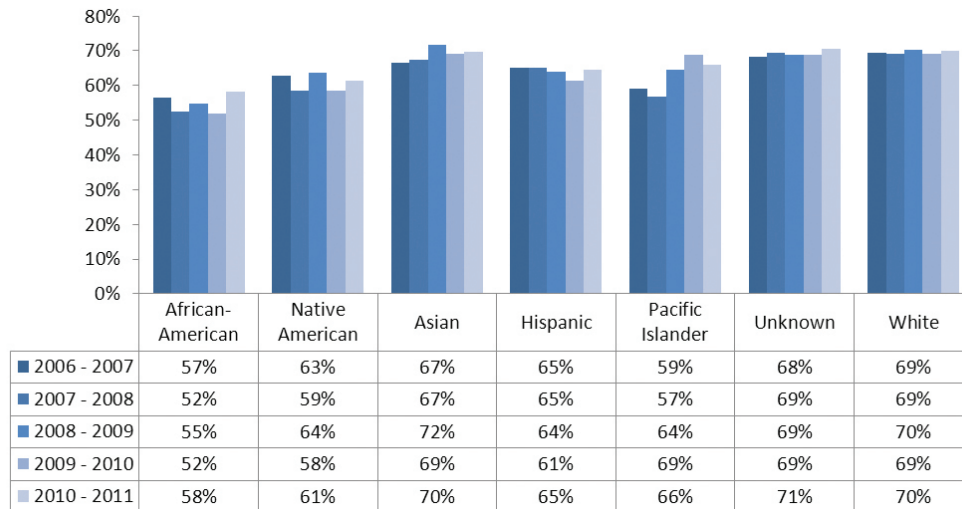
Success by Location

Success rates are fairly constant across the larger locations. As the enrollments at the 101 Corridor sites have increased, success rates have fallen toward the district average. Online enrollment has increased dramatically in the last four academic years but student success is lower for the online classes compared to non-online classes.



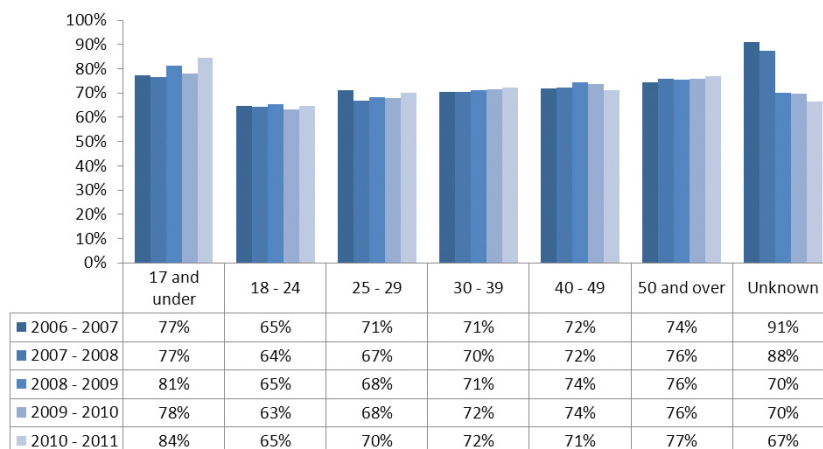
Success by Ethnicity

CR students identifying as Asian and White have the highest success rates, as well as students who are not identified by a particular ethnic category. For the 2010-2011 academic year the lowest success rates are found among the African American students (58 percent), followed by Native American students (61 percent). All ethnicities, with the exception of Pacific Islander, showed an improvement in their success rates from 2009-2010 to 2010-2011.



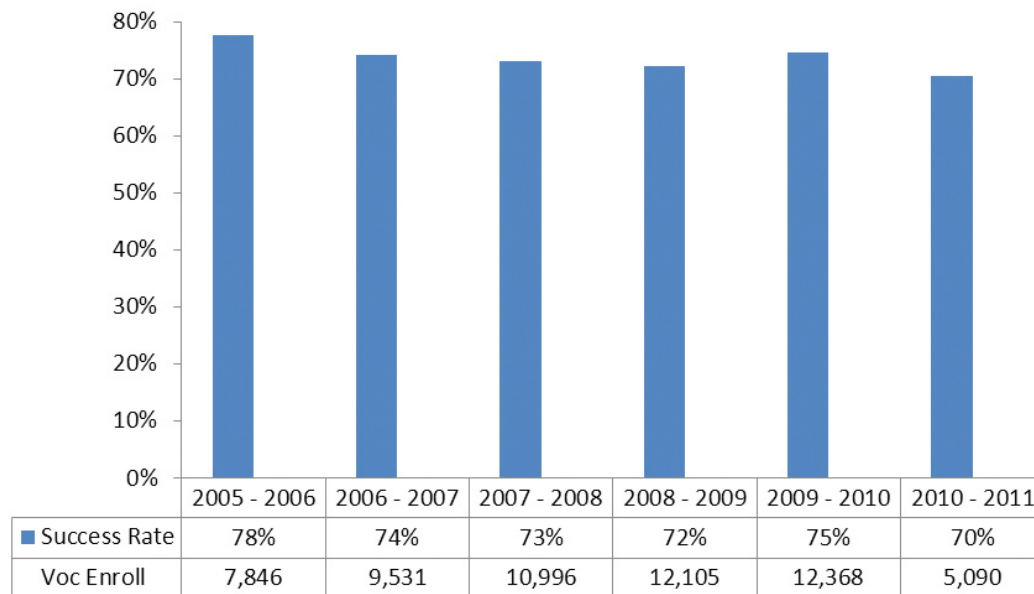
Success by Age

The highest success rates are for students under the age of 18. The lowest success rates are in the age range from 18 to 24, which accounts for the largest number of students in the last three academic years. After age 25, success rates increase slightly across the successive age categories.



Success in Vocational Courses

Success in vocational courses has been stable over the last six years with a success rate of 70 percent for 2010-2011. Vocational success rates are approximately 5 percent higher than overall success rates, including both academic and vocational classes (see page 18).



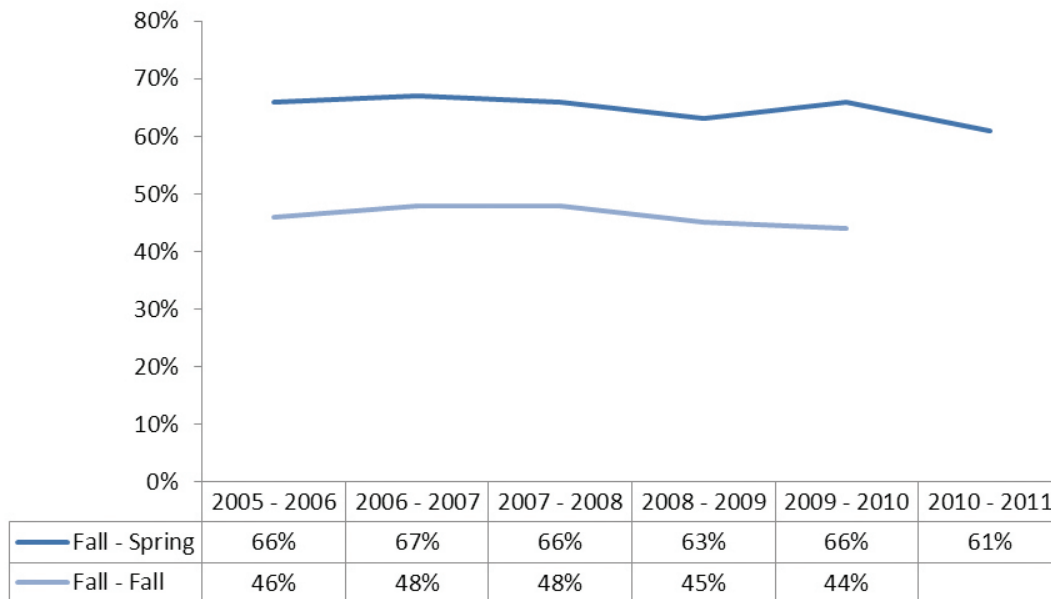
C. STUDENT PERSISTENCE

Persistence by Academic Year

Persistence rate is determined by tracking the percentage of certain students who continue to attend in subsequent terms. This analysis examines students who:

- Were listed as new in the fall term of the given academic year
- Enrolled in six or more units in their first term
- Were degree, certificate, or transfer-seeking

These students were tracked into the subsequent spring and fall terms, and the percentage of persisting students is shown below. Rates have dipped in recent years for both fall-to-spring persistence and fall-to-fall persistence; further in-depth analysis has shown that this dip has been primarily with students who were enrolled part-time in their first term.



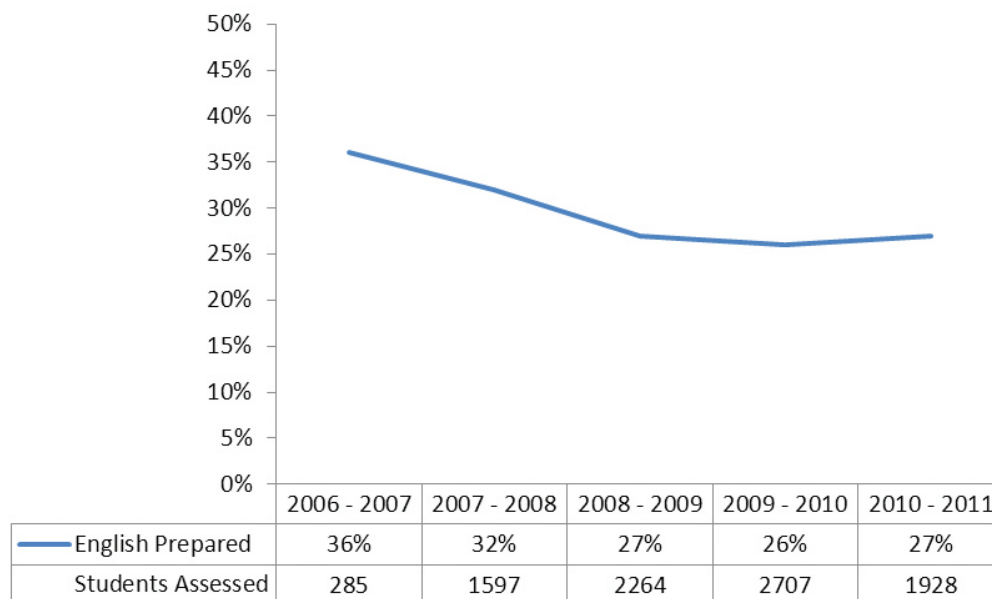
D. BASIC SKILLS PROGRESSION

Placement of New Students

The following charts display the percentage of students who placed into college-level math and English. These charts show new students who took the Accuplacer assessment for math and English. This does not take into account the college readiness of students who transfer into CR.

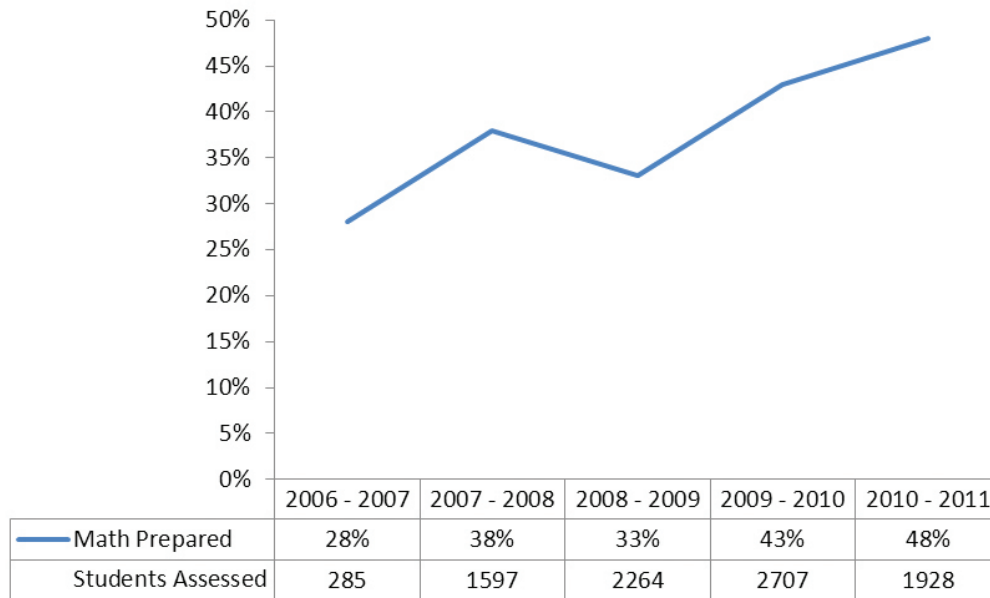
English

From fall 2006 through spring 2011, the percentage of students who placed in college-level English declined significantly from 36 percent to hover near 27 percent.



Mathematics

From fall 2006 through spring 2011, the percentage of students placed in college-level math increased overall from 28 percent to 48 percent, with an approximate five percent decrease between fall 2007 and spring 2009.



Basic Skills Progression by Academic Year

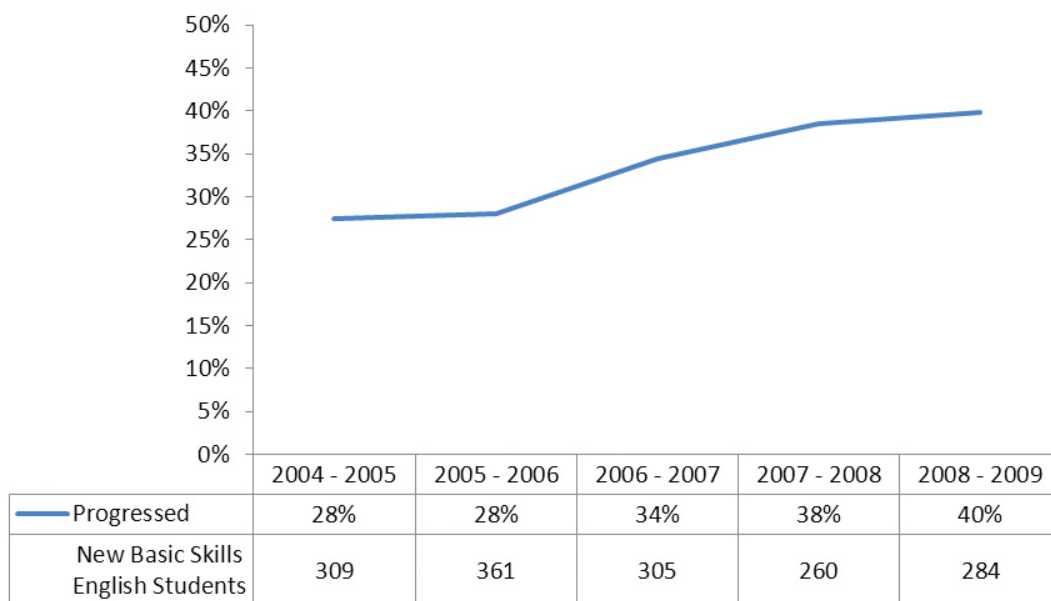
In order to track progress through the CR basic skills courses, a cohort was identified for each academic year that includes students who:

- Successfully completed a math or English basic skills course in their first term
- Were degree, certificate, or transfer-seeking

These cohorts were then tracked over the next two academic years to determine whether these students successfully completed a college-level math or English course. The following charts indicate the percentage of students in the annual cohorts who successfully completed a college-level course in math or English. Data for the 2008-09 cohort is incomplete at the time of this report as students in this group will be tracked through summer 2011.

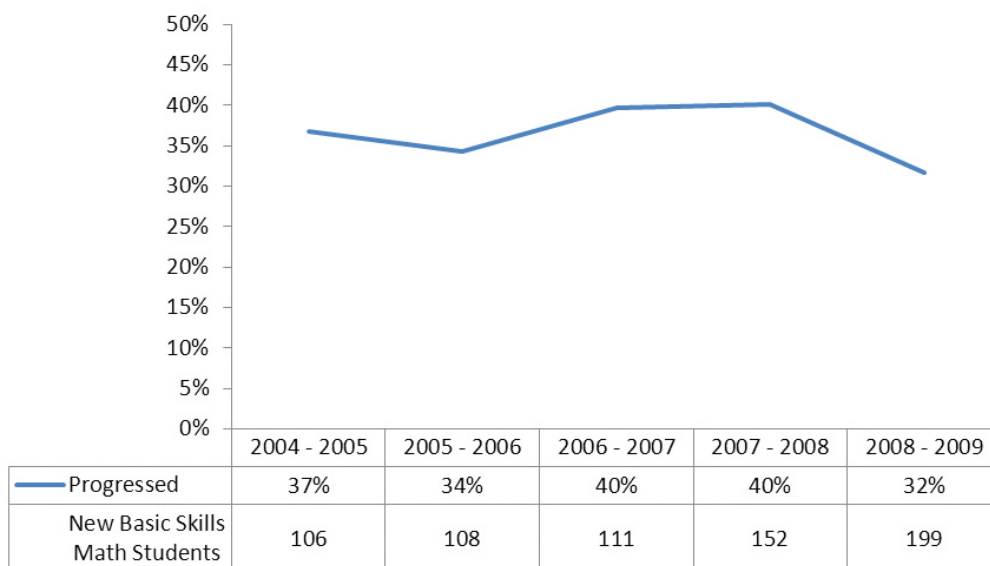
English

In the last four academic years, the percentage of incoming English basic skills students who successfully completed a college-level English course within two years has risen steadily.



Math

The percentage of incoming math basic skills students who successfully completed a college-level math course within two years has fluctuated between 32 percent and 40 percent.

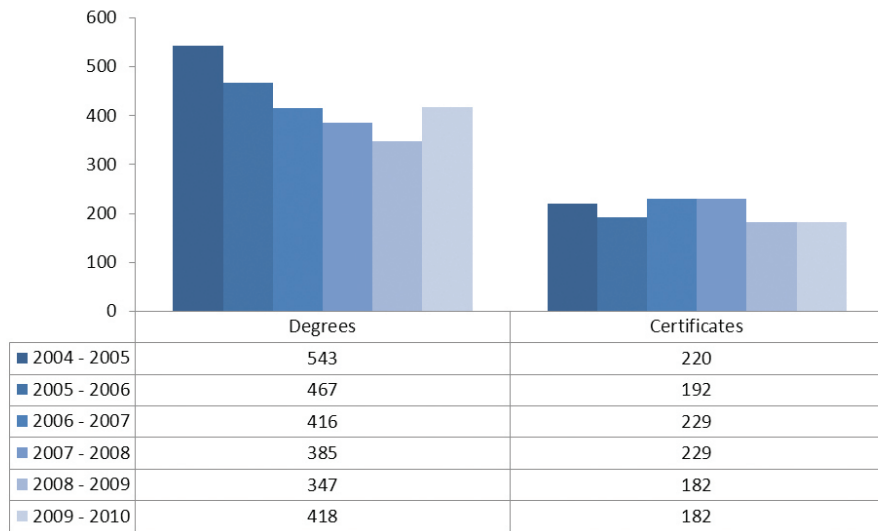


E.COMPLETION / TRANSFER RATES

Degrees and Certificates for the last six years

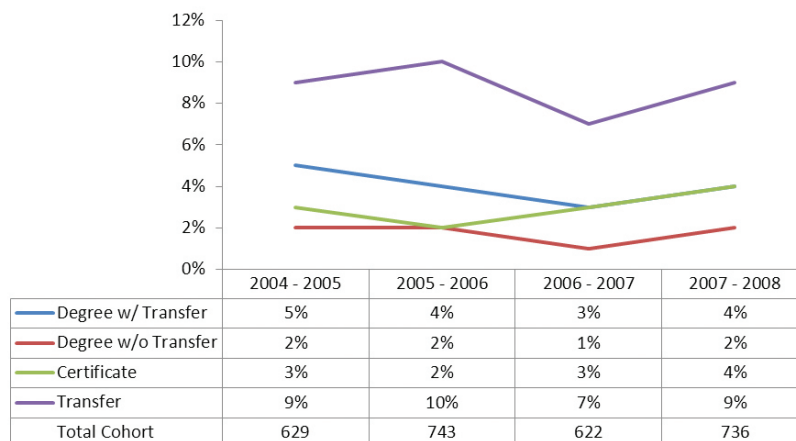
The following charts show all certificates and degrees awarded. If a student earned a degree and two certificates, a total of three awards were counted.

In 2008-2009, CR began awarding an AA in Liberal Arts. The number of associate degrees generally decreased over the last five years but showed a rebound in 2009-10. The number of certificates awarded has fluctuated over the last five years.



Completion / Transfer Rates by Cohort

Outcomes are reflected in the following table which shows the percentage of full-time students reaching their educational goal who entered the college during the academic year indicated and declared their educational goal as seeking a degree or certificate. These cohorts were tracked for a period of 150 percent of the time required for completion of their stated goal (e.g. three years for a student intending to transfer or complete a two-year degree, 1.5 years for a student intending to complete a one-year certificate).



Associate Degrees – Programs of Study

For the last six years, the top six programs of study leading to associate degrees are listed below. The college removed both the University Studies and UNIV.AA.CSU GE degrees as required by the Chancellor's Office.

Program: AS / AA	% of All Degrees
CSU General Education Requirements	21%
General Studies	10%
University Studies, CSU General Ed Req	8%
Liberal Arts: Behavioral & Social Science	5%
GENED General Studies - AS	12%
NURS Registered Nursing - AS	8%

Certificates

Over the last six years, the college has awarded a total of 1,059 certificates. The top five certificates requiring 18-29 units are listed.

Program: 18 - 29 units	% of All Certificates
CT Cabinetmaking & Millwork - CA	20%
CT Residential Construction I - CA	12%
CT.CC.Residential Construction I	18%
DM.CC.Internet Design & E-Commerce	8%
Landscape Maintenance	14%

The top six certificates requiring 30-59 units are listed in the following chart. The college has awarded 831 certificates requiring 30-59 units during the last six academic years. In fine woodworking, the college has awarded 27 certificates that require over 60 units.

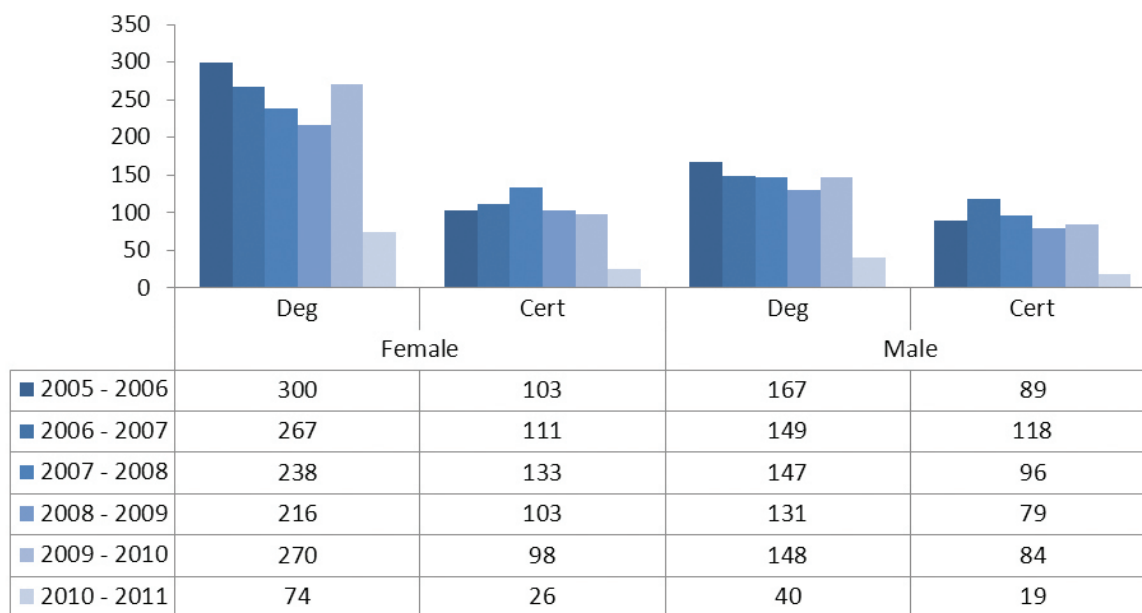
Program: 30 - 59 units	% of All Certificates
AJ Basic Law Enforcement Academy	31%
CT Fine Woodworking I - CA	10%
DA Dental Assisting - CA	9%
ECE Early Childhood Education - CA	7%
MA Medical Assisting - CA	7%
NURS Licensed Vocation Nursing - CA	21%

Degrees and Certificates by Gender

Females have comprised approximately 56 percent of the student enrollment for the last six years and have earned approximately 64 percent of all degrees and 55 percent of all certificates.

		2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011
Female	Degrees	300	267	238	216	270	74
	Cert	103	111	133	103	98	26
Male	Degrees	167	149	147	131	148	40
	Cert	89	118	96	79	84	19
Total		659	645	614	529	600	159

Degrees earned for both males and females decreased from the 2003-04 academic year until the 2008-09 academic year. The 2009-10 academic year showed a rebound in the number of degrees awarded, but the number of certificates has continued to drop. Data for the 2010-11 year is incomplete at the time of this report.



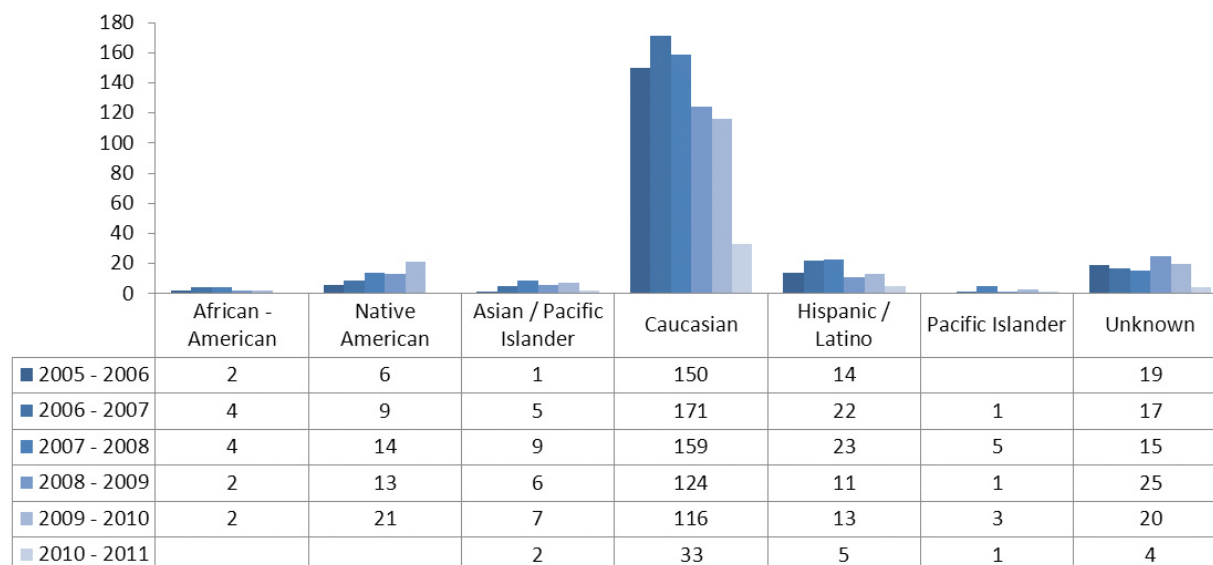
Degrees and Certificates by Ethnicity

Degrees and certificates generally parallel the CR headcount and the district population; however, the percentage of CR students who self-identify as Hispanic is six percent lower than the district's percentage of Hispanics. All ethnic groups are earning degrees and certificates in the same proportion as their representation in the student population. Data for the 2010-11 year is incomplete at the time of this report.

		2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011
African - American	Degrees	6	2	5	3	8	1
	Cert	2	4	4	2	2	
Native American	Degrees	26	27	20	21	24	3
	Cert	6	9	14	13	21	
Asian / Pacific	Degrees	9	8	13	8	13	4
	Cert	1	5	9	6	7	2
Caucasian	Degrees	317	309	279	247	295	86
	Cert	150	171	159	124	116	33
Hispanic / Latino	Degrees	32	24	35	22	26	6
	Cert	14	22	23	11	13	5
Pacific Islander	Degrees	5	1	2	3	2	1
	Cert		1	5	1	3	1
Unknown	Degrees	72	45	31	43	50	13
	Cert	19	17	15	25	20	4
Total		659	645	614	529	600	159

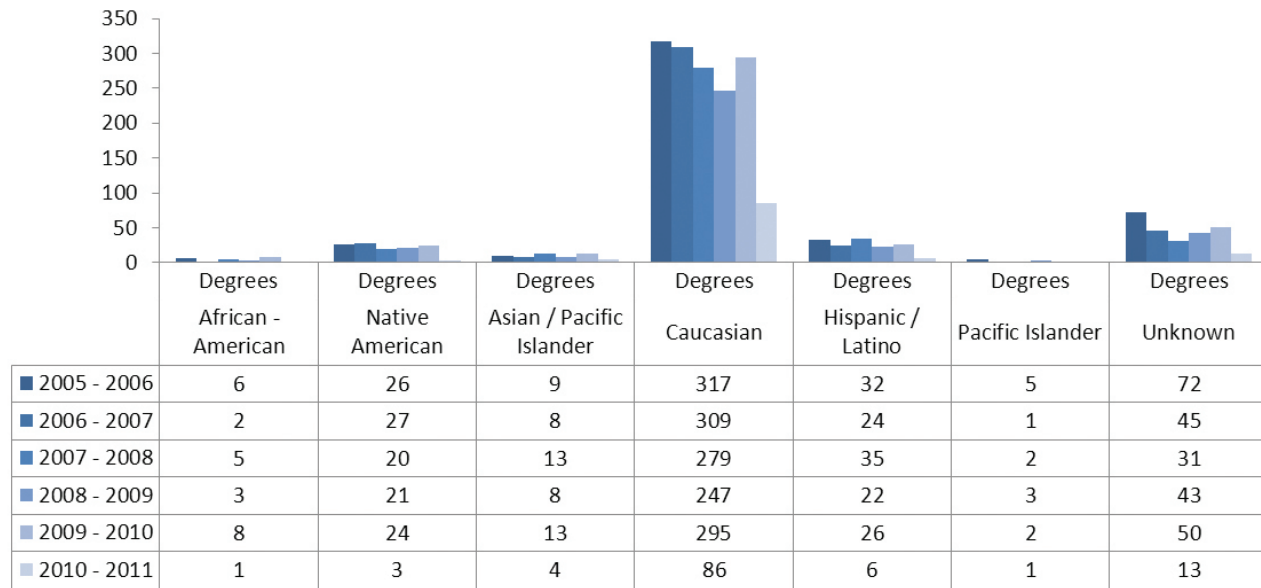
Certificates

Students have earned certificates proportionally across all ethnic groups. Data for the 2010-11 year is incomplete at the time of this report.



Degrees

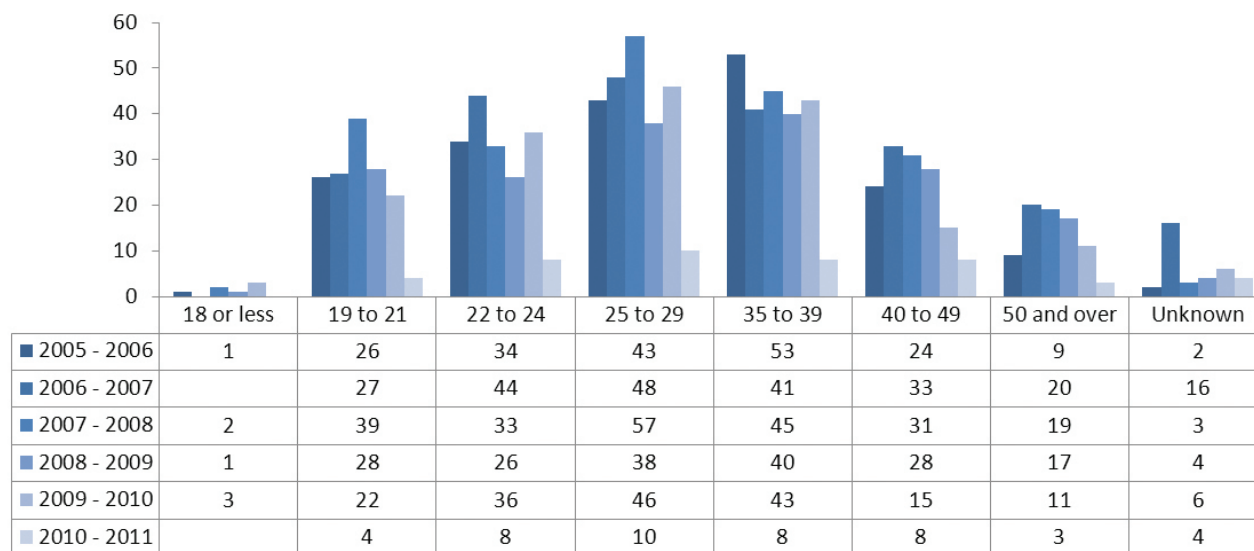
Degrees earned declined among most ethnic groups until the 2009-10 academic year. Data for the 2010-11 year is incomplete at the time of this report.



Certificates and Degrees by Age Range

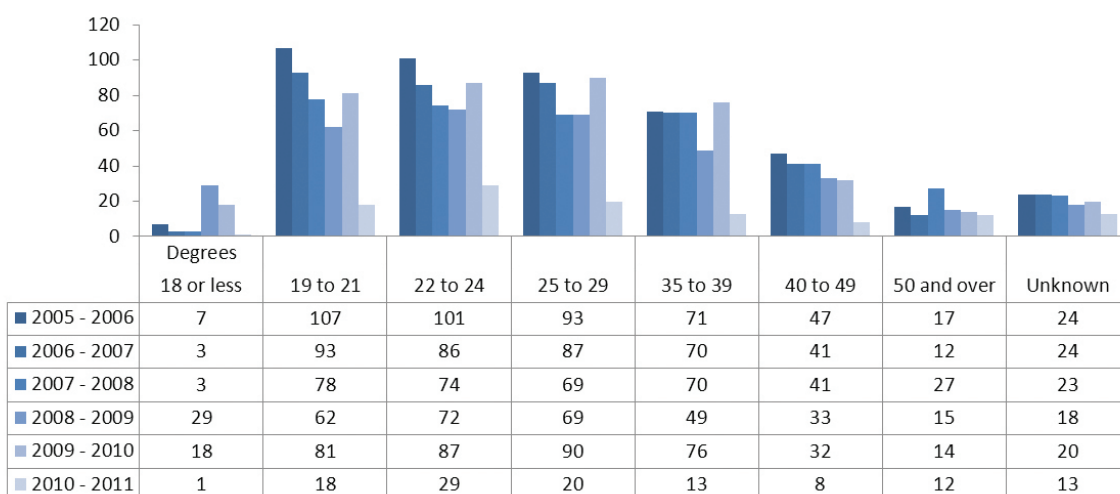
CERTIFICATES

The number of certificates awarded has declined for the last six years. As shown in the two charts below, students earning certificates typically reflect an older demographic than students completing degrees, who generally fit into the 25 to 39 age range in the 2009-10 academic year. Data for the 2010-11 year is incomplete at the time of this report.



DEGREES

Students in the 19 to 29 age range earned the majority of degrees in the 2009-10 academic year.

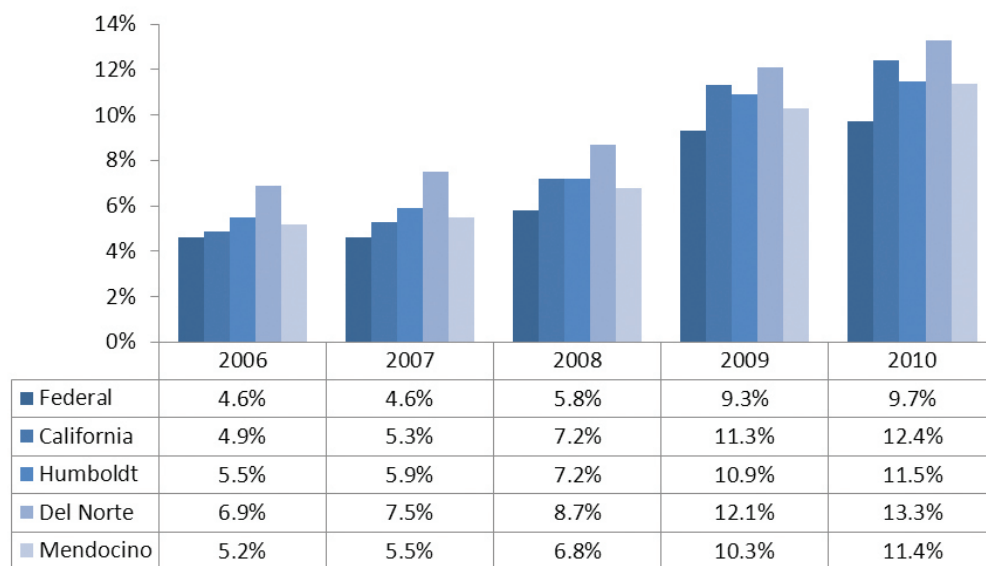


3. Service Area Summary

The service area of College of the Redwoods encompasses approximately 10,000 square miles. The information below summarizes the labor market/employment, demographic, and socio-economic data for the area served by the district.

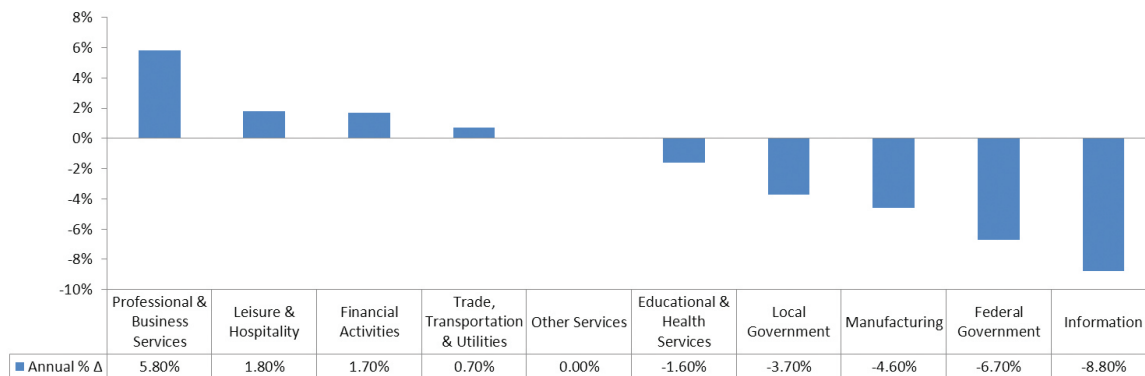
A. LABOR MARKET DATA

Unemployment (annual – not seasonally adjusted): Unemployment rates have risen dramatically over the last five years on the federal, state and local levels within the district.

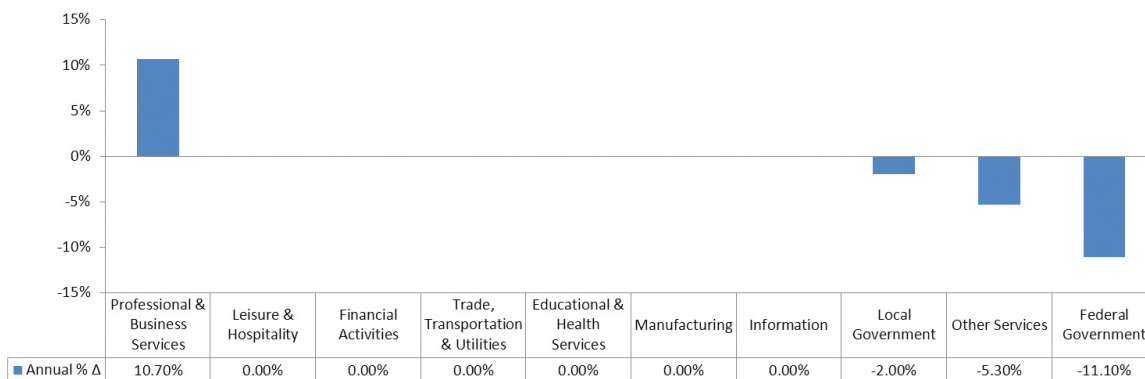


Industry Growth (EDD LMI): The following charts from the California Employment Development Department Labor Market Indicators show industry growth over the last year in the three counties that make up the Redwoods Community College District.

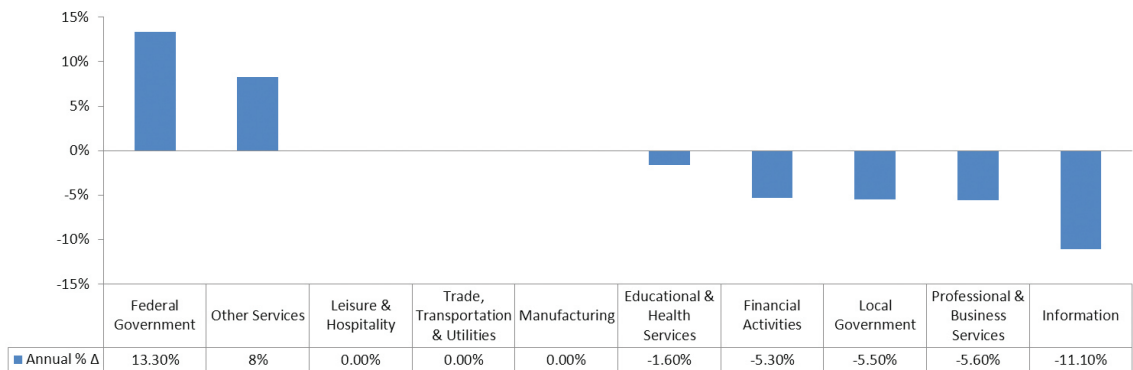
Mendocino Industry Growth (2010 - 2011)



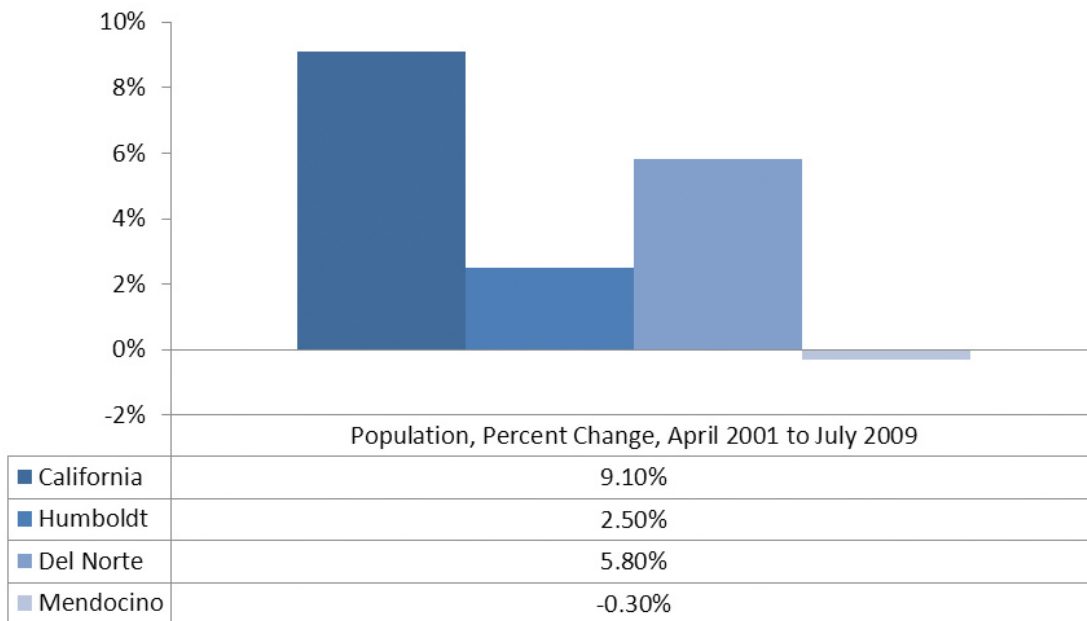
Humboldt Industry Growth (2010 - 2011)



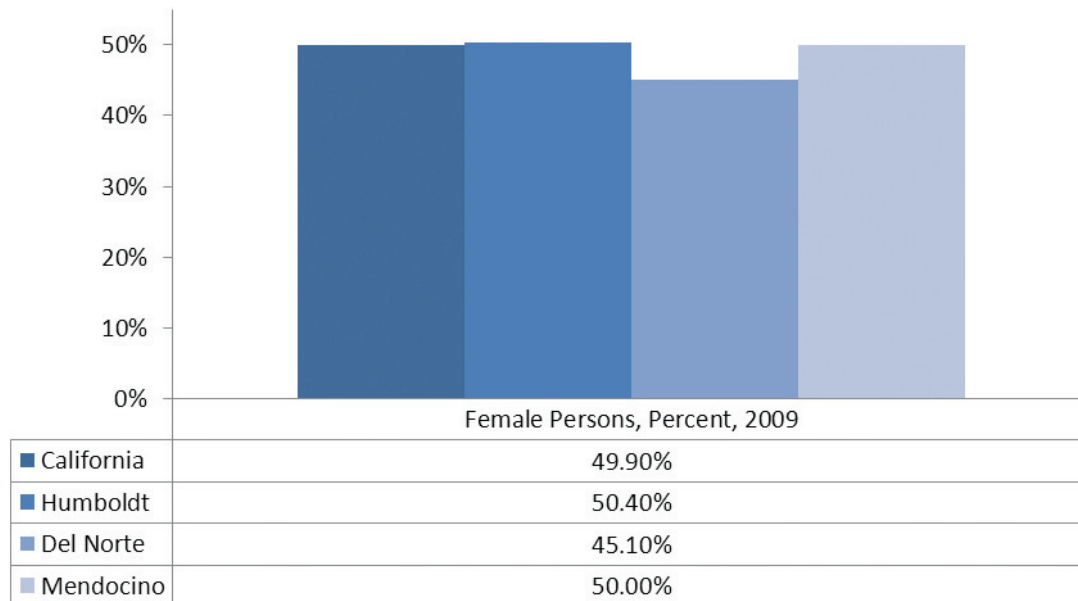
Del Norte Industry Growth (2010 - 2011)



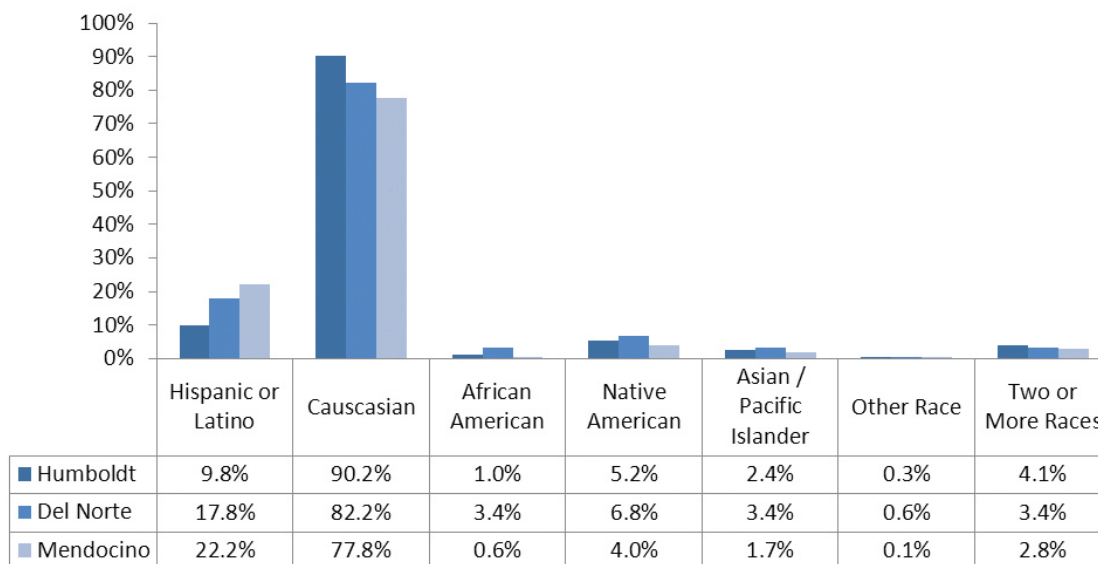
B. DEMOGRAPHIC DATA



Gender/Ethnicity/Age Breakdown



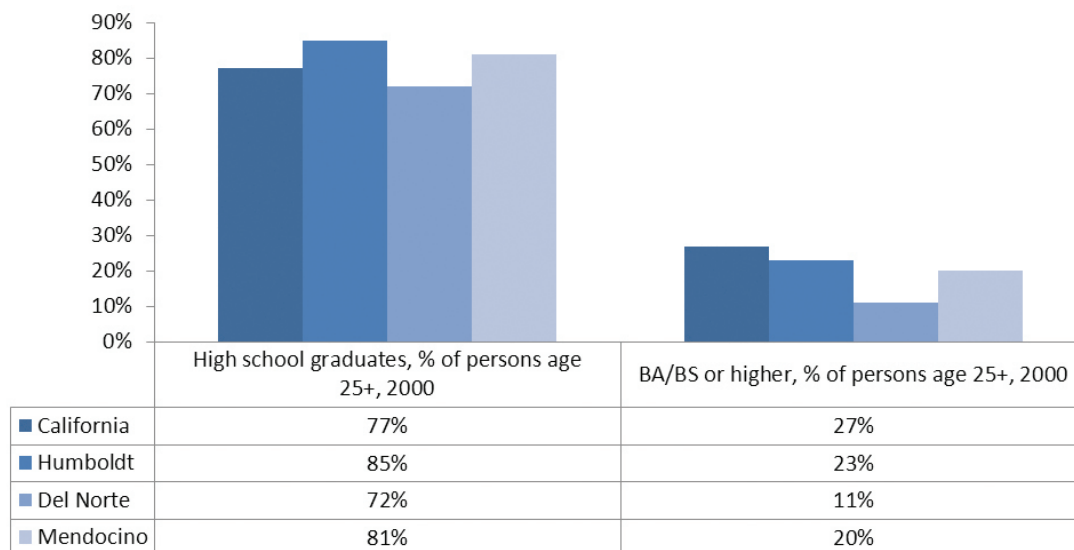
Population by Ethnicity (2010 Census Data)



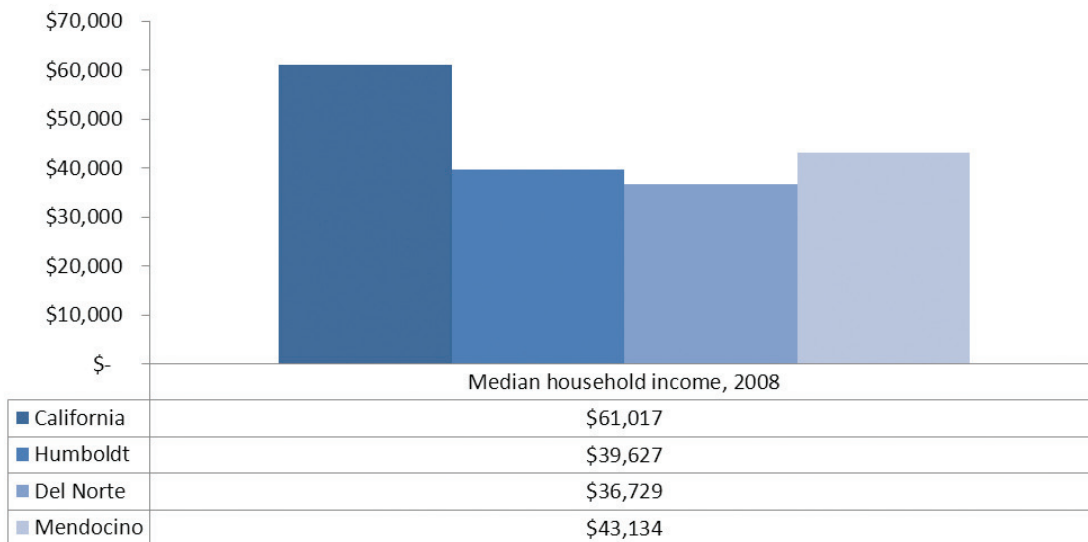
NOTE: Percentages shown in the table above exceed 100 percent because all respondents, regardless of their reported race or ethnicity, were asked if they are Hispanic or Latino.

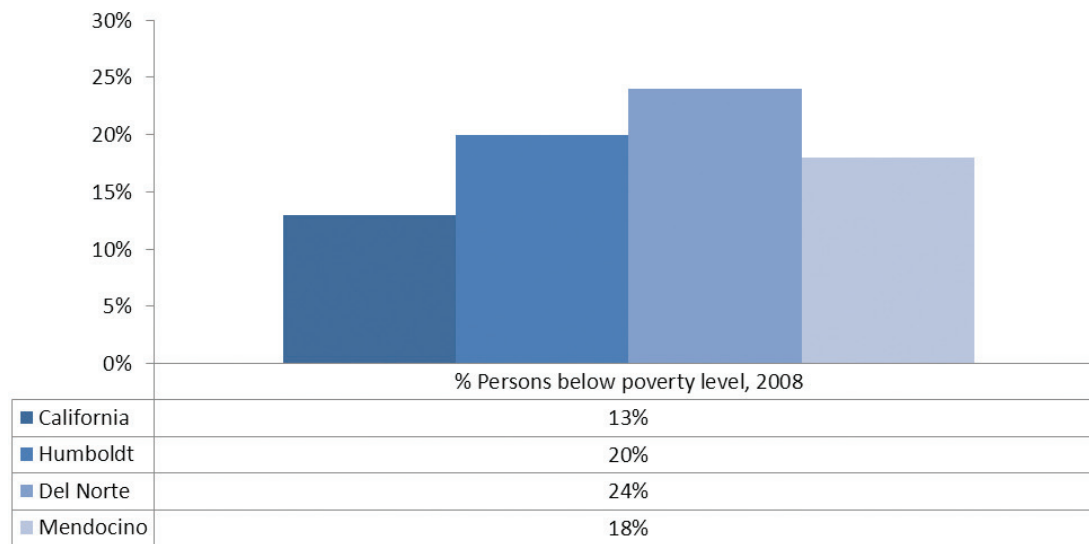
C. SOCIO-ECONOMIC DATA

Educational Attainment



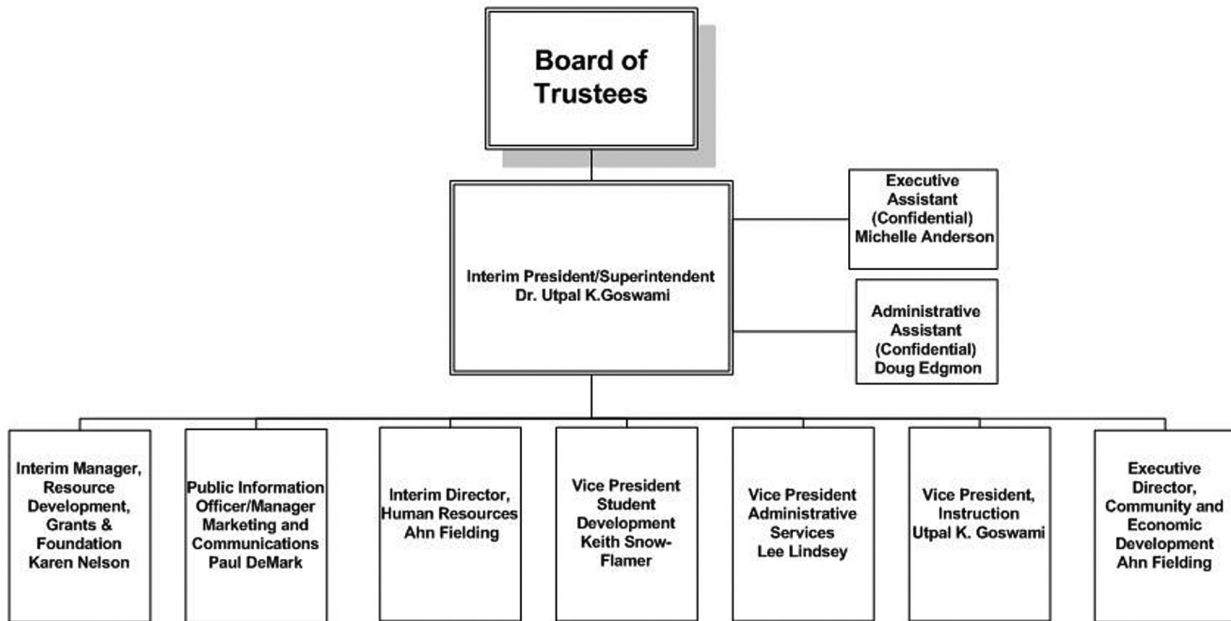
Median Income



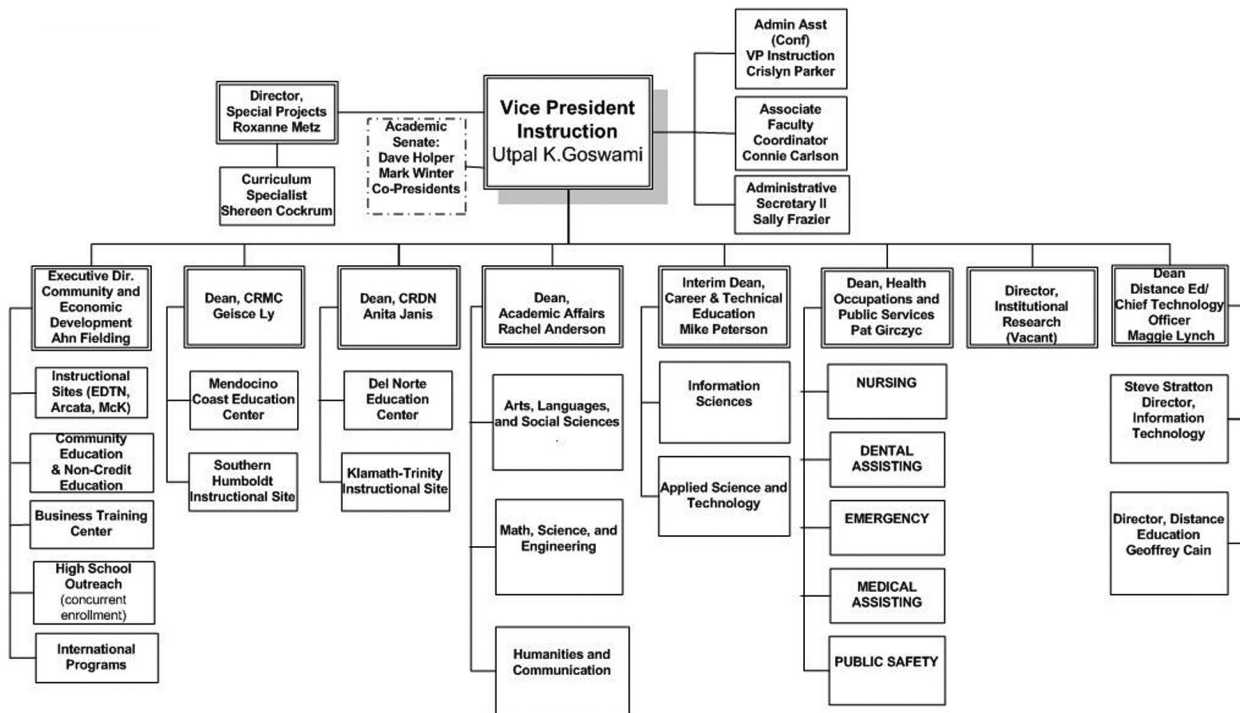
Persons Below Poverty Level

4. Organizational Information

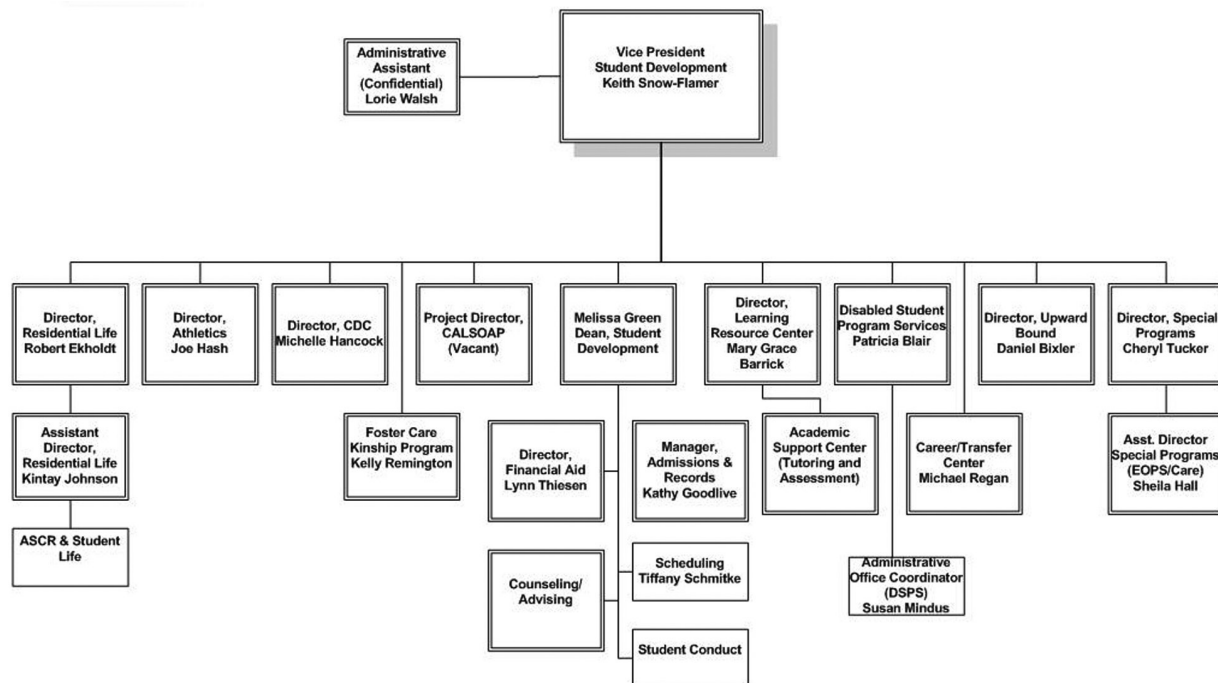
COLLEGE OF THE REDWOODS ADMINISTRATIVE STRUCTURE



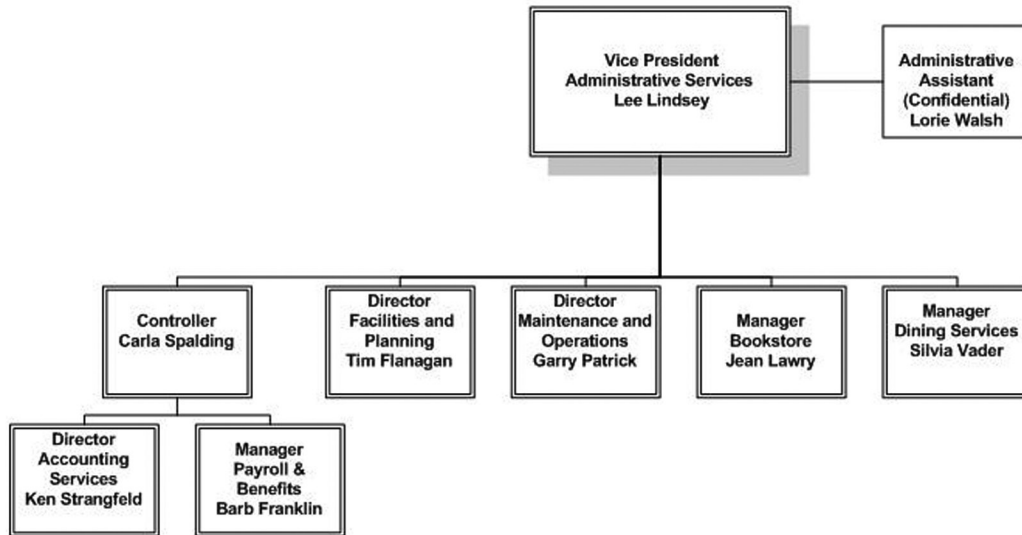
INSTRUCTION



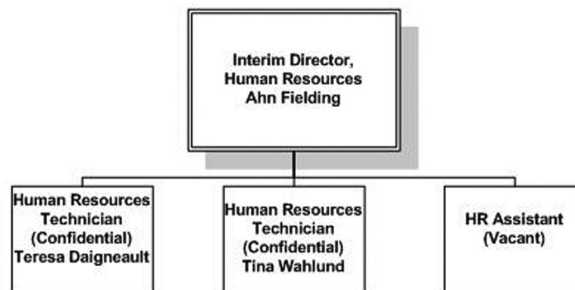
STUDENT SERVICES AND LEARNING SUPPORT



ADMINISTRATIVE SERVICES



HUMAN RESOURCES



5. Abstract of the Self-Study

Although College of the Redwoods (CR) has experienced a number of changes over the last six years, it has maintained a clear focus on fulfilling the standards of accreditation, particularly with respect to dialogue, participatory governance, and continuous improvement.

The college has revised its mission statement and developed and implemented an integrated planning model. Attempts to improve dialogue and resolve conflict include the adoption of an interest-based approach to problem-solving, the development of a draft governance manual, and the dissemination of participatory governance principles to all college constituencies. As a reflection of the college's commitment to excellence, faculty have updated all of the college's course outlines, formed an Assessment Committee, and revised the general education outcomes for the college. Student, library, and learning support services provide needed services to all students regardless of location. Human, physical, technology, and financial resources support the college's mission and goals. The Board of Trustees and members of the administrative organization appropriately govern and manage the affairs of the institution and support participatory processes for planning and decision-making.

I.A. MISSION

The college's mission statement defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning, thereby establishing the preconditions for setting institutional goals. CR revised its mission statement in 2010-11 to better align it with the purposes of the college. The college's institutional planning narrative calls for the mission statement to be re-evaluated as part of a four-year cycle of review and revision. The revision

process corresponds to the college's planning cycle timeline and is based upon the college's analysis of changes in the needs of the intended student population. While it meets each of the sub-parts in Standard IA, the college has reaffirmed its commitment to using the mission to guide the work of the college through a planning agenda aimed at ensuring the central place of the mission in the work of all planning and decision-making committees.

I.B. IMPROVING INSTITUTIONAL EFFECTIVENESS

The college demonstrates a conscious effort to produce and support student learning, assess and improve upon teaching and learning processes, and maintain a self-reflective dialogue about the continuous improvement of student learning and institutional processes. The college has taken seriously the most recent recommendation from the Commission, Recommendation 1 (2010): "In order to improve institutional effectiveness through actions and decisions affecting programs, services and resource allocation, the team recommends that the college use and follow its established policies and processes for planning and evaluation." (Standard I.B. 1, 2, 3, 4, and 6) The college has an interim

president/superintendent who has taken steps to support participatory processes. The college has a well-established program review process, and the institutional planning model has been vetted by all constituency groups throughout the college.

The college is becoming proficient in the implementation of ongoing and systematic cycles of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Its guiding documents are the 2008-2011 Strategic Plan, the Education Master Plan (2009-2020), and resource planning documents such as the Facilities Master Plan, the Technology Master Plan, and

the three-year rolling budget. Unit-level program review and quality improvement plans are mutually informing with respect to institutional plans. The Planning Agenda items in I.B. reflect the college's

commitment to improving communication, using appropriate data to guide institutional effectiveness, and improving planning processes.

II.A. INSTRUCTIONAL PROGRAMS

The college regards its instructional programs with great pride. All course outlines include student learning outcomes and are updated on a regular basis. The college has a standing Assessment Committee charged with leading the institution towards proficiency in assessment. The program review process is well-established at the college and is used by faculty in all disciplines to report on student learning achievement, set goals for improvement, and identify resource needs. The

college's programs offer appropriate breadth and depth for transfer-directed, basic skills, and career technical education students. Course-level assessment of student learning outcomes is being conducted throughout the college, and Planning Agenda items in Standard II.A. reflect the college's understanding of the work that must be accomplished to achieve proficiency with respect to student learning outcomes.

II.B. STUDENT SERVICES

The Student Services Division, led by the college's longest serving executive administrator, is fully compliant with all sub-parts of Standard II.B. Professional staff and faculty address the diverse needs of the college's students and enhance a supportive learning environment. All programs and services fully comply with the annual and comprehensive program review process in place at

the college, systematically assessing student support services using student learning effectiveness of these services. The college meets all sub-parts of the standard, and Planning Agenda items in II.B. reflect minor needed improvements related to counseling services, the student equity plan, policy and procedure updates, and the display of information utilized by students.

II.C. LIBRARY AND LEARNING SUPPORT SERVICES

The self study confirms that library and other learning support services are sufficient to support the institution's instructional programs regardless of format. While the college meets all sub-parts of the standard, library and learning support services improvements have been constrained by

limited resources for new technology. As a result of the college's program review process, resource needs have been identified and are currently being addressed through the college's integrated planning process.

III.A. HUMAN RESOURCES

The institution employs qualified personnel to support student learning programs and services and improve institutional effectiveness. While the college follows appropriate guidelines with respect to human resources, operational protocols need to be improved in order to ensure that best practices are followed. Some of the sub-parts of this

standard are only partially met because of a lack of understanding about human resource related policies and procedures by stakeholders and disjointed professional development practices. Planning Agenda items affirm the college's commitment to assessing the effectiveness of the college's human resources practices, providing written procedures

and manuals where appropriate, and implementing professional development programs in collaboration with college stakeholders to ensure professional

development programs meet the needs of faculty and staff.

III.B. PHYSICAL RESOURCES

Physical resources throughout this large, approximately 10,000 square-mile district support student learning programs and services and improve institutional effectiveness. The college maintains a main campus in Humboldt County, educational centers in each of two adjoining counties, and several other instructional sites to ensure student access to education. The college developed a Facilities Master Plan in 2009 to support the college's Education Master Plan. The integrated planning process includes the Facilities Planning

Committee, which ranks and prioritizes for funding facilities needs that support programs and services at the college. The college has been awarded significant state funds for the replacement of several buildings located in a seismically active area. The college is struggling to maintain its existing facilities and prepare to operate and maintain anticipated new facilities with limited budget for maintenance and operations. The Planning Agenda for this standard addresses the need to develop plans for total cost of ownership as facilities are expanded or replaced.

III.C. TECHNOLOGY RESOURCES

Technology resources adequately support student learning programs and services at the college. Standing committees such as the Technology Planning Committee, Distance Education Advisory Committee, and Technology Advisory Group, ensure stakeholder involvement in planning and operations related to technology. The college has established an integrated planning model that explicitly links institutional plans such as the strategic plan and the Educational Master Plan with budgets, and through

this process the college's Board of Trustees approved almost \$1 million for technology infrastructure upgrades. The Planning Agenda items for this standard address the need for quality improvement through regular assessment of client satisfaction, strategic and educational planning related to distance education, and identification of backup and recovery options as part of the college's disaster preparedness planning.

III.D. FINANCIAL RESOURCES

The college maintains a balanced budget and a five percent reserve while providing sufficient resources to support student learning programs and services. The college provides oversight for financial resources through its governing body, the Board of Trustees, which reviews monthly and quarterly reports; the Board's standing Audit Committee reviews financial statements and audit reports. The college's Budget Planning Committee, comprised of constituency group representatives,

reviews assumptions and options during the development of the college's budget and makes funding recommendations in accordance with the college's integrated planning process. The college also develops three-year rolling budgets to ensure long-term financial planning takes place. Planning Agenda items relate to improved grant planning, management, and reporting as well as the development of long-term financial planning in alignment with the college's strategic plan.

IV.A. DECISION-MAKING ROLES AND PROCESSES

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement. The college has demonstrated a commitment to integrated planning and decision making through participatory processes. Roles and responsibilities are being clarified, and institutional leaders have supported appropriate constituency involvement in decision-making processes. A governance manual which codifies the institution's governance and

decision-making structures was drafted in the 2010-11 year and includes proposed evaluations of effectiveness to inform improvements. Planning Agenda items are related to the formal adoption of the college's participatory governance manual, implementation of interest-based approach to problem-solving, and staff training to ensure planning and decision-making information is accessible by college stakeholders.

IV.B. BOARD AND ADMINISTRATIVE ORGANIZATION

The institution recognizes the designated responsibilities of the governing board for setting policies and the chief administrator for effective operations of the institution. The ad hoc board-related policies committee of the Board of Trustees ensures all board policies in Chapter 1 (The District) and Chapter 2 (Board of Trustees) are current and are reviewed and updated regularly using a process that includes appropriate constituency review and feedback. Since March 1, 2011, the college's interim president/superintendent has assumed responsibility for the quality of the institution and

provides effective leadership, as demonstrated by his development and distribution of a participatory governance statement, his leadership in planning, and his efforts to communicate with constituents and stakeholders using a variety of formal and informal methods. While the college partially meets the requirements of all sub-parts of this standard, a Planning Agenda item regarding the distribution of the Institutional Effectiveness Committee's report is intended to improve monitoring of institutional practices.

6. Organization of the Self-Evaluation Process

The self-evaluation writing process was guided by the Accreditation Self-Study Steering Committee, which consisted of three co-chairs and the three sub-committee chairs from each group working on the individual accreditation standards. Each of four standards committees wrote their respective sections of this report with the assistance of many ad hoc committee members and contributors, student participants, associate (part-time) faculty scribes/writers, a staff writer, and an associate faculty style editor; additionally, two full-time faculty members reviewed, edited, and commented on the different sections the standards committees produced. The Self-Study Steering Committee participated in the revision and editing process in concert with the individual standards committees.

ACCREDITATION SELF-STUDY: STEERING COMMITTEE AND STANDARDS COMMITTEES

The Accreditation Self-Study Steering Committee is co-chaired by interim President/Superintendent and Vice President for Instruction **Dr. Utpal Goswami**, Mathematics Professor **Kevin Yokoyama**, and Special Projects Director **Roxanne Metz**. Professors Cindy Hooper and David Bazard served as self-study reviewers, and Associate Faculty member Sean Herrera-Thomas served as a stylistic editor. The make-up of the individual standards committees can be found below. Names in bold indicate members of the Steering Committee.

	Administration	Faculty	Staff	Student
Introduction			Zachary DeLoach	
Standard I	Pat Girczyc	Karen Reiss	Doug Edgmon	
Institutional Mission & Effectiveness	Julia Peterson Paul DeMark	Chris Gaines Sydney Larson	Connie Simpson	
Standard II	Rachel Anderson	Steve Brown	Jennifer Knight	
Student Learning	Anita Janis Melissa Green Mary Grace Barrick	Mark Renner Kady Dunleavy Carol Mathews	Shereen Cockrum	
Standard III	Maggie Lynch	Becky Blatnick	Kelly Wilson	
Resources	Garry Patrick Ahn Fielding	Jon Pedicino Bill Hole Clyde Johnson	Teresa Daigneault	
Standard IV	Geisce Ly	Mark Winter	Prudence Ratliff	
Leadership & Governance	Joe Hash	John Johnston Ed Macan	Linda Turner Trina Perez	Devin Galdieri
At-Large Members	Cheryl Tucker			Alles Rebel
Additional Participants/Contributors	Peter Blakemore, Michael Dennis, Anna Duffy, Kathy Goodlive, Jeff Hogue, Lee Lindsey, Brady Reed, Justine Shaw, Keith Snow-Flamer, Carla Spalding, Ken Strangfeld, Barry Tucker, and Erin Wall			

7. Certification of Continued Institutional Compliance with Eligibility Requirements

1. AUTHORITY

College of the Redwoods (CR) has authority to operate as a degree-granting institution due to continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges,

an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. This authority is noted in an Accreditation Statement in the CR Catalog and prominently on the college Web site.

2. MISSION

College of the Redwoods puts student success first by providing outstanding developmental, career technical, and transfer education. The college partners with the community to contribute to the

economic vitality and lifelong learning needs of its service area. We continually assess student learning and institutional performance and practices to improve upon the programs and services we offer.

3. GOVERNING BOARD

A nine-member Board of Trustees governs the Redwoods Community College District. The trustees are elected from the geographical areas its members represent and serve four-year terms. The terms of the trustees are staggered to provide continuity across election cycles. The student body elects a student trustee who votes on college business (except for closed session issues) in an advisory capacity. The Board adheres to a conflict of interest policy and assures that individual interests of board members do not compromise the academic and fiscal integrity of the college.

responsible for ensuring the college's mission is carried out and that the financial resources of the college are used to provide a sound educational program. In addition, the Board holds special meetings for the discussion of specific initiatives and other matters. The Board has one standing committee, the Audit Committee, which acts in an advisory role to the full board in carrying out its oversight and legislative responsibilities as they relate to the district's annual audit reporting. All these meetings are open to the public with the agendas, minutes and attachments posted on the college Web site and made available in the Office of the President/Superintendent.

The Board holds regular monthly meetings and is

4. CHIEF EXECUTIVE OFFICER

The Board of Trustees selects the chief executive officer (CEO) of the college. Dr. Utpal K. Goswami, interim president/superintendent of Redwoods Community College District, is the CEO, whose

primary responsibility is to the institution. Dr. Goswami became interim president/superintendent on March 1, 2011.

5. ADMINISTRATIVE CAPACITY

The administration is adequate in size, experience and qualifications to provide appropriate administrative oversight. Each administrator has academic and experience credentials appropriate for

the position he or she holds. The college has three vice presidents (although one position is held by the interim president/superintendent), seven deans, and a number of other administrators and managers.

6. OPERATIONAL STATUS

Students are enrolled in a variety of courses that lead to two-year degrees, certificates of proficiency, specializations, skills certificates, and transfer, as

well as placement in the workforce, in internships and in professions. The college also operates a large continuing-education division.

7. DEGREES

The majority of the college's offerings are in programs that lead to degrees, as described in the college's catalog. Approximately 56 percent of the college's students are actively enrolled in one or

more of these degree programs. Degree opportunities and transfer courses are also clearly identified in the catalog.

8. EDUCATIONAL PROGRAMS

The college's educational programs are consistent with its mission, are based on recognized fields of study, and are of sufficient content and length; moreover, the college's offerings maintain appropriate levels of quality and rigor for the degrees and programs offered. Basic skills programs in reading, writing and mathematics help students develop the proficiencies necessary to advance to college-level curricula or to qualify for entry-level employment. The college's academic departments offer courses and programs serving transfer- and

career technical education-oriented students. These departments offer 93 credit instructional programs. In 2007-08 there were 418 associate degrees awarded. Associate in Arts and Associate in Science degrees generally require 60 semester units including 18 units of general education. Certificates of Achievement have varying requirements, generally ranging from 18 to 30 units. Certificates of Recognition require fewer than 18 units of course work.

9. ACADEMIC CREDIT

Academic credit is based on Title 5, Section 55002.5 of the California Administrative Code. The college

has adopted a policy appropriately defining a "credit hour" in accordance with 34 CFR 600.2.

10. STUDENT LEARNING ACHIEVEMENT

The college defines and publishes student learning outcomes in course outlines and in program review and assessment documents which are all reviewed and updated regularly. The college has developed program learning outcomes for all degrees and

certificates. The college also has identified general education outcomes for all students receiving an Associate's degree. The college is in the process of developing institutional learning outcomes.

11. GENERAL EDUCATION

General education courses have the required breadth to promote intellectual inquiry. These courses require demonstrated competency in writing and computational skills and serve as an introduction to major areas of knowledge (Title 5, Section 55806).

The quality and rigor of these courses are consistent with the academic standards appropriate to higher education. The general education component of programs is consistent with statewide standards.

12. ACADEMIC FREEDOM STATEMENT

The college's Board of Trustees has adopted Board Policy 4030, Academic Freedom that is included in the faculty handbook and states:

“Faculty members are entitled to freedom in the classroom in discussing issues germane to their academic discipline. Academic freedom inherently involves the right to introduce within the assigned teaching discipline controversial topics, concepts, issues, and systems as long as the method or manner of presentation involves objective reasoning and rational discussion. Faculty members are citizens, members of a profession, and employees of an education institution. When faculty members speak or write as citizens, thereby exercising their constitutional right of free speech, it should be as persons who are free from institutional censorship or discipline. In the process of making such utterances, faculty members have a responsibility to make a clear distinction between personal viewpoints and the college's official policies. Faculty members

are entitled to full freedom in research and in the publication of results, subject to the adequate performance of other academic duties, but research for pecuniary return should be based upon an understanding with the administration of the college. The protection of academic freedom and the requirements of academic responsibility apply to full-time probationary, tenured, and part-time faculty.”

A philosophy statement of the district's commitment to academic freedom is also included in the college catalog with includes language declaring:

“We will continuously seek and support a dedicated, highly qualified staff that is diverse in terms of cultural background, ethnicity, and intellectual perspective and that is committed to fostering a climate of academic freedom and collegiality. We will encourage and reward professional development for all staff and will all share in the responsibility for student outcomes.”

13. FACULTY

The district has 94 full-time and approximately 250 associate (part-time) faculty, as well as approximately 76 community education instructors. The names, degrees and years of employment of full-time faculty are listed in the college catalog. The faculty serves 6,500 to 7,500 credit students every semester and approximately 2,000 continuing education students every year by providing them

with quality personal enrichment, workforce readiness, basic skills, and career and technical education programs. Faculty responsibilities are stated in the Faculty Handbook and in the contract between the Redwoods Community College District and the College of the Redwoods Faculty Organization.

14. STUDENT SERVICES

The college provides appropriate services to students and develops programs that meet the educational support needs of its diverse student population.

The college provides services in the following areas: Admissions and Records, Academic Support Center (tutoring, testing, and orientation), Extended Opportunity Programs & Services, Athletics,

Bookstore, Cafeteria, Career Center, Transfer Center, Child Development Center, Continuing Education, Counseling & Program Advisement, Disabled Students Programs & Services, Distance Education, Financial Aid/Scholarship, Foundation, Human Resources, Health Center, and Learning Resource Center.

15. ADMISSIONS

The college's admissions policies are consistent with its mission and conform to parameters outlined in state law and college regulations. They are published

in the college catalog, the schedules of classes and on the college's Web site. To enroll at the college, a student must satisfy the published requirements.

16. INFORMATION AND LEARNING RESOURCES

The college provides specific long-term access to information and learning resources and services to support its educational mission. Many different divisions, departments and centers provide these resources and services, but, in general, they primarily are the responsibility of the library and the

Learning Resource Center. District-wide access to the college's network and databases provides access to information resources. Information and learning resources and services are sufficient to support the mission of the college and its instructional programs however and wherever they are offered.

17. FINANCIAL RESOURCES

While most of the financial resources of the district come from the State of California, additional funding is obtained by aggressively seeking federal and private sources to augment the budget. The institution carefully tracks, accounts for and documents all incoming funds. The college maintains adequate reserve levels for contingencies and for expansion and maintains a minimum five-percent ending-fund balance. The college

strategically accumulates funds in accounts for future needs, such as repairs of campus buildings and future retiree health care costs. The college maintains conservative financial management policies and practices to ensure continued fiscal stability for the foreseeable future, using board-approved budget principles to guide its fiscal management.

18. FINANCIAL ACCOUNTABILITY

An independent auditing firm audits the college on an annual basis. The district selects the firm by evaluating the scope of its experience, its size, its breadth of expertise, and its ability to provide backup personnel; furthermore, it carefully checks audit firm references. The auditing firm employs Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. The Board of Trustees reviews the

audit findings, exceptions, letters to management, and any recommendations made by the contracted auditing firm. The district has worked effectively with the auditors, resulting in an unqualified opinion on the 2009-10 financial statement audit.

19. INSTITUTIONAL PLANNING AND EVALUATION

The descriptive summaries, self-evaluations and planning agendas within the self study, along with sections in the standards that specifically address planning, demonstrate the institution's commitment to planning and evaluation. Publications (including the Strategic Plan, which includes strategic goals and objectives, the Education Master Plan, and the Facilities Plan) and processes (such as enrollment

management planning, budget planning, technology planning, and unit-level program reviewing and planning) document and reflect the college's ongoing planning processes and are all updated on regular cycles. The Institutional Effectiveness Committee reviews these reports and publications, documenting the activities aimed at improving programs and services.

20. PUBLIC INFORMATION

The correlation of the college's written statements of its principles to its actual practices and procedures demonstrates its institutional integrity. Its mission statement is clearly articulated in the college catalog, on its Web site, in the Strategic Plan, and in the Education Master Plan. The college catalog, schedules of classes and the Web site also provide the public with current information about degrees and curricular offerings, student fees, financial aid, refund policies, admissions policies, transfer requirements, hours of operation, and appropriate contact information, such as phone numbers and

specific Web pages where applicable. The college also provides information and reminders about activities, like college performances, and important deadlines, such as late registration and financial aid, by direct mail, electronic mail and through several other media, including Web site updates and announcements through the college's collaborative online learning environment. The college works with local media to ensure publication of important dates and activities of interest in various community and media calendars. The names of the Board of Trustees are listed in the catalog and on the Web site.

21. RELATIONS WITH THE ACCREDITING COMMISSION

The Board of Trustees and the president/superintendent provide assurance that the college adheres to the eligibility requirements

and accreditation standards and policies of the Commission.

8. Certification of Continued Institutional Compliance with Commission Policies

POLICY ON DISTANCE AND ON CORRESPONDENCE EDUCATION

The college is compliant with the Accrediting Commission for Community and Junior College's Policy on Distance and on Correspondence Education. The college's Curriculum Committee has developed appropriate policies and procedures to ensure that all educational programs, regardless of delivery method, have the same quality and focus on student outcomes. Course evaluations take place for distance education courses as well as for face-to-face courses.

POLICY ON INSTITUTIONAL COMPLIANCE WITH TITLE IV

The college is compliant with Title IV regulations and has not been sanctioned for any Title IV violations. There are no active Title IV complaints against the college.

POLICY ON INSTITUTIONAL ADVERTISING, STUDENT RECRUITMENT, AND REPRESENTATION OF ACCREDITED STATUS

Advertising, publications, promotional literature, and student recruitment information provides clear and accurate information about the institution. The college accurately represents its accreditation status.

POLICY ON INSTITUTIONAL DEGREES AND CREDITS

The college's award of credit is based on student learning outcomes rather than experience. Through the policies and practices of the college's Curriculum Committee and administration, the college assures the integrity of degrees and credits awarded.

CONTRACTUAL RELATIONSHIPS WITH NON-REGIONALLY ACCREDITED ORGANIZATIONS

In accordance with ACCJC policy, the college adheres to the principles of offering only courses or programs with educational purposes whose value and level of credit are determined in accordance with established institutional procedures. The college has sole and direct control of courses offered for credit, and it manages and executes contracts with non-accredited organizations within appropriate guidelines.

9. Previous Recommendations from the Fall 1999 Team

Recommendation 1: The team recommends that the college develop and implement a comprehensive integrated planning process that clearly defines the connection between planning, research, evaluation, budget, and program development. The team recommends that planning be based on broad involvement from faculty, students, classified staff, and administration from the campuses as well as from the North Coast communities.

In 2006 the college developed an integrated planning model to link assessment and planning to budget. Employees in all constituency groups and at all levels throughout the district are committed to integrated planning. Throughout a number of leadership transitions, the college continues to refine the model, and in instances where the model is determined to be inadequate, it adjusts the model. Planning is based on broad involvement from all constituency groups through representation on key planning committees such as the Enrollment Management Committee, the Budget Planning Committee, the Facilities Planning Committee, and the Technology Planning Committee.

Recommendation 2: The team recommends that the college use collaborative processes to develop and implement a plan for organizational structure for technology support and services that is clear, coordinated, efficient, and effective, and that addresses the need for sufficient staff training and funding at all campuses and sites.

The college's technology support and services departments have been merged under one administrator to improve coordination between

these functions. A Technology Planning Committee maintains the technology plan for the district, and the Technology Advisory Group meets regularly to address user issues related to technology.

Recommendation 3: The team recommends that the college use research, information from the community, current students, and analysis of outcomes to assess and modify as needed the choice of course and program offerings and class scheduling to respond to community needs.

While the college responded to community needs by incorporating community input into programmatic and scheduling decisions, the lack of a fully implemented program review system with outcomes analysis resulted in a new recommendation in 2005 (see Recommendation 1, 2005).

Recommendation 4: The team recommends that the college collaboratively develop a clear plan for facility modification, facility construction, and/or alternate use of facilities and land resources. This plan should be based on the results of program/service assessment and other strategic plans.

The college developed a plan for modernization and facilities modification in 2004, and the voters approved a \$40.3 million bond to fund it; however, the identification of facilities needs was not clearly based upon an Education Master Plan informed by program review and assessment of educational programs and services. The unmet need for a facilities plan driven by an Education Master Plan resulted in a new recommendation in 2005 (see Recommendation 5, 2005).

10. Response to the Previous Team Recommendations, 2005

Recommendation 1: The team recommends that the college develop and implement a means of systematic, collaborative, and evidence-driven Program Review for all instruction, student services, and institutional support areas. In order to assure maximum effectiveness, such reviews should be conducted on a regular cycle that links the findings to the annual planning process for all programs and services. (Standard IB.3, IB.4, IB.5, IB.6, IB.7, IIA.1, IIA.2, IIB.3, IIB.4, IIC.2, IIIA.6, IIIB.1, IIIB.2, IIIC.2, IIID.1, III3.2G, AND IIID.3).

The college developed and implemented an effective program review process in which all instructional, student services, and administrative areas conduct program review on an annual basis and comprehensive reviews every five years. The program review template has been refined to provide pre-populated data to inform the narrative and enable documentation of authentic assessment of student learning outcomes, and the program review process has been firmly institutionalized at the college.

Recommendation 2: The team recommends that the college address the currency of its official course outlines. (Standard IIA.1, IIA.2, IIA.2e, IIA.6).

The college's Curriculum Committee led a major initiative to ensure that course outlines are current and include student learning outcomes. This initiative was highly successful and is currently monitored through a "curriculum stoplight database" in which courses in each academic discipline are color coded to indicate currency (green for current, yellow for course outlines that will be out of date in the next year, and red for those that are five or more years out of date).

Recommendation 3: The team additionally recommends that the district engage in institution-wide dialogue on the meaning, purpose, and institutional value of student learning outcomes that includes charting a sustainable course of action to implement outcomes, assess student achievement,

and use assessment results to drive improvement in instructional and student learning programs and services (Standard I.B., I.B.4, I.B.7, IIA.1c, IIA.2a, IIA.2b, IIA.2e, IIA.2f, IIA.2g, IIA.2h, IIA.2i, IIA.3, IIA.6, IIA.6a, IIB.1, IIB.4, IIC.1a, IIC.1a, IIC.2, IIIA.1b, IIIA.1c, IVA.1, IVA.2b, IVB.1b).

The college refined its program review template to ensure documentation of authentic assessment of student learning outcomes, drawing from the Nichols and Nichols four-column model of assessment of student learning outcomes. It also modified the format of course outlines of record to require faculty to list the student learning outcomes at the course level when curriculum updates occur; furthermore, the curriculum committee requires that program-level outcomes be identified on all certificate and degree proposals. The college formed an assessment team that engaged consultants, conducted training, coordinated professional development, and provided resource support for faculty and staff to conduct authentic assessment. The assessment team has been formalized as a standing committee at the college, and a faculty assessment coordinator is provided reassigned time for directing these efforts.

Recommendation 4: The team recommends that the college establish a standardized process for the evaluation of part-time faculty. (Standard IIA.1b)

While the college has an established process for the evaluation of part-time faculty, this has not always been implemented systematically. Faculty-appointed division chairs were expected to accomplish part-time faculty evaluation, and frequent turnover in addition to a lack of training and support led to sporadic and spotty evaluation of part-time faculty in some areas. An administrative reorganization created several coordinating dean positions that provide appropriate oversight for the evaluation process, and memorandums of understanding that have been approved by the faculty union ensure clear processes for the evaluation of part-time faculty.

In the 2010-11 year, the college created a dedicated position, the Associate Faculty Coordinator, to manage documentation of processes related to associate faculty and coordinate professional development opportunities for associate faculty.

Recommendation 5: The team recommends that the district improve its planning processes to include: the development of a long-range educational plan; the development of a facilities master plan; and the development of an information technology plan. It is further recommended that the district develop a long-range financial planning process to provide early notice of structural imbalances between revenue and expenditures; identify resources needed to adequately support changes in technology systems, facilities, and enhancement to student support systems; and to regulate the pace of changes consistent with available funds. (Standard IA.1, IA.4, IB.3, IBB.4, IB.5, IB.6, IB.7; IIIB.2B, IIIC.1, IIIC.1C, IIIC.2, IIID.1A, IIID.1b, IIID.2C, and III.2)

In 2008-09 the college developed an overarching educational planning document, “Education Master Plan: 2009-2020,” to guide the college’s programs and services. Supplemental chapters have been developed for the two education centers, and additional chapters are under development for other instructional sites and modes of education delivery. The Education Master Plan informed the development of the Facilities Master Plan. A technology planning document was drafted in 2008 and has been reviewed and updated on an annual basis by a committee comprised of representatives from constituency groups throughout the district. The Budget Planning Committee has adopted models, processes, and timelines for the development of annual and multi-year budgets; this committee serves an essential role in the integrated planning process in place at the college and is charged with monitoring and responding to the needs and priorities identified by various functional planning committees at the college, developing assumptions for annual budgeting, and ensuring the college’s plans reflect available funds.

Recommendation 6: The team recommends that the

college develop a financial plan that will accomplish the following goals:

- *Respond to declining revenue resulting from the loss of full-time equivalent students,*
- *Establish a prudent and sufficient unrestricted general fund balance reserve,*
- *Address changes in annual expenditures to assure that such expenditures are equal to or less than available resources (IIID.2c)*

The college’s The Budget Planning Committee has adopted models, processes, and timelines for the development of annual and multi-year budgets. Under the leadership of the president/superintendent and with Board oversight, the college has maintained a five percent general fund balance reserve for the last four years. Processes have also been implemented in the college’s business office and accounting system to ensure that expenditures do not exceed budget allocations.

State budget allocations are largely based on the number of full-time equivalent students (FTES) generated by the district. The college has formed an Enrollment Management Committee to monitor the targeted number of FTES identified in the Education Master Plan and by the budget planning committee. The Enrollment Management Committee plans course offerings to ensure the college’s enrollment goals are met.

Recommendation 7: The team recommends that the college improve its capacity for collaborative and data-driven decision-making. Such decision-making should incorporate appropriate measures of effectiveness (Standard IB.3, I B.4, IB.5, IB.6, IB, IIA.1, IIA.2, IIA.2f, IIB.3, IIB.4, IIC.2, IIIA.6, IIIB.1, IIIB.2, IIIC.2, IIID.1, IIID.2g, IIID.3, IVA.1, IVA.2, and IVA.3)

The college has established a permanent institutional research department to support all planning efforts and provide appropriate data to inform decision-making. Program reviews in all areas include relevant data presented in a cohesive manner. Key

integrated planning committees are comprised of representatives from constituency groups from all

levels throughout the district, and their work is informed by this program review data.

11. Response to Follow-up Recommendations

Recommendation 1 (2008): The college should determine a template for student achievement data and related analyses that is to be included in all program reviews, and should use the institutional research staff and others knowledgeable about data analyses to guide the faculty and ultimately the college in discussions of what these data show about student success; these discussions should become part of the culture and practice of the institution. (IIA1a and IIA1c, IIA2a, IIA2e).

The college refined the template for program reviews and has conducted several cycles of program review using this improved template. The current program review template provides pre-populated student achievement data to improve usability and ease of completion for end users. The Program Review Committee reviews, summarizes, and comments on these data regarding student success. Program review data and the analyses of these data are used to inform institutional planning and decision-making throughout the district.

Recommendation 1 (2009): In order to meet the Standard and improve both communication and operations of the college, the team recommends that the college undergo a review of roles and responsibilities of each constituent group. In so doing, the college should develop means by which trust can be enhanced and respect increased among the constituent groups to create an environment that supports empowerment, innovation and leads to institutional excellence. (Standard IV.A.1., 2a, b, 3, 5).

The college has initiated a number of actions to clarify roles and responsibilities and to improve communication and trust. The college has revised the mission, vision, and values statements, is revising Board policies and administrative procedures, and has ensured that current organizational charts are published and made available. A single Web page serves as a “one-stop shop” for important governance and decision-

making information. The institution has improved its planning processes and has conducted organizational communication sessions with faculty and staff to discuss roles and responsibilities. Mechanisms to enhance communications and encourage bottom-up communication have been adopted. Processes for conflict resolution are under development, including the formation of an interest-based problem-solving team, the presentation of a draft process for resolving conflict at College Council, and a number of workshops and trainings in handling conflict. The college recognizes the need to reframe conflict in a way that respects appropriate dialogue in the event of disagreement.

Recommendation 1 (2010): In order to improve institutional effectiveness through actions and decisions affecting programs, services and resource allocation, the team recommends that the college use and follow its established policies and processes for planning and evaluation. (Standard I.B. 1, 2, 3, 4, and 6).

Subsequent to the new recommendation, there was a change in college leadership. The interim president/superintendent has brought a different approach to the management of the institution. The interim president/superintendent developed and circulated a participatory governance principles statement intended to serve as a preamble to the college’s governance manual; engaged the college’s Board of Trustees in dialogue about not only institutional goals but the process by which they are developed; and supported the college’s efforts to complete the integrated planning process that was abandoned in past cycles as a result of dissatisfaction with the process by various constituency groups. Planning and decision-making committees are conducting self-evaluations to improve their processes, and important decisions are being made through a participatory governance model. A significant example is the recent work of the Budget Planning Committee which, faced

with a severe budget cut for the upcoming 2011-12 year, worked collaboratively to set priorities and identify potential budget cuts under various budget assumptions. When the college, as a result of the state budget crisis, cut some positions from the 2011-12 budget and identified other budget cuts, the

essential components of these cuts were determined through a collaborative process and therefore avoided significant turmoil within the institution. Further elaboration of the college's resolution of this recommendation can be found in the institution's response to Standard I.B. Institutional Effectiveness.

12. Accomplishments Relative to the 2005 Self-Study Action Plans

I. A PLANNING AGENDA

Continue the current process of strategic planning, implementation, and evaluation.

ACCOMPLISHMENTS: The 2004-2007 Strategic Plan was updated in 2007-08. In 2008-09 the Education Master Plan and Facilities Master Plan

were developed. The Institutional Effectiveness Committee is charged with analyzing data related to the key performance indicators and other planning measures, reporting these results to the college community, and monitoring the planning process at the college.

II. A. I PLANNING AGENDA

Appoint a coordinator and establish an advisory committee for the distance education program.

ACCOMPLISHMENTS: The college created a dean of distance education position, a director of distance education position, and has formed a Distance Education Advisory Committee.

current degrees and certificates include student learning outcomes. The college also has learning outcomes associated with the general education program at the college.

Develop a systematic process to assess student achievement of course, program, degree, and general education outcomes.

Address funding needs for closed captioning of ITV course materials.

ACCOMPLISHMENTS: The college has participated in the College of the Canyons Distance Education, Captioning, and Transcription grant to provide this service.

ACCOMPLISHMENTS: The college has developed and implemented assessment forms for planning assessment activities and reporting on progress related to assessment. The college's program review templates enable faculty to record the learning outcomes being assessed, the assessment being conducted, the results of evaluation and analysis of results, and information about how these results are being used to inform the teaching and learning process.

Establish student learning outcomes for all courses, programs, degrees, and certificates.

Accomplishments: All active courses as well as

II. A. 2 PLANNING AGENDA

Establish ad hoc committee to review prerequisites.

ACCOMPLISHMENTS: The multiple measures task force has reviewed student success indicators in math and English courses and has revised the multiple measures rubrics for counselors and advisors to utilize.

ACCOMPLISHMENTS: The college has increased the percentage of evening and weekend course offerings. Data related to evening and weekend course offerings are tracked by the college's Enrollment Management Committee.

Explore avenues of funding to improve resources for special populations.

Determine need for evening/weekend courses, and if sufficient demand exists, offer a coherent series of courses leading to degree completion.

ACCOMPLISHMENTS: The college serves a number of special populations as a result of initiatives developed over the last several years. This includes

stable TRIO and EOPS funding for the college, outreach to foster youth, a California Energy Commission grant to provide training and education for out-of-work youth, and an early-college high school.

Improve access to instructional laboratories and provide technology in classrooms for closed captioning.

ACCOMPLISHMENTS: DSPS funds captioning for deaf students in the classrooms. Technology is not available in all classrooms, so some classes have been moved for the purposes of live captioning and remote interpreting.

Ensure that Program Review occurs on a regular, ongoing basis.

ACCOMPLISHMENTS: The Program Review process at the college is well-established and fully-institutionalized. Program and service areas are required to conduct comprehensive program reviews on a regular rotation and complete annual updates.

II.A.3 PLANNING AGENDA

Standardize language used to describe general education knowledge areas in all college documents.

ACCOMPLISHMENTS: The college has a statement of purpose for general education as well as a list of five outcomes for general education that has been approved by the college's Academic Senate and is published in the college's catalog.

Identify the internal process to validate the GE offerings against the GE Philosophy.

ACCOMPLISHMENTS: During the 2010-11 academic year, the Academic Senate's ad hoc General Education Committee and the Curriculum Committee refined the college's processes and procedures for approving individual courses as fulfilling the college's general education requirements. The new process includes a requirement that faculty proposing new general education courses explain how individual course

Continue to identify learning outcomes at the course, program, and degree level.

ACCOMPLISHMENTS: All active courses as well as current degrees and certificates include student learning outcomes. The college also has learning outcomes associated with the general education program at the college.

Develop a method of measuring and documenting student achievement of outcomes at the program and degree levels

ACCOMPLISHMENTS: The college has developed and implemented assessment forms for planning assessment activities and reporting on progress related to assessment. The college's program review templates enable faculty to record the learning outcomes being assessed, the assessment being conducted, the results of evaluation and analysis of results, and information about how these results are being used to inform the teaching and learning process.

outcomes are linked to the general education outcomes, as well as appropriate breadth, and external validation through the identification of examples of equivalent courses in the CSU or UC system that are also deemed to meet these outcomes.

Develop specific degree requirements that address information competency and computer literacy.

ACCOMPLISHMENTS: The general education student learning outcomes includes the expectation that any student obtaining an Associate's degree at the college has demonstrated that he or she can "use technology to process information" and "conduct research using appropriate methods and tools."

Develop curriculum standards to assure that expected skill levels are defined and met by the graduation requirements.

ACCOMPLISHMENTS: The college's Curriculum Committee is well-established and utilizes a rigorous review process to ensure expected skill levels are defined and met by the graduation requirements for all degrees and certificates. Rigorous assessment of outcomes at the course, program, and degree level,

including planned multi-year assessment scheduling and review, will ensure that stated course learning outcomes proposed by the faculty and approved by the Curriculum Committee will be met.

Establish institutional research agenda to validate our efforts with this standard.

ACCOMPLISHMENTS: College staff and faculty are trained and knowledgeable about assessment best practices related to general education.

II.A.4 PLANNING AGENDA

Determine a clearly defined area of study or interdisciplinary core for the general studies degrees.

ACCOMPLISHMENTS: In 2007 these general studies degrees were inactivated, and the college developed a series of Liberal Arts degrees with specific areas of emphasis such as Agriculture, Behavioral and Social Science, Business, Fine Arts, Math, and Science.

II.A.5 PLANNING AGENDA

Consider professional accreditation for occupational programs that do not already have some type of external validation. For instance, the Tourism and Hospitality program should consider certification with the American Culinary Federation.

ACCOMPLISHMENTS: The college's residential wiring program has been submitted for approval as a state apprenticeship program. The college's Child Development Center was recently awarded NEAYC accreditation. The college's drafting technology and construction technology programs had their ATMAE accreditation renewed in fall 2007. As the college has continued its development of student learning outcomes and program learning outcomes, the college has determined the need to pursue external accreditation only when there is a direct benefit to

students (such as improved employment prospects).

Develop a systematic follow-up study with graduates and employers and use the data to close the assessment loop.

ACCOMPLISHMENTS: Some areas conduct their own follow-up studies, but it is anticipated that in the future the Institutional Research Department will conduct follow-up studies with program completers to follow their success. The college participates with the National Student Clearinghouse to track graduates from College of the Redwoods to identify transfer patterns and success after CR. The college also shares data with the Employment and Training Division of the Economic Development Department for some students in order to track wages and industries of employment for CR graduates.

II.A.6 PLANNING AGENDA

Develop process for submitting policy changes to the college catalog editor and Web master.

ACCOMPLISHMENTS: The college catalog work group maintains a list of catalog sections and areas

of responsibility for each section. Responsible staff make changes to the catalog that are then approved by the area managers during each catalog cycle. The college's content management system for Web pages is centrally controlled by the college's Web master,

but many staff throughout the district maintain their own Web pages and update them when necessary. Other changes or requests for updates are submitted via the college's work ticket request system, known as Parature.

As noted elsewhere, update course outlines to accurately reflect curriculum and expected outcomes.

ACCOMPLISHMENTS: The college maintains a database to ensure course outlines are reviewed and updated on a regular cycle. Course outline forms were updated in 2007 to include student learning outcomes, and all course outlines updated since that time include student learning outcomes.

Appoint a faculty member as articulation officer.

ACCOMPLISHMENTS: The college appointed a counselor as articulation officer at the college. In

2010 the college's articulation officer separated from the college to take a position elsewhere, and because of limited funding the position has not yet been replaced. The college intends to identify an articulation officer for the 2011-12 academic year.

Reestablish lapsed articulation agreements.

ACCOMPLISHMENTS: The college updates curriculum information on the ASSIST Web site twice per year to ensure accurate articulation for CSU and UC institutions. The college has developed specific articulation agreements with some colleges for specialized programs, such as with the California Maritime Academy for their facilities engineering program. The college has also established articulation agreements for business, management, and administration of justice programs with Southern Oregon University, which offers online degrees and offers in-state reciprocity for students in the college's district.

II.A.7 PLANNING AGENDA

Include the Academic Freedom statement in the 2005-2006 college catalog.

ACCOMPLISHMENTS: The college's Academic Freedom policy is included in the college catalog each year.

Include the new Student Code of Conduct, including the statement on Academic Integrity, in the next catalog.

ACCOMPLISHMENTS: The Student Code of Conduct is included in the catalog each year, and it includes a detailed description of integrity expectations related to academic dishonesty.

I.B PLANNING AGENDA

Develop a process for disseminating committee decisions to the college community.

ACCOMPLISHMENTS: The college maintains an internal Web site, <http://inside.redwoods.edu>, on which all standing committees of the college are able to post agendas, minutes, committee membership lists, committee charges, resources, and important actions.

Develop a systematic process for assessing progress in meeting the goals of the Strategic Plan.

ACCOMPLISHMENTS: The college's 2008-2011 Strategic Plan includes nine key performance indicators and a list of measures for each objective in the Strategic Plan. The Institutional Research Department has tracked data related to a majority of these measures. The Institutional Effectiveness Committee has analyzed the available data to assess progress in meeting the goals of the Strategic Plan.

Establish an Office of Institutional Research.

ACCOMPLISHMENTS: The college received a Title III Strengthening Institutions grant from the

Department of Education and, as a result, was able to establish an Institutional Research Department and integrate this function into the work of the college.

II.B.1 PLANNING AGENDA*Continue to standardize services at all locations.*

ACCOMPLISHMENTS: The college relies on the Program Review process to evaluate the quality of services at all locations. Student Services surveys are regularly conducted to track student satisfaction

with services. Through the program review process, academic program areas are able to identify their needs related to support services, and service areas are able to report progress related to their goals and objectives. Planning is integrated and ongoing to ensure appropriate services at all locations.

II.B.2 PLANNING AGENDA*Revise the 2006-2007 Catalog to address omissions and inconsistencies.*

ACCOMPLISHMENTS: The college catalog is updated annually and is systematically proofed by staff and faculty to minimize errors.

Develop a process to channel changes in policy made at the committee level to those in charge of editing the catalog and Web site.

ACCOMPLISHMENTS: The college catalog work

group maintains a list of catalog sections and areas of responsibility for each section. Responsible staff make changes to the catalog that are then approved by the area managers during each catalog cycle. The Web master has central control over the college's content management system for Web pages, but many staff throughout the district maintain their own Web pages and update them when necessary. The college's work ticket request system facilitates communication regarding changes or requests for information for the updating the catalog.

II.B.3.A PLANNING AGENDA*Increase counseling and advising staff at all college campus locations to improve continuity and quality of intrusive-service delivery model for student success.**Standardize "customer service hours" and counselor-to-student ratios across the college.*

ACCOMPLISHMENTS: The college monitors the counselor-to-student and advisor-to-student ratios. These ratios are compared to benchmark data and best practices, and in 2009 the college hired

additional counselors and advisors to improve these ratios.

Work toward providing appropriate level of student support services at educational sites.

ACCOMPLISHMENTS: Program review is conducted annually by each student support service area; program-review is a district-wide process and includes quality improvement plans that are tracked annually.

II.B.3.C PLANNING AGENDA*Improve college-wide training of counselors and advisors to maintain college-wide service quality.*

ACCOMPLISHMENTS: Counselors and advisors hold regular district-wide meetings to share information and ensure consistent practices.

Continue to train and support student service personnel at the Klamath-Trinity Instructional Site.

ACCOMPLISHMENTS: The college currently operates the Klamath-Trinity Instructional site through a contract with the Hoopa Career and Technical Education Program (HCATEP). This tribal organization, with training and support from college staff, is able to provide enhanced support services

II.B.3.D PLANNING AGENDA

Increase communication between the Multicultural and Diversity Committee and the Student Learning Support Services Division.

ACCOMPLISHMENTS: The Chair of the Multicultural and Diversity Committee (MDC) has communicated with the vice president of student services about the possible development of a Multicultural and Diversity Center. The MDC has made an effort to communicate better with the whole campus community and maintains agendas and minutes on the Web page of the Academic Senate. The MDC has also added a student representative to ensure better communication with students directly.

Target outreach toward identified underrepresented populations and create a system to disseminate outcomes to the entire CR community.

ACCOMPLISHMENTS: The Education Master Plan developed in 2009 focused on the themes of student access and student success. The college scrutinized data to identify underrepresented populations by geography, gender, and ethnicity and developed action plans to improve access to education for these populations. The college also scrutinized data to

II.B.3.E PLANNING AGENDA

Continue to conduct validation studies on a regular basis.

ACCOMPLISHMENTS: The college has analyzed and correlated math and English placement test cut scores, placement, and basic skills success and

for CR students at this instructional site.

Increase counseling staff.

ACCOMPLISHMENTS: The college monitors the counselor-to-student and advisor-to-student ratios. These ratios are compared to benchmark data and best practices, and in 2009 the college hired additional counselors and advisors to improve these ratios.

identify at-risk populations and develop strategies to improve success.

Create and implement college-wide “diversity training” for all student clubs and organizations.

ACCOMPLISHMENTS: The student government body, ASCR, has endorsed the Campus Life Philosophy of Voice, Community, Culture, & Retention, which specifically details a commitment to creating an inclusive and supportive environment for all students, regardless of race, religion, sexual preference, and other factors as well as to celebrate each of the cultures the students represent.

Provide college-wide training for all faculty and associate faculty regarding diverse learning styles.

ACCOMPLISHMENTS: The college has an active Multicultural and Diversity Committee. Professionals in the Disabled Students Programs and Services Department and in the Distance Education Department provide training for all faculty and staff regarding diverse learning styles and pedagogy. The college’s Associate Faculty Coordinator ensures part-time faculty are provided with specific training.

improvement rates. The college’s multiple measures task force is charged with evaluating these data, and making recommendations related to cut scores as well as developing multiple measures to be used to ensure appropriate placement in math and English.

II.B.3.F PLANNING AGENDA

Review Board Policies 506 and 515 for currency.

ACCOMPLISHMENTS: These policies (BP 506

Student Records and BP 515 Privacy of Students) were reviewed and no changes were deemed necessary.

II.B.4 PLANNING AGENDA

Increase the frequency of student and faculty feedback either by creating and implementing an ongoing college-wide student satisfaction survey or by allocating funding for increased frequency of the Noel-Levitz survey.

ACCOMPLISHMENTS: The college administered Noel-Levitz employee and student satisfaction surveys in 2009. With support from the Institutional Research Department, the college has also conducted numerous student satisfaction surveys.

Increase dissemination of “best practices” information to the sites.

ACCOMPLISHMENTS: Staff across the district are included in program and service area meetings via conference call, video conference, and in-district

travel for important gatherings such as convocation, retreats, etc.

Initiate a college-wide outcomes study team to review data and recommend changes.

ACCOMPLISHMENTS: The college participates with the National Student Clearinghouse to track graduates from College of the Redwoods to identify transfer patterns and success after CR. The college also shares data with the Employment and Training Division of the Economic Development Department for some students in order to track wages and industries of employment for CR graduates. The college’s Enrollment Management Committee monitors student graduation rates and transfer rates to inform program planning and course scheduling.

II.C.1 PLANNING AGENDA

Increase budget expenditures for library collection when possible.

Hire an additional librarian when possible.

Develop a plan for systematic instruction in information competency.

Address inequalities in access at campuses.

ACCOMPLISHMENTS: The college has increased access to library resources via 24/7 availability of online library resources and databases. The college also offers a research skills class that is taught both face-to-face and online by the college’s librarians. Program review is conducted district wide to ensure that issues regarding access to the college’s library resources are identified and addressed.

II.C.2 PLANNING AGENDA

Conduct the library survey every other year on all campuses. Use results of the survey to assess and improve library services.

ACCOMPLISHMENTS: The college conducts a regular library survey to assess and improve library services.

Consider keeping the Math Lab open longer in the evening or on Friday afternoons.

ACCOMPLISHMENTS: Math Lab hours have been expanded at the Eureka Downtown Instructional Site, the Mendocino Coast Education Center, and the Klamath-Trinity Instructional Site in Hoopa.

Conduct Student Satisfaction surveys on a regular basis.

ACCOMPLISHMENTS: Student Satisfaction surveys are conducted among incoming and continuing students for all student services areas.

III.A.1.C PLANNING AGENDA

Build on newly adopted general education and course-specific student learning outcomes and incorporate measures of effectiveness in producing those stated outcomes into the faculty evaluation process, including, but not limited to, revision of the following: Faculty Evaluation Form (F-2), Student Evaluation for Teaching Faculty (F-3), Professional

Development & Self-Evaluation Inventory(F-4), and Evaluation Conference Report (F-5) (REF: III-12).

ACCOMPLISHMENTS: The college has incorporated this faculty professional responsibility into the faculty union contract as well as the faculty evaluation process (schedule F-1).

III.A.1.D PLANNING AGENDA

The college should compile disparate Board Policies into a single, coherent code of professional ethics.

ACCOMPLISHMENTS: The college has developed AP 3050, Institutional Code of Ethics.

III.A.2 PLANNING AGENDA

Address the lack of adequate support staff and develop workable solutions given current college budget constraints.

Commit to expansion of classified staff support positions when the current fiscal climate improves.

ACCOMPLISHMENTS: The college has adopted a

process for prioritizing classified staff positions. This process is linked to the college's program review process and integrated planning model. To address staffing shortages, the college has in some cases re-engineered the work to ensure existing staff are not overburdened with work that cannot be reasonably accomplished.

III.B.1.A PLANNING AGENDA

Remodel and expand space utilized by programs that are currently restricted by limited space.

Increase library space at Mendocino and Del Norte.

Renovate science labs for new technologies.

Change hours of operation to free more classroom space during high use hours.

Use the Education Master Plan and Facilities Master Plan to weigh programs and develop priorities for future needs and changes.

Through the Master Planning process, solicit input from all constituent groups in the college in order to develop priorities for funding and scheduling.

ACCOMPLISHMENTS: Utilizing space utilization

and efficiency data and reports, the college developed a comprehensive Facilities Master Plan for the main campus and both education centers. Local bond funds have supported classroom and laboratory facilities improvements at the main campus and at both education centers. State bond funds have been allocated to fund a new academic building for the Eureka main campus. Both the Facilities Planning Committee and the Enrollment Management Committee carefully monitor space utilization data and information, and class schedules have been modified where appropriate to maximize utilization of existing space. The college's program review and integrated planning process is designed to ensure that funding and operations needs are addressed through the college's planning cycle and processes.

III.B.1.B PLANNING AGENDA

Maintain financial support for both the Transition and Safety Committees.

Maintain funding of the Scheduled Maintenance Program.

Hire additional maintenance staff to perform maintenance on aging facilities.

ACCOMPLISHMENTS: The college has an established Safety Committee and an ADA Transition Committee. The college has a scheduled maintenance program and an operational budget for

scheduled and deferred maintenance. Maintenance projects are funded through a variety of sources including rebate programs, redevelopment funds, the college's general fund, grants, and local bond funds.

Utilize updated Educational and Facilities Master Plans to prioritize facilities improvement.

ACCOMPLISHMENTS: The college updated the Educational and Facilities Master Plans in 2009. Integrated planning processes linked to the college's annual program review cycle are ongoing and inform facilities improvement decisions.

III.B.2.A PLANNING AGENDA

Utilization of updated Educational and Facilities Master Plans. By relying on these plans, the college will be able to prioritize projects and programs to best utilize future funds.

The college will evaluate and prioritize the needs over a longer period of time, allowing more systematic planning and development.

Continue support for the Safety and Transition Committees.

The creation of Educational and Facilities

Committees to oversee the Master Plans will be vital in keeping them current and allow more concise future planning.

ACCOMPLISHMENTS: The college updated the Education Master Plan and Facilities Master Plan in 2009. Integrated planning processes linked to the college's annual program review cycle are ongoing and inform facilities improvement decisions. The Facilities Planning Committee has a clear role in prioritizing facilities needs to meet college goals. The college has an established Safety Committee and an ADA Transition Committee.

III.B.2.B PLANNING AGENDA

Create a more proactive committee to manage the Facilities Master Plan, basing the needs on bona fide educational needs.

Update the Master Plans and keep the existing committees active and funded.

Utilize \$40 million in bond funds to improve/renovate classrooms.

Create larger and more technologically advanced facilities that will give our students a better

educational experience.

Ensure that plans are regularly reviewed and incorporated into the budget as wells into the educational review and planning processes.

ACCOMPLISHMENTS: The college has updated its Education Master Plan, Facilities Master Plan, and Technology Master Plan in the past several years. The college also has active Technology Planning and Facilities Planning Committees that actively engage in prioritizing needs to meet college goals.

III.C.I.A PLANNING AGENDA

Additional funding and staff would enhance systems selection and installation.

Funding/hiring an institutional researcher would provide substantial empirical and detailed evidence for all topics, including technology resources.

ACCOMPLISHMENTS: The college's customer

service work ticket management system, Parature, facilitates the management of technical services operations to ensure needed work is completed on time. Reports regarding "number of work requests processed" and "time to completion" for work requests are regularly generated and reviewed to ensure effective and efficient technology service delivery.

III.C.I.B PLANNING AGENDA

Continue formal training of technical staff and encourage participation in relevant technical users groups.

Conduct surveys and use other forms of outreach to both students and faculty in order to seek feedback on effectiveness of current training and documentation.

ACCOMPLISHMENTS: The college's technical staff attend conferences for users of the college's enterprise system, Datatel Colleague. Distance Education staff are also provided with extensive training and professional development in instructional design and distance education technologies.

III.C.I.C PLANNING AGENDA

Recent surveys have noted the following requested infrastructure improvements, which will be further discussed and refined through collaborative discussions:

Faster WAN connection to Mendocino Coast campus (to match T-1 level of service to Del Norte and Arcata).

Provide multiple wireless "hotspots" for student Web access, without compromising the security boundaries of the college's production network.

Consider centrally funded replacement of obsolete

end-user equipment (including both PCs and AV equipment) on a regular schedule of depreciation, rather than on an ad hoc basis.

Ensure consistent understanding across campuses and sites of the college's methods and policies regarding disposal of old equipment.

ACCOMPLISHMENTS: The college has completed a number of infrastructure improvements, and the college's Board of Trustees approved allocation of approximately \$1 million of local bond funds for technology upgrades.

III.C.I.D PLANNING AGENDA

Planning for major college infrastructure improvements in the wake of a \$40 million bond issuance will need to have a strong technical component.

ACCOMPLISHMENTS: The college has a Technology Planning Committee that ensures the goals and objectives of the college are addressed

through technology plans. This committee functions within the integrated planning model in place at the college to ensure needs expressed by program and service area are addressed in the college's technology plans.

III.C.2 PLANNING AGENDA

As noted above, the TAG committee and the ITS Department expect to play inappropriate role in planning technology infrastructure improvements as part of the wider upgrade of campus facilities resulting from a \$40 million bond issue.

ACCOMPLISHMENTS: Staff in the Technology Services Department are involved in both the Technology Advisory Group, which discusses technology related to college operations, and the Technology Planning Committee, which conducts both annual planning and long-term planning.

III.D.1.B PLANNING AGENDA

The college does not currently have a dedicated grant-writing team. Nonetheless, substantial resource development has occurred; however, further efforts in this area could produce significant additional resources.

ACCOMPLISHMENTS: The college has a full-time career and technical grants manager as well as a resource development manager who coordinates the college's grant applications.

III.D.1.D PLANNING AGENDA

With the passage of a \$40 million bond measure by the voters of the Redwoods Community College District, substantial new funds will now be available to address facilities and equipment needs.

The college will need to incorporate additional steps into its annual and long-term planning calendars to accommodate the necessary financial planning.

ACCOMPLISHMENTS: In addition to the success of the local \$40 million bond measure, the college was able to secure an additional \$45.5 million from a state bond measure for several new buildings on the main Eureka campus.

ACCOMPLISHMENTS: The college has an integrated planning process for annual planning. The college relies on district wide input into the development of budget assumptions and financial plans for the college.

III.D.2 PLANNING AGENDA

State law requires a separate financial and operational audit of the college's general obligation bond proceeds and expenditures. The college is developing an expanded set of internal accounting controls and procedures to comply with the related

disclosure requirements.

ACCOMPLISHMENTS: The college formed a citizens' bond oversight committee to oversee annual independent audits and performance reports.

III.D.2.B PLANNING AGENDA

The administrative information system is easy to use. The institution conducted initial training just before implementation and the system is now available to new users; however, it has been a few years since the system went live. Although the college has offered some refresher training, more participation would likely help keep more staff current and maintain adopted standards.

ACCOMPLISHMENTS: The college has fully converted to the Datatel Colleague enterprise system, and it has added additional modules to improve functionality.

III.D.2.C PLANNING AGENDA

The college has had to hold a number of positions vacant in order to slow the rate of reserve usage. Continued diligence will be needed until additional resources become available.

ACCOMPLISHMENTS: The college has managed a balanced budget for the last several years.

Advocacy efforts are underway statewide to enhance community college funding and to change the state

allocation method. Because the new methodology would mean substantial additional funds to the Redwoods Community College District, the college should support this effort.

ACCOMPLISHMENTS: While efforts in the California Community College system have not resulted in significant changes in the funding formula, the college has successfully competed for grant funding for college initiatives.

III.D.2.G. PLANNING AGENDA

A review only of the programs supporting the financial management process maybe somewhat limited in scope. Consideration could be given to expand the review to include all elements of the fiscal management process, including managers and the shared governance process.

ACCOMPLISHMENTS: The college commissions annual fiscal audits. The college's program review process includes all programs and services. The business office will participate in the college's program review process.

IV.A.2.A PLANNING AGENDA

The Program Review Committee should continue to develop the process and evaluation methods to be utilized and to determine the rotation of programs being reviewed.

ACCOMPLISHMENTS: The Program Review process is institutionalized at the college. A multi-year calendar that resides on the college's Web site identifies the annual and comprehensive review cycle for all program and service areas.

The Financial Advisory Committee should take a more active role in budgeting decisions. Individual members of the Financial Advisory Committee need to be more active in communicating budget matters to their respective constituencies. Overall, more faculty participation in the budgeting process is needed.

ACCOMPLISHMENTS: The college's Budget Planning Committee has a central role in the college's budget development process. In conjunction with the Enrollment Management Committee, the Budget Planning Committee

estimates FTES targets and associated funding, identifies budget assumptions, and ranks funding priorities.

Revise outdated Board Policies in order to reflect current practices.

ACCOMPLISHMENTS: Board Policy Chapter 1, The District, and Chapter 2, The Board of Trustees, are fully updated in accordance with the templates proposed by the Community College League of California. The College Council has continued to update the remaining chapters and has an established process for regularly updating board policies and procedures.

Make written policies more accessible to all faculty, administrators, staff, and students. A single handbook containing the information necessary for effective participation in decision-making processes should be published.

ACCOMPLISHMENTS: All of the board policies and procedures are available on the college's Web site. The college produces a faculty handbook to

provide necessary information and an overview of the college's operations and decision-making processes. Important forms and processes are posted

IV.A.2.B PLANNING AGENDA

The college needs to implement a system for evaluating learning programs and services.

The college needs to collect data on student learning outcomes.

IV.A.3 PLANNING AGENDA

Expand membership of some committees to include representatives from more groups/constituencies in order to ensure that committee membership reflects the institution's commitment to shared governance.

ACCOMPLISHMENTS: The college has ensured constituency representation on a variety of

IV.A.5 PLANNING AGENDA

Implement a regular/periodic method for evaluating governance and decision making structures and processes.

Take steps to broaden participation from multiple constituencies in this evaluation process.

IV.B.1.G PLANNING AGENDA

The college's Board of Trustees is developing a process for self-evaluation.

IV.B.1.H PLANNING AGENDA

The Board of Trustees should develop a clear procedure to deal with breaches of its code of ethics.

on the college's network. A governance manual was developed during the 2010-11 year.

ACCOMPLISHMENTS: Faculty throughout the college are engaged in the process for assessing student learning outcomes. This work is supported by an Assessment Committee led by a faculty member with reassign time.

committees. Faculty, students, classified staff, managers, and administrators are represented on key planning and decision-making committees at the college. The college has an agreed upon integrated planning process, and a governance manual has been developed.

ACCOMPLISHMENTS: The college formed an Institutional Effectiveness Committee to monitor the planning process at the college. The college's governance manual includes information on principles of effective committees and provides specific suggestions. The college's process includes an evaluation of committee effectiveness.

ACCOMPLISHMENTS: The college's Board of Trustees has adopted and implemented a self-evaluation process through BP 2745, Board Self-Evaluation.

ACCOMPLISHMENTS: The college's Board of Trustees has adopted BP2715, Code of Ethics/Standards of Practice, which outlines the process to be followed in case of breach of ethics.

IV.B.2.B PLANNING AGENDA

The college needs to improve the collection, availability, analysis of, and reliance on high quality institutional research.

ACCOMPLISHMENTS: The college received a Title III Strengthening Institutions grant to staff an Institutional Research department. The Institutional Research Department has been integrated into the work of the college, and funding for this department has continued after the end of the grant period.





COLLEGE
OF THE
REDWOODS

Standard I: Institutional Mission and Effectiveness



The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Description

College of the Redwoods' mission statement was revised in 2010-11 to better ensure its current relevance to the college. The college's institutional planning narrative calls for the mission statement to be re-evaluated as part of a four-year cycle of review and revision. The revision process corresponds to the college's planning cycle timeline and is based upon the college's analysis of changes in the needs of the intended student population. The College Council, using its participative decision making process, developed the current mission statement which was subsequently submitted for approval to the Board of Trustees in spring 2011 (IA-1). The institutional process that resulted in the revised mission statement was grounded in dialogue in support of improving student learning outcomes and institutional processes.

MISSION STATEMENT

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

The mission statement delineates the primary educational purposes of the college; these primary purposes are clearly appropriate to an institution of higher learning. The three broad educational categories are addressed by a wide range of program and course options and are complemented by comprehensive student support services.

As a public community college in the California Community College system, College of the Redwoods is committed to serving anyone who has the ability to benefit from instruction; however, as recognized in the mission statement, the college is primarily focused on serving students in the district's community. Approximately 275,000 people live in the 10,000 square mile district. The college regularly reviews data and information regarding the number of graduates from high schools within the district's boundaries and the number of adults in the community (see Introduction). This information is evaluated relative to benchmark data regarding college-going rates and adult participation rates to set enrollment targets for the college.

The mission statement clearly professes a commitment to student learning through a wide variety of programs and services. To this end, the college offers 58 associate degree programs, 42 certificates of achievement, and 35 certificates of completion. Student service programs address special populations within the district (e.g. foster youth, at-risk and underserved populations, ethnic groups such as Native Americans, Latinos, and African Americans) to provide needed support for all learners.

Analysis

The college meets the standard. The mission statement clearly identifies the broad educational purposes, intended student populations, and commitment to student learning of College of the Redwoods.

Planning Agenda

None.

I.A.1. *The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.*

Description

The mission statement of the Redwoods Community College District guides the college in the establishment of student learning programs through the focus on three primary missions:

1. Developmental Education
2. Career Technical Education
3. Transfer Education

Discussion and dialogue guiding the revision of the college's mission and values statements has been student-centered.

The college regularly collects and analyzes data related to students' educational goals, enrollment patterns, retention, and success in order to evaluate the needs of its student population and the extent to which the college addresses those needs. The data informs the education master planning process, the program review process, and the curriculum process (IA-2). Community needs are also assessed through external and internal environmental scans (IA-3), the regular use of advisory committees to gather input and feedback on educational programs and services (IA-4), and student surveys (IA-5).

Discussion and dialogue to ensure the mission guides the work of the college and that student needs are addressed is evidenced in the charges and work products of various decision-making bodies including the following:

- The Coordinated Planning Council, which functioned from 2008 to 2010, addressed the CR mission statement by developing goals in 2008 that implicitly or explicitly address the mission statement (IA-6).
- The Curriculum Committee oversees the update of course outlines and proposals for new courses and programs to ensure effective and relevant academic and career and technical education programs (IA-7).

- The Program Review process, facilitated by the Program Review Committee, ensures that data and trends are analyzed to ensure the workforce training and educational needs of the community are met. The institution conducts comprehensive program reviews of the associate of arts degrees at the college to ensure students are able to receive appropriate transfer education (IA-8).
- The Enrollment Management Committee has a student-centered operating agreement that both states its intent to formulate enrollment goals consistent with the college's mission statement and exhorts the members to put students' needs above everything else (IA-9).
- In 2008 the Education Master Plan Committee conducted a comprehensive environmental scan to analyze data and trends to identify the specific community needs in the district that the college may be able to address. Through the educational master planning process, the college receives feedback and input from external advisory committees in each of the district's service areas, and each advisory committee reflects on the college's mission statement and student learning needs as they engage in their work (IA-10).
- The Institutional Effectiveness Committee has identified and is tracking a number of institutional effectiveness indicators that are reported to the college community. This assessment of the college's measures of institutional effectiveness, including the key performance indicators and measurable objectives in the college's Strategic Plan, data from the Accountability Report for Community Colleges, and other indicators as identified by the committee, is reported annually to the Board of Trustees and the entire college community (IA-11).
- As elected officials, the members of CR's Board of Trustees regularly interact with members of the college's community to gauge the extent

to which the programs and courses offered are aligned with the needs of the community the college serves.

A number of partnerships and collaborations are utilized to meet community needs. A few examples include:

- The North Coast Schools to Careers Consortium that includes business leaders, college instructors, and high school educators and counselors
- The P-16 consortium (preschool through college)
- The Workforce Investment Board
- Northcoast Prosperity Network
- One-Stop Operators
- Humboldt State University Liaison Group

- Program and grant advisory committees

Analysis

The college meets the standard. The institution has demonstrated a clear commitment to aligning its student learning programs and services with the needs of its student population. The programs and services at College of the Redwoods are developed in support of the college’s educational mission. College constituents engage in dialogue about how the mission statement serves as a guide to the college for the support of student learning. Evaluation and key performance indicators inform planning to improve institutional effectiveness.

Planning Agenda

None.

I.A.2. *The mission statement is approved by the governing board and published.*

Description

The previous college mission statement was approved by the Board of Trustees in 2004. The Board of Trustees reviewed the revised mission statement as BP1200 District Mission at their meeting on June 7, 2011 (IA-12). The mission statement will be submitted for approval at the July 12, 2011 meeting of the Board of Trustees. The mission statement is displayed on the College of the Redwoods Web site and is published in the college catalog.

Planning Agenda

None.

Analysis

The college meets the standard. The mission statement is approved by the Board of Trustees and is published in various locations frequented by students. The college will engage in a public relations campaign to ensure broad distribution of the revised mission statement.

I.A.3. *Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.*

Description

In the 2009-2010 academic year, the College Council called upon the college to review and revise the college's mission statement, which had been in effect since 2004, as well as to develop vision and values statements. The college president/superintendent at the time (Jeff Marsee) brought in ACCT consultant Dr. Pamila Fisher to facilitate the process in the spring 2010 (IA-13). Dr. Fisher led a workshop in April of 2010 in which 38 participants representing all the constituent groups developed several draft statements. The college took seriously the task of clarifying and revising the statements that underlie the many decisions that are part of meeting the needs of the students and community. An ad-hoc subcommittee of the College Council merged texts and synthesized the ideas that came out of the workshop to produce a single set of working drafts. After further input from the college community, including the Board of Trustees, the three statements were finalized in April 2011 (IA-14).

In accordance with the revised integrated planning narrative approved in March 2011, the mission, vision, and values statements will be reviewed and revised every three years.

The new vision, mission and values statements are displayed below.

Vision Statement:

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

Mission Statement:

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

Values:

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

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

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

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

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

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

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

Analysis

The college meets the standard. The College Council led the revision of the college's mission, vision, and values statements, and the process included constituency groups from throughout the college community. The process and timeline for ongoing, regular updates of the mission statement is outlined

in the integrated planning narrative drafted by the Institutional Effectiveness Committee and approved by the College Council in March 2011.

Planning Agenda

None.

I.A.4. *The institution's mission is central to institutional planning and decision making.*

Description

The 2008 to 2011 Strategic Plan was developed to enable College of the Redwoods to fulfill its mission statement. The Strategic Plan informed development of the district wide Education Master Plan in 2009 and many projects have been undertaken to meet strategic goals and strategic initiatives outlined in the those plans.

Examples of how the mission has been used in decision making include:

The college developed its Strategic Plan using the previous mission statement as a guide, and the goals and objectives in the Strategic Plan were developed in support of the college's mission. The current Strategic Plan is being continued for one more year to ensure the strategic plan update will be able to rely upon the newly revised mission statement to guide the development of the new Strategic Plan (IA-15).

The previous mission statement is included in its entirety in the district wide Education Master Plan. The EMP states:

"The committee discussed the importance of using the college's mission statement and Strategic Plan ... to guide the development of the EMP. It also directed the district's Coordinated Planning Council to engage the institution in the process of developing a vision statement." (IA-16)

The Enrollment Management Committee's operating

agreement specifically states the intent of the committee to formulate enrollment goals consistent with the mission statement (IA-17).

College Council minutes over the past year reflect the College Council's view that having a viable and current mission statement is essential in guiding the work of the college as it updates college policies and procedures (IA-18).

In spring 2011 the Institutional Effectiveness Committee drafted the college's Integrated Planning Narrative. This 11-page document identifies the college mission statement as being central to planning. The Participatory Governance document, also drafted by the Institutional Effectiveness Committee, proposes that operating agreements for college committees include a discussion of the responsibility to work toward achieving the mission, vision, and strategic goals of the college.

Analysis

The college meets the standard. Decisions at CR are made to uphold the mission, and the work of key planning and decision-making committees is informed by the college's mission. The mission statement serves a central role in guiding planning and decision making, and this key role will be further emphasized in the participatory governance manual under development in spring 2011 for adoption in fall 2011.

Planning Agenda

In fall 2011, all planning and decision making committees will revise their operating agreements to reference the centrality of the college's mission to their work as outlined in the participatory governance document developed in spring 2011.

I.B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of Student Learning Outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

College of the Redwoods has demonstrated a conscious ongoing effort to evaluate institutional and educational effectiveness and use the results to inform planning. Program review is a well-established and institutionalized process. Faculty and staff throughout the institution are engaged in the assessment of student learning, and as faculty and staff members gain experience and expertise, assessment increasingly leads to program improvements. Under the college's Title III grant the college made significant improvements in its ability to use data and analyses to improve student learning and institutional effectiveness.

The process of developing and implementing an integrated planning model for College of the Redwoods has been ongoing over the last five years. While successful implementation of a well-conceived planning process has been hampered by administrative turnover and other organizational challenges, significant progress has been made. Student learning outcomes assessment is well-established in most areas, and dialogue about the results of assessment activities has led to improvement of programs and services. The program review process is institutionalized and includes quality improvement plans, linked to the college's Strategic Plan that are evaluated and updated on an annual basis (IB-19).

Members of the college community throughout the district are committed to full implementation of an integrated model of student learning outcomes,

program review, and planning through which institutional effectiveness can be systematically evaluated and improved. A Coordinated Planning Council, which functioned from 2008 to 2010, developed a Strategic Plan for the college, and the coordination of the college's planning efforts is now in the hands of a standing Institutional Effectiveness Committee (IB-20). The college has recently revised its Vision, Mission and Values statements and has continued to refine an Integrated Planning Model that has evolved over the last several years. These key documents have been approved by the College Council and sent to the Board of Trustees.

The leadership in a majority of key administrative positions has experienced high turnover since the last comprehensive accreditation visit. The lack of stable administrative leadership, coupled with other organizational and cultural challenges, have proven problematic for the design and full implementation of an integrated planning process at the college. Throughout the college's periods of stress and transition, the institution continued to encourage engagement with the revision of the college's mission statement and participation in the college's evaluation and planning processes. The institution seeks to ensure that data-informed processes drive the work of the college and that difficult issues and disagreements are addressed through dialogue and without undue conflict.

The college has taken seriously the most recent recommendation from the Commission,

Recommendation 1 (2010): “In order to improve institutional effectiveness through actions and decisions affecting programs, services and resource allocation, the team recommends that the college use and follow its established policies and processes for planning and evaluation.” (Standard I.B. 1, 2, 3, 4, and 6)

Subsequent to the new recommendation, there was a change in college leadership. The interim president/superintendent has brought a different approach to the management of the institution. The interim president/superintendent has been involved with the most recent advances in this process and is invested in the current structure and planning model. He developed and circulated a participatory governance principles statement intended to serve as a preamble to the college’s governance manual; engaged the college’s Board of Trustees in dialogue about not only institutional goals but the process by which they are developed; and supported the college’s efforts to complete the integrated planning process that in past cycles was abandoned as a result of dissatisfaction with the process by various constituency groups.

The principles embodied in the college’s participatory governance principles statement note that the participation of affected constituent groups should be “real and meaningful,” that decision-making should be “distributed throughout the organization so that decisions can be made at the broadest level of the organizational structure,” and

that participatory governance is most effective, “when roles, responsibilities and decision-making authority of functional units and committees are clearly delineated.”

The college’s Board of Trustees is fully participating in the development of institutional goals, evidenced by the collaborative development of the President’s Goals for 2011-12 by the Board and the interim president/superintendent. The Board of Trustees is also actively monitoring college planning and decision-making processes to ensure they are accomplished through participatory processes.

Planning and decision-making committees are conducting self-evaluations to improve their processes in subsequent cycles, and important decisions are being made through a participatory governance model. A significant example is the recent work of the Budget Planning Committee which, faced with a severe budget cut for the upcoming 2011-12 year, worked collaboratively to set priorities and identify potential budget cuts under various budget assumptions. While the college has, as a result of the state budget crisis, cut some positions from the 2011-12 budget and identified other necessary budget cuts, the essential components of these cuts were determined through a collaborative process and therefore avoided significant turmoil within the institution.

Further details regarding the college’s resolution of the 2010 recommendation are identified below in the remaining discussion of Standard I.B.

I.B.1. *The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.*

Description

College of the Redwoods ensures that staff, faculty, and administrators regularly engage in collegial dialogue through the development of systems and procedures that are in place to support, encourage,

and require dialogue among colleagues across this 10,000 square mile district.

Both the program review and curriculum processes illustrate this dialogue and demonstrate how district wide dialogue is related to student learning

outcomes and student achievement. Dialogue in support of improving student learning outcomes and institutional processes is also evidenced in the collegial processes the college has engaged in to review and revise the college's vision, mission, and values statements as well as board policies and administrative procedures. The college has developed an interest-based problem-solving approach for widespread use in improving processes for revising policies and procedures and resolving disagreements.

Program review processes require faculty and staff within each discipline or program to consult with colleagues across the district when preparing their program review narratives. Annual discipline program reviews require analysis of curriculum, student learning outcomes, and student success indicators, and each of those have a requirement for collegial dialogue. Student services area staff and academic discipline faculty consult with each other on a regular basis to evaluate and discuss progress and plan programs. This dialogue takes place in the form of conference calls, Webinars, video conferencing, collaborative writing software, and content management systems that support discussion.

Program review data are posted on the college's Web site, program review submissions are posted on the college's collaborative learning environment (MyCR, or Sakai), and discussion forums on this content management system provide a forum for feedback from members of the program review committee and ongoing dialogue and discussion among colleagues. Unit-level goals and plans are developed and then forwarded to the Program Review Committee (PRC), which reviews and summarizes unit-level plans and forwards them, as prescribed by the integrated planning model, to the college's planning groups. The PRC also prepares an executive summary of the program review process which is submitted to the Board of Trustees at the end of each program review cycle. The PRC and the integrated planning functional committees are all comprised of staff and faculty who represent

constituency groups and locations throughout the district.

The processes for curriculum review also require district wide dialogue. Flow charts provided by the Curriculum Committee that guide the curriculum review process require that faculty consult with their colleagues both district wide within their discipline and with faculty in affected disciplines. The Curriculum Committee ensures compliance with this requirement by including a section on the course outline on which curriculum authors must insert the names of faculty members who have reviewed and provided feedback on curriculum proposals.

The Curriculum Committee has created and maintains a forum through the college's online content management system that enables faculty to read the feedback and input presented by committee members as they review curriculum proposals. This system has greatly increased dialogue, improved the quality of course outlines, and reduced the time needed to get items through the committee. One of the major outcomes of this ongoing collaboration has been the revision and refinement of student learning outcomes on the basis of dialogue about assessment results.

The collegial, self-reflective dialogue that regularly takes place at College of the Redwoods has informed a number of program improvements. For example:

- Program review data indicated that students placing in the lowest levels of math and English have very low rates of success in courses in other subjects. This finding has resulted in ongoing, institution wide dialogue about how to best assist these students and has led to further analysis and information submitted to advisors and counselors regarding the classes that these students are more likely to experience success.
- The default rate of financial aid students was a major finding for the program review committee. This has led to ongoing discussion about how to respond to these issues (IB-21).

- The math faculty identified a barrier to student success related to the inability of students to obtain textbooks because of the high cost of textbooks and delayed financial aid disbursement for some students. In response, math faculty developed a number of initiatives including authoring their own textbooks for several courses and providing these to students on CD-ROM for free.
- The science faculty noted inefficiency in transfer preparation among science majors. Many students failed to enter into foundational math, chemistry and physics courses early enough in their CR career, necessitating extra time at CR or transfer with inadequate preparation for upper-division major classes. Dialogue among science faculty and counselors led to the Science Transfer Prep program that helps to identify science transfer students and funnel them into appropriate courses using a two-pronged faculty and counselor advising system.
- Program review data and analysis indicated a need for the Institutional Research Department to conduct initial analyses of data and facilitate flex activities and workshops to facilitate dialogue regarding data interpretation.

The college has steadily been developing a collective understanding of the meaning of data and research used in the evaluation of student learning. In 2005, CR received a five-year Title III grant intended to support the college to develop a process for data informed decision making. This grant created an Institutional Research department to compile, analyze, and disseminate data to all other departments to inform planning and decision-making. In 2007, the Institutional Research Department made discipline-level program review data available for the first time; however, the data were not easy to access and interpret, and questions about data reliability occurred.

Improvements in the program review process itself have been initiated as a result of institutional dialogue about program improvement. Examples include:

- Program review data and analysis indicated that the college needed to create more formalized procedures for tracking the completion and graduation rates of students. Individual departments and programs are starting to work with the Institutional Research (IR) Department to collect data by using surveys and other instruments, the results of which will be kept by both the IR department and individual departments or programs.
- Program review data and analysis indicated that pre-populated quantitative data tables (similar to the instructional program reviews) were needed for all student service and administrative program reviews to help guide an author's narrative and make it easier for an author to supplement and reinforce their qualitative narrative analysis.

Program review forms and templates have been refined each year, and improvement of data availability and presentation is an ongoing process. During the 2010-11 year, the data that pre-populated program review templates, and the manner in which these data were presented, reflected active and ongoing dialogue about relevance, interpretation and meaning of data. Data accuracy has improved, and data are presented with more initial analysis that aids in interpretation. Further data cleaning and reduction by the Institutional Research department to ensure data accuracy, clear presentation, and ease of analysis, and additional training for faculty and staff on interpretation of data would benefit the process in the next cycle.

In 2008 an assessment team (now referred to as the Assessment Committee) was formed to lead the faculty and staff towards an understanding of the meaning of data and research used in the evaluation of student learning. In order to assist in these efforts, the Assessment Committee has designed two planning forms. The first is for each discipline to use in planning when and how to assess the course learning outcomes on its course outlines. The second is for planning the assessment of the outcomes for

program-level outcomes such as the AA Liberal Arts degrees. In 2010-2011 the Assessment Coordinator held multiple workshops across the district aimed at supporting faculty in long-range planning of discipline and program assessment efforts. Faculty are engaged in the work of assessment and discussion about the results. This dialogue has led faculty to a better understanding of the need for measurable outcomes; this improved understanding has informed the curriculum revision process.

Institutional dialogue is supported and facilitated more generally through improved means of communication. In 2007, the Web master position was increased to a full-time position. This increased staffing resulted in an update of the college's Web site, creation of an internal Web page (<http://inside.redwoods.edu>) and updated information available to constituencies such as Web pages for key committees that include their missions, charges, membership, operating agreements, agendas and minutes, and resources. The Institutional Research Department maintains a Web page for data access. An interactive online database, AskCR, provides an avenue for requesting and tracking information and services. There is greater access to information regarding the work of the college than ever before. This has resulted in increased dialogue, broader participation in governance and planning, and greater understanding and acceptance of the roles and responsibilities of college stakeholders. At the same time, information access has increased so quickly that the college's Web site has become cumbersome and needs restructuring to streamline information access, eliminate redundancy, and increase transparency of college operations.

Various initiatives have been designed to assist the college community to effectively manage conflict through dialogue and collegial communication. These initiatives included a convocation presentation on conflict resolution in August 2010, as well as the adoption of an interest-based approach to problem solving. The college previously used interest-based bargaining to negotiate faculty contracts. This approach is now being revitalized, and a team of

faculty and staff are engaged in facilitator training through the Center for Collaborative Solutions. This interest-based approach to problem-solving is intended to support a shift in the institution's climate.

The development of a process of dialogue that addresses the continuous improvement of student learning and institutional processes has not been a linear phenomenon at College of the Redwoods. The inception of the effort was driven by a series of developments, which began in 2005 with a five-year Title III grant from the Department of Education which was designed to move the college community toward a culture of data-informed decision making and planning. These efforts included the development of an Institutional Research Department charged with tracking and presenting consistent and accurate data related to institutional effectiveness, the introduction of student learning outcomes, and the development of various planning processes.

While the district engaged in conversations about these ideas, the college leadership and administrative structure changed dramatically, making regular implementation of newly developed processes difficult. Additionally, a number of crises were in play externally and internally. The college response was to tackle planning, goal setting, physical plant and budget concerns simultaneously, and many college community members worked diligently on these issues.

As the college community works to understand the data that are available, planning committees also work to identify which data sets are pertinent to their scope. During the 2009-2010 academic year, planning committees clarified their charges and scopes of work (IB-22). Student learning outcomes and performance data were reviewed through curriculum and program review processes. During the 2010-2011 academic year the college worked, using collegial and consultative dialogue, to refine the process for linking the planning committees to each other.

Analysis

The college substantially meets the standard. Structures and processes are institutionalized to ensure collegial dialogue throughout the district. Conversations are occurring throughout the college constituencies about how to interpret and work with available data, how to structure college Web sites to facilitate information access and communication, and how to resolve conflict.

During summer 2010, the college community realized the planning processes were not widely communicated or discussed because the college did not publish information in a consistent and accessible manner. In fall 2010 the college began an effort to refine its internal Web page to serve as a single source of information about planning and decision making. While improvements were realized

during the 2010-11 year, the college will provide additional training for committee members to support further standardization of this Web page.

Planning Agenda

Beginning fall 2011, the Institutional Research department will conduct initial analyses of data and facilitate workshops and other flex activities to facilitate dialogue regarding data interpretation as used for evaluating student learning and institutional effectiveness. The goal of these workshops is to develop a collective understanding of the meaning of data and its interpretation. The process will be refined based on feedback from workshop participants and data users (e.g., program review authors).

I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Description

In May 2007, recognizing the need to integrate the disparate planning processes at College of the Redwoods, Title III staff began researching institutional effectiveness and planning models. In August 2007, several members of the Accreditation Steering Committee (ASC) volunteered to work with Title III staff. This workgroup researched integrated planning models, developed drafts, and reported back to the larger steering committee. CR's Strategic Plan expired in 2007 and by late August of that year it was determined that the goals stated in the college's master plan were not clear or measurable. The college contracted with Scott Epstein, the Quality Planning Executive Advisor for Datatel's Center for Institutional Effectiveness, to assist in creating a provisional Strategic Plan and, subsequently, a three-year Strategic Plan.

During that process, the college created an ad hoc Coordinated Planning Council (CPC), chaired by the president/superintendent. This council developed the 2008 Strategic Plan based on the Education Master Plan in place at the time (CR2020) and identified broad goals and measurable objectives. These goals and objectives inform discipline and program level quality improvement plans developed through the program review process. Resource allocation request forms require the identification of how proposed plans are linked to the goals and objectives in the Strategic Plan. Nine key performance indicators were identified as overarching measures of the college's institutional effectiveness.

During fall 2008, the Education Master Plan (EMP) Committee was convened to review institutional research data and planning assumptions, validate assumptions and enrollment targets, and develop

long term goals. The EMP Committee was chaired by a co-president of the Academic Senate and the vice president of learning and student development. Considerable concern was raised when administrative intervention resulted in a document that was not viewed as reflecting the EMP Committee's work. After a campus wide meeting and substantial debate, a revised plan reflecting the work of the EMP committee was approved by the Board of Trustees in May 2009. The EMP linked community data and district data with the strategic plan goals and objectives. The EMP, in Section 4, "Vision for the Future," set out a series of proposed initiatives designed to accomplish the objectives for each goal in the Strategic Plan.

Two themes that emerged during the education master planning process are student access and student success. These themes are understood by a majority of staff and faculty in the district, and the college has allocated resources for making progress towards improving student access and success. However, some initiatives to improve student access and success were driven by the college's previous president/superintendent and were not satisfactorily vetted through the college's planning committees; as a result of this lack of adherence to the planning processes developed by the college, some staff and faculty groups and individuals objected to specific initiatives.

Dialogue regarding the college's goals happens within individual departments and programs through the program review process. Units identify quality improvement plans that are aligned with college goals and objectives. District wide evaluation and dialogue regarding the targets and measures outlined in the Strategic and Education Master Plans should happen in key planning committees such as the Enrollment Management Committee and the Budget Planning Committee, but conversations about the strategic plan goals and education master plan initiatives have not been fully integrated into the work of the planning committees. As a result, the 2009 Noel Levitz employee satisfaction survey identified a low agreement score on the statement,

"District goals are on target"(IB-23).

The Institutional Effectiveness Committee (IEC) was convened in fall 2010 to evaluate the institutional effectiveness measures identified in the strategic and educational master plans; assess the entire planning process and the effectiveness of the integrated planning process from program review through budget and planning; and ensure processes are in place for developing, reviewing, updating, approving, and implementing plans such as the college's mission, the Education Master Plan, the Strategic Plan, the Facilities Master Plan, and the Technology Master Plan. The IEC is responsible for ensuring that task forces are convened according to the college's planning timeline to conduct updates of the college's Strategic and Education Master Plans. The IEC has identified measures to evaluate the institutional key performance indicators in the college's Strategic and Education Master Plans and is responsible for analyzing data related to these measures.

The Institutional Effectiveness Committee is charged with establishing semiannual communication with the campus community regarding the institutional planning process and gaining input from the college community regarding planning issues. The Institutional Effectiveness Committee will report its findings regarding progress towards the goals in the college's Strategic Plan to the College Council, and this report will also be distributed district wide. The IEC conducted a comprehensive evaluation of progress toward institutional goals in spring 2011 at the end of the integrated planning cycle. This included an evaluation of a number of institutional effectiveness indicators as well as a survey of college staff and faculty.

Analysis

The college substantially meets the standard. The college has developed its major planning documents using broad-based processes that include the participation of all stakeholders, and these plans make effective use of external and internal data

to inform the planning documents. The Board of Trustees has carefully monitored the status of the college's ability to achieve the goals. Units report on progress towards their planning goals through the annual program review process, unit-level resource needs are typically linked to the college's Strategic and Education Master Plans, and unit-level quality improvement plans are aligned with the college's planning documents.

However, conversations about the strategic plan goals have not been totally integrated into the work of the planning committees. While all of the objectives in the college's Strategic Plan have measurable indicators, institutional data related to these indicators have not been systematically analyzed and reported. The Institutional Research Department maintains a Web page to track data related to the nine key performance indicators in the college's Strategic Plan, but little analysis or reporting of results has taken place.

Planning Agenda

In fall 2011, and annually thereafter, the president/superintendent will review and reaffirm the institution's goals and objectives with attention to improving institutional effectiveness. The goals and objectives will be prominently displayed on the district Web site so as to be easily accessible to college stakeholders and the community at large.

In fall 2011 and annually thereafter, each major committee will develop a statement that describes how the committee's operations will support the district goals and objectives; this statement will be displayed on committee Web sites each fall and reviewed annually.

In fall 2011, and annually thereafter, the Institutional Effectiveness Committee will prepare and widely distribute a report summarizing analysis of the effectiveness of the college's planning processes. This report will evaluate progress towards the institutional goals in the college's Strategic and Education Master Plans.

I.B.3 *The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.*

Description

The institution has challenged itself to fully implement an integrated planning model, and constituents throughout the district support the concept of integrated planning. Since 2007, all disciplines and programs have been reviewed on an annual basis, and to date approximately 90 percent of programs, including all student services areas, have undergone comprehensive reviews. Annual program reviews are required to evaluate progress towards the quality improvement plans identified in the comprehensive program reviews. Compliance with the program review process is evidence of

the extent to which the systematic evaluation of programs and services is institutionalized.

Previous iterations of the college's planning process resulted in some success in linking the results of program review to planning. In the 2007-08 year, the college allocated \$150,000 towards action plans tied to program review and the college's Strategic Plan. In the 2008-09 year, the college used instructional block grant funds to support initiatives based on the results of program review. In the 2009-10 year, the integrated planning functional committees prioritized the needs identified through the program review process, and this was the first

year that needs identified through program review were systematically itemized and forwarded to the functional committees. These needs informed the planning that took place in these committees, and they reported their prioritizations on their committee pages on the College Web site and also forwarded them to the Budget Planning Committee. Finally, the Budget Planning Committee made adjustments to the 2010-11 budget to reflect the needs expressed through program review, analyzed by the Program Review Committee, and prioritized by the functional planning committees. The 2009-10 year was noteworthy in being the first time the planning process worked uninterrupted from programs to budget planning, but work still needs to be done to improve the feedback component of the planning cycle, e.g., committee reports were available on the college Web site but program review authors received no specific communication regarding committee prioritization processes.

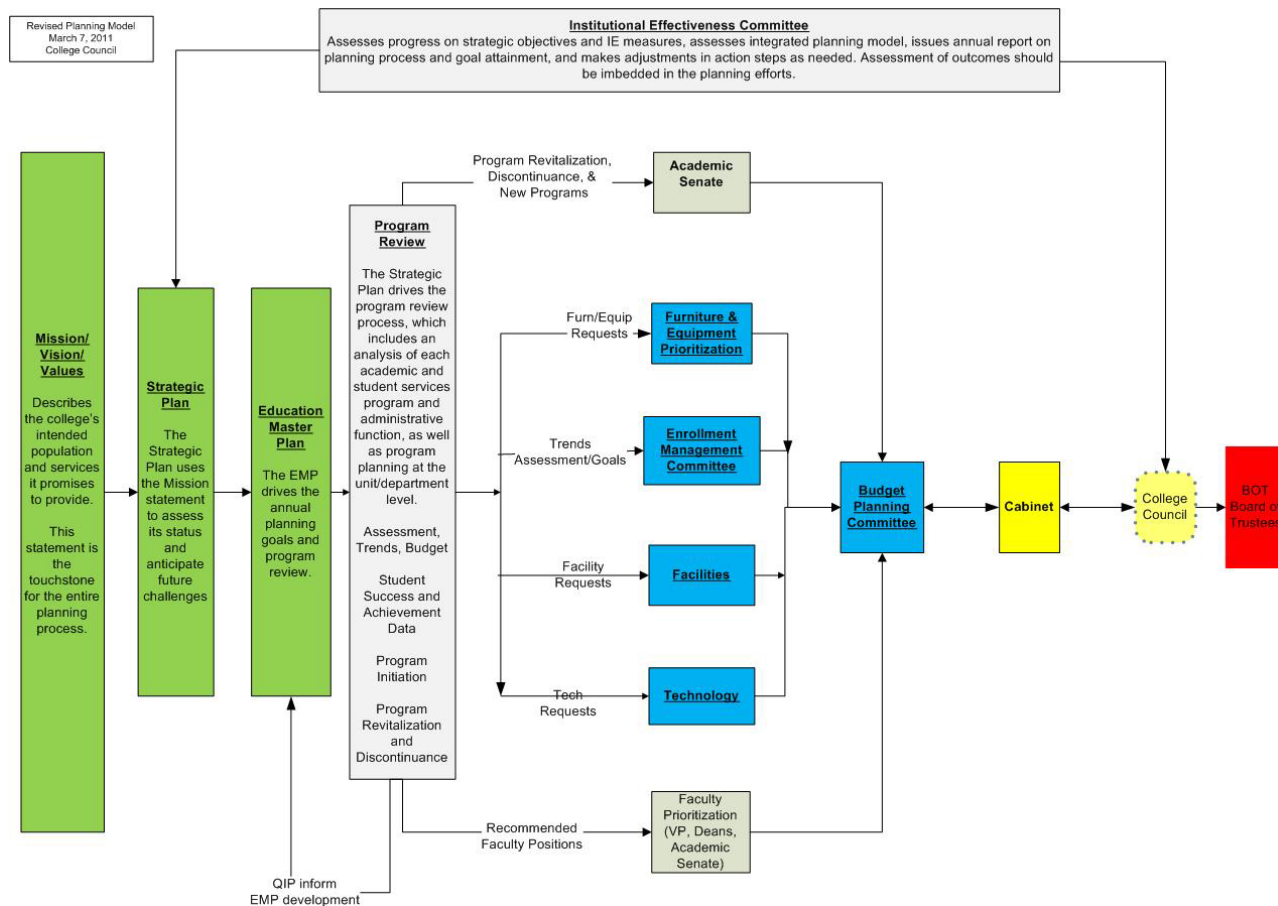
The current version of the integrated planning model resulted from evaluative discussions that began at Convocation in fall 2010 and were followed by focused revision by committee. In spring 2011, the current Integrated Planning Model, BP/AP 3250 governing Institutional Planning and the associated Institutional Planning Narrative were approved by the Institutional Effectiveness Committee, as well as the College Council, which facilitates district wide constituent review. This planning model is a more explicitly articulated model that defines standing planning committees and other constituent groups, defines the annual process of continuous improvement, and includes a newly constituted Institutional Effectiveness Committee that oversees the planning process (IB-24).

The Integrated Planning Model is shown on the following page and is described below:

Unit-level program review occurs in the spring. The Program Review Committee evaluates unit-level plans upon submission (in some cases within program review subcommittees such as budget, trends, and assessment), forwards appropriate needs information to integrated planning functional

committees, and compiles an executive summary of their recommendations which is delivered to authors. The functional committees prioritize program needs in the fall and forward their recommendations to the Budget Planning Committee (BPC) by December. There is also a call for updated immediate operational needs in November that go directly to the BPC. The BPC works in January, February and March to make funding decisions about immediate operational needs as well as to begin to prioritize needs for the following year's budget. There may be an additional call in March for updated needs for the following year. The budget is built in May and June, incorporating annual program review information, needs addenda, and up-to-date state allocation information.

Despite significant progress, faculty and staff who do not directly serve on integrated planning functional committees may not be fully aware of the college's planning efforts or the results of those efforts. Outreach efforts must be undertaken to demonstrate how the integrated planning model works and provide examples of how to find information, solve problems, and accomplish the work of the college. Also, the college must work to improve communication among committees and between committees and constituents. To begin this work, two planning summits were held in April 2011 that aimed to clarify the components of an effective planning process, identify impediments to planning effectiveness at the college, and outline specific improvements. Results of these summit meetings included specific solutions such as standardized committee reporting, both in online reports and scheduled face-to-face meetings, scheduled communication between committees and constituents, and more streamlined and accessible Web site design. Efforts to more broadly educate constituents about the planning process are being prepared. It is also imperative that college constituents give the model time to complete its cycles. Some parts have worked well, and others are new and untested. A stable model with full buy-in by the college community is needed in order to assess the effectiveness of the model.



Program evaluation and planning must be informed by both quantitative and qualitative data. The college has made tremendous progress in its ability to provide institutional data in support of planning and show how those data are used in planning. In 2005 CR received a Title III grant from the Department of Education to improve college decision making and resource allocation by integrating data and research into academic program planning, institutional management, and financial planning. As a result of the creation of an Institutional Research Department (IR) at College of the Redwoods and the integration of the department into the work of the college, access to data useful for planning has improved. IR regularly processes enrollment data (IB-25) and compiles a widely available overall section report. These IR reports, ARCC reports, and historical data are all included on the IR Web page (IB-26). Each program review

template is populated with well-displayed data from Institutional Research, and question prompts aid authors in the data analysis required for budget, staffing, technology and facilities requests. An on line requisition system (AskCR) tracks data requests submitted by faculty and staff (IB-27). Archived annual and comprehensive program reviews, quality improvement plans and Program Review Committee summary comments are also available.

All planning committees are represented on the CR Web site, and agendas and minutes are typically emailed to all constituents and archived on the Web site so committee decision-making processes are transparent. Staff from IR are invited to planning committee meetings to present and interpret data relevant to agenda discussions. For the past two years, the Enrollment Management Committee has systematically used institutional data related to

the college's key performance indicators and other measures of effectiveness related to the college's Strategic and Education Master Plans, but this committee has not produced a comprehensive report to be widely distributed. As the college moves to a standardized and scheduled system for committee reports that are archived on a more streamlined Web site, members of the college community will have easier access to information about the college's planning and decision-making processes.

Despite these positive changes, the college community still lacks consensus on how to use available data in a meaningful way. The October 2010 final report on the Title III grant evaluated the progress made by the district over the five years of the grant. The evaluators found that the administration, faculty, and staff all reported some progress in most of the grant performance indicators (i.e., access to data, adequate staff and resources, training and skills, and use of data for decision making). Evaluators also found, however, that there existed major differences in perceptions and experiences of administration and management as compared to faculty and staff (IB-28). The report cited a significant turnover in Title III leadership and staff, as well as a variable level of active support from the Title III leadership team and a significant turnover in IR leadership and staff, resulting in changes in philosophy and direction. The Institutional Effectiveness Committee is now charged with preparing a semi-annual planning report to the College Council and the entire college community. This report summarizes the findings related to the effectiveness of the institutional planning model as well as analyzes the key performance indicators and other measures of effectiveness related to the college's Strategic and Education Master Plans. Despite the challenges faced by the Institutional Research Department, the important role of the department is clearly recognized throughout the district, and reliance on this function remains high.

Analysis

The college substantially meets the standard. The institution understands and embraces the concept of ongoing planning. Committee processes are well-established and institutionalized, planning is founded on program review, and compliance with program review and other processes is high. The college has made progress towards ensuring that resource allocations follow the planning processes. Nevertheless, evaluation of the college's integrated planning processes is not yet completely developed, and there is skepticism among staff and faculty regarding the planning process, particularly as it relates to budget development and allocation of resources. As the college's integrated planning model and narrative becomes better understood and more established, the integrated planning process will be institutionalized.

The 2009-2010 budget analysis was the first time program review data had been used by the planning committees to prioritize budget items, and the first time those prioritizations had been forwarded and used by the Budget Planning Committee. The 2010-11 budget cycle was built upon previous limited successes, and the college is continuing to institutionalize the integrated planning process so that allocation of resources reflects the systematic review of needs as they relate to accomplishing the mission of the college.

Planning Agenda

In fall 2011, and annually thereafter, the Institutional Effectiveness Committee will prepare and widely distribute a report summarizing their analysis of the effectiveness of the college's planning processes. This summary will be made available on the college Web site and will guide all college units in planning the subsequent year's work.

In fall 2011 and annually thereafter, each major committee will develop a statement that describes how the committee's operations will support the district goals and objectives; this statement will be displayed on committee Web sites each fall and reviewed annually.

I.B.4. *The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.*

Description

Integrated planning is driven by both program review and administrative initiatives in response to community needs and opportunities. Planning processes at the program level and for the whole college are mutually informing. Programs, in the program review process, set goals that will improve student learning, and they make plans to achieve those goals that may include faculty requests, facility, technology and operating budget requests, program revitalization funds, etc. The Integrated Planning Model defines how and where program review requests and recommendations are analyzed and prioritized. Integrated planning functional committees have clearly defined charges and scopes within the college's planning model. Planning committees consist of members representative of diverse campus constituents. The integrated planning functional committees include the Program Review Committee, the Technology Planning Committee, the Facilities Planning Committee, the Furniture and Equipment Committee, the Enrollment Management Committee, and the Budget Planning Committee.

The college allocates resources to meet planning goals. The accomplishments of the Budget Planning Committee reflect their efforts to rank and prioritize allocation requests received through the institutionalized integrated planning process as well as through avenues for supplemental budget requests from departments and constituency groups. Prioritization of requests is based upon committee-defined rubrics that include factors such as improvement of student learning, improving the learning environment, linkages to the Strategic Plan, student learning outcomes, etc.

The charge of the Enrollment Management Committee is to interpret enrollment trends, patterns and projections, student achievement/success data, and basic skills student achievement data as well

as to assist all institutional divisions and units in meeting CR's enrollment goals within a framework of collaboration, continued growth, and community alignment. The Enrollment Management Committee (EMC) also formulates enrollment goals consistent with the college's mission and program review data, develops FTES budget projections, and implements, monitors, and periodically revises the process of student enrollment and retention. Departmental area coordinators and deans develop course schedules to respond to targets identified by the enrollment management committee and engage in dialogue about strategies to meet the college's goals.

The college's planning process has resulted in program improvements through data-informed processes. These plans include both the quality improvement plans identified in discipline-level program reviews and through action plans developed in response to the college's Strategic Plan. Examples include:

- The allocation of bond funds for classroom and laboratory facilities for dust collection upgrades as a result of needs expressed through program review and prioritized by the facilities planning committee.
- In the drafting technology program, the discipline's program review identified the need to institutionalize the budget for software improvements for the program. This resulted in a regular budget for software upgrades in the learning environment.
- Other classroom and lab improvements tied to program review include the allocation of funds for smart classroom equipment in the automotive technology department, and facilities improvements in the Art Department. Subsequent program review documents have reported on the extent to which planning initiatives and allocated

resources achieved their intended results. For example, the facilities improvements in the Art Department led to an increase in the number of students who could be served in the upgraded facility, and program review data show the enrollment trends related to this initiative.

The college has maintained its capacity for providing access to education despite declining budgets by analyzing and managing the course schedule to reduce excess capacity and increase fill rates. The institutional strategy to adapt to declining resources has been to carefully schedule and monitor efficiency rates for course sections. These scheduling methods have resulted in a reduction of cancelled sections from 16 percent per semester to six percent of sections cancelled per semester. The Enrollment Management Committee is leading the discussion with area coordinators and deans to develop a two-year rotation of courses that will ensure students are able to meet their educational goals in a reasonable time frame, even when budget realities dictate austerity.

For example, the annual Administration of Justice - Police Academy program review reported a decline in job placements for academy graduates as a result of the current state economy. This information resulted in the Enrollment Management Committee recommendation to decrease the number of academy sessions offered annually from two to one. This decision preserved a valued program and allowed for a shift of funds that preserved needed course sections in other disciplines.

Program review and planning processes are in motion, striving toward increasing efficiency, transparency, and institution wide learning. Although there is evidence of resource allocation based on program review, the data are inconsistent as a result of incomplete processes. Budget reductions in recent years challenged the college's ability to strategically direct resources based on the results of program review information. Lessons from these fledgling attempts informed the integrated planning summit discussions in spring 2011. The summits yielded an evaluation of the state of integrated planning at the

college. The planning process will complete its first cycle at the beginning of fall 2011, when college committees reconvene and take action on this evaluative feedback.

Analysis

The college substantially meets the standard. College planning occurs through the relationship between unit-level program reviews and the integrated planning processes in place at the college. The committees and constituencies have made great effort to develop and understand the integrated planning processes. Quality improvement plans reported through program review both respond to and inform institutional plans. Annual updates to quality improvement plans report on the changes that occur as plans are implemented. Broad involvement occurs through the program review process and in the work of the functional committees. The college has improved its ability to allocate resources in support of planning and has utilized data-informed strategies to respond to declining resources.

The college has not yet developed a collective understanding about how data and the assessment of student learning inform institutional effectiveness.

Planning Agenda

In fall 2011, and annually thereafter, the president/superintendent will review and reaffirm the institution's goals and objectives with attention to improving institutional effectiveness. The goals and objectives will be prominently displayed on the district Web site so as to be easily accessible to college stakeholders and the community at large.

In fall 2011, annually thereafter, each major committee will develop a statement that describes how the committee's operations will support the district goals and objectives; this statement will be displayed on committee Web sites each fall and reviewed annually.

In fall 2011, and annually thereafter, the Institutional Effectiveness Committee will prepare and widely distribute a report summarizing their analysis of the effectiveness of the college's planning processes including the annual plan and benchmarked outcomes. This summary will be made available on the college Web site and will guide all college units in planning the subsequent year's work.

Beginning in fall 2011, the Institutional Research

Department will conduct initial analyses of data and present workshops and other flex activities to facilitate dialogue regarding data interpretation as used for evaluating student learning and institutional effectiveness. The goal of these workshops is to develop a collective understanding of the meaning of data and its interpretation. The process will be refined based on feedback from workshop participants and data users (e.g., program review authors).

I.B.5. *The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.*

Description

Assessment data are collected at the discipline and program level and at the college-level. These data are shared among college constituents, with the local community, with the ACCJC, and with the California Community College (CCC) system. The college Web site makes available a wide variety of data for public viewing, and regular reports are made to various community and state organizations that contain data, analyses, and assessment results.

At the unit level, the Institutional Research Department provides data for evaluation and planning. Conclusions from the unit level evaluation, along with quality improvement plans, are submitted to the Program Review Committee and learning outcomes results are reported by program review authors and summarized by the Program Review Committee. Executive summaries are posted on MyCR and emailed to authors for comments and addenda. Programs that have advisory committees (comprised of local business professionals and employers, high school counselors, colleague educators, and other community members) disseminate data and qualitative information about college programs to the committees. Advisory committees give input on the effectiveness of the college's programs related to specific community needs.

At the college level, key performance indicators (KPIs) and other measures of effectiveness have been compiled by the Institutional Research Department and are analyzed and evaluated by the Enrollment Management Committee and other groups. To centralize this function, the Institutional Effectiveness Committee has been tasked with evaluating these data and providing reports to the College Council and the entire college community. The college shares institutional data and analyses with college stakeholders and members of the public. Basic skills placement and improvement data are shared with feeder high schools, four-year institutions, and the general public in an attempt to raise awareness and stimulate the development of successful initiatives to improve college success. Data regarding enrollment, student headcount, student retention and persistence, course success, degree and completion rates, and indicators such as those included in the state's Accountability Report for Community Colleges are posted on the Web page of the Institutional Research Department, reported to the Board of Trustees, and included in reports such as the Education Master Plan that are shared with the public.

College of the Redwoods provides an annual report to the Accrediting Commission for Community and Junior Colleges in which information such as

professional certification and licensure pass rates, student learning outcomes, and other measures of effectiveness are reported. The college also regularly uploads institutional data to the California Community Colleges Chancellor's Office that result in budget allocations and that populate the state's management information system, known as Datamart, which provides reports that are easy for any member of the public to access.

The college also maintains a Citizens' Bond Oversight Committee to audit expenditures related to the college's local bond funds. The college's annual budgets, financial statements, and audit results are posted on the college's Web site and reported to the Board of Trustees. Monthly and quarterly bond updates and financial reports are also posted to the college's Web site and reported to the Board of Trustees.

Results of Noel-Levitz Student and Employee Satisfaction Surveys were posted on the college's Web site and reported to the public. These survey results led to the identification of a number of themes and the development of a number of action plans designed to respond to these themes. The results and the ensuing action plans were presented to the college community through organizational communication sessions led by the college's vice president for student services that were Web-streamed and posted on the college's Web site.

Analysis

The college substantially meets the standard. The college, through the Office of Institutional Research, gathers and analyzes appropriate data. The results are available to the public through published reports, the college's Web site, the Chancellor's Office Datamart, and external accreditation organization Web sites such as the Board of Registered Nursing and Police Officer Standards and Training. Internal data are available on the college's Institutional Research page as well as the college's internal Web page, <http://inside.redwoods.edu>.

While relevant data and information can be located on the college's Web site and through other means, it is not comprehensive and is not user friendly to all constituents. The culture and practice of the institution is evolving to make better use of data.

Planning Agenda

During summer 2011 a process for streamlining planning, internal communications and feedback mechanisms will be developed. That proposal will be presented to appropriate governance groups to discuss, modify, and adopt.

In fall 2011 the Institutional Effectiveness Committee will prepare and widely distribute a report analyzing the effectiveness of the college's planning processes as well as the measures identified in the college's Strategic and Education Master Plans.

Beginning fall 2011, the Institutional Research Department will conduct initial analyses of data and present workshops and other flex activities to facilitate dialogue regarding data interpretation as used for evaluating student learning and institutional effectiveness. The goal of these workshops is to develop a collective understanding of the meaning of data and its interpretation. The process will be refined based on feedback from workshop participants and data users (e.g., program review authors).

I.B.6. *The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.*

Description

The college began institutional dialogue about integrated planning in fall 2007. Ongoing dialogue among a number of college constituents including members of the Program Review Committee and the College Council has culminated in the current integrated planning model, for which the expectations of staff and faculty district wide are high. The planning model is in place, codified as AP/BP 3250, and a narrative describing the planning process in detail was completed in spring 2011. In this model, the Institutional Effectiveness Committee plays a key role in evaluating the college's integrated planning processes.

The Institutional Effectiveness Committee (IEC) was created in 2010 and is a standing committee that has supplanted some of the functions of the now non-existent Coordinated Planning Council, which was an ad hoc assemblage. The IEC is charged with assuring the effectiveness of the planning and resource allocation processes by systematically reviewing and modifying, as needed, all parts of the planning cycle. In particular, they are charged with preparing an annual Institutional Effectiveness report that includes a summary of the college's progress on its goals and plans including achievement of key performance indicators and assessment of barriers to achieving benchmarks. The timeline for creating this report is established, and included in the process is the IEC's charge of providing a venue for ongoing feedback from the college community on any aspect of the college's integrated planning process. Following dissemination of the report, the IEC is charged with institutional response and defining new benchmarks and measureable outcomes to be addressed during the following annual cycle.

Institutionalized planning processes as well as mechanisms to evaluate that process have evolved over the last few years. During the past year the

college community recognized the need to conduct a comprehensive evaluation of integrated planning processes, including an assessment of constituent awareness of the mechanics of the process and trust in the operation of the process. In spring 2011 the IEC administered surveys to planning committee members and to all staff and faculty at the college that were aimed at capturing this information. Also in spring 2011, two planning summits, involving mainly planning committee members, were held with the aim of generating internal dialogue about the strengths and weaknesses of the planning process. The survey data along with the information from the planning summits was evaluated by the IEC during spring 2011 and will be reported to the entire college community in fall 2011.

The Program Review Committee, the Enrollment Management Committee, the Budget Planning Committee, other functional planning committees, and the College Council regularly discuss the integrated planning model and its implementation. Reports from faculty representatives on these committees are regularly presented to the Academic Senate, and the Academic Senate tracks the effectiveness of the college's planning and resource allocation processes.

Analysis

The college substantially meets the standard. Over the past four years, staff and faculty throughout the college have regularly reviewed and modified the planning model in an effort to implement an integrated planning model that effectively meets the planning and resource allocation needs of the college. As evidence of this ongoing review and dialogue, the model has undergone a number of revisions in response to concerns or questions raised by various planning committees and constituency groups. However, since the process has been

evolving over the last few years, there has not been an institutionalized system of review. Now that a more firmly defined planning process is established, the college will engage in a regular review process. As the model is fully implemented, the Institutional Effectiveness Committee will report to the entire college community its findings regarding the effectiveness of the college's planning and resource allocation processes.

Planning Agenda

In fall 2011 the Institutional Effectiveness Committee will prepare and widely distribute a report analyzing the effectiveness of the college's planning processes as well as the measures identified in the college's Strategic and Education Master Plans.

I.B.7. *The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, library and other learning support services.*

Description

A model for integrated planning (as described in I.B.3, above) has been developed and presented to the college constituencies (IB- 29). The model includes timelines for systematically reviewing the effectiveness of the college's programs and services. The Program Review Committee (PRC) uses a schedule for annual and comprehensive program reviews (IB-30), and the programs include academic units as well as student services. The reviews include annual reports with data provided by the Institutional Research Department. These program review documents comment on progress toward stated quality improvement plans, or goals, as well as how well student support services, the library, Disabled Students Programs and Services, and other learning support services facilitate unit-level achievement of goals. Each review is evaluated in the form of a PRC executive summary document with a focus on program effectiveness (IB-31), and as such, learning support services are evaluated in part on their ability to support academic units in achieving their goals. Executive summaries include recommendations for improvement; some examples of these improvements in programs and services are reported in section I.B.4 above, and many other examples are extant.

The Curriculum Committee reviews curriculum over

a five-year cycle. All course outlines include student learning outcomes (IB-32), and program proposals must include program learning outcomes. As part of their professional responsibilities, faculty are expected to engage in assessment of course-level and program-level student learning outcomes and, using an established template, report the status of their assessment activities in their program review documents. The assessment of course-level student learning outcomes is well-established, and the assessment of program-level outcomes coalesced in 2010-2011. All disciplines and programs are required to submit a five-year schedule for systematic assessment and review of all course- and program-level student learning outcomes assessment plans. These are "living" documents that are posted on the college's Web site and are being updated as faculty engage in the work of assessment. This work subsequently informs course and program curriculum including refinement of the outcomes themselves, improved assessment plans, and implementation of improved teaching methods. The efforts of the Assessment Committee and a faculty Assessment Coordinator who has provided ongoing training and support has led to a more consensual understanding among college constituents about how to conduct assessment. Faculty and staff throughout the institution are engaged in the process of student learning outcome assessment at course-

and program-levels, and this assessment process is yielding evidence of program improvements throughout the district (IB-33).

Analysis

The college meets the standard. Evaluation processes are institutionalized and well-established. Program review and curriculum development processes incorporate evaluative feedback on the programs themselves as well as other support services.

Planning Agenda

None.





COLLEGE
OF THE
REDWOODS

Standard II: Student Learning Programs and Services



The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated Student Learning Outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II.A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated Student Learning Outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

II.A.1. *The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.*

Description

The three broad educational areas identified in CR's mission statement are developmental, career technical, and transfer education. The college provides educational programming that meets the needs of students in all three areas. The college offers courses on its main campus in Eureka and educational centers at Fort Bragg and Crescent City. In addition, the college has instructional sites at Hoopa (Klamath-Trinity), McKinleyville, Arcata, and Eureka Downtown and is planning an instructional site in Garberville (Southern Humboldt). The college strives to maintain the same high level of education at all of its regional facilities. Special purpose sites such as the Humboldt Bay Regional Simulation Center used by nursing students, the Shively Farm for agriculture students, and off-site carpentry labs also contribute to meeting the mission of the college.

The college offers a growing selection of online courses to serve the needs of those students for whom distance education is the best option.

College of the Redwoods reviews each program regularly in accordance with the college's program review policy and procedure, BP/AP 122, Educational Program Review (IIA-1). This review

provides a means of systematic, collaborative, and evidence-driven evaluation for all instruction, student services and institutional support areas (IIA-2).

The Curriculum Committee review process ensures that the college provides regular updates to its curriculum. The Institutional Research Department maintains a Course Curriculum "Stoplight Database" to track all active classes and identify current course outlines. This database shows that 83 percent of the college's curriculum is up to date, although some classes listed are no longer being offered (IIA-3). Faculty area coordinators and instructional deans identify courses to be inactivated. The program review process also requires discipline areas to report on their progress of curriculum updates and their plans for curriculum revisions.

Counselors monitor curriculum to assure that transferable courses meet California State University (CSU) and University of California (UC) standards, thereby enabling students to transfer seamlessly to a four-year degree program. When a new course is submitted to the Curriculum Committee to be processed, one of the options on the submission form is to list the course as a general education selection for CSU/UC. The Curriculum Committee is the first filter to make sure the course meets

necessary standards of transferability based on state criteria. After a course outline is approved by the college's Curriculum Committee, the Academic Senate, and the Board of Trustees, the college enters the information into externally maintained databases ASSIST and OSCAR for further assessment. The University of California reviews all classes submitted for transferability while the California State University reviews all general education classes.

Analysis

The college meets the standard. The college has developed plans for a rotation of courses connected to its annual budget in fall 2011. This course rotation plan will assist students to complete their educational goals in two years.

The college is in its fourth iteration of the current Program Review process and continues to assure proficiency as defined by ACCJC. The goal of "Sustainable Continuous Quality Improvement" will be attained by the ongoing work of the Program Review Committee, Curriculum Committee and the Academic Senate.

College of the Redwoods continues to improve and refine the Program Review process specifically in the area of documentation of assessment results being used for improvement and further alignment of institution-wide practices. The college also continues to provide assessment training to faculty.

Planning Agenda

None.

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Description

College of the Redwoods requires placement testing in English and math for all students with an educational goal of degree, transfer, or certificate. Currently, the college uses Accuplacer for both math and English testing. Testing dates and times are posted on the college's Web site and all campuses schedule a variety of times and dates to accommodate student schedules. Counselors and advisors meet with students and discuss their placement scores, and students are interviewed to determine if adequate time and attention was given to the assessment test to assure students are aware of the significance of this exam. Additionally, students are asked about outside obligations, previous educational experiences, and their educational goals (IIA-4). This, in addition to transcript evaluations, allows counselors and advisors to direct students to

the proper level in their courses.

College of the Redwoods is continuously improving its assessment testing. Under the auspices of the Enrollment Management Committee, a task force has been established to investigate multiple measures for English and math placement. This task force has been working with the English and math faculty to document better policies and procedures so the college will have consistency in implementing multiple measures district wide (IIA-4).

The Mathematics Department is currently working on new assessment methods to aid in placing students into the appropriate math courses. Assessment tests were designed for four different levels and were tested in a number of classes. The department's placement test committee is analyzing the results and revising the assessment

tests for further piloting. These tests will be used in summer 2011 to assist in placement of students who participate in the pilot project of the “Math Jam” summer review courses (IIA-5).

The Mathematics and English Departments work with institutional research data to define student outcomes and course objectives; these data are recorded and documented in program review and are posted on the Institutional Research Web page. Each year, during the program review process, the Program review Committee identifies and evaluates student learning outcomes for student success.

Analysis

The college meets the standard. The college employs sophisticated means for assessing students’ level of educational preparation, especially in mathematics. CR continues to refine its use of multiple measures, and faculty are fully engaged in the work necessary to revise placement tools. Faculty also carefully monitor student proficiencies and student success to assist students to improve their math and English skills.

Planning Agenda

During the 2011-12 year, the Basic Skills Committee will research the need for new courses specific to the needs of students and submit course proposals as necessary to the curriculum committee.

II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Description

College of the Redwoods offers a variety of delivery methods and modes of instruction for its courses, including lecture, lab, field studies, and distance education (online, interactive television, and hybrid.) The college ensures that delivery of instruction fits the objectives and content of these courses, whatever the delivery methods or modes, through a rigorous curriculum development and approval process. All courses must pass the same rigorous standards (IIA-6).

Development of a course at College of the Redwoods begins with faculty, who develop its objectives, content, and method of delivery. After the instructional dean approves the course, the Curriculum Committee reviews the course and forwards their recommendations to the Academic Senate. After approval by the Senate the course is submitted to the Board of Trustees for approval (IIA-7).

College of the Redwoods has established a dean of distance education to oversee all aspects of online courses. The Academic Senate, in conjunction with the faculty union (CRFO), developed a protocol for evaluating online courses.

The Curriculum Committee has created a very specific protocol to ensure consistency in course outlines so that all students will receive the same quality of instruction regardless of where or how the course is delivered (IIA-8). Furthermore, the college recognizes the need to evaluate all classes to ensure that content and quality reflect course outlines regardless of delivery mode. This is an ongoing process.

Analysis

The college meets the standard. Within the framework of the course outline, faculty exercise their professional judgment about the organization

of the class, pedagogical approaches, and the technologies to be employed. While this variety allows for a great deal of flexibility and innovation, faculty must balance flexibility with close adherence to course objectives and content. Faculty have addressed this challenge by implementing a careful protocol to ensure appropriate development of courses regardless of delivery mode.

College of the Redwoods will continue to rigorously assess program development and assessment at the curriculum level.

Planning Agenda

None.

II.A.1.c. The institution identifies Student Learning Outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Description

Since 2007, the college's Curriculum Committee has required that all course outlines include a listing of student learning outcomes (SLOs). Outlines are updated at least every five years. Course-level assessment of student learning outcomes occurs in disciplines throughout the district and the assessment of program-level outcomes is also taking place. Five-year plans have been developed for disciplines, degrees, and certificates to ensure that all outcomes are being assessed.

Student learning outcomes are developed and assessed by the faculty and are reported through the program review process. The results of assessments are presented to the Program Review Committee and posted on the Program Review Committee's project site in MyCR, the college's collaborative learning environment. Five-year plans to assess course and program level outcomes were collected by the Assessment Committee in spring 2011 and posted on the Assessment Committee's MyCR project site. In the future, these will also be submitted as part of the program review process.

Rubrics are developed and implemented by academic departments to assess SLOs (IIA-9). Faculty evaluate their assessment results and record their plans for improvement. These plans are recorded on the program review forms and are reviewed by the Program Review Committee (PRC).

For the last few years the Curriculum Committee has required that all degree and certificate proposals include program-level outcomes, and prior to this many externally-accredited career and technical education programs conducted regular assessment of student learning outcomes for courses, programs, certificates, and degrees. In spring 2011, faculty submitted outcomes for older degrees and certificates as part of their five-year plans.

In 2010-11 the college's ad hoc assessment team was reconstituted as a standing Assessment Committee and charged with leadership and support for course and program level assessment of student learning outcomes. The Assessment Committee, consisting of faculty and staff, has created planning documents for the assessment of degrees and certificates and has created and maintained a three-year plan for assessment at CR (IIA-10).

The Assessment Committee has developed extensive resources for faculty including an updated and expanded Assessment Handbook with content for both faculty and staff, assessment forms for documenting course and program-level assessment, electronic resources on its Web page, and planning forms for documenting five-year plans for course and program-level assessment of student learning outcomes. Completed planning forms are posted on the Assessment Committee's MyCR project site.

The program review template includes a place for faculty to document how they have used assessment results of student outcomes to inform program improvements or other improvements to the teaching and learning process. Some examples include the following:

- Art faculty revised course assignments and activities as well as determined a need to further emphasize writing assignment expectations with students.
- Administration of Justice faculty determined a need to develop a required prerequisite for the Policy Academy as well as more active-learning modules (rather than traditional lecture-based instruction).
- Math faculty identified the need to support professional development for faculty to become more skilled in recent versions of mathematical software as well as a need to improve the Math Lab computers to ensure appropriate computing power in support of math programming courses.
- The college's EOPS staff modified service delivery, resulting in a documented increase in the number of students meeting their mutual responsibility contract obligations.

Faculty developed a list of outcomes for general education that includes effective communication, critical thinking, and global awareness.

In spring 2011, the Curriculum Committee developed a process for updating existing courses and new courses to be considered for meeting general education requirements.

In fall 2011 the college's Assessment Committee will develop a "stoplight" database, similar to that maintained by the Curriculum Committee, in order to track progress of assessment at the course, program, certificate, and degree level.

Analysis

The college substantially meets the standard. The college has identified student learning outcomes for courses, degrees, certificates, and programs throughout the institution. Faculty conduct assessment at the course and program level, and the Program Review Committee reviews and comments on these assessment activities. Faculty lead course and program development, and the Curriculum Committee engages in regular and active dialogue to ensure course outlines are at the collegiate level, where appropriate. Student Services areas are also engaged in the regular assessment of programs and services (please see Standard II.B.).

Further implementation of outcomes assessment processes is needed. In some departments there are no full-time faculty members to create and assess student learning outcomes; in these cases more participation of associate faculty is required.

The college will continue to provide training to all faculty and staff members involved in creating and assessing student learning outcomes, as well as in how the results of assessment can be used to improve student learning. As curricula are updated, SLOs will be refined to assure they reflect the currency of the program and are written in a manner in which they can be measured.

Additional training in assessment is anticipated to result in common terminology and common processes. As more faculty become familiar with program review and assessment processes, challenges such as a lack of common times and locations for conducting assessment work and a lack of full-time faculty in some subjects will be more easily overcome.

Planning Agenda

By fall 2012, the college will be at the proficiency level in the identification, assessment, and use of student learning outcomes for improvements.

II.A.2. *The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.*

Description

The Curriculum Committee of the Academic Senate ensures that all credit-bearing classes and programs are of appropriate rigor, have student learning outcomes in place, and use suitable pedagogy (IIA-11). Academic and career technical education programs conduct program review to ensure program quality and guide program improvements.

College of the Redwoods develops programming for continuing and community education (fee based, not-for-credit) and short-term training in a variety of different ways. Program planning ensures the classes are self-supporting and do not rely on funds from the institution. CR offers an array of classes for personal enrichment and professional training. The Office of Community and Economic Development offers not-for-credit courses to support life-long learning. The criteria used to select class offerings include past course success, community requests, proposals submitted by prospective instructors, workforce assessment, and workforce partner requests.

CR is part of a “One Stop Operators” consortium with partners including the Humboldt County Employment Training Department, the Humboldt County Office of Education, Eureka Adult School, and the Workforce Investment Board. The consortium addresses training needs such as G.E.D. preparation and job readiness skills. (IIA-12).

The college’s Business Training Center (BTC) was formed in 2009-10 to coordinate contract training and other workforce training. Workforce training is typically provided through grant-funded programs such as the California Clean Energy grant, or directly to employers upon request (e.g. St. Joseph Hospital). The many hundreds of participants who have participated in training during the short tenure

of the BTC are an indication of its success. All community education and contract training classes include a student evaluation component which serves to indirectly assess student learning outcomes. Workforce partners also provide feedback on training effectiveness. Some contract training classes (e.g. building analysis) include an examination/certification component that measures student learning outcomes more directly; however, these data are not maintained and analyzed systematically to inform the teaching/learning process.

At present the college does not have a separate program for basic skills and has integrated developmental and basic skills curriculum into the English and Mathematics Departments. Staff and faculty regularly review and monitor math and English placement data and developmental course success data to inform scheduling decisions with respect to English and math. Assessment is conducted in basic skills courses (English, math, guidance, and general studies) by departmental faculty and reported as part of the program review process. Several classes in guidance studies and general studies are also offered to help at-risk students succeed while acquiring basic skills.

Analysis

The college meets the standard. Criteria for deciding what types of courses and programs are offered are largely evidence-based, and course and program offerings are designed to respond to community needs. The college’s Curriculum Committee ensures that all credit-bearing courses are designed with appropriate rigor. Through the program review process, student learning outcomes as well as student retention and success are tracked and reported to the Program Review Committee. Aside from

some separately accredited career and technical education programs, however, student achievement after program completion (e.g. successful transfer, employment in career of choice) is not regularly tracked and evaluated.

Although the college collects National Student Clearinghouse data, additional analysis remains to

be conducted.

Planning Agenda

During the 2011-12 year the Community Education program will participate in program review and assessment processes in a manner consistent with the processes for credit-bearing programs.

II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Description

PROGRAM REVIEW

The Program Review Committee, in consultation with the Academic Senate and the President's Cabinet, has established a process to ensure programs and courses are evaluated on a regular basis (IIA-13).

The faculty are the developers and implementers of assessment quality and improvement. Under the leadership of the Assessment Coordinator (a tenured faculty member with partial reassign time for this duty) faculty are provided regular training opportunities which assist in the development and improvement of assessment tools and applications.

The development of appropriate student learning outcomes is a coordinated effort of faculty throughout the district within each program or discipline. Course outlines and program proposals are submitted to the Curriculum Committee to ensure that broad input is incorporated into the identification of student learning outcomes at the course and program level. In addition, if the course is articulated with other schools, the Curriculum Committee ensures that the outcomes are compatible with those articulation agreements.

The Curriculum Committee has provided much more guidance in recent years to assist faculty in the

development of focused and measurable outcomes, as well as to move content that had been contained in some old SLOs to more appropriate areas of the course outline (IIA-14).

Assessment strategies are developed by faculty in instructional departments and divisions. Deans and the faculty assessment coordinator review these strategies and provide feedback and guidance. The Program Review Committee reviews the submitted assessments, and a subcommittee of the Program Review committee evaluates assessment strategies and makes recommendations for improvement.

The college maintains a curriculum database that identifies the extent to which each course outline is current (less than five years old). Course outline currency must be reported each year during the program review process, and as a result faculty are prompted to update course outlines on a regular basis (IIA-15).

Course and program development policies and processes are well-established and clear. Courses and programs are developed by faculty, reviewed by instructional deans, and subsequently sent to the college's Curriculum Committee for approval. While course and program proposals are faculty led, BP 104 and AR 104.01 indicate that "It is the responsibility of the Division Dean/Associate Vice President to assess student and community needs

before forwarding recommendations for Curriculum Committee consideration.” (IIA-16) Courses and programs approved by the Curriculum Committee are then submitted to the Academic Senate and the Board of Trustees for approval. Procedures for program revitalization and program discontinuance have been drafted. These draft procedures (BP/AP4021) have been subject to constituency review and institutional dialogue but have not been finalized or implemented (IIA-17).

PROGRAM REVIEW AND INTEGRATED PLANNING

Throughout the district, faculty and staff have been engaged in an ongoing effort to ensure that course and program improvements are tied to evaluation of curriculum and programs. Improvements that can be accomplished at the discipline or program level are well documented through the program review report.

In 2007-08, college funds were set aside for action plans that were aligned with the college’s newly developed strategic plan and were tied to program reviews. A number of staff and faculty submitted action plans to seek college support (either for funding or for a change in process) for program improvement plans.

In subsequent years the college made inconsistent and incomplete progress towards full implementation of an integrated planning model that effectively linked the results of program review to institutional planning and budgeting, but progress was made. Comprehensive program reviews are required to identify quality improvement plans (QIPs), and annual reviews comment on progress towards these plans.

In 2009 the Program Review Committee, the Academic Senate, and the College Council agreed upon an integrated planning model for the college. Through program review and the prioritization process, program improvements such as the updating of computers as well as the development of new computer labs and servers have been implemented. Instructional deans develop discretionary budgets

based on program review requests that are tied to student learning outcomes.

Integrated planning is relatively new to the college and will be refined and applied on a larger scale in the years to come. Key groups at the college, including the Program Review Committee, the Academic Senate, the College Council, the President’s Cabinet, and all functional planning committees are committed to full implementation of the integrated planning model and intend for it to be fully transparent. To this end, program review related requests are posted on the college’s Web site, and each year program review authors are expected to report whether the needs expressed through previous program reviews were adequately addressed.

Analysis

The college meets the standard. Faculty have a central role in establishing quality and improving instructional courses and programs through the curriculum and program review processes. All course outlines and program proposals are designed by faculty and approved by faculty committees.

The program review process is well established and continues to be improved and refined. Some comprehensive (five-year cycle) program reviews for transfer degrees, as well as assessment of the general education outcomes defined by the institution, have not taken place although the need for this has been identified.

Faculty are primary leaders in the development, writing and implementation of instructional program reviews as well as the assessment process. While this process supports incremental program improvements, the lack of a program revitalization and discontinuation process limits the college’s ability to address programs that require substantial restructuring, discontinuance, or increased support.

The process of identifying and assessing student learning outcomes continues to improve through workshops and individual consultation As part

of completing five-year assessment planning documents, the Assessment Committee has also set a goal of mapping program learning outcomes with courses in order to assure the ability to conduct proper assessment of outcomes in the transfer degrees and in general education. This continues to be an institutional challenge as faculty have not been able to agree on how to go about assessing these degrees and incorporating the results into comprehensive assessment at the program level.

Planning Agenda

Develop by fall 2011 and implement by fall 2012 a process that will streamline program-level assessment and the completion of comprehensive program reviews for liberal arts degrees and the general education pattern.

Develop by fall 2011 and implement by spring 2012 new program development, revitalization and discontinuance policies and procedures to ensure that all of the programs the college offers are high quality, relevant to student and community need, and consistent with the college's goals.

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Description

Competency levels and student learning outcomes are designed by faculty experts. Depending on the program, some assessments are defined by external licensing agencies (i.e. automotive, LVN, RN, and dental assisting). The Institutional Research Department collects and synthesizes data related to student outcomes such as enrollment trends; success, retention, and persistence rates; grade distribution; and degree and certificate completions. The Program Review Committee reviews both assessment strategies and assessment results and makes recommendations for improving the assessment process.

All career and technical education (CTE) programs at the college are expected to maintain active advisory committees, and faculty rely on these advisory committees for feedback on skills expectations for degree and certificate holders. Most CTE advisory committees meet at least annually (IIA-18). Advisory committee input has informed the development of curriculum in a number of disciplines including welding, water and wastewater

systems technology, solar technology, agriculture, and allied health.

The Curriculum Committee reviews course outlines as well as degree and certificate proposals to ensure student learning outcomes are well-written and provide appropriate rigor and progression for introductory, intermediate, and advanced or capstone courses. The course outline of record also details recommended and required assessment tasks for each course, so that quizzes and tests are appropriate to the stated learning outcomes. Finally, the Curriculum Committee reviews the advisory text that is included in the college catalog.

Faculty report on their work related to the assessment of learning outcomes in their annual and comprehensive program reviews. While faculty throughout the institution are engaged in assessment at the course level, not all programs conduct authentic program level assessment of student learning outcomes.

Analysis

The college meets the standard. Faculty have a central role related to the determination of competency levels and measurable student learning outcomes, and they rely on advisory committees when appropriate. The college is working to improve methods for measuring program effectiveness as faculty develop and implement five-year degree- and certificate-level assessment plans.

Board Policy 903 Educational Program Advisory Committees is out of date and not always adhered to. Currently there is not a consistently followed procedure for advisory committees.

Planning Agenda

The process to update Board Policy 903 Educational Program Advisory Committees to make it current and relevant will be completed by spring 2012.

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Description

The institution assures the quality of instruction by regularly evaluating course outcomes and objectives through the program review process and the curriculum process. Data regarding achievement of student learning outcomes and student retention and success inform the integrated planning process regarding program effectiveness and identify programs that may be subject to revitalization or discontinuance.

The college's Curriculum Committee ensures appropriate course sequencing through its curriculum review and approval processes. The college catalog provides a recommended sequencing of courses for each career and technical education program. The Curriculum Committee also identifies those courses that should be considered transfer-level (collegiate). Robust dialogue regularly takes place to enhance program quality and ensure appropriate breadth, depth, and rigor of the college's educational programs. Deans and area coordinators are actively engaged in developing and ensuring a two-year schedule to ensure the ability of students to complete their programs in an appropriate time frame. Cohort schedules have also been developed (for example, for transfer-directed students at the Mendocino Coast Education Center who place at various levels in math and English, as outlined in

that center's education master plan). As the college faces major budget cuts as a result of the state's fiscal crisis, appropriate course scheduling will be even more important.

One major challenge the college faces, along with colleges statewide and nationwide, is the large number of students who arrive at the college underprepared for college-level work because they lack skills in math and English. The college carefully tracks the basic skills level of its students, and basic skills improvement in math and English. The college's Basic Skills Committee (dissolved in 2009 and reinstated in 2010) is comprised of faculty, administration, advising and management to oversee the assessment and management of courses defined as basic skills (IIA-19).

The Institutional Research Department also provides data regarding student success in various general education courses based on basic skills level to assist counselors and advisors in helping students choose courses in which they can be successful while they engage in developmental math and English instruction. Additional data gathering and analysis would provide improved tracking of students through sequential courses and prerequisites.

Analysis

The college meets the standard. The college identifies, as a source of pride, the high quality of the instruction provided. The level of engagement in dialogue about meeting student learning outcomes and ensuring instructional quality is apparent

throughout the college's program review and assessment processes.

Planning Agenda

None.

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Description

The college uses various delivery modes and teaching methodologies including face-to-face lecture, lecture aided by in-class technology, field study, group discussion, lab and studio, face to face aided by collaborative learning systems, online, hybrid, physical activity, etc. The college offers courses and sections in different delivery modes based primarily on student demand in order to address diverse learning styles.

The Disabled Students Programs and Services (DSPS) Department assures that resources are available to support students with disabilities (including closed captioning for all videos, and audio pod casting). DSPS provides assessment for learning disabilities through individualized assessment screening. The college also provides tutoring services for some students. Disabled Students Programs and Services (DSPS) assists faculty in helping students with specific learning disabilities be more successful in their classes and helps determine necessary accommodations.

The Academic Support Center provides help to students by developing their academic skills and encouraging them to become independent learners. In addition to responding to student requests for assistance, Academic Support Center staff provide services such as individual and group tutoring, instructional handouts, workshops, and supplementary computer programs.

A majority of the college's students come to college underprepared for college level curriculum based on their math and English skills. The college has been addressing this district wide. A sampling of these efforts includes the development of learning communities for at-risk students to help provide successful transition to college courses, as well as regular offering of guidance and general studies courses to assist students in obtaining the needed skills for college success. The latter courses teach students about various learning styles and assist students to identify strategies to work with their individual learning styles.

For advanced students, the college's Honors Program offers students access to specially designed honors seminar classes, special academic advising, cultural events and trips, use of the extensive Humboldt State University Library, and close contact with faculty.

Currently between six and seven percent of the college's courses are offered online to meet the needs of working adults and parents, residents who live far from the college's main campus in this rural, large district, and others who prefer distance education. In 2009, the college hired a dean of distance education who has developed a core staff of instructional designers and managers to provide assistance and professional development for online instructors, including regular training seminars and demonstrations of resources. The evaluation processes for online courses as well as the evaluation

of distance education faculty is being implemented under the new faculty contract (IIA-20).

The institution evaluates all courses, including online courses, for retention and success rates. The college has identified some differences between retention and success rates in traditional face-to-face and online classes, and faculty are engaged in ongoing evaluation and discussion to determine where the significant differences lie and what steps may be taken to address them.

Face-to-face classes are evaluated through course evaluation surveys administered to students on a rotating basis (IIA-21). Beginning spring 2011, student evaluations are included in distance education courses.

The college's learning management system, Sakai (or MyCR), was selected by the dean of distance education. This platform was implemented in fall 2009 and is used not only in primarily online courses but also in hybrid as well as traditional classes. Instructors use Sakai to encourage student discussions and post writing assignments, resources, Web-captured lectures, and links to related sites of interest. This enables students to experience multiple media and learning approaches. Faculty discussions at the college emphasize the importance

of student contact, regardless of the method or mode of instruction. As faculty continue to implement online teaching, the potential of online education will continue to be realized and, as methods become more fine-tuned, these improvements will lead to measurable improvements in student retention and success in the online environment.

Analysis

The college substantially meets the standard. The college uses a variety of delivery modes and teaching methodologies to reflect the diverse needs and learning styles of its students. Faculty and staff provide appropriate guidance and leadership to ensure an active and robust dialogue about how to best meet student needs.

Planning Agenda

In fall 2011, the college will evaluate course and program indicators vis-à-vis national trends and statewide data such as that available in the California Community College Chancellor's Office Datamart to ensure consistency between modalities (e.g. differing retention and success rates between face-to-face and distance education courses).

II.A.2.e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Description

The college's program review process is institutionalized and faculty throughout the district are fully engaged in the process. Faculty authors report on the results of their assessment of student learning outcomes, program and course enrollment trends, the number of graduates, and other statistics as measures of effectiveness and relevance. Career and technical programs that have separate accreditation or that have external examinations and licensure maintain required data regarding the

achievement of student learning outcomes.

Career and technical programs consult with their advisory committees to ensure programs remain relevant. Program revisions and proposals for career and technical education programs also require the inclusion of data regarding labor market demand for program graduates. The career and technical education programs ensure currency and relevance of curriculum through their advisory committee members who are currently employed in the

field. Program relevancy for career and technical education courses is determined by workforce data and reliance on program advisory committees.

Faculty in both career and technical education programs and academic transfer programs engage in professional development including sabbaticals, externships, conferences, and other activities to ensure knowledge about educational trends and workforce needs. All instructors are required to spend time during the year furthering their own skills and knowledge, which is reflected in their annual flex contracts.

Program review templates are pre-populated with data to facilitate faculty review, analysis, and commentary. These data include the following information:

- Student fill rates – number of students enrolled in relation to the number of seats available
- Student success rates – number of students receiving a “C” or better in specific courses and by location
- Course retention rates
- Success by basic skills level (math and English)
- Full-time to part-time instructor ratios

The college’s Institutional Research Department maintains a database that indicates the currency of course outlines in each discipline. Faculty report on the currency of their course outlines through the program review process. Faculty must update their course outlines every five years or risk having their courses inactivated by the college’s Curriculum Committee.

All disciplines engage in the program review process, but thoroughness varies. The college has identified student learning outcomes for courses, degrees, certificates, and programs throughout the institution. Faculty conduct assessment at the course and program level, and the Program Review Committee reviews and comments on these assessment activities. The process of program review and assessment continues to develop and be refined. As more faculty become confident in their ability to analyze pre-populated program review data and conduct assessment of student learning outcomes, consistency will increase.

While the process of conducting program review is institutionalized, the integrated planning process linking the results of program review to planning has been only partially implemented. The results of program review are used to inform unit-level quality improvement plans, and the integrated planning model has been partially implemented with some degree of success.

Analysis

The college substantially meets the standard. The institution has committed itself to program review and assessment activities, and these processes continue to develop and be refined. While evaluation of courses and programs is taking place, assessment activities have not been summarized in a comprehensive, meaningful way to indicate the extent to which students in courses and programs throughout the institution meet student learning outcomes.

Planning Agenda

None.

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Description

The development, assessment, and revision of student learning outcomes have been the focus of attention for the college over the last few years as demonstrated by the work of the Curriculum Committee, the Program Review Committee, and Assessment Committee. Recently, a process for using program review data for the purpose of integrated planning has been established, and a process of cyclical feedback loops has been developed. The newly formed Institutional Effectiveness Committee is responsible for monitoring collaborative institutional planning, and the Budget Planning Committee links the district's program review and district planning processes to the annual budget.

Over the last four years faculty have been working diligently to develop comprehensive student learning outcome assessment plans for all courses and programs. Furthermore, the Assessment Committee has developed a three-year plan for assessment at the college (IIA-22).

The program review process requires departments to link all resource requests to departmental goals and objectives. Unit-level plans enable departments to state their objectives, link their plans to the college's strategic and education master plans, and submit resource requests to support their plans. The college maintains a planning calendar on the Program Review Committee's Web site to facilitate integrated planning.

The Institutional Research Department (IR) makes available on the Web a wide variety of annual research reports to support planning processes. These reports include data regarding the college's key performance indicators, course section enrollment, grade distribution, completions for degrees and certificates, success and retention,

persistence, basic skills course alignment, advising, and labor market information. The IR Web site also links to the Accountability Reporting for Community Colleges (ARCC).

IR also provides research upon request through "AskCR", the college's resource request portal. In the summative report of the college's Title III 'Strengthening Institutions' grant, administration, faculty, and staff all report progress in the district's use of institutional data in decision-making.

Analysis

The college substantially meets the standard. There are many examples of the use of institutional data to assure currency and measure achievement of stated student learning outcomes. The most significant of these is the development of the Institutional Research Department through the college's Title III grant. With data more readily available, its use in decision-making processes has increased. However, the position of institutional research director is currently vacant which has limited the ability of the college to gain further confidence and understanding regarding institutional data. There is a strong sense among faculty that the program review process as instituted over the last four years is well conceived and provides the necessary information to make informed decisions for both curriculum improvement and budget.

The Program Review Committee (PRC) has now completed a cycle using extensive data and detailed summaries produced in 2009-2010 to inform the integrated planning process. The Program Review Committee shifted the planning process calendar so that the integrated planning committees would have the data in a timely manner, be able to process their recommendations, and get their recommendations to the Budget Planning Committee for review prior

to the development of the budget for the subsequent year.

The college has continued to refine the program review process to be more effective and efficient and has improved its ability to use program review and assessment to inform planning. The Institutional Effectiveness Committee report will provide an

assessment of the integrated planning process to inform process improvements.

Planning Agenda

By summer 2011 the college will hire a director of institutional research.

II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Description

In some courses and/or programs requiring industry accreditation or licensure (e.g., nursing, police academy), a standardized exam is required. These exams are provided and monitored by the relevant accrediting bodies.

Analysis

The college meets the standard. Programs that utilize required examinations validate their effectiveness by the pass rate of their students in state or federal licensing exams. The results are reported in the comprehensive program review.

Planning Agenda

None.

II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Description

Credits awarded are consistent with Carnegie unit definitions and Title 5 regulations. As defined in 34 CFR 600.2, the college has adopted an interim policy appropriately defining a 'credit hour' in accordance with 34 CFR 600.2.

The Curriculum Committee ensures that credits are awarded based on appropriate student achievement. The official course outline of record includes student learning outcomes (SLOs), course topics, and methods of evaluation and assessment (IIA-23).

Faculty provide students with a syllabus which is consistent with the approved course outline and maintained in department offices. Further, faculty

adhere to the approved course outline and effectively assess SLOs as stated in the approved course outline. The current and previous catalogs detail the grading system used by faculty at the college.

Analysis

The college meets the standard. All methods of credit awards are documented and approved by the Curriculum Committee, the Academic Senate, the President's Cabinet, and the Board of Trustees.

Planning Agenda

None.

II.A.2. i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Description

As required by Board Policy 4020, Program and Curriculum Development, courses and programs are designed in compliance with the program and course approval policies and procedures adopted by the Chancellor's Office (IIA-24).

Program learning outcomes (PLOs) are developed in much the same way as student learning outcomes (SLOs). PLOs for career technical programs such as business, technology, and health occupations are generally well established; PLOs for externally accredited programs are based on very specific state and national criteria. These programs also rely on industry advisory committee input.

The Curriculum Committee takes seriously its responsibility for ensuring appropriate learning outcomes for all degrees and certificate. However, developing PLOs for transfer programs has posed a challenge because of the need for interdisciplinary dialogue and collaboration.

Analysis

The college meets the standard. Program Learning

Outcomes (PLOs) are developed much in the same way as are Student Learning Outcomes (SLOs).

An ad hoc committee of the Academic Senate is working to develop an assessment strategy for general education. The outcomes have been identified, and suggested assessment methods have been proposed, but the assessment plans have not yet been systematically or comprehensively implemented.

The Assessment Committee, in conjunction with the Program Review Committee and the Academic Senate, is currently and actively engaged in the challenges of program review for the general education pattern and for liberal arts degrees.

Planning Agenda

By fall 2011 the college will develop a comprehensive method of assessing general education outcomes.

By fall 2012 the college will develop a standardized way to communicate program learning outcomes information to students.

II.A.3. *The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.*

Description

BP 4025 Philosophy and Criteria for Associate Degree and General Education delineates the general education patterns and the course work requirements for students pursuing associate degrees at College of the Redwoods. Three pathways serve

the needs of students who are pursuing an associate degree, preparing to transfer to the CSU system, or completing the requirements for transfer to CSU, UC, or other four-year colleges or universities.

The college's Curriculum Committee is well-

established and employs a rigorous review process for all proposed and revised course outlines to ensure content and learning outcomes are at the collegiate level and that general education courses fulfill the general education requirements in the UC and CSU systems. While an academic counselor is a member of the college's Curriculum Committee and assists the college to maintain a list of general education courses that meet the general education requirements at UC and CSU, the college currently lacks an articulation officer.

For students seeking the associate degree, the college requires specified classes in communication, computation and critical thinking, as well as courses in the following four categories: Natural Sciences, Social Science, Humanities, and Language and Rationality. The list of requirements for a degree in each of the college's academic programs include the minimum number of general education units required, and the areas in which they are required.

Students who intend to matriculate to a CSU campus must complete the requisite number of lower division general education units outlined for transfer students by the CSU system. This option includes specified classes in the following areas: Communication and Critical Thinking, Scientific Inquiry and Quantitative Reasoning, Arts and Humanities, Social Sciences, and Lifelong Learning and Self Development.

Those individuals who intend to continue their education at a UC campus or other four-year institution need to adhere to the requirements of the Intersegmental General Education Transfer Curriculum (IGETC) Pattern, which includes specified classes in the following areas: English Communication, Mathematical Concepts and Quantitative Reasoning, Arts and Humanities, Social and Behavioral Sciences, and Physical and Biological Sciences.

The college catalog specifies the requirements for a degree in each of the college's academic programs, including the minimum number of general education units required. The applicable courses appear in the

college catalog in the list of the General Education Requirements for the Associate Degree and for the Associate Degree in Liberal Arts, with eight optional areas of emphasis that correspond to the various academic disciplines. In all instances, students are advised to work closely with CR advisors and counselors and, especially, with advisors at the four-year institution to which they plan to transfer.

Regardless of which option a student chooses, in conferring the Associate's degree the college certifies that the student has demonstrated achievement in the following learning outcomes: Effective Communication, Critical Thinking, and Global Awareness. For this reason, each general education course must address at least one of the bulleted outcomes under each of these three categories.

EFFECTIVE COMMUNICATION

Students should be able to

- Communicate complex aesthetic, cultural and intellectual ideas
- Communicate complex mathematical and scientific ideas
- Analyze and adapt communication on the basis of audience
- Generate, compose, revise and communicate ideas clearly, orally and in writing
- Read with comprehension
- Listen with comprehension
- Use technology to process information
- Conduct research using appropriate methods and tools

CRITICAL THINKING

Students should be able to

- Evaluate ideas presented in writing, media, speech or artistic representations

- Evaluate sources of information
- Analyze/interpret creative expressions, resources, data
- Use problem-solving skills effectively
- Apply the scientific method and scientific reasoning
- Apply mathematical and scientific concepts to analyze relationships
- Make value judgments and ethical decisions

GLOBAL/CULTURAL CONTEXT

Students should be able to

- Analyze issues from multiple perspectives
- Express an awareness of cultures in a diverse global community
- Explain the relationships between humanity and the natural environment
- Analyze issues within their historical context

In 2008-09, the assessment team (now a formalized Assessment Committee) collaborated with the Academic Senate to form an ad hoc committee on general education, made up of the Curriculum Committee chair and representative faculty from throughout the disciplines, to revise the Philosophy of General Education and refine general education outcomes. As determined by this ad hoc committee and approved by the Academic Senate in 2009, courses included as part of the general education pattern must meet student learning outcomes identified above. These outcomes were developed and approved during the 2008-09 academic year in response to a general understanding that the five general education outcomes identified in the college catalog were not clear enough or practical to assess, and that once updated, the faculty would review all approved and proposed general education courses to certify that their outcomes meet these general education outcomes. The ad hoc general education

committee also proposed suggested assessments for each of the three outcome areas (IIA-25).

Unfortunately, organizational conflict and administrative turnover (including a chief instructional officer vacancy) and a perceived lack of support for the assessment team (resulting in a brief hiatus for the team and the resignation of the faculty chair), resulted in diminished leadership for developing a process for assessing general education at the college. In 2009, the Curriculum Committee and the Academic Senate imposed a moratorium on new general education courses until the review and approval process for general education courses could be improved.

In the 2010-11 year, the Curriculum Committee developed and implemented a process for reviewing course outlines of record to certify that existing general education courses and newly proposed general education courses are carefully considered. The forms and process are rigorous and require that student learning outcomes meet the three general education categories with sufficient scope and breadth to ensure the learning outcomes are met within a broad spectrum of knowledge imparted within a given field of study. Several general education course proposals were considered within this new process. Subsequently, several courses were reviewed for inclusion in the general education pattern in spring 2011 according to the new process.

The revised general education philosophy and outcomes, while approved by the Academic Senate in 2009, were submitted to the college's Board of Trustees in June 2011. During the intervening period, the college continued to publish the older outcomes in the college catalog and, while course-level assessment of student learning outcomes occurred for general education courses, the college did not comprehensively assess general education.

Assessment of the newly developed student learning outcomes has not yet occurred. The focus of assessment during the 2010-11 year targeted program outcomes for liberal art degrees. Although a comprehensive program review was completed

for general education classes, the assessment was based on the previous learning outcomes (as described in the 2010-2011 Catalog). Since this assessment was the first attempt to develop a process to assess general education at the college, it was not as comprehensive as it should be; however, the institution's efforts in assessing student learning outcomes at the course level does include assessment of the outcomes that correspond to the general education requirements.

Analysis

The college partially meets the standard. While the college has a Board-approved policy regarding general education, and general education requirements for degrees are stated in the college's catalog, during the last few years various stakeholders at the college have had divergent understandings of the philosophy and outcomes for the college's general education pattern.

The college has developed a process for approving courses as part of the general education pattern, but implementation has only just begun. Although the institution has assessed student learning outcomes for general education courses, it has conducted relatively little comprehensive assessment.

The college has also identified the need for an Articulation Officer to help ensure the courses included in the general education pattern meet standards for transferability to UC and CSU.

Planning Agenda

In the 2011-2012, the description of the new general education requirements will be widely publicized via the college catalog and on the college's Web site.

In the 2011-12 year, the new curriculum process for approving courses in the general education pattern will be fully implemented for newly proposed and existing general education courses.

In the 2011-12 year, under the leadership of the Assessment Committee and the Curriculum Committee, faculty will map student learning outcomes for courses that are included in the college's general education pattern to the revised general education outcomes.

In the 2011-12 year, the Assessment Committee will develop and implement plans to comprehensively assess the college's general education outcomes.

By fall 2011 the college will identify an articulation officer.

II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include humanities and fine arts, the natural sciences and the social sciences

Description

The major areas of knowledge including natural sciences, social sciences, and humanities are included in the general education requirements for all students intending to obtain a degree from the college. The courses selected for each of these three areas are validated as meeting the requirements of these general education content areas through articulation agreements with the UC and CSU system.

While assessment of student learning outcomes has taken place at the course-level, comprehensive assessment of student learning outcomes for general education has not taken place in a meaningful way.

Analysis

The college partially meets the standard. While the basic content and methodology for the college's general education program are developed by faculty, the process for approving courses as part of the

general education pattern was adopted recently and is not fully implemented. While the major knowledge areas are covered in the college's general education pattern, learning outcomes have not been comprehensively assessed.

Planning Agenda

In the 2011-12 year, the new curriculum process for approving courses in the general education pattern will be fully implemented for newly proposed and

existing general education courses.

In the 2011-12 year, under the leadership of the Assessment Committee and the Curriculum Committee, faculty will map student learning outcomes for courses that are included in the college's general education pattern to the revised general education outcomes.

In the 2011-12 year the Assessment Committee will develop and implement plans to comprehensively assess the college's general education outcomes.

II.A.3.b. General education has comprehensive learning outcomes for students who complete it, including a capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Description

The learning outcome areas of effective communication, critical thinking, and global/cultural context were developed to ensure that students who complete the college's general education pattern have appropriate skills related to the ability to communicate both orally and in writing, evaluate sources of information, use technology to process information, think critically, and analyze issues from multiple perspectives.

While assessment of student learning outcomes has taken place at the course-level, comprehensive assessment of student learning outcomes for general education has not systematically taken place.

Analysis

The college partially meets the standard. The college has developed learning outcomes for general education that mirror the skills outlined in the standard. Faculty determine which courses meet the requirements and review course outlines to ensure content covers material necessary to provide knowledge in these areas; however, active assessment of these outcomes has not yet occurred in a systematic manner.

Planning Agenda

In 2011-12 year, the Assessment Committee will develop and implement plans to comprehensively assess the college's general education outcomes.

II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles, civility and interpersonal skills, respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political and social responsibilities locally, nationally and globally

Description

The outcome area of critical thinking includes the ability to make judgments and ethical decisions. All of the outcomes listed within the global/cultural context area of the college's general education outcomes are intended to ensure students are able to recognize what it means to be an effective citizen.

Faculty have suggested that assessment of the outcome might include one of the following:

- Articulate understanding of interconnected global issues
- Compare different world views relevant to specific ethical questions
- Articulate understanding of historical influences on contemporary world
- Articulate historical influences on language and contemporary knowledge

- Describe cultural influences on the spread of knowledge
- Identify the effects of social context on individual behavior

Analysis

The college partially meets the standard. All of the outcomes listed within the global/cultural context area of the college's general education outcomes are intended to ensure students are able to recognize what it means to be an effective citizen. While outcome assessment suggestions have been proposed, active assessment of these outcomes has not yet occurred in a systematic manner.

Planning Agenda

In the 2011-12 year the Assessment Committee will develop and implement plans to comprehensively assess the college's general education outcomes.

II.A.4. *All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.*

Description

The college's degree programs offer students curriculum specialized to their discipline. The college requires a minimum of 18 units in the discipline, with most degrees requiring 30 or more discipline units. CR's catalog provides information regarding program requirements for all degrees and certificates (IIA-26).

Analysis

The college meets the standard. Each degree program clearly describes the number of units required for general education, specific program requirements, and additional options (restricted electives) required for program completion. Program requirements are detailed in the catalog, on the Web site, and in program brochures.

Planning Agenda

None.

II.A.5. *Students completing vocational and occupational certificates and degrees demonstrate the technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.*

Description

The college's career and technical education (CTE) certificate and degree programs are developed primarily by faculty, with input from employers, advisory committees, and professional organizations, and using data such as labor market information and employer surveys. Programs in automotive, drafting technology, construction technology, nursing, early childhood education, and the police academy are accredited or approved by external agencies. The college also offers programs that lead to external state and national certification or licensure (e.g., nursing, solar technician, water distribution and treatment, wastewater collections and treatment, welding, early childhood education, and automotive).

In partnership with the local Employment Development Department, the college supports a comprehensive career center and job market (one stop employment office) and is developing an internship program to connect students to needed employment training and opportunity.

The California Community College Chancellor's Office provides "core indicator" information for student placement, and retention in employment is provided through matches with unemployment insurance (UI) data. Core indicator data is invaluable for review and improvement of CTE program outcomes and student success. Faculty are required to respond to the core information data when applying for local CTEA funds (IIA-27). The reporting of CTE student information through the state-mandated management information systems (MIS) data system was significantly enhanced during the 2009-2010 academic year, resulting in additional state CTEA funds coming to the college.

Analysis

The college meets the standard. CTE program standards are maintained through regular external review of courses, certificates, and degrees by advisory committees and external accreditation and regulatory agencies. Internally, the college implements a program review process. Standardized student follow-up and employer surveys are being developed by the Institutional Research Department, although some programs have been conducting their own surveys as part of external accreditation requirements. Data are analyzed to strengthen courses and programs and ensure course and program requirements are relevant to employer needs.

To meet external licensure, certification, or accreditation standards, many programs maintain records of student success on external exams, for instance in the area of health occupations and solar technology.

Planning Agenda

By spring 2012, the Institutional Research Department will develop and implement standardized student and employer follow-up surveys for CTE program graduates.

II.A.6. *The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes (SLOs). In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.*

Description

The college updates its catalog yearly to describe each course and program and to detail transfer policies. While the general education outcomes are included in the catalog, other program learning outcomes are typically available in course outlines or program brochures (IIA-28).

For more specific course information, including course expectations and assessment methods, faculty provide syllabi to their students. Model syllabi are available in the Faculty Handbook, are on file in the division offices (IIA-29, IIA-30). Model syllabi are available in the Faculty Handbook, and course syllabi are on file in the division offices.

Course syllabi are distributed to students and are posted online via MyCR, the college's collaborative learning environment.

Analysis

The college meets the standard. The catalog, updated annually, provides sufficient information for students to understand descriptions of programs, courses, transfer policies, and sequencing of courses. Course syllabi provide additional detail.

Planning Agenda

None.

II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transfer courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Description

The college catalog describes the transfer requirements and identifies several resources available to students who are planning to transfer to California four-year universities or colleges. It also includes information about the college's articulation agreements with four-year institutions and references to a state-wide articulation Web site that helps counselors and students determine equivalent course work and requirements at various California four-year public institutions (IIA-31).

The college has articulation agreements with a number of four-year institutions, and counselors assist students in understanding the transfer process. The Transfer Center provides services and resources including academic advising, a resource library, a college transfer day, "Humboldt State Instant Admissions," transfer admissions agreements, and four year university representative visits. (CR graduates may have increased ease of transfer through the implementation of SB 1440, statewide legislation requiring colleges in the CSU system to accept 60 units of credit towards a Bachelor's degree

from state community colleges that provide the appropriate curriculum.)

For students transferring into College of the Redwoods, advisors, counselors, administrators, and faculty all participate in the accurate evaluation and processing of transfer credit. CR students wishing to transfer are advised to contact the counseling services at the college as well as at the transfer institution to ensure the development of accurate program plans. Transfer of credit from other accredited higher education institutions is based on the evaluation of official college transcripts. If any question or discrepancy occurs in the evaluation process, faculty area experts are asked to adjudicate the final decision.

Analysis

The college meets the standard. The college provides several resources for students interested in transferring including a catalog and Web page, workshops and counseling and advising services. The college has a careful and thorough process for evaluating the credits of students who wish to transfer from other institutions to College of the Redwoods.

Planning Agenda

None.

II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Description

Regarding substantial changes to program requirements or the elimination of programs, College of the Redwoods is committed to taking appropriate measures to help affected students finish their programs of study in a timely fashion. A statement of this commitment appears in the current catalog under the Changes in Requirements heading, and it reads as follows:

“Under current practice, when a program is eliminated students are notified, and the program is phased out over a period of time to enable students to complete the program. In some cases, course substitutions or independent study options are provided to ensure students are able to complete programs for which they have ‘catalog rights.’”

Administrative Procedure 4021 Program Revitalization or Discontinuance is under development. This procedure will include appropriate arrangements so that enrolled students

may complete their education in a timely manner with minimal disruption.

Analysis

The college meets the standard and ensures that enrolled students are able to complete their educational programs.

The institution has not historically used the program review process to provide recommendations on sunseting or revitalizing programs. Program reviews help identify programs that are struggling as evidenced by declining enrollments, poor retention rates, and poor success rates. In the 2010-11 year, the Program Review Committee ‘flagged’ programs that were struggling and recommended for revitalization or discontinuation, but the process of revitalization and discontinuance is still in draft form and has not been implemented yet.

Planning Agenda

In 2011-12, College of the Redwoods will adopt a

program revitalization or discontinuance procedure (AP4021).

II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs and services.

Description

The college maintains a Web site and printed brochures to present specific information regarding programs and processes and publishes a printed catalog annually, an on-line version of which is maintained and updated. The college provides schedules of classes for each semester and summer session.

College brochures for academic and career technical programs are updated when their program requirements are changed. Degree and certificate information cards are created to align with the annual college catalog and provide course requirements and other program specific information for use by the public and by faculty and staff for

advising and outreach purposes.

The college produces broadcast, print and online advertising on a regular basis to inform students about classes and programs. Publications about services to students are updated when appropriate to reflect changes in policies and practices.

Analysis

The college meets the standard.

Planning Agenda

None.

II.A.7. *In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.*

Description

The college's Board of Trustees has adopted Board Policy 4030, Academic Freedom that is included in the faculty handbook and states:

"Faculty members are entitled to freedom in the classroom in discussing issues germane to their academic discipline. Academic freedom inherently involves the right to introduce within the assigned teaching discipline controversial topics, concepts,

issues, and systems as long as the method or manner of presentation involves objective reasoning and rational discussion. Faculty members are citizens, members of a profession, and employees of an education institution. When faculty members speak or write as citizens, thereby exercising their constitutional right of free speech, it should be as persons who are free from institutional censorship or discipline. In the process of making such utterances, faculty members have a responsibility to make a

clear distinction between personal viewpoints and the college's official policies. Faculty members are entitled to full freedom in research and in the publication of results, subject to the adequate performance of other academic duties, but research for pecuniary return should be based upon an understanding with the administration of the college. The protection of academic freedom and the requirements of academic responsibility apply to full-time probationary, tenured, and part-time faculty." (IIA-32).

A philosophy statement of the district's commitment to academic freedom is also included in the college catalog, declaring:

"We will continuously seek and support a dedicated, highly qualified staff that is diverse in terms of cultural background, ethnicity, and intellectual perspective and that is committed to fostering a

climate of academic freedom and collegiality. We will encourage and reward professional development for all staff and will all share in the responsibility for student outcomes."

College of the Redwoods does not intentionally promulgate specific institutional beliefs or world views.

Analysis

The college meets the standard. The college complies with board-approved policies on academic freedom and responsibility. College of the Redwoods is committed to the pursuit and dissemination of knowledge.

Planning Agenda

None.

II.A.7.a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Description

College of the Redwoods has adopted Board Policy 4030 Academic Freedom. The policy was adapted from the 1940 Statement of Principles on Academic Freedom and Tenure, including the 1958 and 1970 interpretative comments of the American Association of University Professors. The policy is available on the college Web site and can be found in the Faculty Handbook.

Academic freedom and the responsibilities of faculty are also considered during the faculty performance review process. Although "academic freedom" is not specifically mentioned in the performance review evaluation criteria, faculty are evaluated on criteria such as "Currency and depth of knowledge in discipline, effective course or nonteaching assignment organization, effective communication skills (including technology), and sensitivity to

student diversity and special needs" and "Values the diversity of ideas on campus, demonstrates respect to students and colleagues/staff, and follows ethical standards of the profession."

Analysis

The college meets the standard through its policies on academic freedom. Efforts are made each semester through orientations to inform new part time faculty of board policies and relevant administrative procedures.

Planning Agenda

None.

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

Description

The college established and publishes clear expectations about student academic honesty and the consequences for dishonesty. BP 5500 Standards of Conduct, is in the college catalog and is displayed on the college's Web page (IIA-33).

The faculty handbook also references the college's policy regarding academic honesty; the handbook is available on the college Web site and also on the internal college Web site. Disciplines such as health

occupations, public safety, and early child education have additional code of conduct requirements that are identified within program handbooks.

Analysis

The college meets the standard.

Planning Agenda

None.

II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies including statements in the catalog and/or appropriate faculty.

Description

The Student Code of Conduct per Board Policy 5500 is available in the catalog as well as the CR Web site. There are processes in place to ensure that faculty and staff members know how to find information about filing complaints. Administrative personnel and trustees receive training in avoiding sexual harassment and responding to it as a manager overseeing personnel. Disciplines such as health occupations, public safety, and early child education have additional code of conduct requirements that are identified within program handbooks.

Recent Web-inars have been sponsored by the DSPPS office to provide training for staff and faculty on dealing with disruptive student behavior.

The student code of conduct includes specific language addressing expectations of conformity to codes of conduct, consequences and expectations. However, the complaint and appeal processes for students are not printed or easily available. Students often have to go to advisors or administrators for assistance on how to file complaints. Sample syllabi

in the faculty handbook includes a reference to the student code of conduct.

The college has developed a comprehensive code of ethics for all personnel. In summer 2010, a management committee drafted an institutional code of ethics, BP and AP 3050. The draft has been reviewed by the College Council and feedback has been generated. This board policy and procedure will undergo further revision and will be reviewed by college constituencies for adoption in fall 2011.

Analysis

The college meets the standard, although the college has identified the need to make complaint and appeals processes more accessible.

Planning Agenda

None.

II.A.8. *Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.*

Description

The college is not currently offering curricula in foreign locations.

Analysis

Not Applicable.

Planning Agenda

None.

II.B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using Student Learning Outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Description

CR is open to any person 18 years of age or older who can benefit from the instructional curriculum of the college. High school graduates and holders of the Certificate of Proficiency are eligible for admission even if they are younger than 18.

Any student enrolled in the 9th through 12th grades can enroll but must also complete a Concurrent Enrollment Form signed by a parent or legal guardian and the high school principal. Concurrently enrolled students are eligible to take college level classes only and are limited to a maximum of 11 units.

International students must follow special procedures outlined in the college catalog and as regulated by their visa status. Immigrant visa residents must provide their assigned Alien Registration Number.

The college adheres to AB540 with regard to nonresident students. This law does not grant residency but enables certain nonresident students to be exempted from paying nonresident tuition. Any student who has met the above eligibility criteria must complete the “California Nonresident Tuition Exemption Request” form.

The college has an open admission policy that ensures that all applicants capable of benefitting from the education available at the college are admitted. At College of the Redwoods, the

enrollment process includes more than filling out an application, registering for classes and paying fees. The college’s matriculation program is designed to help students succeed in college and includes the following steps:

- assessment (math and English placement tests)
- orientation
- academic advising
- registration
- the development of an educational plan

Students work with advisors to meet these responsibilities and create an educational plan designed to maximize their success. The college’s mission emphasizes this commitment to student success, as does the strategic plan’s first goal, which is to “Enable student attainment of educational goals.”

College of the Redwoods supports these goals through the following activities:

- The college’s education master planning process ensures open access to a diverse population and understands that “strategic enrollment management does not consist simply of recruiting students ... it also includes retention of students so that students are able to meet their goals (pg. 15).” The retention of students is

accomplished through various means including the creation of Student Education Plans, pre-registration advising, free tutoring, student mentoring, and specialized services from EOPS, DSPS, and Trio programs. Faculty and staff refer students who are struggling to Counselors/Advisors and to available services, such as DSPS. Counselors and advisors at the Eureka and Del Norte campuses recommend appropriate students to General Studies (GS) courses, such as GS 6 and GS 361.

- Through the matriculation process, students' academic readiness is assessed using multiple measures, and clear information is provided about the college's programs, services and policies prior to registration. This information is provided during orientation, in advising appointments before and after placement tests, on student services Web pages, and in department brochures. At Del Norte and Mendocino campuses, counseling faculty attempt to see every new student. Del Norte has individual and group advising and orientation after registration.
- The college's program review process ensures ongoing, systematic evaluation of student services for the purpose of continuous quality assurance and improvement. All major student services departments and programs participate in the college's program review process. Through the program review process, programs identify program-level student learning outcomes and report on progress towards achieving these outcomes.
- Valuable insight about the effectiveness of student services is provided through the measurement and analysis of individual department goals and objectives provided by participants on the college's Enrollment Management Committee, the Program Review Committee, Student Services director meetings, Student Services assessment meetings, and quarterly Student Services division meetings.

- Districtwide categorical programs such as CalSOAP, Upward Bound, EOPS and DSPS provide outreach for special populations and assist students who may not have otherwise applied for and been admitted to college.

The following departments and programs serve students at all campuses and centers unless otherwise noted:

Academic Counseling and Advising is designed to help students attain their educational goals by offering academic advising, educational planning, academic problem solving and referrals to specialists.

Academic Support Center provides support for individual and small group tutoring, access to computer stations, DSPS and make-up testing, English and math skills, evaluation and placement testing, media viewing, and private study areas.

Admissions and Records provides information and services related to application, registration, fees, student records, petitions, transcripts, graduation and degree and certificate evaluations.

Associated Students, College of the Redwoods (ASCR) promotes opportunities for students to engage in self-governance and participate in the promotion of student activities such as student government, clubs, special events, student publications and social activities.

California Work Opportunity and Responsibility to Children (Cal WORKs) program supports students moving from welfare to work.

Child Development Center (Eureka) simultaneously provides a high quality laboratory setting for early childhood education students and an enriching child care and development services for toddler and preschool age children of CR's students and staff. The college's Child Development Center was granted accreditation by the National Association for the Education of Young Children in June 2010.

Clubs and Organizations support social, educational, honorary, service, and special interest clubs.

College of the Redwoods (Eureka) contracts with the local One-Stop center (The Job Market) to provide assistance to students and community members with career planning and employment search, career assessments and job referral. The Del Norte and Mendocino campuses do not have a career center as such, but some career guidance services are provided by counselors. Additionally, a career planning course (Guidance 8) is offered at the Eureka campus.

Cooperative Education courses at the Del Norte campus are designed to complement the student's academic training with realistic on-the-job experience.

Creative Arts and Cultural Events programs offer a wide variety of exhibitions by locally and nationally recognized artists. The CR Eureka campus has an art gallery which is curated by a student under the auspices of the Art Department faculty. While Del Norte and Mendocino do not have a "gallery" per se, both sites use the main hallway which serves as a standing gallery. Examples of cultural events that take place annually are: The Book of the Year, Science Night (Eureka campus), the annual publication of the KERF (poetry journal), The Latino film festival, and the northwest writer's conferences.

Dental Health Center (Eureka) offers various procedures for students and community members at a reduced rate.

Dining Service provides a traditional college food service facility for the Eureka campus with smaller support facilities for the Del Norte and Mendocino Coast Education Centers.

Disabled Students Programs and Services (DSPS) ensures equal access to the educational experience for all learners with disabilities. DSPS provides services to qualified students with: impairments of mobility, vision, hearing, and communication; acquired brain injury; developmentally delayed; learning and psychological disabilities.

- *Instructional Support and Learning Disabilities Assessment:* The LIGHT Center located on the Eureka campus provides learning disabilities assessment and individualized instructional support for students with disabilities. Assessments are completed by Learning Disability Specialists who, based on a student's learning profile, make educational recommendations for accommodations. Individualized instructional support services may include: study groups, and skill building in the areas of studying, note-taking and test-taking. Guidance classes are offered on the Eureka campus and at the Del Norte Education Center. Learning Disabilities Assessment is available for students at other instructional sites upon request. Testing of learning disabilities is offered to students by registering for a half unit of Guidance 143.
- *The High Tech Center:* The High Tech Center (HTC), located in the Learning Resource Center on the Eureka campus provides training to students in the use of assistive technologies such as: speech-activated software, scanners, screen readers and magnifiers. The HTC provides Braille and electronic text production for students. Classes are offered on the Eureka campus. Most computer labs throughout the district provide access to assistive technologies for students with disabilities.
- *Adaptive Physical Education:* Adaptive PE provides students with disabilities direct participation in classes designed for lifestyle fitness including a physical fitness assessment, with subsequent development of individualized exercise program, according to each student's unique needs. Classes are offered on the Eureka campus and at the Mendocino Coast Education Center.

Extended Opportunity Programs and Services (EOPS) & Cooperative Agencies Resources for Education (CARE) are state funded programs that assist economically and educationally disadvantaged students in the achievement of their educational goals.

Financial Aid and Scholarships provides information and assistance in completing financial aid, scholarship and veterans educational benefit applications. The Financial Aid Department determines eligibility for local, state and federal funding: scholarships, Cal Grant, Chafee Grant, Pell grant, BOG Fee Waiver, Supplemental Educational Opportunity and Academic Competitiveness Grant, Federal Work Study, AmeriCorps, Bureau of Indian Affairs and subsidized, unsubsidized and parent Direct federal loans. The Financial Aid Department oversees disbursement of funds to students, certifies student eligibility for veteran educational benefits, and provides coordination of the scholarship process.

General Education Development (GED) testing is available through the Academic Support Center, at the Eureka Downtown Instructional Site, and at the education centers.

High School and Community Outreach. Counseling and financial aid staff conduct annual outreach to local high schools for parents' nights, instant admissions and placement assessments and work closely with high school counselors. Student Services staff host high school counselors at the Eureka campus one day each fall for tours and updates on new policies and new initiatives at CR.

- Academy of the Redwoods (Eureka) is an Early College High School that provides high school students with the opportunity to earn a high school diploma and receive transferable college credits which can lead to an AA/AS degree, certificate, or be applied to a degree at a four year institution. Academy of the Redwoods (AR) began in 2005 and is located on the CR Eureka campus. By the time they are juniors, most AR students are taking CR courses along with their high school courses, and AR students

frequently earn top grades in their CR classes. The API (Academic Performance Index) for AR for the year of 2009-10 was 866 (out of 1000), compared to an average of 767 at the main high schools in Humboldt County.

- Klamath River Early College of the Redwoods (Del Norte) is an Early College High School located on the Yurok Reservation in Klamath that provides students with an opportunity to earn their high school diploma and two years of college credit. While open to students from all ethnic backgrounds, the curriculum is infused with Yurok cultural knowledge and Yurok elders and community members are valuable contributors to the educational experience.

Honors (Eureka): The Honors Core Seminar Curriculum is a coherent, rigorous program offering freshman and sophomore students a unique, high-quality educational experience.

Housing (Eureka): The residence halls on the Eureka campus provide a collegiate residential living opportunity for students.

Intercollegiate Athletics (Eureka) provides competitive sports activities for students. The Athletic Department has an assigned Academic Advisor who provides advising services specialized to the athlete population.

Student Outreach Services: The Student Support Services Program supports college students, whereas, CalSOAP and Upward Bound are two programs that are located on the CR campus, but work in the high schools. These programs work closely with low income, first generation students to promote their going to college, at any college that they choose.

- *The Student Support Services Program* at the Del Norte campus provides outreach activities to economically and educationally disadvantaged students attending CR at the Del Norte campus. The TRIO Student Support Services Program recruits eligible students to participate in faculty mentoring, supplemental instruction, early alert,

cultural events, campus tours and supplemental financial aid.

- *California Student Opportunity and Access Program (CalSOAP)* is a program that provides a collaborative effort to increase awareness and access to higher education by raising achievement levels of students from lower income families and to those students who are the first generation in their family to receive a college education. CalSOAP provides college outreach services directly to 7th – 12th grade students.
- *Upward Bound* is a federally supported TRIO program that provides support to low-income and/or first-generation high school students in their preparation for college entrance. The CR Upward Bound Program features an annual summer residential and bridge program on the Eureka campus.

Student Health Center (Eureka) offers minor medical care for illnesses and injuries, health promotion education, immunizations and testing, as well as examinations required for specific vocational training programs.

The Transfer Center provides information and assistance for students intending to transfer to a

four-year college or university. Although Del Norte and Mendocino do not have a “Transfer Center,” the counselor provides all necessary transfer guidance, resources and assistance to students. A library of college catalogs is maintained at the Counseling Office. Humboldt State University (HSU) makes regular visits to all sites. Eureka has a weekly visit by an HSU representative.

Veterans Services: Veteran and veteran dependent students also have a dedicated advisor to assist them with their advising needs. Besides providing a face-to-face advising experience for veterans, a project site in MyCR (Sakai) has been created to notify veterans about important deadlines and announcements concerning benefits. This project site also provides transfer minded veterans and dependents access to a HSU veteran representative to answer questions about transferring from College of the Redwoods to Humboldt State University.

Analysis

The college meets the standard.

Planning Agenda

None.

II.B.1. *The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.*

Description

At College of the Redwoods, the Program Review process for student services areas is integral to assuring continuous, quality improvement in support of student learning. Program reviews are conducted annually district wide for each department and program. For example, the Counseling and Advising program review includes information regarding the Mendocino and Del Norte campuses (IIB-34).

Each campus is invited to submit their staff requests and other needs in this report. The information is reviewed by site as well as district-wide.

The student services division met with an expert consultant during May 2009 and revised the program review templates and processes to include student achievement data. They also improved the connection between program review and planning by

matching quality improvement plans to the college's mission and strategic plan. (IIB-35).

Certain programs at the college, such as California Student Opportunity and Access Program (CalSOAP), TRIO (Upward Bound and Del Norte Education Center Student Support Services), Extended Opportunity Programs and Services (EOPS), and Disabled Student Programs and Services (DSPS), submit additional reports to document student and program outcomes to their funding agencies. These reports are required to assure grant compliance.

The college worked with Noel-Levitz to create an on-line survey during spring 2010 to assess student satisfaction in the areas of campus services, effectiveness, and environment. In response to the survey, a number of action plans were developed to improve student satisfaction (IIB-36). Examples include increased outreach about available services, improved communication with students via email and other methods, staff training, and a realignment of staff duties to ensure student needs are met.

The college has increased the use of on-line support services to assure that distance education students and faculty receive the support they need. The college offers a free, not-for-credit DE-101 orientation for students, faculty, and staff to provide an orientation to online education and help students prepare for success in the online environment; this class is recommended, not mandatory.

An online advisor is also provided for students taking two or more classes online each term. Distance Education provides additional student support services, i.e. on-line tutoring, WebAdvisor, MyCR, Parature, online orientation, in person orientation, and online advising to ensure students have available equitable access to information and services.

All instructional sites provide enrollment services such as application and registration assistance, transcript request help, WebAdvisor and MyCR basic help and orientation, and assessment testing.

Student Services Specialists also help answer basic advising questions. Students can pay fees, obtain data from their student record in Datatel, etc. at all the Site offices. Students can also receive basic financial aid information, such as assistance with the FAFSA or Board of Governor's fee waiver (BOG).

Site staff serve as an extension of admissions. Students can access graduation applications, student petition forms, or any form they may need from admissions and take advantage of assistance on how to complete it.

The sites are equipped and staff are trained to provide DSPS services to identified students in coordination with the office at the main campus. Although most assistance for honors students, athletes, students with child care, and veterans is through the main campus, site staff members are prepared to inform students about district services and make appropriate referrals. Although Student Satisfaction surveys have been done at the Arcata and Eureka Downtown Sites in the past, current information is not available.

The college has implemented practices to ensure that a maximum level of services and resources are available for students at the main campus, the educational centers, and the instructional sites, as well as for online students. Both on-campus and online students are served through the CR Web site. All students can access the following free online services: Application for Admission, Class Schedule, College Catalog, Financial Aid Services, Tutor.com, and the online course registration system. The Library/Learning Resource Center offers online access to books, journal articles, magazines, and newspapers. Additionally, two of the major student support services areas – Advising and Tutoring are provided to online students. Online Advising services are available for students who are enrolled in two or more virtual classes and mirror those services offered in an in-person format. This cohort of students is identified each semester by the Institutional Research Department and identified students' names are placed into a project site in Sakai so that the DE advisor can advise them.

Advising is done through email, telephone and/or video with written examples to assist students with processes new to them.

Services unique to the Klamath-Trinity Instructional Site administered in cooperation with the Hoopa Career and Technical Education Program (HCATEP) include:

- DISCOVER Workshops (Career/Transfer exploration)
- Customized Academic Planners
- Student Progress Reports
- Mid/End of Semester Celebration/Luncheon
- Early Registration Incentives (Laptop Giveaways)
- Honoring the Graduates/Graduation - Each spring, graduates are honored by holding a special invitation dinner for the students and their families. Graduates are honored with handmade sashes and other gifts.
- College Connection
- Tribal Grants Scholarship Advising
- Textbook/Supplies Loan Program - This program includes a fully loaded backpack, USB drive, and customized academic planner
- Calculator/Laptop Loan Program
- Emergency Childcare Assistance
- Mileage Assistance
- Stipend Program - Eligible students are paid Federal minimum wage for attending classes on a bi-weekly basis. Awards may not exceed \$288 every 2 weeks.
- Individual Academic Tutoring

To qualify for HCATEP student services, students must meet income eligibility standards, be enrolled in a federally recognized tribe or a non-Indian employed by the Hoopa Valley Tribe, and reside

on the Hoopa Valley Reservation or surrounding Klamath-Trinity River Communities.

Services unique to the Del Norte campus:

The Federal Trio Student Support Services program (grant) at CR Del Norte is funded to serve 200 low-income/first-generation students and students with documented disabilities each year. Services include:

- Intensive academic advising and student education plan development
- Early Alert: academic progress monitoring with individual follow up and referral for tutoring or other support services
- Peer and Faculty mentoring and supplemental instruction (Math) and tutoring
- Financial and economic literacy workshops
- Career assessment and advising
- University tours and application assistance
- Supplemental grant aid
- Summer Institute
- Program Newsletter-each semester
- TRIO Face book page

Student services unique to the Eureka campus:

- Athletic Programs
- Residence Halls
- Honors
- Child Care

Both the Eureka Downtown Site and McKinleyville Site held registration fairs in August 2010.

Application help, financial aid information, and assessment testing were available, and an advisor from the main campus was on hand to meet with students. Essentially, a prospective student could walk in without having previously applied and walk out as a student with a full schedule.

The counseling and advising staff have district wide meetings twice a month throughout the academic year. Counselors and advisors at each of the campuses participate in-person or via teleconference. The intent of these meetings is to ensure that all counseling and advising staff are kept informed about changes in the institution that affect students. Additionally, email is used to inform staff of changes that need immediate attention. Financial Aid, DSPS, Special Programs, Upward Bound and other student services programs regularly engage in district wide communication, collaboration and staff development related to their specific operations.

The program reviews of all areas of student services cover all district sites. For example, the Counseling and Advising program review includes information from the Del Norte and Mendocino campuses. The directors of each program request information from staff throughout the District and disseminate information regarding operational standards. However, since staff at the smaller sites do not report directly to the program directors (who are located at the Eureka campus), there are some operational inconsistencies. For example, it was recently discovered that the Eureka campus was not using multiple measures in the same manner as the other campuses. As a result, an ad-hoc committee was formed to create a standardized multiple measures policy.

Analysis

The college meets the standard. Quality is assured through district-wide communication and collaboration and is documented through the program review process. However, as the number of instructional sites increases, providing student services at all of them will be a challenge because of limitations in staffing and financial resources. The college needs to more comprehensively define “consistent and equal services,” analyze current services, identify gaps, prioritize needs, and allocate resources as needed.

The college is committed to improving services for Distance Education students and is working to provide them better access to DSPS, EOPS, Career Development/Career Counseling and Financial Aid workshops. Student Services areas will need to work with Technical Services staff to identify the services that can be provided on the Web and at what cost. Currently, students can use WebAdvisor and other online tools to request transcripts, review financial aid information, and email an advisor. However, more forms may need to be posted or become electronic in order to meet the need.

Planning Agenda

None.

II.B.2. *The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:*

Description

College of the Redwoods produces an annual catalog that is comprehensive, precise, accurate and current (IIB-37). The Office of Instruction coordinates a district-wide review of the catalog. Academic program and course information is extracted from the learning platform system to make sure all approved curriculum changes are correctly reported. Several group-proofing sessions are scheduled to

ensure accuracy. All revisions and edits are approved by deans and vice presidents before printing.

The catalog follows a logical progression from enrollment to matriculation with information about financial aid, services for students, faculty and administration, and campus policies and regulations. Beginning in the 2010-2011 catalog, the college has introduced a suggested sequence of program

requirements. Printed copies of the catalog are available, or the catalog may be viewed as a portable document format (pdf) file at www.redwoods.edu. Special formats are available through DSPS.

The current catalog, as well as previous editions, are kept at the Circulation and Reference Desks of the Learning Resource Center.

All page numbers are from the 2011-2012 Catalog.

II.B.2.a General Information

- Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution, p. 1
- Education Mission, p. 7
- Course, Program, and Degree Offerings, p. 80 - 149, 44 - 45
- Academic Calendar and Program Length, p. 5, 46 - 79
- Academic Freedom Statement, p. 8
- Available Student Financial Aid, p. 15 - 17
- Names and Degrees of Administrators and Faculty, p. 153 - 155
- Names of Governing Board Members, p. 4

II.B.2.b Requirements

- Admissions, p. 9 - 12
- Student Fees and Other Financial Obligations, p. 13 - 14
- Degree, Certificates, Graduation and Transfer, p. 46 - 79, 31 - 32, 39 - 43

II.B.2.c Major Policies Affecting Students

- Academic Regulations, including Academic Honesty, p. 24 - 29, 161
- Nondiscrimination, p. 168
- Acceptance of Transfer Credits, p. 24

- Grievance and Complaint Procedures, p. 169 - 171
- Sexual Harassment, p. 168
- Refund of Fees, p. 15

II.B.2.d Locations or Publications Where Other Policies May be found

The catalog includes most of the Campus Policies and Regulations, such as the Institution's Mission Statement, the Student Code of Conduct, and the Student Records and Privacy Act. All policies, including policies not in the catalog, can be found on the college's Web site.

Analysis

The college meets the standard. Data from a student survey conducted in 2007 indicates that more than 70 percent of respondents found the ease of reading the college catalog satisfactory. Anecdotal feedback on the college catalog indicates that a few sections of the catalog are either not easy to find or are not clear, as follows:

- The student code of conduct is hard to locate for some readers
- The academic complaint policy is not clear and needs to be updated
- The Sequence of math and English courses is not clear.

Planning Agenda

The college will improve the presentation of the math and English sequences for students.

Outdated policies and procedures will be evaluated and removed or updated during the 2011-12 year.

II.B.3. *The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.*

Description

The institution determines the support needs of its students by analyses of quantitative and qualitative data from many sources. For example, the following surveys are distributed:

Annual:

- Entering Student Survey
- Extended Opportunity Programs and Services (EOPS)
- Residence Halls
- TRIO Student Support Services at the Del Norte campus

Periodic:

- The Noel Levitz Student Satisfaction Survey
- Student Schedule Survey
- Honors Student Survey
- Disabled Students Programs and Services (DSPS) Student Satisfaction Survey (IIB-38).

Additional information about student services needs is maintained by the college's Institutional Research Department by way of focus groups and other surveys and an analysis of data from IPEDS, Datamart, CalSOAP, Ableaccess (DSPS, file completion, contacts) Accuplacer results, and Annual Progress Reports (APRS).

Each student services department and program conducts annual program review and regular comprehensive program review in which longitudinal data are analyzed to inform program improvements that support student learning (IIB-39).

Analysis

The college meets the standard. All student support programs participate in regular program review in which the learning support needs of students are analyzed and the results inform program improvement plans.

Planning Agenda

None.

II.B.3.a. *The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.*

Description

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. Student services program reviews provide recommendations for the improvement of student support services across the district. Distance Education provides additional student support services, i.e. on-line tutoring, WebAdvisor, MyCR, Parature, online orientation,

in-person orientation, and online advising to ensure students have equitable access to information and services.

Students taking online courses have a dedicated advisor available to them to ensure they receive the same opportunities for advising and assistance as their on-campus counterparts. Distance Education 101 is a free two-week seminar on how to take an online class and how to be a successful online student.

Additional services are provided by EOPS, DSPS, Upward Bound, CalSOAP, and other categorical programs with partner high schools and service areas as specified by their grants. Athletes at the Eureka campus have a dedicated student development advisor exclusively to serve the specific needs of these students and an instructor early alert system is used to identify and monitor at-risk athletes. Reports prepared by the Institutional Research Department are utilized to identify at-risk students, online students, and other target populations and comparatively track student progress and success (IIB-40).

Students register for classes online through WebAdvisor. Students all are given a student email account through which all official communications are sent. Student needs are identified and addressed through various outreach efforts. Various college-sponsored events allow community and student needs to be identified and addressed.

Analysis

The college meets the standard. Programs and services are developed and implemented district wide and, while improvements can be made, program reviews for all programs and departments

are conducted district wide. Systematic evaluation of program review and assessment data in student support service areas should be conducted to analyze the extent to which efforts result in the intended outcomes for all student support services and programs at all locations. Currently, the college conducts one aggregate program review and the distinct needs of individual campuses and sites are not always included.

While program reviews could be conducted in a more inclusive way, operation discussions and decisions take individual site-specific needs and constraints into account. For example, the EOPS program's budget was cut, which resulted in fewer counselors and funding available for book vouchers. As a result, the EOPS program accepted fewer students into the program. In order to provide "the same level of service" across locations and methods of delivery, the end result may be fewer services at the Eureka campus, for example, in order to provide additional services at the Arcata Instructional Site. Consequently, faculty, staff and students will need to be aware of the changes and modify expectations.

Planning Agenda

None.

II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Description

The general education philosophy statement in the college's catalog identifies the intention of the college to "deepen the capacity to think; obtain knowledge on which preparation for the future depends; acquire a fuller understanding of cultures; strengthen the foundation for informed citizenship, participation in community life, and public leadership; and sustain vocational and career goals." (IIB-41)

The institution provides several programs and activities that encourage personal growth and development. For example, a new, revitalized Campus Life Department began in fall 2009 and assumed responsibility for encouraging personal and civic responsibility. In partnership with many other student support services, Campus Life supports co-curricular experiences through student clubs as well as recreational and other events, and student participation in institutional governance through activities such as student government,

student representation on the Academic Senate, student membership on college committees, student participation in voter registration, campaigns and elections, and student clubs and organizations.

College of the Redwoods has an active student senate, Associated Students of College of the Redwoods, which participates in the college's participatory governance processes and also encourages student participation in campus activities such as the Latino Film Festival, Science Night, and Book of the Year, and extra-curricular activities such as Campus Life trips (IIB-42). The college's Board of Trustees also includes a student representative.

Students are invited to participate on several college committees; however, actual student participation has not been particularly strong. The following are committees and boards that include student membership:

- Academic Appeals Committee
- Academic Senate
- Board of Trustees
- College Council
- DSPS advisory committee,
- Education Master Plan Committee
- Endowment Board
- EOPS Learning Community Committee
- Facilities Master Plan Committee
- Program Review Committee
- Student Conduct Board

The Campus Life Web site provides a wealth of information about workshops, special events, films and activities, and provides a campus life calendar and links to social networking and other sites such as Facebook, MySpace, Meetup.com, and Twitter. (IIB-43).

Student clubs and organizations include:

- CR Women's Club
- Digital Arts and Science Club
- Forestry and Natural Resources Technology Club
- Phi Theta Kappa Honors Club
- Spanish Club
- The Clay Club
- Natives Supporting Natives (NSN)
- Gospel Outreach
- Historic Preservation and Restoration Club
- Multicultural Club (Mendocino center)
- Community Enrichment Club (Del Norte center)

Professional advising staff encourage students to engage in independent study coursework to develop personal and civic responsibility. Students have been placed in offices of elected officials and non-profit and other community organizations; these placements provide academic experiences and develop social responsibility.

The college's Upward Bound and summer bridge program, with federal funding to provide support for high school students during their transition to college, provides intensive advising to students throughout high school and works with individual students on academic improvement, study skills, career planning and college preparation. Program staff develop close relationships with their students, assess their strengths and weaknesses, and provide services to maximize the learning experience.

CalSOAP offers tutoring of high school students in the classroom and in afterschool programs. In addition, classroom presentations are conducted on study skills, college preparation and career planning. All contacts are recorded and reported regularly. CalSOAP monitors the college-going rate among students enrolled in the program.

Guidance 112, Freshman Seminar, is a course dedicated to ensuring students' college success and motivating their journey toward lifelong learning. The seminar further enables students to develop their own plans for personal, academic and career success through self-evaluation, application of specific techniques, and classroom activities. Students examine the academic culture of the college and what it means to be in college.

Analysis

The college meets the standard. The college has a number of programs and services to encourage personal and civic responsibility for all students. Student services program reviews evaluate effectiveness of these programs and services and develop plans for program improvement.

Planning Agenda

None.

II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Description

Counseling and advising services are provided and regularly evaluated to ensure appropriate support for student success. Feedback from program review led to a significant increase to the Eureka campus counseling and advising services with the addition of five new advisors and a new counselor in fall 2009. Advisors were specifically assigned to distance education students, athletes and veterans to provide additional support for these populations.

Counseling has improved over the years due to the increase in the number of advisors, as well as implementation of the First Year Experience program. The Enrollment Management Committee monitors counselor-to-student and advisor-to-student ratios. The program review process ensures evaluation takes place related to the effectiveness of the college's counseling and advising programs.

In fall 2009, a number of learning communities were identified. These communities included stand-alone (general education) courses, linked courses, and freshmen seminar courses. Advisors are embedded in the courses in each learning community in an effort to support student success in the classroom.

District-wide meetings for counseling and advising staff occur on a regular basis. Separate meetings occur by campus or site to address more specific training needs.

The Student Appointment Scheduling and Reporting System (SARS) provides instant feedback as well as statistical reports used for short and long term data analyses to improve counseling and advising services.

Categorical programs such as DSPS and EOPS provide academic advising and utilize training opportunities such as conferences and workshops to address the needs of their special populations. EOPS learning communities provide an increased number of advising contacts.

Analysis

The college meets the standard. Although additional advisors were hired, there is still a need for additional counselors, which has been documented through the program review process and was supported by the Academic Senate. This need will be brought forward again through established processes. Additionally, all of the counselors and

advisors are “generalists.” Some discussions have taken place with faculty regarding faculty advising opportunities for students in specific disciplines.

Planning Agenda

The college will take steps to hire additional academic counselors.

II.B.3.d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Description

The college has embraced an understanding and appreciation of diversity as evidenced by the recent development of values statements, one of which is “Honoring Diversity.” The mission of the Multicultural and Diversity Committee (MDC) is to assist in the development of strategies to create campus environments that promote inclusiveness as an institutional and community value (IIB-44). This body promotes student equity and academic success through multicultural and diversity education. Additionally, the committee works to create a community that engenders social advancement by moving beyond passive tolerance to embrace diversity as a valuable resource to be preserved and extended. MDC recognizes a recipient of the Multicultural and Diversity award each year. The MDC meets on a monthly basis. The Multicultural and Diversity Committee recognizes a staff or faculty member who encourages and promotes diversity through an award presented during the annual Convocation address.

The Campus Life program enhances student and community awareness through a number of events and activities such as films that increase awareness of diversity and celebrations such as Native Indigenous Peoples Week, Black Awareness Week and Cinco de Mayo activities.

The College of the Redwoods Language Department and Humboldt State University Department of World Languages and Cultures collaboratively host a Latino film festival every year and offer a post-viewing panel discussions moderated by professors from CR and HSU. This event is attended by faculty,

staff and students from both campuses and the general community.

The Latino Health Fair, held on-campus, sponsored by College of the Redwoods, and supported by the faculty and staff in the health occupations disciplines, provides important outreach to the community. The Learning Resource Center displays a variety of Native American objects from a number of regional tribes.

The Disabled Students Programs and Services (DSPS) office provides training opportunities and a weekly newsletter to promote disability awareness and acceptance. The effectiveness of the college’s DSPS program is reported through the program review process.

The college’s Student Equity Plan outlines specific initiatives and a scorecard for ensuring diversity in the district, but the plan has not been reviewed and updated in several years. The college tracks data regarding the number of students from various race and ethnic backgrounds as well as students from other backgrounds such as first generation and foster youth (IIB-45). The college is expected to provide regular reports to the Board of Trustees regarding the Student Equity Plan, but this has not occurred.

The Student Satisfaction Survey is being utilized to determine effectiveness of diversity efforts, and analysis is reported through program review (IIB-46).

Analysis

The college meets the standard, although the college needs to review and update the Student Equity Plan.

Planning Agenda

In the 2011-12 year the college will review and update the college's student equity plan.

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Description

The college uses an online application form that is provided by the California Community Colleges Chancellor's Office and a paper application that can be downloaded from the Web. The online application includes instructions and answers to frequently asked questions in both English and Spanish.

College of the Redwoods is an open-access college. Almost all community members are admitted, with the exception of most minors. High school students may be conditionally admitted with the approval of their parents and high school principal. College courses for high school students are intended to augment, not supplant, high school curriculum.

College staff engages in regular outreach to area high schools to ensure that all students receive assistance through the application and placement process, and special accommodations are made where appropriate. Students may opt for a paper application.

The college currently uses the nationally standardized and normed Accuplacer tests for English and math placement testing and participates in the Early Assessment Program that is used by California State Universities, the Universities of California, and many community colleges. The Mathematics Department is working with local high schools and their faculty to evaluate the effectiveness of this placement program.

The Institutional Research Department also compares course success in a number of general education courses for students who place at various pre-collegiate and collegiate levels of math and English to ensure appropriate thresholds for math

and English preparation are in place.

The Mathematics and English Departments have reviewed and revised their multiple measures. As a result, both departments created new advising rubrics for counselors and advisors (IIB-47). Effective summer 2011, students participate in a pre-placement information session that explains the importance of the placement test and the course sequences. Students are also referred to advising immediately following the test in order for the advisor to explain the scores and look to see if multiple measures can be applied. The Mathematics Department has evaluated students' areas of deficiencies and now provides short-term courses for students with specific remedial education needs. Students who are successful in those courses will be placed into the appropriate class at the beginning of the semester.

The Mathematics Department offers .5-unit elementary and intermediate algebra review courses as a refresher for students who have not taken a math class in the recent past and also offers a 1-unit math confidence class to assist students develop study strategies and problem-solving skills.

Analysis

The college meets the standard. College of the Redwoods has an open admission policy, and the application process is simple and straightforward.

Planning Agenda

None.

II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Description

The current storage system for student records has improved with the implementation of a document imaging system. The documents have all been scanned, the college is developing forms for different programs, and staff will be trained to access student files.

The college's policy regarding the release of student records meets Federal Education Rights and Privacy Act (FERPA) guidelines and is published in the catalog and on the college's Web site (IIB-48).

Employees receive training in confidentiality and security of records and there is a plan for the retention of records that includes a password-protected shared drive and staff work stations.

Hard copy student conduct and residence life files are kept in a locked cabinet. Categorical programs such as DSPS, EOPS, Upward Bound, and CalSOAP follow additional guidelines through their grants regarding student records.

Analysis

The college meets the standard. The current storage system for records is adequate and secure. Full implementation of the new document imaging system will further ensure adequate records storage and retrieval.

Planning Agenda

None.

II.B.4. *The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

Description

Program Review ensures ongoing, systematic evaluation of student services for the purpose of routine, quality improvement from a student driven perspective. Comprehensive program reviews were performed in 2006-07 and 2010-11 for all student services programs; annual program reviews are conducted in the intervening years. Comprehensive program reviews identify student learning outcomes for each student support service program. Student support service programs also document their quality improvement plans (QIPs) in their comprehensive program reviews and report on progress annually (IIB-49). Examples of changes or improvements

resulting from program review analyses and the resulting dialogue include the following:

- The student satisfaction survey information resulted in substantial revision to the college Web site to enable greater access to all admissions forms and publication. More financial aid information was added to admission publications as well.
- The Athletic Department worked with advising staff to develop a student athlete academic success program. A student athlete Web page has been created to assist prospective and current students to navigate the enrollment,

assessment, registration, advising/counseling, and financial aid processes. The Web page also contains information on housing, college planning, eligibility and transfer. A grade check system was developed and is used by a variety of sports teams to ensure student athletes maintain eligibility and that interventions are conducted for at-risk students. Work continues in this area with a new academic advising system and specific academic advisors assigned to each team.

- The Child Development Center updated its technology through an Action Plan.
- DSPS assisted in the development of quality standards for the distance education program, ensuring that DE classes would be accessible to students with disabilities. The program also assisted in the updating of board policy regarding course substitutions for students with disabilities. Specialized computer stations were installed for disabled students at the Klamath-Trinity Instructional Site, the Eureka Campus Career Center, the Academic Support Center, and in the Learning Resource Center, and updated adaptive software was installed on numerous stations across the district. Brailing capabilities were established at Del Norte campus, and Closed Caption decoder boxes were installed at the Eureka Downtown Education Center.
- Placement test scheduling on the Eureka campus was modified to allow for testing by appointment as well as walk-in testing, and several sessions were aligned with orientations so students could access advising and registration services without having to return to the campus. Assessment services were also increased during the evening hours to improve access.
- EOPS expanded the EOPS Learning Community model for second-semester students based on student success and feedback for the first semester students. The program also increased outreach and retention efforts with targeted special populations such as pregnant and

parenting teens, foster youth, and Native American and Hispanic students; seventy percent of the students who participated in these outreach efforts persisted in the following fall semester.

- In addition to program review, departments provide quarterly report-outs with updates regarding employees and staffing, policies and procedures, innovation and best practices, as well as departmental statistical data. Departmental surveys are utilized to gather feedback from students, faculty members, and staff to improve services and ensure that institutional needs are met. The Institutional Research Department provides information from Student Tracker from National Student Clearinghouse and the Accountability Reporting for Community Colleges (ARCC) report to assist in the evaluation of services and how they contribute to student outcomes.

Analysis

The college meets the standard. The college regularly evaluates student support services via the program review process and satisfaction surveys. Student services departments analyze the achievement of learning outcomes related to services and uses the results to inform program improvements. Each department works with the Institutional Research Department to identify and track data related to goals and outcomes and report their analysis in the annual and comprehensive program reviews. Some quality improvement plans (QIPs) can be implemented at the unit level and others must continue through the other planning committees, such as the Budget Planning Committee.

Planning Agenda

None.

II.C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services

II.C.1 *The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.*

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Description

On the main campus, the college's library and learning support services, which include the Academic Support Center, the Writing Center, a distance educational classroom, and the High Tech Center, are housed in the Learning Resource Center (LRC) of the Eureka campus. The 39,000 square foot LRC was conceived and designed to be a focal point of teaching and learning. The modern, integrated learning center, built in 2002, supports the College of the Redwoods mission in its commitment to enhancing the learning opportunities of the students, faculty, staff and citizens of the north coast.

The LRC Mission Statement reads as follows:

“To become the central educational resource for the Redwoods Community College District, which stretches from the Oregon border south to the town of Elk in Mendocino County and east to western Trinity County.

Work as the information gateway or “the server” for the CR District, linking the library and the Academic Support Center with an array of media services into a single unit-administratively, physically and philosophically.”

LIBRARY SERVICES

College of the Redwoods libraries are located at the Eureka campus and at the Del Norte and Mendocino Coast education centers.

The library mission statement includes the following statements:

- Provides high-quality services and programs that promote information literacy, critical thinking, lifelong learning skills, and a spirit of free inquiry in CR students and the campus community.

- Provides organized information resources that support the achievement of program and learning outcomes throughout the college.
- Provides an environment, physical and virtual, conducive to the access, use, study, and understanding of information resources, and to the development of a community of learners.

CR students, staff, faculty, and community members may borrow materials from any of the libraries directly or through interlibrary loan. Library staff at all three branches provide services and resources for coursework, assignments, class projects, study, information needs, research, personal interests and self-enrichment. Services include individual research assistance, advice and instruction provided by reference librarians. Librarians provide research instruction sessions for classes at the request of the instructor. Each library issues student, staff, and community identification cards.

Library resources include a variety of print and electronic collections, study areas, computer workstations, and wireless access. Library collections include books, videos, magazines, and journals in print and e-formats.

Library facilities are accessible to students with disabilities. The libraries have several adaptive computer workstations with software and hardware installed that provides access to online databases to students with visual or auditory disabilities.

Programs reviews in all disciplines include an assessment of library and learning support service needs and identify unmet needs regarding those services. On a regular basis (e.g. each term), the faculty librarian conducts outreach to faculty throughout the district to ascertain current instructional resource needs. The librarian examines the available budget, reviews current materials already in the collection including online database articles, and advises the faculty whether the materials can be purchased or the instructional needs can be met through existing available resources. Information is also collected from the library

technicians at the Del Norte and Mendocino sites, who hold regular meetings with faculty to identify and discuss curriculum needs.

The faculty librarian systematically evaluates currency of the collection, comparing it to material available from publishers and other sources and considering the needs of students and the instructional needs of teaching faculty.

Student surveys are conducted bi-annually to assess satisfaction with library services. A majority of respondents agree or strongly agree that they usually find the books, magazines, and journal articles they need. The Integrated Library System (ILS), Voyager, is no longer supported by the vendor; the integrated planning process at the college has identified this as an area of need, and an update of this system is being implemented.

EUREKA CAMPUS LIBRARY

The Eureka campus library provides a wide variety of services and programs in a comfortable and welcome space designed to facilitate education offerings and support student learning. Many of these materials are available online through the library Web site.

The library has a total of six study quiet rooms available for two-hour check out. Two study rooms have three computers each, three rooms have a writing table and chairs and one room has a full assistive station for students with disabilities. Additional rooms housed in the library include:

- L103, a multipurpose classroom with seating and computers for twenty nine plus one assistive station
- L107, a conference room with video-conferencing capabilities and a large conference table with seating for up to 14
- A student copy center with one pay station color copier and two black and white pay station copiers.

The library houses over 100 general use computers equipped with Internet access, email, and Microsoft 2007 applications. The computers provide students access to the online catalog, as well as online resources. Wireless access is available. The library furnishes one VHS/TV combo, one DVD/TV combo and one TV.

The library subscribes to 19 online databases, which index thousands of periodicals, newspapers, magazines, journals, e-books, images, maps, and other data sources. Links to databases and other searchable library collections at all campuses can be found on the library home page. A software gateway, EZ-Proxy allows secure remote access to the libraries resources through a single uniform access point. Students and staff have access to general book and periodical collections including 43,840 titles, six newspaper subscriptions, 432 audio-visual media items, 1,286 library reserve collection titles, and 19,687 electronic books. Seating for patrons includes 143 wooden chairs, ten rolling chairs and 25 cushion chairs. Recently, a food friendly foyer, overlooking the campus grounds, was designed so that students and staff would have a comfortable area to sit and study. The addition of wireless internet access has been of great benefit to students using the library and LRC. During the spring 2011 semester wireless network printing was installed allowing students to print directly from their laptops.

The Eureka library is staffed by one full-time director, one full-time librarian and two part-time (8 hours per week each) librarians who backfill for the FT librarian's release time. In addition, there are four full-time classified staff, one part-time classified staff, and nine part-time student workers.

A challenge at the Eureka campus library is that, while non-print materials are used with great frequency to access current information, students and faculty alike have noted the slow speed of its outdated computers. The college's program review process has identified the need to replace the computers in the library as the first priority in the college's technology plan. The integrated planning process at the college is expected to address this in the 2011-12 academic year.

DEL NORTE EDUCATION CENTER LIBRARY

The library at the Del Norte Education Center offers students an on-site collection of 6,661 general book titles, three subscriptions, 455 audio-visual media items, and 288 library reserve collection titles. In addition, students have access to approximately 97,000 inter-district items, including e-books, and the District online search catalog and nineteen online databases. Library furniture includes seven study tables, 35 wooden chairs, eight rolling chairs, two cushion chairs and one couch. There are also 50 metal chairs used for special library events. Students have access to two pay station printers and one pay station copier. There are ten general use computers at work stations on the library floor with Internet access and Microsoft 2007 applications, two of which are equipped with assistive devices. The library has three quiet study rooms available with one computer in each room, and one of the computers has assistive software.

The library is staffed by one full-time library technician and one part-time library assistant. Students at this location have access to a research librarian through the on-line e-mail system that links them to the Eureka campus.

Challenges at this location include enough computers to meet the needs of students who need online access to distance education classes and access to other library services. Students who have home computers oftentimes use the library for internet connectivity because in this rural community, residential connectivity can be unreliable.

MENDOCINO COAST EDUCATION CENTER

The library at the Mendocino Coast Education Center offers students an on-site collection of 5,767 general book titles, one periodical subscription, 349 audio-visual media items, and 77 library reserve collection titles. In addition, students have access to approximately 97,000 inter-district items, including e-books, and the District online search catalog and nineteen online databases. Fourteen

general use computers at work stations are available with Internet access, email, and Microsoft 2007 applications. There are three quiet study rooms with one computer in each room. Two of these computers have full assistive stations. Library furniture includes six study tables, 36 chairs, and five rolling chairs. Students have access to one pay station copier and one pay station printer.

The library is staffed by one full-time library technician.

ACADEMIC SUPPORT CENTERS (ASC)

College of the Redwoods Academic Support Centers are located at the Eureka campus, Del Norte Education Center, and the Mendocino Coast Education Center. At the Del Norte and Mendocino centers the ASCs are integrated into the library and staffed by the library technician.

The Academic Support Center Mission Statement reads as follows:

“The ASC helps students reach their educational goals by developing their academic skills and encouraging them to become independent learners. In addition to responding to student request for assistance, the ASC staff anticipates student needs and provides services such as individual and group tutoring, instructional handouts, workshops, and supplementary computer programs. The Center also supports faculty and classroom instruction through assessment and testing administration services.”

These sites provide individual and small group tutoring, instruction services, tutorial referrals, access to multiple computer stations, DSPS and make-up testing, test proctoring, testing for distance education students, English and math skills assessment, media viewing, and private study areas. The ASC welcomes all students, faculty, and staff.

EUREKA CAMPUS ASC

The ASC offers a variety of testing and assessment services to support student learning and to serve the public. Testing services include math and English

assessments, accommodations for DSPS students, individual classroom make-up exams, English competency exams, and Distance Education exams. Other test administration services are ability-to-benefit testing and out-of-district exams.

The ASC provides free tutoring in content-area courses and learning/study strategies for individuals and small groups. Students also have access to the electronic Tutor.com resource. Instructors, academic counselors, and advisors who have identified students as requiring additional learning support are encouraged to refer those students to the ASC for assistance.

The ASC has a selection of handouts for students on essay writing, speech preparation, grammar, punctuations, MLA and APA documentation, and learning and study strategies.

Students enrolled in math classes who need a supportive environment to do their math homework and receive quick, individual assistance for specific mathematics problems may work with mathematics department faculty and peer tutors in the Math Lab located in the ASC.

The ASC has five quiet study rooms in which individuals or small groups may meet for a limited period of time. Two study rooms have one computer and four work stations each, two study rooms have two tables and one computer each, and one study room has a full assistive station. Fifty general use computers, two with assistive devices, are available with Internet access, email, and Microsoft 2007 applications as well as online resources. Wireless access to the Internet is available. All computers are connected to a laser printer.

Two testing accommodation rooms are available, one for individual testing and the other with the capacity to test a group of up to 18 students. Furniture includes 45 wooden chairs and 15 work tables.

There is one full-time instructional support specialist at the Eureka ASC.

DEL NORTE ASC

Located in the library and staffed by the library technician, the ASC offers test proctoring service for make-up and distance learning classes, and out-of-district classes, as well as administering DSPS tests when the Disability Resource Center is unavailable.

MENDOCINO ASC

Located in the library and staffed by the library technician, the ASC offers test proctoring service for make-up and distance learning classes, DSPS accommodations, out-of-district classes, and assessment and Ability-to-Benefit testing.

HIGH TECH CENTER

The mission of the High Tech Center (HTC), located in the Learning Resource Center on the Eureka campus, is to provide training to students in the use of a variety of assistive technologies to improve student access and success. Assistive technologies available are speech-activated software, scanners, screen readers and magnifiers. The HTC provides Braille and electronic text production for students.

The HTC equipment includes nine student use computers with assistive software, Microsoft Office 2003 and 2007 application, and Internet access, five staff use computers, 17 rolling, adjustable chairs, two scanners, one closed circuit television, five ergonomic keyboards, two adaptive joysticks, one Braille embosser, two EZ type keyboards, five electric height adjustable tables, two staff electric height adjustable tables, and two Braille keyboards.

Courses designed to provide instruction in use of specialized software and hardware are offered as well as small group instruction or mini classes.

The High Tech Center is staffed by one full-time instructional support specialist, one part-time technology specialist, and one part-time associate faculty.

WRITING CENTER

The Writing Center, located in the LRC on the Eureka campus, provides students enrolled in English 350, English 150, and English 52 (open to all CR students enrolled in a course that requires writing) with a variety of resources: English instructors and peer tutors who provide tutoring in critical thinking, writing, and research; help with basic computer skills; and access to a variety of computer program and textbooks. The Writing Center has 26 computers, 65 chairs, 12 work stations, five study tables, one scanner, one enhanced vision system, and one printer. It is staffed by one part-time instructional support specialist.

DISTANCE EDUCATION CLASSROOM/ CONTROL ROOM

College of the Redwoods offers online courses in a variety of subjects to help students achieve their educational goals. Distance education provides college access to students with schedule conflicts, full-time jobs, family obligations, disabilities or geographic barrier. The Distance Education classroom and control room are housed in the Learning Resource Center at the Eureka campus.

The Distance Education classroom on the Eureka campus houses 28 general use computers, two adaptive workstations, four large screen TV monitors, three video cameras, one Elmo visual presenter, one Crestron remote system, one Viewsonic projector, 28 desks, one enhanced vision system, two tables, one printer, and one scanner. In addition, the Distance Education control room houses all the equipment for the television studio and closed captioning station. It is staffed by one full-time communication technologist.

Analysis

The college meets the standard. Under the direction of the faculty librarian and library director, the electronic database collection is evaluated on an annual basis. Additionally, the most heavily used sections of the print collections, i.e. reserves, are

inventoried each year by library staff members and student workers, under the direction of the faculty librarian or the library director. A comprehensive inventory of all library materials was conducted in 2010 for evaluation by the faculty librarian.

The college's integrated planning process has identified two major areas of need for the library,

computer replacement and updating the Integrated Library System. Plans for funding both of these are underway. In addition, wireless printing service will further improve services for students.

Planning Agenda

None.

II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Description

Libraries at the Eureka, Del Norte and Mendocino campuses provide library orientation sessions and instruction sessions that support classroom goals. Options range from a general library introduction to an in-depth focus on specific topics, assignments or research tools. Librarians provide research instruction sessions for classes at the request of instructors. The library continues to develop and provide online research guides, video tutorials, how-to-guides, and citation help. Students and faculty also have access to blog that informs students of library resources and campus happenings.

LIBR 5 is a one-unit research skills class that is offered online to ensure students district wide are able to receive instruction to meet student learning outcomes. LIBR5 covers an introduction to academic research skills and practice, and includes the following student learning outcomes:

- 1) Choose a topic that matches or meets assignment requirements.
- 2) Apply search techniques to find resources using search tools for print and electronic resources.
- 3) Use search tools including library catalogs, library subscription databases, ebooks, and internet search engines.
- 4) Evaluate resources to determine usefulness

using content, credibility and relevance.

- 5) Gather information from print and electronic resources.
- 6) Revise topic and/ or search strategy if material is unavailable or as information is discovered.
- 7) Cite sources properly according to appropriate style guide.
- 9) Observe copyright guidelines including fair use, paraphrasing, quotes, and prevention of plagiarism by using parenthetical expressions.

In addition to LIBR 5, the librarian at the Eureka campus provides library instruction sessions that can be held in any classroom equipped with a computer and projector, or in the library's computer lab classroom, which provides students with hands on practice. Topics covered include:

- Basic introduction to the library, where collections are located, services offered, hours, policies, etc.
- How to find books, e-books, and other materials in the Integrated Library System
- How to find articles from magazines and journals, using general subject databases
- How to find articles from specific databases

- How to find subject encyclopedia articles
- Using NoodleTools to create and save biographies
- How to find academic, quality information on the Internet

DEL NORTE EDUCATION CENTER

The Del Norte library technician encourages students, faculty, and community members to ask questions and explore the facilities, resources, and services the library offers. The library technician conducts tours and gives formal research instruction to classes at the request of instructors.

MENDOCINO COAST EDUCATION CENTER

The Mendocino Coast library technician welcomes the opportunity to introduce students, faculty, and community members to the facilities, resources, and services. In addition, the library technician conducts tours when scheduled in advance.

Online Library Instruction available at main campus, all sites, centers and via-online access:

Online library instruction is available through the library Web site. The four help links available are:

- Ask A Librarian – students or staff may use this form when they need help with research or finding information

- Library Research Video Tutorials – seven 3 to 4 minute research video tutorials
- How To Guides - MLA Citation Guide, APA Citation Guide, Basic Research Guide, Basic Library Information, LRC Map, and What is a Journal?
- Citation Tools – (Noodle Tools, Noodle Bibs Express, MLA Citation Guide, APA Citation Guide, and Basic Research Guide

Analysis

The college meets the standard. While librarians are not on-site at the Mendocino Coast and Del Norte Education Centers, library technicians can contact the Eureka librarian for help with research questions. Oftentimes, the library technician staff at those locations can address the research needs of faculty and students. Right now students and faculty at all locations have access to online video tutorials on finding topical books, pro and con books, subject encyclopedias, electronic journal articles, and finding and using e-books. As new technologies become available the Eureka librarian may be able to provide even more library support at the other sites.

Planning Agenda

None.

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Description

Students have access to library resources 24/7 through the library Web site. Both on campus students and distance education students are able to log on to the library Web site at any time and access research databases, articles, e-books, Ask

A Librarian, video tutorials, how-to guides, obtain citation help, and renew books. The college's research skills class, Library 5, is available online for delivery to students regardless of location. The library Web site has been updated to include a library blog and twitter.

The Eureka campus library is open 62.5 hours per week during the fall and spring semesters and 45 hours per week during the summer and during winter break. During fall and spring semesters, hours are Monday through Thursday from 7:45 a.m. to 9:00 p.m. and Friday 7:45 a.m. to 5:00 p.m. Summer and winter break hours are Monday through Friday from 8:00 a.m. to 5:00 p.m.

Del Norte hours during the fall and spring semesters are Monday through Friday from 8:00 a.m. to 8:00 p.m. Summer and winter break hours are Monday through Friday from 8:00 a.m. to 5:00 p.m.

Mendocino hours during the fall and spring semester are Monday through Thursday from 8:30 a.m. to 6:00 p.m. and Friday 8:30 a.m. to 3:00 p.m. Summer and winter break hours are Monday through Friday from 8:00 a.m. to 5:00 p.m.

ASC hours are Monday through Thursday 8:00 a.m. to 9:00 p.m. and Friday 8:00 a.m. to 4:30 p.m. during the fall and spring semesters. Summer hours are Monday through Thursday 8:30 a.m. to 5:00 p.m.

and Friday 8:30 a.m. to 4:00 p.m.

High Tech Center hours are Monday, Tuesday and Thursday 9:00 a.m. to 2:00 p.m. and Wednesday 11:30 a.m. to 3:30 p.m.

The Writing Center hours are currently Mondays and Wednesdays from 8:30 a.m. to 7:25 p.m. and Tuesdays and Thursdays 8:30 a.m. to 5:50 p.m. and Fridays from 8:30 a.m. to 1:05 p.m. in the spring. The hours are subject to change depending on funding and student needs.

Analysis

The college meets the standard. Online resources have enabled students to have access on site and from home, throughout the day and evening, to a wide range of resources and services.

Planning Agenda

None.

II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

Description

Maintenance for the all the district libraries and learning resource facilities are provided by a combination of campus support services, including maintenance, institutional technology, and media services. Security for the libraries and learning resources are provided by security services, on-site staff, alarm systems, and automatic door locking systems.

The Learning Resource Center at the Eureka campus and all programs housed there are protected by an active alarm system that is disabled and enabled by staff to ensure adequate security of the building. The library maintains a magnetic security gate to assure materials are not removed from the library without

authorization. All library materials have magnetic strips to minimize loss. Campus security provides 24-hour patrol for all buildings on campus.

All circulation functions are password protected. Off-campus students are required to use their CR library barcode to access databases. The technology support services department at the college maintains all library and learning support computer systems to ensure the maintenance and security needs are met.

At both the Mendocino Coast and Del Norte Education Centers, surveillance cameras inside the Administration Building record people entering and exiting the building, but there are no cameras inside the library itself. Unlike the Eureka campus, the libraries at the education centers do not have

magnetic security gates to assure materials are not removed without authorization.

On the Mendocino campus, a library technician works from 8:30 a.m. to 6:00 p.m. Mondays to Thursdays, and from 8:30 a.m. to 3:00 p.m. on Fridays. If the primary library staff is out of the office, another college staff person oversees library operations and security. If both employees are out unexpectedly, the library is closed.

The Del Norte library is open from 8:00 a.m. to 8:00 p.m. Monday through Thursday and until

5:00 p.m. on Friday. The desk is staffed by a full-time library technician during the day, a part time library assistant in the evening, and students during the lunch hour.

Analysis

The college meets the standard.

Planning Agenda

None.

II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Description

The college does not have any cooperative agreements with other libraries.

The library's online databases are purchased through The Community College League in partnership with the Council of Chief Librarians, which conducts a program of cooperative buying that includes community college libraries around the country. These resources are accessible to distance education students, students using the campus and site locations, and any students who do research from a remote location. The library recognizes that it is essential that the district maintain this service. The traditional paper collection alone cannot support student needs without the databases.

The Library has no significant formal agreements of its own with external providers apart from the standard computer programs that are under the purview of the Instructional Technology Department.

Student surveys are conducted bi-annually to evaluate the effectiveness of contracted services (IIC-50). Monthly reports are provided by Tutor. Com noting student satisfaction with services (IIC-51).

Analysis

The college meets the standard. Bi-annual student surveys as well as program reviews for the library, key student services departments, and instructional disciplines ensure adequate input by faculty, staff, and students.

Planning Agenda

None.

II.C.2. *The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

Description

The College of the Redwoods Library District Survey Report was compiled by the Institutional Research Department using data from 2001, 2003, 2005, 2007 and 2009 (IIC-52). The Library Survey was constructed to measure library users' satisfaction with library services, resources, availability and staff. The report findings indicate the accumulated results of respondents' levels of satisfaction with library services during this period.

- *Library's Importance to Student Success*
A high rate of respondents (87 percent) indicated that the library was important to their success as a student.
- *Library as a Comfortable Place to Work*
A high rate of respondents (88 percent) agreed that the library is a comfortable place to work. Since the survey was compiled, with the intention of creating an even more welcoming environment, the director has converted the library foyer into a food-friendly sitting area complete with tables, comfortable chairs, and plants. The foyer, with its many windows and natural light, has become very popular with students and staff, who use this area for lunch breaks and study sessions.
- *Library's Professionalism in Providing Information and Assistance*
Eighty percent of the respondents agreed that the librarians were professional in providing information and assistance.

The strength of library staff's commitment to student service is evident in the results in a to the recent Noel-Levitz Student Satisfaction Inventory conducted in March of 2010. The survey results noted (IIC-53):

"The smallest gap between the level of importance and the level of satisfaction regarding academic services occurred on the statements, "Library staff are helpful and approachable." Students indicated a ranking of 6.22 on the importance scale and a ranking of 6.04 on the satisfaction scale resulting in a 0.18 gap."

- *Library Staff Instruction on Using Computers to Find Library Materials*
The bulk of respondents (70 percent) agreed that library staff were helpful in instructing how to use computers to find library materials.
- *Effect of Library Orientation on Class-Related Research*
The majority of respondents (69 percent) agreed that attending library orientation resulted in being better prepared for class-related research.
- *Library's Availability of Books, Magazines, and Journals*
Forty-nine percent of respondents indicated that they were usually able to find the books needed at the library, while 61 percent indicated they were able to find necessary magazines and journals.
- *Ease of Use of Library Catalog (Integrated Library System, or ILS)*
Over half (57 percent) of respondents agreed that the computer catalog is easy to use and understand.
- *Ability to Access Library Catalog (ILS) Online*
Respondents indicated (59 percent) that they knew how to access the library catalog from home or from a computer lab on campus.

Student satisfaction surveys indicate that the majority of services provided at the district libraries meet the needs of the students they serve. However, there are areas that have been identified as “needing improvement.”

- *Library Computer Inefficiency*

The computers in the library are nine years old, having been purchased when the LRC first opened. College of the Redwoods students rely heavily on these computers. According to the 2009 Library Survey Report the top reasons for library use are:

- 90% do homework in a quiet, warm setting
- 76% use internet search engines
- 75% access internet for assignment research
- 67% check class Web site for assignment
- 65% check email
- 60% word processing and spreadsheets
- 55% research materials for term papers
- 38% research articles in databases
- 20% search for magazine articles online
- 16% get entertainment on internet
- 11% use computer aided instruction programs

Analysis

The college meets the standard. The college evaluates library and learning support services to assure their adequacy in meeting identified student needs. These statistics and survey data are analyzed by staff through the program review process. In general, students seem to be largely satisfied with library services.

Faculty provide input into the adequacy of library and other learning support services through discipline-level program reviews in which library and learning support needs are documented.

However, this input provided by faculty is not systematically analyzed to inform the program reviews conducted by the library.

Computers and software technology at district libraries have not been updated because of other district budget priorities. There is a plan to develop a rotational replacement budget for technology for all district computers, and alternative technology options are being considered (for example cloud and thin client systems.) Plans to update the Integrated Library System have also been developed. As noted in section II.C.1.a. above, the college’s integrated planning process will likely address some of these issues in 2011-12.

Planning Agenda

In the 2011-12 year, the library’s program review will incorporate faculty program review needs related to library and learning support services.





COLLEGE
OF THE
REDWOODS

Standard III: Resources



The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated Student Learning Outcomes, and to improve institutional effectiveness.

III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1. *The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.*

III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.

Description

District policies and procedures establish hiring practices which are reflected in the screening and interview process. The Board of Trustees hiring policies and procedures were reviewed and updated in 2010-11 and will be submitted for constituency review and adoption by the Board of Trustees in fall 2011.

The Human Resources Department (HR) publishes and distributes recruitment brochures for all positions available within the district (IIIA-1). These brochures contain title and campus location, closing or first review date, salary range, professional duties and responsibilities, required qualifications, required

education and experience, application procedures, selection process, and information about benefits. Job listings are also posted on the HR Web site and advertised nationally, statewide and locally through Higher Ed Jobs.com, the California Community Colleges (CCC) registry, the Eureka Times-Standard daily newspaper, the North Coast Journal weekly publication, Craigslist for Humboldt County, Yahoo hot jobs and regional publications for positions at remote campus locations. Depending on the nature of the position and location, other venues for recruiting may be used.

In 2002, the college hired Jacobsen, Betts & Company Management Consultants to conduct

a college wide classification study and salary survey for classified, classified management and administrator positions. This study was used to create job descriptions and to establish hiring criteria for classified positions. The college contracted with Jacobson, Betts & Company again in 2010 to perform an update and realignment of positions (IIIA-2). The Human Resources Department uses the compensation and position analysis reports to analyze and place each new position using this consistent and equitable system.

All job descriptions are related to the college mission and goals. Job descriptions include minimum education and experience requirements, knowledge and abilities required by the position plus information regarding the working conditions, physical demands and potential hazards related to the position. Job descriptions for staff and academic positions are developed through consultation with the respective departments (IIIA-3).

All candidates are screened for minimum qualifications in the Human Resources Department prior to being forwarded to the screening committee.

The hiring process for administrative and management positions is governed by Board Policy 304 Employment of Other Administrative Employees, and the hiring process for employing classified personnel is outlined in Board Policy 403 Employment of Classified Personnel (IIIA-4). College of the Redwoods maintains a subscription with the Community College League of California's Policy and Procedure Service, which provides policy and procedure templates to member colleges. Hiring policies at the college are being reviewed and updated as part of an overall effort to update policies to be aligned with the League templates.

The hiring and selection process for academic positions (faculty and administrative administrators) is outlined in BP305 Contract Faculty Appointment Procedures and the associated administrative regulations (IIIA-5). Hiring criteria are set according to the minimum qualifications for each position as established by the Academic Senate for California

Community Colleges and adopted by the Board of Governors of the California Community Colleges.

Working in close consultation with their constituents, faculty play a significant role in selecting new faculty. Representatives from the Academic Senate played an active role in the prioritization of all new faculty position requests for the 2011-12 academic year. Board Policy 305 Contract Faculty Appointment Procedures states that "responsibility for selecting well qualified individuals is shared cooperatively by faculty members and college administrators, participating effectively in all appropriate phases of the hiring process." The process for advertising and recruiting for a faculty position is outlined in Administrative Regulation 305.01 Contract Faculty Appointment Procedures (IIIA-6). Faculty positions are posted for at least four weeks. Significant effort is made to recruit a diverse applicant pool through advertising in various publications following Equal Employment Opportunity guidelines through mailings purchased through HigherEdJobs.com. HigherEdJobs sends e-mails weekly to over 160,000 job seekers who have asked to receive job listings from employers actively recruiting candidates in accordance with equal employment opportunity or diversity plans. Demographic information about applicants is collected and evaluated for adverse impact in accordance with the EEO Commission's Uniform Guidelines on Employee Selection Procedures.

Faculty screening committees are chaired by the appropriate dean and include at least two or three faculty from the relevant discipline as well as at least one faculty member from outside the discipline. Faculty hiring committees also include a classified employee appointed in consultation with the CSEA (California School Employees Association) representative and an EEO representative assigned by the director of human resources/EEO officer.

Criteria to determine the most qualified faculty applicants are developed by the screening committee utilizing criteria that are based on the job announcement and brochure. The top rated candidates are invited to participate in a telephone

interview. The most qualified applicants, based on criteria determined by the screening committee, are invited to participate in an onsite interview at the campus where the position will be assigned. The interview provides the screening committee with the opportunity to evaluate the candidates by direct observation and interaction, and all faculty interviews include a teaching demonstration of professional skills. The college president/superintendent is presented with the screening committees preferred choices for the faculty position. Typically, through a second round of interviews that includes the president/superintendent and the vice president of instruction, the president/superintendent selects from among these finalists the candidate for recommendation to the Board of Trustees for appointment to the position.

Consistent with this standard, qualified applicants must have graduated from an accredited institution.

Faculty candidates who have degrees awarded from foreign institutions must have their academic records reviewed to determine if they are qualified.

The college catalog lists the academic credentials of all full-time faculty and administrative management personnel. Of the full-time faculty (94) and administrators in the 2010-2011 catalog, 28 hold doctorate degrees and 58 hold masters degrees or first professional degrees. All meet the minimum qualifications in their respective disciplines (IIIA-7).

Analysis

The college meets the standard.

Planning Agenda

None.

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Description

The college has established a college wide personnel evaluation system for all personnel. Findings related to this standard are separated by classification. Depending on the nature of the position held, employees either are represented by one of the two collective bargaining units or the terms of their employment are governed by board policy. Each unit addresses job performance evaluation separately.

MANAGEMENT:

Board Policy 328 Management Performance Evaluation, and accompanying Administrative Regulation 328.01 outline the evaluation purpose and process for management positions, including all

administrators, directors, and classified managers. Probationary managers are evaluated within the first six months of employment, and administrators and managers are scheduled for evaluation biennially. The goal of performance evaluations is the improvement of services in support of the education program (IIIA-8).

The college's management performance evaluation policy defines the purpose of evaluation as a means to evaluate management performance in accomplishing the mission and goals of the district. The associated administrative regulation further elaborates on the process as an opportunity to formally discuss job performance in relation to the job description, mutually agreed-upon objectives,

and identified management skills. The performance evaluation provides an official opportunity for discussion of strengths as well as areas where improvement is needed. The evaluation process is conducted by the manager's supervisor and includes performance appraisal from a peer chosen by the evaluatee and a faculty representative appointed by the Academic Senate (IIIA-9).

FACULTY:

Faculty evaluation procedures and intervals are delineated in the Redwoods Community College District (RCCD)/College of the Redwoods Faculty Organization (CRFO) bargaining agreement (IIIA-10). Non-tenured faculty are evaluated during the first two semesters of employment and then each fall semester until tenured. Tenured faculty are evaluated every three years during either the fall or spring semesters.

Associate faculty are scheduled to be evaluated in their first semester of instruction by the associate faculty member's immediate supervisor and one peer evaluator mutually agreed to by the administrative supervisor and the evaluatee. Unless requested through the evaluation process, subsequent evaluations currently take place every six semesters.

The college has not always conducted associate faculty evaluations according to the schedule outlined above. In an effort to improve associate faculty support and employment compliance, a newly developed "Associate Faculty Coordinator" position has been assigned to the Office of Instruction. This coordinator monitors and ensures compliance with associate faculty evaluations. The coordinator has completed an audit of required associate faculty evaluations and is working with the area deans to ensure the completion of these evaluations within the timeframes outlined by the CR Faculty Organization (CRFO) bargaining agreement and relevant memorandum of understanding.

CLASSIFIED STAFF:

Classified employees are evaluated twice (in the second and fifth months) during their probationary period and once per year after the probationary period as described in the RCCD/California School Employees Association (CSEA) agreement Article II (IIIA-11). The evaluation process includes outlining goals and strategies to identify and measure improvement between evaluation periods. For the purpose of monitoring and measuring improvement of specific employees, more frequent evaluations can be requested.

Following an evaluation, any actions taken by the college are consistent with the above described board policies and contractual agreements and are documented by the Human Resources Department.

Analysis

The college partially meets the standard. As described above, the college has evaluation processes in place for all levels of personnel. They appropriately measure performance, effectiveness, and improvement and are well established in writing. However, a review of the files indicates personnel evaluations have not always been conducted on a consistent basis and the Human Resources Department has no written procedure to assure compliance with the evaluation schedules. In the past two years the college has taken important steps to conduct timely evaluation of all employees; written procedures and related training will further ensure consistency in the evaluation of employees.

Planning Agenda

The Human Resources Department will create a written procedure by July 2011 for reporting when staff and administrator evaluation deadlines are missed. This process will be implemented during the 2011-12 academic year and will be supported by training for managers.

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated Student Learning Outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Description

Effective teaching supports the fundamental goal of student success. Faculty are responsible primarily for facilitating learning and for optimizing the conditions that will permit learning to take place (IIIA-12: Article XI, CRFO Collective Bargaining Agreement). Faculty also hold the primary responsibility for curriculum development.

The district-adopted strategic plan's Goal 3, Build a culture of assessment, outlines Objective 3.1 as "Increasing student learning performance through student learning outcomes." Since 2007, when the Student Learning Outcome (SLO) plan was approved, faculty have been incorporating SLOs into course outlines. SLOs, Program Learning Outcomes (PLOs), or course objectives are expected to be listed in course syllabi for students. Sample syllabi are provided under "Staff Development Opportunities" through the HR Web site if an instructor needs additional direction in this area. Additionally, the Curriculum Committee and Assessment Committee have delivered a series of drop-in workshops to assist faculty with updating their SLOs and completing assessment planning documents (IIIA-13).

Instructors are evaluated on regular cycles by both peers and their immediate administrators. Assessment tools include the course syllabus, student evaluations, class observation, a listing of professional development experiences, and an instructor self-evaluation. The student evaluations administered as part of every instructor review process assess the students' understanding of the course expectations and course content. Peers and administrators meet with the instructor being evaluated in an evaluation conference in which the student evaluations are examined and discussed. In spring 2011, the faculty contract was updated to

incorporate engagement with the assessment process as part of the faculty evaluation process.

The college's program review process reports on the assessment of student and program learning outcomes from both instructional and student support programs. These reviews look directly at SLOs, the tools and data used to measure the SLOs, and improvement and action plans. The Program Review Committee (PRC) uses an assessment rubric for evaluating all program reviews. The rubric examines if course outlines are current, if SLOs are clear and measurable, and if goals or Quality Improvement Plans (QIPs) are clear, measurable, and linked to the strategic plan objectives.

Analysis

The college meets the standard. Faculty and staff are actively engaged in assessing student learning outcomes and participating in dialogue to improve the teaching and learning process collectively at the program, discipline, and service level. SLOs are regularly measured for continuous quality assessment and improvement on an institution-wide level.

Planning Agenda

None.

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

Description

Standards of professional behavior are addressed in Board Policies and the CBA (Collective Bargaining Agreement) for the CRFO.

The following Board Policies address personnel conduct (IIIA-14):

- Board Policy #343/440 consensual relationships among all academic employees.
- Board Policy #809, Equal Opportunity and Nondiscrimination, and associated administrative regulations
- Board Policy #813, Drug-Free Workplace

In addition, the faculty evaluation process examines professional conduct in terms of “ethical standards of the profession” as part of the review questionnaire completed by a faculty peer and the instructor’s administrator.

The faculty bargaining agreement outlines professional conduct expectations in schedule F-1 (Faculty Professional Responsibilities) as:

- 1) Promotes and defends intellectual inquiry and the exchange and analysis of ideas among colleagues and students; values the diversity of opinions.
- 2) Demonstrates respect for the college community and the profession.
- 3) Promotes a nonthreatening campus environment free from verbal and nonverbal discrimination and sexual harassment.
- 4) Supports gender equity and cultural diversity, and displays sensitivity to these issues.

In summer 2010, a management committee drafted an institutional code of ethics, BP and AP 3050. The draft has been reviewed by the College Council and feedback has been generated. This board policy and procedure will undergo further revision and will be

reviewed by college constituencies for adoption in fall 2011.

Analysis

The college meets the standard. The college has developed a comprehensive code of ethics for all personnel.

Planning Agenda

None.

III.A.2. *The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.*

Description

Teaching and Non-Teaching Faculty

Teaching: 85

Non-teaching: 9

Tenure Track and Non-Tenure Track Faculty

Tenure Track: 90

Non-Tenure track: 4

As of spring 2011, CR has 94 full-time faculty and 263 associate (part-time) faculty. The full-time to part-time teaching faculty ratio at College of the Redwoods was calculated during the 2010-11 year to be 33 percent full-time and 67 percent part-time faculty. This ratio is lower than the 75/25 ratio recommended by AB 1725; however, at 90 full-time tenure-track faculty, the college exceeds the college's required fall 2010 faculty obligation of 82.1.

Needed faculty positions that are identified as part of the annual and comprehensive program review process are first reviewed by the Program Review Committee (PRC) and then forwarded to the Faculty Prioritization Committee. Separately, the Budget Planning Committee is charged with recommending a reasonable 'cutoff' point regarding the number of tenure-track faculty to hire in each budget cycle. Regarding staff, unfilled positions are generally due to normal attrition. A comprehensive list of human resources requests resulting from the program review process was completed in the 2009-2010 academic year and presented to the appropriate integrated planning functional committee for review and discussion. This list reflected requests for 23 full-time faculty, nine part-time faculty, 14 classified staff, and 40 others for a total request of 86 positions (IIIA-15). Due to the current fiscal climate and associated budget limitations, the college is currently unable to fill all vacant positions and satisfy all

requests for new positions. However, the college is committed to funding key positions (IIIA-16).

The college went through a period when a number of critical administrative positions were unfilled. However, as of May 2011 a sufficient number of positions have been filled to effectively administer the affairs of the college.

Dr. Jeff Marsee, who had been the president/superintendent since 2008 resigned in spring 2011 to take a presidency position at another institution. The Board appointed Dr. Utpal Goswami as interim president/superintendent for one year to allow time for a search for a permanent president/superintendent.

Analysis

The college meets the standard.

Planning Agenda

None.

III.A.3. *The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.*

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Description

An EEO Plan (drafted from the Model Plan provided by the California Community Colleges Chancellor's Office), as required by Title 5 section 53003 and California Education Code section 87106, has been written and is in the College Council review process. BP 3410 Nondiscrimination was developed in spring 2011 to update the college's nondiscrimination policies. After constituency review the new policy was approved by the College Council in March 2011 and approved by the Board of Trustees in May 2011. This policy reflects the existence of a current EEO Plan (IIIA-17). The Human Resources Department will update and compile HR hiring policies, procedures and regulations into a current "Employee Selection Manual".

On February 9, 2011, the college's legal counsel conducted training for twelve employees to become EEO Monitors (EEO Representatives), with the intent to have a monitor in each hiring process the district conducts. The training covered Title 5 and District obligations to help ensure fair hiring practices (IIIA-18).

The Human Resources Department practices as they relate to advertising, hiring committee composition and instruction, etc., are in compliance with the current EEO regulations. Though the college adheres to written policies outlining employment procedures, as described in Board Policies, the RCCD/CRFO Collective Bargaining Agreement, and the RCCD/CSEA agreement, the Human Resources Department hiring manual is not updated with current forms and terms within the bargaining agreements. This manual should include current policies and procedures for hiring all employee groups as well as EEO directives

and information to all screening committee members.

Analysis

The college partially meets the standard. While personnel policies are in place, some need to be updated, and the updated language needs to be incorporated into the Employee Selection Manual.

Planning Agenda

Board policy related to the college's EEO plan will be adopted in fall 2011.

The Human Resources Department will update the college's employee selection manual and distribute a draft for constituency review by fall 2011 prior to adoption in spring 2012.

III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Description

The Human Resources Department maintains personnel files in a secure location. They are locked during non-business hours and anytime human resource personnel are not available. Facsimiles pertaining to confidential employee matters are delivered to a HR fax machine where the public and other employees do not have access.

Employees have access to their own personnel records in accordance with state law and local

collective bargaining agreements. All file viewings are documented in the personnel files. No personnel records are accessible to the public electronically.

Analysis

The college meets the standard.

Planning Agenda

None.

III.A.4. *The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.*

III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Description

The college strives to promote an understanding of equity and diversity issues, and to create and maintain programs, practices, and services to support its diverse students and personnel.

According to the 2009 Education Master Plan CR Values Statement, “CR is committed to creating and sustaining a welcoming environment that celebrates the diversity of its students, faculty, and staff. The college environment will support behaviors and attitudes that maximize inclusion, personal responsibility, interpersonal behaviors, and multicultural understanding” (IIIA-19).

The 2009 Education Master Plan (EMP) outlined the goals and objectives in the college’s 2008-2011 strategic plan and identified various initiatives that may be undertaken to assist the college in achieving the goals and objectives in the strategic plan. One

initiative identified in the EMP was to review cultural activities at the college and develop a plan to augment existing activities and initiate activities that better enhance cultural richness of the community. Some activities included the preparation and display of the college’s Native American basket collection as well as a number of celebrations of Native American heritage.

All hiring recruitment brochures include a statement that “College of the Redwoods is committed to equal opportunity in employment and encourages application from under-represented group members such as women, minorities, persons with disabilities, and Vietnam-era veterans” (IIIA-20). An EEO representative serves on all hiring committees and is present for all interviews. HR provides appropriate ADA accommodations for all applicants. The district gathers voluntary demographic information regarding equity and diversity for all applicants.

The Multicultural and Diversity Committee, an Academic Senate committee, is comprised of faculty who meet on a monthly basis to support diversity at College of the Redwoods. The mission of the committee, as published on its Web page, is to assist in the development of strategies to create campus environments that promote inclusiveness as an institutional and community value. This body recommends strategies that promote student equity and academic success through the methods of multicultural and diversity education (IIIA-21).

The Human Resources Department budget includes monies dedicated to diversity. These monies have been allocated yearly as follows:

- Cinco de Mayo Celebration
- Latino Film Festival – co-funded with HSU
- ADA – support for employees with disabilities – i.e. computer equipment (keyboard, mouse, adaptive programs); temporary assistance for employees with special needs
- Chancellor’s Office Job Fair
- Human resources/EEO director’s travel to meetings related to fair hiring practices and EEO issues

Diversity as it relates to instruction is specifically addressed in faculty evaluations. Peer and

administrative supervisors complete schedule F-2 (Faculty Evaluation Form), which specifically states “Values the diversity of ideas on campus, demonstrates respect to students and colleagues/ staff, and follows ethical standards of the profession” as a key evaluation item (IIIA-22). Furthermore, schedule F-1 (Faculty Professional Responsibilities) lists key diversity items (IIIA-23):

- Shows sensitivity and responsiveness to the needs of individual students and their special circumstances, when appropriate.
- Shows sensitivity to and knowledge of the diverse ways students learn and is responsive to individual needs.
- Ensures that the following are incorporated into materials in the area of assignment: communication skills, computational skills, critical thinking, and cultural diversity.

Analysis

The college meets the standard. The college promotes and encourages an appreciation for equity and diversity through programs, practices, and services to support its diverse personnel.

Planning Agenda

None.

III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Description

Honoring diversity is a key value of the college and is included in the college’s newly adopted values statement. The college strives to provide a learning environment which draws upon the diverse background, knowledge, and experience of its personnel.

The college provides equity and diversity training workshops for EEO monitors who serve on employment screening committees. The college’s hiring policy requires a diverse screening committee, whenever possible. Approximately 60 percent of California Community College employees are white, while approximately 80 percent of employees at College of the Redwoods are white. This is

reflective of the demographics of the community, which shows a 79.3 percent, 71.0 percent, and 78.4 percent white population in Eureka, Crescent City (Del Norte), and Fort Bragg (Mendocino), respectively. Other data from the California Community College Chancellor’s Office Datamart for fall 2009 indicate that the distribution of other ethnicities is not reflective of the community. For example, while Latinos represent over 10 percent of

the community’s residents, fewer than five percent of the college’s employees are Latino. The college has not regularly tracked the ethnic distribution of staff compared to the ethnic distribution of the population in the community it serves.

The male to female personnel ratio for both the California Community Colleges and College of the Redwoods is 45 percent male to 55 percent female.

	CCCCO Data for College of the Redwoods Fall 2009	95501 (Eureka)	95531 Crescent City (primary city for Del Norte Center)	95437 Fort Bragg (primary city for Mendocino Coast Center)
Hispanic/Latino	4.4%	8.0%	13.5%	15.8%
White	80%	79.3%	71.0%	78.4%
Black	1.2%	1.5%	4.8%	0.6%
Native American	3.0%	4.0%	5.0%	1.0%
Asian	2.8%	2.6%	2.5%	0.8%

Analysis

The college does not meet the standard. CR does not adequately assess employment equity. Although demographic information is gathered for both students and employees, the information is not used to evaluate how well the college is creating a personnel and student community demographically representative of the region it serves.

The Human Resources Department conducted a comprehensive administrative program review in 2007-2008, but it did not evaluate data regarding

diversity to assess the college’s record in employment equity and diversity.

Planning Agenda

The Human Resources Department will participate in the college’s program review process in spring 2012 to include data and analysis related to employment equity and diversity.

By August 2011, the college will develop a marketing and outreach plan to encourage members of underrepresented groups to apply for vacant positions at College of the Redwoods.

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Description

CR’s philosophy (<http://www.redwoods.edu/about/philosophy.asp>) states, “We recognize the

dignity and intrinsic worth of the individual and acknowledge that individual needs, interests, and capacities vary.”

The college addresses integrity and ethical behavior in many ways:

- There is a code of faculty professional responsibilities listed in the CRFO collective bargaining agreement (IIIA-24).
- The Multicultural and Diversity committee has been charged with the development of a Student Equity Plan (IIIA-25).
- All complaints of discrimination are directed to the attention of the director of Human Resources/EEO Officer. Unlawful discrimination complaint forms and accompanying district policies are available for all persons on the front counter of the Human Resources Department office, as well as published in the Faculty Handbook (IIIA-26).
- The human resources director tracks all grievances and complaints submitted to the college
- Sexual harassment training is held twice a year, once per semester. All managers are required to attend every two years. The college requires the attendance of other non-managers dependent on the position held. HR tracks compliance and certification of employees (IIIA-27). Board Policy provides protection for all employees of the district who report wrong-doing under BP/AP7700 Whistleblower Protection.

The college recently revised its board policy and related regulations regarding complaints of unlawful discrimination, assigning them a new number, BP 3410. This updated policy underwent constituency review in spring 2011 and was subsequently forwarded to the Board of Trustees for approval. In Schedule F-1 (Faculty Professional Responsibilities), the faculty bargaining agreement expects that each faculty member (IIIA-29):

- Promotes and defends intellectual inquiry and the exchange and analysis of ideas among colleagues and students; values the diversity of opinions.

- Demonstrates respect for the college community and the profession.
- Promotes a nonthreatening campus environment free from verbal and nonverbal discrimination and sexual harassment.
- Supports gender equity and cultural diversity, and displays sensitivity to these issues.

The employee satisfaction survey conducted in 2010 showed a need to improve college-employee relations (IIIA-30). In an effort to acknowledge and improve employee relations, the college recently made a significant resource investment in adopting the Interest Based Agreement (IBA) process into college problem solving and decision making. Consultants have trained 25 college personnel, representing all constituencies, in the IBA process. An IBA steering committee has been established and regular planning and operational meetings are taking place (IIIA-31).

Analysis

The college meets the standard. Rights and responsibilities for personnel are outlined in numerous policies, procedures, and manuals. Policies and public documentation of such policies are current and easily accessible. Bargaining agreement books and faculty handbooks are published, posted on the internet, and printed/distributed to respective personnel bodies. All constituents have the opportunity to provide feedback on the development or revision of Board Policies and Administrative Regulations/Procedures. The college is committed to utilizing and properly training personnel in the IBA process for problem solving.

Planning Agenda

None.

III.A.5. *The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.*

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

Description

A standing subcommittee of the Academic Senate, the Faculty Development Committee, has an annual budget of \$25,000 for funding faculty requests for conference attendance or other professional development activities (IIIA-32). Other faculty development activities include release time for first-year tenure-track faculty for professional development, sabbaticals for full-time faculty, and the use of Perkins and Tech Prep grant funds for faculty development in the career and technical education disciplines.

Faculty development funds are used for a variety of programs. During the 2010-11 academic year, for instance, funds were used to provide a series of Web-inar training sessions on managing aggressive student behavior, student anxiety and suicide issues, and supporting the underprepared student.

Disabled Students Programs and Services (DSP&S) has a Faculty Coordinator/Learning Disability Specialist who not only coordinates professional development training for faculty and staff focused on student support issues, but also issues a weekly disability newsletter which addresses issues, concerns, and management practices for working with and supporting students.

The college has a “Flex” program that consists of staff development activities in lieu of regular instruction (IIIA-33). Flex activities (CCR, title 5, division 6, chapter 6, subchapter 8, article 2, section 55724, item a-4) can be, but are not limited to, training programs, group retreats, field experiences, and workshops in activities such as course and program development and revision, staff development activities, development of new instructional materials, and other instruction-related

activities.

Prior to 2008, a Center for Teaching Excellence (CTE), staffed by a faculty member and a part-time clerk, focused on best practices for classroom-based teaching and learning. Because of budget constraints, funding for the CTE was discontinued in 2008. Some services have been picked up by other departments but others have not. In the meanwhile, the college invested in instructional designers to support professional development for faculty and staff. These instructional designers have created training in best practices for teaching and learning, with an emphasis on practices in distance education (IIIA-34). The faculty have expressed an interest in resurrecting the CTE in some form. It is expected there will be ongoing discussions about how to return the CTE or CTE services at varying levels.

During the academic years of 2005-06, 2006-07, and 2007-08, the college’s flex committees were active. Much of CR’s flex activity planning was handled in coordination with the Center for Teaching Excellence and was supported by the college’s Title III ‘Strengthening Institutions’ grant staff. Evaluation of flex participation was overseen by one member of the flex committee. During 2008-09 and 2009-10, flex-day activities were formed around faculty training, program review and assessment, and the accreditation self-study. In 2010-11 the college maintained a broadly represented advisory committee which met to evaluate future flex needs and processes.

The college typically allocates \$60,000 for sabbatical leaves. Since 2006, the college has funded thirteen sabbatical leaves for the purpose of professional development.

In order to provide time for mentoring and staff development for new faculty members, all tenure-track faculty members receive up to 4.5 TLUs (one three-unit course) of nonteaching load credit during their first year of employment. The purpose of this nonteaching load credit is to allow participation in in-service training programs.

With the loss of the former Center for Teaching Excellence, the college has not provided coordinated, comprehensive, or substantive professional development opportunities. However, the college has provided nine teaching load units (TLUs) of reassigned time for a faculty member to serve as the Assessment Coordinator, a position that supports faculty in the assessment of student learning outcomes. In the past year the Assessment Coordinator has developed a library of assessment literature and has led flex sessions, and also facilitated a number of assessment workshops at education centers throughout the district (IIIA-35).

The college has also created the position of Associate Faculty Coordinator to address associate faculty training needs. The most recent Associate Faculty Development Day took place on January 22, 2011, with workshops on disabled student accommodation needs, curriculum processes, assessment tied to curriculum and student learning outcomes, the student code of conduct and dealing with difficult students in the classroom (IIIA-36). Presenters included various full-time faculty, the assessment coordinator, the dean of students, and the DSPS program director.

Professional development has been offered by the President's Office for administrators, primarily related to orientation to the college and management structure (IIIA-37). These orientation materials included:

- ACCJC procedures and practices
- Board Policies and Administrative Policies
- Integrated Planning
- Skunk Works

- Enrollment Management
- CSEA and CRFO contracts
- Senate Bylaws
- Education Master Plan
- Facilities Master Plan
- AB 1725

In addition, the President's Office has regularly conducted informational sessions on budget and strategic initiatives (IIIA-38).

The college supports staff through release time to participate in college delivered training. The classified employee union provides funds to pay for college courses related to improving employees' skills or furthering their professional goals.

An administrative task force was appointed to look at professional development needs of employees across all constituencies; the task force is tasked with identifying and coordinating professional development opportunities for staff and faculty. (IIIA-39).

Analysis

The college partially meets the standard. Professional development opportunities are provided, but not in a fully coordinated, comprehensive, or substantive manner. Evaluation of the professional development that is provided is not conducted in a systematic way to ensure teaching and learning needs are identified and addressed.

Planning Agenda

The Flex Calendar Committee, in consultation with the Professional Development Task Force and the Faculty Development Committee of the Academic Senate, will conduct a survey with faculty and staff to inform 2011-12 professional development activities.

III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Description

The college delivers professional development opportunities through professional development funds, faculty sabbaticals, distance education, community education, the Associate Faculty Coordinator, the Assessment Coordinator, the President's Office, and flex sessions provided for faculty and staff.

Trainings developed by the Associate Faculty Coordinator include an evaluation by participants at the end of the sessions. All courses offered to staff through the college's Community Education program (such as the mandated Sexual Harassment training and specialized computer training), include an evaluation by participants for continuous course improvement.

The sabbatical program is focused on the improvement of faculty pedagogies and, as part of the sabbatical award, participants are required to present their research and data to the Board of Trustees.

Many of the trainings referenced in section III.A.5.a of this report do not have effective evaluation tools in place to inform program improvement. The Distance Education training programs and many

of the President's Office trainings have had no evaluation component.

Analysis

The college partially meets the standard. Although professional development opportunities are extensive and some include evaluation for improvement, overall the programs are not coordinated with each other well and progress has not been tied to long range strategic planning.

The professional development program was established subsequent to the last Human Resources Department program review, thus has not been formally evaluated. The college recognizes a need to evaluate professional development needs and effectiveness of the programs provided by the college in order to engage in continuous improvement.

Planning Agenda

The HR office and the Professional Development Task Force, in consultation with the Flex Calendar Committee, will coordinate with the Institutional Research Department to assess training needs for faculty and staff.

III.A.6. *Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.*

Description

Program review is a mechanism to ensure HR's processes are connected with institutional planning. The college's program review process and integrated planning model was developed to include a process for identifying and prioritizing staffing requests.

A comprehensive list of human resources requests resulting from the program review process was completed in the 2009-2010 academic year. Requests for staff and faculty positions were prioritized through the college's integrated planning process. This list reflected requests for 23 full-time faculty,

nine part-time faculty, 14 classified staff, and 40 others for a total request of 86 positions (IIIA-40). Due to the current fiscal climate and associated budget limitations, the college has been unable to fill all vacant positions and satisfy all requests for new positions.

Processes for faculty and staff position request and approval are sometimes unclear.

Faculty prioritization: In previous years, the college utilized a faculty prioritization process for identifying positions to be recruited for new or replacement faculty (IIIA-41). This process has undergone multiple revisions to better reflect program review and a district wide perspective. In the 2010-11 academic year, the college established a request list and applied a rubric to prioritize the list (IIIA-42). This process will undergo continuous refinement and improvement in subsequent cycles.

Staffing prioritization: Based on department program review, staffing priorities are forwarded to the President's Cabinet for discussion and possible approval, based on budget building feedback from the budget planning committee. Considerations for new or replacement staff positions include available resources, available growth, assignable square footage, and other relevant and current budget and staffing considerations.

A student and administrative services satisfaction survey was administered to CR employees in January 2010. In this survey, 79 of 131 respondents (60.3 percent) stated they utilize the HR office

multiple times a semester, and 43 of 131 respondents (32.8 percent) stated they utilize the HR office once a semester. Over 75 percent of these respondents reported being somewhat to very satisfied, indicating the HR office communicates well with the district.

While the above description outlines the college's processes for integrating human resource planning with institutional planning, the college has not systematically implemented integrated planning. Furthermore, the Human Resources Department has not participated in the current program review process and therefore has not conducted its own departmental program review since 2007-08.

Analysis

The college partially meets the standard. The process for requesting, funding, and filling staff positions is unclear to stakeholders, and as a result some needed positions may remain unfilled. The Human Resources Department has struggled to maintain a current prioritized list of staff and faculty positions needed, and integrated planning is not fully implemented. Participation in the current program review process will enable the Human Resources Department to reflect upon and develop plans to address needed improvements.

Planning Agenda

The Human Resources Department will continue participate in the current program review process in the 2011-12 year.

III.B. Physical Resources

Physical resources, which include facilities, equipment, land and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Description

College of the Redwoods offers educational programs and services at its main campus in Eureka, at two educational centers (Fort Bragg and Crescent City), and four instructional sites. The college district covers Del Norte and Humboldt counties as well as the coast of Mendocino County and a portion of Trinity County. The four instructional sites are located in downtown Eureka, the City of Arcata, the town of McKinleyville, and the town of Hoopa (the Klamath-Trinity Instructional site). Other classroom laboratory locations include a working farm in the town of Shively and a fine woodworking program located off-campus in Fort Bragg. The latest addition to the district is property purchased in the town of Garberville, which is an existing structure that is set to be remodeled and open for classes in 2012.

The Redwoods Community College District was formed January 14, 1964, by an election of the people of Humboldt County. A bond issue of \$3,600,000 was passed for the initial construction phase of the college. In May 1975, the residents of coastal Mendocino County voted for annexation to the District. Del Norte County joined the Redwoods' District in July 1978, completing the District current service areas of Humboldt County, coastal Mendocino County, Del Norte County, and a portion of Trinity County. The entrances to the main campus are served by Tompkins Hill Road from US Highway 101 south of Eureka. The main campus includes 36 buildings comprising 342,000 of assignable square feet and serves approximately 7,000 students every semester.

The Del Norte Education Center is located in Crescent City. It has 10 buildings and 22,000

assignable square feet. The Mendocino Coast Education Center is located in Fort Bragg. It has 7 buildings and 26,000 assignable square feet (IIIB-43). The annual enrollment of the Del Norte Education Center is approximately 1,100 students while the Mendocino Coast Education Center serves approximately 900 students. The Eureka Downtown, Arcata, and McKinleyville instructional sites combined serve approximately 1,900 students per year. The Klamath-Trinity Instructional Site in Hoopa serves about 270 students per year.

In recognition of the need to upgrade, restore and expand the buildings and infrastructure with the Redwoods Community College District, the Board of Trustees in 2004 approved the issuance of \$40,320,000 of bonds with tough accountability safeguards, including an independent Citizens Oversight Committee and annual audits. As described in the full text of ballot proposition (IIIB-44), the purpose of Measure Q/B bond is to strengthen local job and vocational training programs, and increase classes for students with 2-year and 4-year college goals by adding classrooms and technology labs, renovating unsafe and deteriorating campus buildings, and repairing, acquiring, constructing, furnishing and equipping college facilities. Local voter approval for Measure Q/B ensured that the college would be in a position to fund these much needed improvements.

III.B.1. *The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.*

Description

Creating and maintaining a safe learning environment is one of the college's top priorities. It is important that students, employees and the community visiting the main campus, education centers, or instructional sites have a positive experience and feel safe, comfortable and eager to return. This section includes three key areas: health and safety, facilities, and equipment.

HEALTH AND SAFETY

Security

The Security Department currently has four (4) full-time permanent employees and ten (10) part-time employees to provide security and medical assistance on the main campus 24 hours a day, 7 days a week. The Eureka Downtown site, Arcata site and the McKinleyville site have safety officers present Monday through Friday during the late afternoon and evening hours. These safety officers respond to incident calls, help stranded students, direct traffic, open and secure campus buildings, respond to the residence halls and provide a security presence at large events, i.e.: graduations, football games, dances, etc.

The campus Security Department also works with the college's Web master and Communications and Marketing Department to keep the community informed of important issues on campus. The college's Catalog includes the following documents: Clery reporting information (IIIB-45), Crime Awareness and Campus Security Act, Parking and Traffic Information, Parking Enforcement, Safety Tips and Standards of Student Conduct.

The permanent security staff are required to be certified EMTs. Security interacts with local law enforcement for crimes on campus, responds to all medical calls and helps direct fire and ambulance crews to the scene. Security staff works directly with the Facilities and Maintenance Department

regarding lighting, locks, maintenance work orders and other potential hazards.

To improve safety at night the lighting in the main parking lot was upgraded in 2009, new security cameras were installed, and new emergency phone stations were added.

Facilities and Operations

The Facilities and Maintenance Department is instrumental in maintaining the safety of the college's main campus, education centers and instructional sites. Both existing and new campus facilities are regularly assessed for occupant safety by the following departments and agencies:

Division of the State Architect: review and approval of structural/seismic stability, accessibility and fire/safety code compliance for new construction and major renovation.

Routine inspections by the local Fire Department for potential fire hazards and building code compliance for new construction and major renovations (IIIB-46).

Prioritization and immediate response to Facilities and Maintenance Department work orders identifying health and safety issues.

The Maintenance Department receives regular weekly staff training for personal job safety. Additionally, Maintenance, Security, Technical Services and DSPS staff are assigned radios providing intercampus communications in the event of an emergency.

Hazardous Materials and Occupational Safety

In March 2004 the college hired Winzler and Kelly to conduct a limited asbestos survey (IIIB-47) in order to locate and quantify the presence of asbestos in select areas of the following College of the Redwoods structures: Physical Education Building (HV-4, HV-5, HV-8, Pool Filter Room

Attic and Equipment Room), Applied Technology / Automotive Shop Building (Community and Economic Room Heating Unit, Roof and Attics and Automotive Garage Heat Shields), Creative Arts Building (HV-4, HV-5, Roof and Attics), Physical Science Building (Roof and Attics), Life Science Building (Roof and Attics), Old Library (Roof), and Forum Building (Theater backstage heating unit, Room FM 103, Roof and Attics). Results of this survey have allowed the college to identify and prioritize areas where abatement projects exist and provide a reference document for college employees working in areas of concern. The college annually allocates \$25,000 for hazardous materials projects, which includes disposal of material required by the Physical Science Departments, and Maintenance and Technology Departments.

Emergency Response

The college has reestablished its Emergency Preparedness and Safety Committee (IIIB-48) and is currently working on updating its Emergency Preparedness Plan (IIIB-49) as part of the Chancellor's Office Disaster Resistant Community College Project (DRCC). The college is also working toward being compliant with the National Incident Management System. An Emergency Operations Center has been identified and CERT trained staff have been conducting on-site training in fire evacuation and earthquake response on campus.

FACILITIES

Facility Sufficiency and Utilization

The college's scheduling manager oversees the assignment of appropriate facilities for the types of classes being scheduled. Parameters for room selection may include room size, seating capacity, lighting, furniture layout, lab equipment, audio visual equipment and other specific needs required for effective instruction.

Annually, the college is required to submit the Five-Year Construction Plan (IIIB-50) to the California Community Colleges Chancellor's Office. This Five-Year Construction Plan is a summary of current and proposed capital outlay projects identifying the

college's total projected capital improvement needs. The report summarizes the college's efficiency in using existing facilities within the district. Efficiencies are established by a capacity to load ratio (capacity is defined as the capability a facility has to generate contact hours, and load is defined as the current or projected enrollment level) for five space categories: lecture, lab, office, audio-video/television and the library. Both the Five-Year Construction Plan and a scheduling report prepared by the Clarus Corporation indicate the college is currently underutilizing lecture space. According to the Clarus scheduling analysis, a major factor contributing to the college's relatively low lecture room utilization rate is the limited number of classes that are scheduled on Fridays and weekends (IIIB-51).

The college is reviewing the room utilization on the main campus to improve the utilization of its lecture and classroom space. Additional classes have been scheduled on Friday at the main campus with a cooperative effort from the division chairs, area coordinators, Curriculum Committee and vice president of instruction.

Facility Assessment and Repair

Four primary elements factor into Facilities Assessment and Repair: (1) work orders; (2) surveys; (3) departmental program review; and (4) state assessment.

- 1) *Work Orders*: On a daily basis, the Facilities and Maintenance Department receives numerous online work orders from college employees via an online work order system, Parature (known on campus as AskCR) identifying a range of building or equipment problems. Work orders that are safety related are given the first priority, followed by issues that affect instructional operations, and those that affect the Bookstore, Cafeteria, Dorms and Child Development Center. Maintenance activities and work order requests for aesthetics or convenience round out the list. Since the Parature work order system was put in service in 2010, a database of all work orders has been created, enabling

the Facilities management to identify recurring problems.

- 2) *Surveys*: A recent Business Services survey was conducted in January 2011 (IIIB-52) and included sections that pertained to campus facilities and grounds. The information collected from this survey provided information about repairs requiring immediate attention and impressions of the campus and Facilities staff.
- 3) *Instructional Programs Input*: Facility improvement requests that involve a large capital investment are part of each department's program review (IIIB-53) and are part of the planning and resource allocation process involving both the Facilities Planning and Budget Planning Committees. Requests for facilities improvements and repair are identified in the program review process, tabulated by the Program Review Committee, and forwarded to the Facilities Planning Committee for prioritization. Repairs or minor alterations to classrooms, labs and offices are handled through the maintenance work order system.
- 4) *State Assessment*: The Chancellor's office conducts facility condition assessments of all College of the Redwoods sites and properties. Results of the assessments are posted to the FUSION Web site. FUSION (Facilities Utilization, Space Inventory Options Net) is a database of 58-million square feet of California community college facilities that tracks the condition assessments and develops cost modeling for maintenance projects, enabling colleges to plan budgets and help facilitate the passing of much-needed bond measures. The FUSION Project Team is composed of representatives from the contributing districts, the Foundation for California Community Colleges, the Chancellor's Office, and 3D/International. Both the college and the Chancellor's office use the FUSION database to prioritize critical needs and evaluate capital improvement requests.

Construction Planning

The college's Facility Planning Department works with architects, project managers, contractors and other campus stakeholders to make sure construction schedules are evaluated to meet its facility needs and to provide a safe learning environment. The college has engaged in the services of Nadon Management to oversee the planning and execution of the major capital projects throughout the district. Nadon Management's responsibilities include fiscal reporting for the Measure Q/B bond in addition to the management of the construction projects. The current modernization list includes the Student Services / Administrative and Performing Arts Theater buildings (IIIB-54), with the Science and Humanities Buildings awaiting groundbreaking in the summer of 2011. These capital projects have budgets of \$18 million and \$32 million respectively.

Sustainability

The college has made efforts to reduce its environmental impact. These efforts include recycling; implementation of energy efficiency projects, such as the re-lamping of the Gymnasium, Field house and Pool Room; and a commitment to purchase Energy Star® appliances and replacement motors with high efficiency ratings. The college maintains a composting facility and is currently purchasing color bond paper with 30 percent recycled content. The college has not yet developed comprehensive standards that incorporate sustainable practices into design and construction projects.

EQUIPMENT

Equipment Sufficiency

Equipment needs are currently included in departmental program reviews (IIIB-55). Each department's program review is forwarded to one or more of the following integrated planning functional committees based on needs: Technology Committee, Facilities Committee and/or Furniture and Equipment Committee. The committees review the nature and costs of the requests, prioritize them, and present the prioritized list to the Budget Planning

Committee for further review and ranking. Critical equipment requests that cannot be funded within a department's budget are forwarded to the President's Cabinet to be evaluated and funded following the college's budget development process.

Equipment Assessment and Repair

Routine preventative maintenance and minor repairs to college instructional equipment are generally the responsibility of the technicians in each department. Maintenance work orders and vendor maintenance contracts as well as scheduled maintenance keep the district's equipment maintained in working order and safe condition. Examples of safety inspections conducted by outside contractors or agencies include site inspections made by the State Fire Marshall and Humboldt Fire District One for general building code compliance (IIB-56), Eureka Humboldt Fire Extinguisher Co. for fire extinguisher and kitchen hood annual inspections, Otis Elevator for wheelchair lift inspections, Redwood Electrical Services for high voltage maintenance, Western Burner for boiler service, and Superior Alarms for housing fire system inspections. The Maintenance Department is budgeted annually for routine maintenance. Emergency funding is allocated through requests made to the President's Cabinet.

The Security Department contracts the services of an alarm company to secure expensive equipment with door and motion sensors. Stolen equipment is reported to local law enforcement. Damaged or broken windows and doors are reported to Maintenance for priority repair. Security also responds to calls from staff and faculty regarding any unlocked doors as well as conduct regular door and alarm checks.

Campus Safety

The Security staff works in conjunction with the Facilities and Maintenance Department. This effort has resulted in the following improvements on the Eureka campus and the Mendocino Coast and Del Norte Education Centers:

- Installation of security cameras and digital recording equipment at both branch campuses.

- Installation of parking lot cameras and emergency phones at the Eureka campus main parking lot that ring through to the Security Department's emergency line, as well as courtesy phones located throughout the campus that can be used for emergencies
- Allocation of resources to repair existing exterior lighting on the main campus.
- The continued practice by these departments to make resolving health and safety issues within the District a top priority.

Analysis

The college substantially meets the standard. The college maintains sufficient facilities to support institutional effectiveness and is taking steps to identify physical infrastructure issues and fund necessary repairs and improvements.

Planning Agenda

By spring 2013, the director of facilities in conjunction with the Facilities Planning Committee and engineers will develop a plan to accomplish needed infrastructure projects as funding becomes available.

III.B.1.a. The institution plans, builds, maintains and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Description

College of the Redwoods involves staff, faculty and administration in both master planning and operational planning with regard to facilities. The annual planning process is driven by the college's integrated planning model that relies on program review to identify facilities needs and input from the Facilities Planning Committee to review and prioritize them. The Facilities Planning Committee, comprised of constituency representatives, meets regularly to collect information on proposed projects. Through its knowledge of the facilities needs of instructional areas as well as other program and service areas, the Facilities Planning Committee provides input regarding both capital improvement and maintenance plans.

FACILITIES MASTER PLAN

In October 2008, College of the Redwoods entered into a one-year contract with HMC Architects to work with the representative Facilities Master Planning Committee to develop a facilities master plan for the main campus and both education centers to support district goals. The college's collaboration with HMC Architects began with an analysis of institutional data previously gathered over the previous two years for facility master planning, including space utilization data, student demographics, and a physical inspection of the space. The Facilities Planning Committee and HMC worked in unison with the Education Master Plan Committee to help College of the Redwoods in developing a plan to reach the college's educational goals. HMC assisted the college to clarify facilities-related goals, identify barriers, and develop proposed solutions. On February 27, 2009, a Special Meeting of the Board of Trustees was held to provide an opportunity for constituency representatives and the public to review and respond to recommendations. The preferred solutions for the main campus in Eureka, the Del Norte Education Center, and the

Mendocino Coast Education Center were agreed upon by the Facilities Master Plan Committee and forwarded as a recommendation to the President's Cabinet and the Board of Trustees. The final draft of the Redwoods Community College District facilities master plan was presented to the Board of Trustees and approved May 5, 2009.

Subsequent to the approval of the Facilities Master Plan, the Facilities Planning Committee started the process of prioritization of the approved Facilities Master Plan large capital projects for the Eureka campus and the Del Norte and Mendocino Coast Education Centers. The committee also identified and prioritized small capital and deferred maintenance projects throughout the district. The committee also reviewed and prioritized program review related facility improvement or repair requests into the master small capital and deferred maintenance plan.

CAPITAL IMPROVEMENT

To incorporate the needs of programs and services when planning new construction, the college promotes a consultation process that provides an opportunity for the Board of Trustees, administration, faculty, staff and students to submit their recommendations. Capital improvements requested through departmental program reviews are vetted by the Program Review Committee, ranked by the Facilities Planning Committee, and sent to the Budget Planning Committee for prioritization. After prioritization by the Budget Planning Committee, the President's Cabinet selects the recommendations to be forwarded to the Board of Trustees.

Once the decision is made to fund the projects, the Facilities Department begins work with architects and professional engineers as well as staff and faculty to develop a design to support the institution's goals. This early design phase is completed as the beginning stage to request funding

from the State or Board of Trustees, depending on the Project. The final detailed design phase follows full funding approval for a complete bid package. Throughout the design process and into the construction phase, design drawings are presented for review and comments to the Citizens' Oversight Committee (for bond projects), Facilities Planning Committee, college staff, administrators, faculty and students. The Citizens' Oversight Committee will review the projects to ensure they are appropriate for bond funding.

FACILITIES UTILIZATION

As noted in the Five-Year Construction Plan submitted to the State, the college's relatively low facility utilization rates have led the state to give low priority to the college's applications for state funding of capital projects. In 2009 Clarus Corporation reviewed the college's scheduling and utilization data and provided the college with a report outlining areas for improvement. Both the Clarus report and the Facilities Master Plan report identified low classroom and other facilities utilization rates as likely to lower the college's chances of receiving capital project funds in the future.

MAINTENANCE OPERATIONS BUDGET

The limited size of the maintenance staff for the district makes it challenging to repair and maintain approximately 483,183 gross square feet of facilities, including a variety of equipment, thousands of feet of underground utility lines, hundreds of doors, windows, locks, switches and preventative maintenance items. Some specialized repairs are contracted out or delayed. Currently all of the refrigeration systems repairs are contracted out as well as wheel chair lift repairs due to specialized certificate required for this type of work.

As the State's budget crisis has caught up to the community colleges, College of the Redwoods has experienced reduced staffing and maintenance funding. In addition, the college currently has approximately \$20 million in deferred maintenance. A recent survey (IIIB-57) conducted by the college

showed a noticeable percentage of the staff and students feel that improvements need to be made in the areas of lighting, facility cleanliness and technology available in the classrooms. The department has identified funding and staffing shortfalls in its program review, but the state budget crisis may delay full resolution.

SCHEDULED MAINTENANCE

The college operates an online work order system (Parature) to provide access to all employees to report facility and equipment problems, especially the highest priority problems pertaining to health and safety. The director of maintenance assigns work orders to appropriate personnel on a daily basis. Work orders that rise to the level of priority one are relayed to maintenance staff via the radio or phone to provide a prompt response. The balance of the daily work orders are prioritized based upon the affected facility and existing schedule.

In 2010-2011, the college allocated \$293,000 towards maintenance and upkeep of facilities, representing less than one percent of the college's budget for the 2010-2011 fiscal year. This amount was approximately 24 percent less than the previous fiscal year. This budget supports the operation of the maintenance, custodial, grounds and waste water treatment plant departments. Maintenance Department staff members perform routine repairs, maintenance and upkeep within the District on buildings, equipment and grounds. With the addition of the McKinleyville Instructional Site and relocation of the Arcata Instructional Site (which is now across town from the Hospitality Institute the college operates), current staffing levels and budget for maintaining the additional instructional equipment and building systems are not adequate.

The college has met some of its deferred maintenance needs by applying to the State for block grants and applying local matching funds to complete repairs of the physical plant. These projects appear on both the college's deferred maintenance list prepared by the Facilities Planning Committee and the Five Year Construction plan submitted

annually to the State in the FUSION program.

The college has also been fortunate enough to receive State funding to replace existing facilities that are located within the region of an active earthquake fault. The new facilities include the Learning Resource Center and Child Development Center (both complete), the Student Services/Administration and Theater Arts buildings (currently under construction), and the Science and Humanities buildings (scheduled to break ground in June 2011). These buildings have not provided the college with additional classroom space but are replacement facilities made necessary by the seismically deficient buildings and geological situation on the main campus.

As the new Student Services/Administration and Theater Arts building comes on line (in December 2011), the college will need to allocate resources towards maintenance and upkeep of the new buildings in addition to existing buildings. The addition of these new buildings on campus will also require additional maintenance staff trained to troubleshoot the new automated building control systems.

Analysis

The college meets the standard. The recently upgraded online work order system for Facilities and Maintenance allows management to assess staff efficiency and resolve areas of concern. This system provides a work order system that covers Facilities and Maintenance, Technology Services, and the Student Support Helpdesk. This system provides feedback to each department's customers by allowing them to check the status of their work order and review comments posted by the responding staff member.

The college has added new instructional sites and is building new facilities with state funding to replace existing facilities that are located within the region of an active fault, but current staffing levels and budget for maintaining additional instructional

equipment and building systems are not adequate. The college may need to add staff for operation of the new facilities.

The college's planning process for maintenance and capital projects has resulted in careful documentation and prioritization of the district's deferred maintenance needs in support of a funding request. If a community college facilities bond measure is passed in November 2012, the college will receive \$28 million for deferred maintenance projects, effectively resolving the college's outstanding utility infrastructure issues. The college community understands that with low classroom and facilities utilization rates, further new construction projects are unlikely to receive state funding.

Planning Agenda

None.

III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs and services are constructed and maintained to assure access, safety, security and a healthful learning and working environment.

Description

UNIVERSAL ACCESS

The college continues to ensure that its buildings and facilities are accessible to all of its students. Several years ago the college added and remodeled a number of restrooms on the main campus to provide ADA access (IIB-58). The Life Science building had a wheelchair lift installed to improve access to classrooms and the DSPP Department on the main campus operates a shuttle to provide students with limited mobility easier access to all of the facilities across campus. The new facilities built in recent years (the Learning Resource Center and the Child Development Center) were designed to provide access to all students. The latest facilities under construction have been designed to provide improved access to all.

TRANSPORTATION AND PARKING

The college addressed the parking issue on the main campus by completing a project that redesigned the lower lot. This million dollar project not only repaired the failing asphalt but increased the number of parking spaces, placed additional ticket machines in the lot, provided new emergency telephones, improved the lighting and provided security cameras. The local transit authority provides service to the main campus, and when the new Student Services/Administration and Theater Arts buildings are completed the bus stop will be relocated to improve access to the campus for students and visitors.

OFF-SITE SERVICES

Off-site facilities are staffed with personnel that report to a manager who oversees the day-to-day operations of the sites located in the 101 Corridor (Eureka Downtown, Arcata, and McKinleyville). To make sure that these sites are maintained and

kept up, these staff members communicate with the Facilities and Maintenance Department directly, or through the on-line maintenance work order system. Oversight for construction and major maintenance projects at the instructional sites or education centers is provided by the Facilities and Maintenance managers located at the main campus. The maintenance personnel are dispatched from the main campus to take care of building maintenance and grounds maintenance at local sites. Occasionally staff will travel to Crescent City or Fort Bragg to aid maintenance staff at these locations when projects are beyond the scope that the local staff can manage. The new McKinleyville site has a part-time custodian to keep up on cleaning needs as well as an evening safety officer to provide support services to faculty and students. A safety officer has been provided for the new Arcata site for the same reason and the custodial services at this location are handled by the property owner (due to the number of tenants at this site). The Eureka downtown site is staffed with a safety officer in the evenings and is supported by a custodian that travels nightly to the downtown site from the main campus. The branch campuses have a full-time maintenance mechanic and custodian at each location to keep up with the facilities maintenance and cleaning. The safety officers at the main campus and instructional sites respond to and write incident reports that are reviewed and acted on by appropriate staff to remedy any unsafe areas. If at any time a situation escalates beyond the control of the on duty safety officers, they have been instructed to contact the local EMS, police or sheriff's departments for support.

Analysis

The college meets the standard. Accessibility project funding is included in the full text of Measure Q/B bond which passed with a local vote in 2004. This provides adequate financial resources for the college to use toward access improvement. Immediately

resolvable accessibility issues either identified by the DSPS Department or by a work order are given priority one and addressed in a timely manner, as one of the college's goals is to provide access to its facilities and services.

Parking on the main campus is plentiful and disabled medical permit parking is adequate with additional spaces being added as part of the building replacement projects currently under construction. The Security Department on the main campus

employs at least two federal work study students to help enforce parking regulations to ensure that disabled and medical permitted parking spaces are occupied by vehicles displaying the appropriate placards. These students also help with lock-outs, jump starts, calls for aid and provide campus information to students and visitors.

Planning Agenda

None.

III.B.2. *To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.*

Description

In order to meet the needs of its instructional and student support programs, the college conducts evaluation of facilities and equipment in a number of ways. The college's program review process informs annual operational planning as well as long-term planning. The development of the college's Facilities Master Plan relied on space utilization and efficiency data found in the Five-Year Construction Plan submitted to the State Chancellor's Office. The college conducts surveys with faculty, staff, and students regarding health, safety, and use and satisfaction with facilities and equipment throughout the district.

Schedule planning includes faculty Area Coordinators who schedule classes using a list of available classrooms for their disciplines. Class overlaps are resolved by the Scheduling Manager to provide the best possible outcome for class locations and times. The Facilities and Maintenance Department administrative office assistant works with the Scheduling Manager to assign available class space to community groups and internal customers requesting use of the campus facilities. Facilities utilization data included in a scheduling

analysis provided by the Clarus Corporation is used to inform scheduling and facilities planning.

Analysis

The college meets the standard. While faculty area coordinators collaborate to develop schedules that meet the educational needs of students, the Scheduling Manager uses the college's enterprise system, Datatel Colleague, to match class schedules with room availability for all instructional sites and education centers within the District.

Planning Agenda

None.

III.B.2.a. Long range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment

Description

LONG RANGE PLANNING

The college's long range planning efforts have included the development of a list of projects through the college's collegial consultative process. This list of projects was identified for funding by Measure Q/B, the local bond measure that passed in 2004 and generated \$40,320,000. These projects include:

- Expand and renovate the Health Occupation Career Training Center by expanding classrooms, labs and other facilities needed for the training of dental assistants.
- Renovate and add science and technology labs used for career training and for students whose goal it is to transfer to a four-year university.
- Expand and renovate career training facilities in the construction technology industry.
- Upgrade and renovate computer labs used for career training.
- Add classrooms to allow for more students to take the classes they need to transfer to a four-year university.
- Make seismic, safety and Americans with Disabilities Act upgrades and improvements.
- Renovate and repair college buildings.
- Add high-tech infrastructure to increase the number of distance learning students.

In 2008-2009, the college developed a facilities master plan through a process led by HMC Architects and the college's Facilities Planning Committee. The facilities master plan informed the college's Five-Year Construction Plan, and the college applied for matching State funds for additional projects. Each year the college submits

a Five-Year Construction Plan that ranks requested construction projects for subsequent years to the Chancellor's Office of the California Community Colleges. The Chancellor's Office recommends to the State Department of Finance campus projects in a ranked order for state wide bond funding.

Since the previous self-study, the college has received over \$5 million of \$16 million in state funds for the construction of the Student Services/ Administration and Theater Arts buildings as well as \$200,000 in scheduled maintenance funding. In addition another \$29 million is pending for the construction of the Science / Humanities buildings. With the current economic challenges facing the state, the Chancellor's Office is not expecting a statewide bond until 2012, so it is likely that currently proposed infrastructure projects will be delayed.

TOTAL COST OF OWNERSHIP

Due to the increase in student enrollment and the college's desire to develop programs in more communities, in 2009-2010 the district entered into new leases and purchased new property. The Garberville site was recently purchased for \$200,000 and the renovation costs for this site will be approximately \$1.2 million. The new lease agreements include the Humboldt Bay Regional Simulation Center, the McKinleyville Instructional site at the McKinleyville Shopping Center, and the Stewart School Building located across from Arcata High School.

Also included in the cost of ownership for the college's physical assets is the following:

- Project costs for capital improvement projects, which include design, government review, construction, testing and inspection and contingencies
- Annual utility costs

- Annual costs for maintenance and repair projects
- Staffing costs for maintenance and operations

Management costs for capital improvement projects are assigned to the vice president of administrative services and the project manager hired to oversee the expenditures of the capital project program. Annual allocation for utilities and maintenance projects are recommended by the vice president of administrative services based on analysis of previous expenditures and discussions with the directors of facilities and maintenance.

The program review process is used to identify any needs regarding staffing levels, equipment, and increases in operating costs. Educational initiatives are not always closely coordinated with facilities and maintenance staff resources, sometimes resulting in an increased staff workload in order to meet project timelines. Improved collaborative planning will ensure that the institutions needs are evaluated and appropriate staff and resources are available.

To budget amounts for annual utility costs, the Business Services Department records utility costs throughout the year, calculates total annual expenditure per utility type and then applies an industry recognized index to those amounts so the following year's utility budget can be correctly projected. The college has requested assistance from Pacific Gas and Electric Company to identify areas on the main campus that can be renovated or fixtures replaced to save energy, and PG&E has contracted with KEMA Services Inc. to perform an Integrated Energy Audit in 2010 (IIIB-59). This report identified the college's energy

consumption and provided recommendations for energy efficiency measures to implement. Energy efficiency measures the college has completed include lighting replacements in some locations, and in 2010 the Redwood Energy Consortium installed vending misers on refrigerated vending machines in approximately fourteen locations around campus to reduce power usage.

Due to statewide budget constraints, the college has sustained maintenance budget cuts. The annual maintenance budget for the college has experienced a decrease in funding which may affect the ability of the Facilities and Maintenance Department to maintain services within the district. Best practices indicate that when buildings are built or acquired, appropriate funds are identified for building maintenance. The college has not adequately taken into account total cost of ownership as new buildings are constructed, and ongoing maintenance needs for new buildings are handled on an ad hoc basis.

Analysis

The college partially meets the standard, but needs to improve on the process used to determine the operational costs of new facilities.

Planning Agenda

In fall 2011, the Budget Planning Committee will review the total cost of ownership for new campuses and instructional sites. This includes not only construction or remodel costs but utility, staff, and any other fees associated with new instructional locations.

III.B.2.b. Physical resource planning is integrated with institutional planning. The institution system assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Description

Physical planning requests related to new construction initiatives, the implementation of new

instructional sites, and deferred maintenance needs are reviewed by the Facilities Planning Committee (FPC). FPC's recommendations are forwarded to

the Budget Planning Committee (BPC) for further analysis and prioritization with respect to available resources and other institutional needs. Prioritized planning needs are sent to the Academic Senate and the administrative cabinet for their review. After consultation with the President's Cabinet and other groups as needed, the president/superintendent forwards recommendations for action to the Board of Trustees.

Planning for major maintenance projects on the deferred maintenance list follows a different process. The list of projects is identified by department directors and administrators and is prioritized by the Maintenance Department based on the department's criteria. Health and safety projects are prioritized at the top of the list and every attempt is made to resolve and complete these projects or at least provide a temporary repair or solution making the facility safe and accessible.

The program review process has been used by the college for the past several years. This process provides a system for facilities and equipment requests to be entered online in a form that requires a description and approximate cost. Each college department submits its program review annually and performs a comprehensive program review every five years. The process provides a means by which each department can identify their objectives and associated resource needs.

Analysis

The college meets the standard. The college's planning documents represent the efforts of program and service units, the Facilities Department, and district wide planning committees to respond to college's physical resource needs.

Planning Agenda

None.

III.C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

College of the Redwoods faces major challenges in providing technology resources to its campuses spread across 218 miles of the northern California coastline. Some of those challenges include access to broadband services and maintaining a technological infrastructure over such a large area. To address some of these needs, College of the Redwoods has undertaken major technology changes in the past three years with the majority of the work beginning in 2008. College of the Redwoods is implementing these changes to assure that they meet the needs of the institution and students.

The college now has a district wide integrated planning process, beginning with departmental program review. Through the Program Review

process, programs and services across the college identify the technologies needed to meet their student learning and program level objectives. The Technology Planning Committee reviews the technology requests as part of the college wide integrated planning process. This committee evaluates requests based on the college mission, the college strategic plan, the Education Master Plan, the Technology Plan, and any other information regarding best practices for technology. Using a rubric, the Technology Planning Committee ranks the needs identified through program review and forwards them to the Budget Planning Committee as part of its planning process for allocating funds to technology.

III.C.1. *The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.*

Description

College of the Redwoods has had a Technology Advisory Group since 2004 to discuss technology, implementation and planning in the district. The group's primary focus has been to share technology information and discuss needs for upcoming changes. It met monthly with a membership that was primarily staff and administrators most impacted by daily student information system needs. It also served as a means for prioritizing technology requests from the program review process, and for putting forth action plans for new technology integration. (IIC-60).

In spring 2010, the Technology Planning Committee was created with a fresh charge and more defined

membership to adhere to the integrated planning model. The Technology Planning Committee, along with the re-established Distance Education Advisory Committee, assist in creating operational policies and procedures and in evaluating and planning technology and distance education in alignment with the district's strategic plan. These two committees are comprised of constituents from faculty, staff, administration, and students, including representatives from remote campuses (IIC-61, IIC-62).

College of the Redwoods makes all technology and distance education related committees open to all campus employees, student representatives, and community members. Currently these committees

distribute meeting information via email, on the Web site, and within digital project sites accessible for any campus member to join. Community members may choose to participate by requesting access to the digital project sites. All meeting dates, minutes, and content for discussion are kept in public folders and linked to the college's committee Web site. The committees maintain a core membership of 10-15 regular members who discuss and vote on technology and academic issues and make recommendations to the Technology and Distance Education Departments. In addition to the committee chairs, the core members include the chief technology officer and dean of distance education, the director of distance education, the director of technology service operations, the disabled student programs and services access coordinator, at least two faculty members appointed by the Academic Senate, at least one student, and other staff members who use technology or distance education resources as a regular part of their daily work.

The technology and distance education related committees meet at least eight times annually and, according to their charge, discuss various technology issues affecting the campus community. These issues include:

- new technology needs
- technology replacement policies and procedures
- technology budget requests and ranking of requests
- assistive technology requirements
- employee training on supported technologies
- academic considerations around use of technologies
- implementation considerations for new technology deployment
- evaluation and recommendation of new technologies.

The college posts all agendas, minutes, and

supporting documents for formal committees on the committee's digital project site. This site is available to any member of the campus community, including students. When appropriate, committees may initiate and conduct independent surveys to gain more input or feedback to their work. In addition, ad hoc committees may be formed for specific projects. For example, in 2010 an ad hoc committee was established as a subcommittee to the Technology Advisory Group with the specific charge to guide the college's Web site redesign effort.

The Technology Planning Committee ranks all requests based on a rubric. The rubric for the 2009-2010 year used five criteria in the following order of priority: safety; compliance; instruction; other student needs; state funds for special projects; and dollar savings. The Technology Planning Committee then forwards their ranking to the Budget Planning Committee. The Budget Planning Committee uses these requests as part of its planning process for recommending funding allocation for technology. The college implemented this review, request, and ranking process in 2009-2010 (IIIC-63).

Prior to 2008, the college's technology plan was general and did not inform strategic directions for the college. In 2008, College of the Redwoods began designing an integrated planning process for all sections of the college. The plan was implemented in 2009-2010 and the technology staff is continuing efforts to build the appropriate plans and develop resources based on the planning process.

In 2010-2011 the Technology Planning Committee (TPC) put forth a Technology Strategic Plan, which included resource requests (IIIC-64). The TPC also engaged in prioritization of all technology requests derived from the Program Review Process (PRC) and sent that prioritization forward to the Budget Planning Committee (BPC) for funding prioritization among the many needs of the District.

While the college uses the annual program review process to identify technology needs of program and service areas, the Technology Services Department uses various methods to evaluate the effectiveness of

the college's technology and ensure needs are met.

The Technology Services Department tracks a number of technology effectiveness evaluation measures including:

- Helpdesk query resolution trends
- Knowledge base query trends
- Bi-weekly reports from IT staff regarding their meetings with departments, divisions, and committees
- Discussions and minutes from the technology and distance education advisory committees and integrated planning committee.

In 2010, the college added the cloud-hosted Parature support portal, known on campus as AskCR, for work order ticketing and knowledge base searches for quick answers to frequently asked questions. This system allows for quick turnaround of work requests across campus including computers and information technology, building maintenance, printing, and a variety of typical student services. The support portal provides a means for tracking system and people resources across many areas of the college. Its implementation has been received with great satisfaction by departmental service areas as evidenced in the increasing requests for implementation across the district. Also the number of users in the knowledge base jumped substantially in the first two months of operation (IIC-65).

Best practices for building and implementing technology infrastructure are gleaned from publications such as the annual Horizon Report produced by Educause, the Educause Core Data Report which surveys hundreds of colleges across the U.S., the National Education Technology Plan produced by the U.S. Department of Education, and through participation in and information shared from a variety of information technology committees run by the California Community Colleges Chancellor's Office. Due to changes in state funding and extensive growth in students and need for instruction, the IT budget remains below

the average percentage of the college budget. Educause Core Data Reports for 2001-2008 shows community colleges average a 7 percent allocation of their budget to Technology Services (this includes personnel costs). College of the Redwoods has allocated the following:

- IT Budget as a % of Total College Budget
- 2008-2009 4.9%
- 2009-2010 6.0%
- 2010-2011 Projected 5.3%

College of the Redwoods is working toward upgrading systems, software, and hardware to meet modern day technology advancements and needs. The college has planned to update all computers on a four-year replacement cycle. In 2008 the college drafted a Hardware Replacement and Retirement Policy to establish priorities and policies related to computer replacements. In 2009-2010, the college allocated \$300,000 for district-wide computer and server replacements. The college has replaced 50 percent of faculty and staff computers older than four years and 60 percent of classroom and lab computers older than four years. The college has removed this budget item due to anticipated shortfalls in state appropriations. However, the Board of Trustees has approved one time use of Measure Q Bond funds for computer and server replacements in key areas (such as the library and student computer labs) as part of a technology infrastructure upgrade for the district.

Analysis

The college meets the standard. All technology purchases and support are supported by direction in the Strategic Plan, the Education Master Plan, Program Review, and the integrated planning process.

The planning process requires the college to identify technology needs and provide recommendations to the budget committee. In 2009-2010, the Budget

Committee did not receive the information in time for it to evaluate it while preparing the preliminary budget. College of the Redwoods has developed a new timeline for integrated planning that will meet the needs of technology and budgeting to provide the most comprehensive information possible.

Planning Agenda

In 2011-2012 the Distance Education Advisory Committees will complete a five year Strategic Plan

and engage in the subchapter development of the Education Master Plan which identifies how distance education aligns with the college's mission, vision, values, goals, and objectives.

In 2011-2012 the Technology Services and Distance Education Departments will begin conducting district wide technology satisfaction surveys of faculty, staff, and students with a goal of continuous improvement based on the feedback from those surveys coupled with continued analysis of other data sources as mentioned above.

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Description

College of the Redwoods combines the Technology Services and Distance Education Departments under a single technology leader in order to provide instructional and administrative support for faculty, staff, and students. These departments report to the chief technology officer and dean of distance education, and then to the vice president of instruction, who reports to the president/superintendent. This structure is designed to ensure that institutional operations are appropriately supported.

Technology Services encompasses district wide support for:

- audiovisual equipment installation and support
- faculty, staff, and administrator computers
- lab and classroom computers
- Datatel Colleague R18
- helpdesk functions
- hardware and software installation

- specialized application software (e.g. SARS, GoPrint, EZ Badge, Sophos, etc.)
- server maintenance and security
- network services
- Web site development and maintenance
- Web streaming, broadcasting, and video conferencing
- Sakai (MyCR) collaborative learning environment for students and staff
- email administration for employees and students
- file, print and application serving
- telecommunications through phones, voice over IP, radios, fax
- all physical wiring and cabling required for telecommunications and digital networks
- integration with regional and county networks, private internet providers, and outsourced application hosting sites as needed.

Distance Education encompasses district wide support for:

- Sakai (MyCR) collaborative learning environment (CLE) for faculty and staff
- instructional design and training for technology implementations both in the classroom and online
- multimedia design and support for online classes
- student, faculty, and staff orientations to technology in both face-to-face and online formats
- integration of any internal or external resources with the Sakai CLE. Examples include Datatel Colleague Enterprise-wide Information System, library services, online tutoring, Google Apps, iTunes University, and CCC Confer Web-conferencing.

The technology support team for College of the Redwoods Information Technology and Distance Education consists of 11 full-time classified staff and two directors or line managers. In addition, five part-time staff report directly to department chairs or deans to assist with student labs and remote campus implementations. This combined team provides support for:

- Eureka Main Campus
- Del Norte Campus in Crescent City (90 miles north)
- Mendocino Coast Campus in Ft. Bragg (130 miles south)
- McKinleyville Instructional Site (20 miles north)
- Arcata Instructional Site (14 miles north)
- Eureka Downtown Instructional Site (7 miles north)
- Garberville Instructional Site (60 miles south)
- Hoopa Reservation Instructional Site (65 miles east)

- The college's off-campus Culinary Arts program (7 miles north)
- The Virtual Campus (Web-based online access)

The College of the Redwoods current technology enterprise exists as a free-standing network system tied to Suddenlink as the Internet service provider. The overall district is connected to the internet at 44mb through the Eureka campus by CENIC (Corporation for Education Network Initiatives in California). College of the Redwoods current infrastructure consists of a wide area network (WAN) spanning three campuses and five instructional sites connected by T1 lines leased from AT&T (IIC-66).

Public wireless connection is provided in the library/learning resource center and the student union/dining center on the main Eureka campus for student and employee use. This service is provided by Suddenlink and runs at a maximum capacity of 6mb download and 1mb upload. Each connection is limited in overall bandwidth, so that no one particular user is able to cause a slowdown for all others due to music, video, or torrent downloads. This service is open to all and requires no registration, only an acknowledgement of usage guidelines.

Wireless and in-room wired connections are provided at the residence halls, also by Suddenlink, at 12mb download and 1.5 mb upload capacity. These individual connections are also throttled to maintain overall quality of service.

WiFi access points at the Del Norte and Mendocino campuses currently have approximately 75 percent public wireless support. With the addition of new campus buildings as well as the recent growth in wireless devices on campus, the number of connections to our network continues to grow.

College of the Redwoods individual campuses and instructional sites run local area networks (LAN) to support instructional and administrative applications such as online registration and advising, word processing, graphic design and art software,

specialized math and reading software, and other subject-specific needs defined by instruction.

Dedicated leased T1 lines support the education centers and instructional sites. The two campus sites at Crescent City and Ft. Bragg are each using two T1 leased lines. One T1 is strictly data, the second T1 is a combination of IP video and telephones. All other sites have single T1 leased lines used for both data and telephone.

College of the Redwoods main campus contains 24 buildings supported by the current infrastructure. College of the Redwoods energy management system (heating, cooling, lighting and energy control systems) has the capability of being operated through the network and is extended throughout the campus via the fiber optic backbone. Presently, operation of the energy management system is via RS-422 bussed architecture at the main campus, and IP-based at the two campuses in Del Norte and Mendocino.

The college uses a NEC NEAX 2400 IMS PBX telephone system on three campus sites (Eureka, Del Norte, and Mendocino Coast). This was originally installed on the district's three campuses during the summer of 1998. In 2006, the college installed an additional slave PBX in the Eureka downtown site. In 2007, the college upgraded the 3 remote site slave PBX's to the IPX version.

College of the Redwoods' data center at the main campus hosts all of the district's onsite enterprise applications (IIC-67). The college uses a single application per server model configuration for most of the mission-critical applications. The college currently supports numerous enterprise applications in a variety of local and off-site hosted configurations. College of the Redwoods hosts Datatel Colleague onsite, implemented in 2002. The college currently has modules for the student system, finance, financial aid, and human resources implemented. The college also hosts Microsoft Exchange Server onsite for running employee email.

In the past two years, as the college has added

applications it has found it to be less expensive and more reliable to host those applications offsite. This is due to the following factors: 1) existing staff workloads are already very high and cannot withstand the additional responsibilities of more hardware and software implementations and training in multiple operating systems and network possibilities; 2) costs of additional hardware are significantly less expensive in hosted environments and more reliable than anything the college can purchase and maintain locally; and 3) the ability to leverage systems operators and a variety of operating system knowledge through hosted environments by paying a fraction of the cost of a highly skilled team of individuals.

TECHNOLOGY FOR DISTANCE LEARNING PROGRAMS AND COURSES

In 2009, the college changed its distance education platform from Blackboard (proprietary) to Sakai (open source). The college had relied upon the Blackboard course management system for its distance and hybrid programs since 2003. When the new dean for distance education was hired in April 2009 and a Distance Education Department was established, it was determined that this dependence on a proprietary for-profit system was unsustainable for pedagogical, institutional and financial reasons. Pedagogically, Blackboard products are limited by the company's closed-source model that blocks integration with College of the Redwoods' enterprise systems and external third-party applications. Blackboard had also proven to be slow to respond to student need for effective contact through high-touch Web 2.0 practices adopted elsewhere on the Internet. Negative reaction to Blackboard's practices regarding legal challenges to competitors, its refusal to negotiate consortium pricing with the California Community College System and the pressure it has placed on faculty and administrators to unify their campuses on its system also led to the change. In addition, Technology Services staff had identified ongoing problems with Blackboard's services as exemplified by its consistent inability to provide timely back-ups to the college; slow response to

support requests and bug fixes; and demands on upgrades that were costly. Of equal importance to the organization were the financial ramifications of continuing with Blackboard course learning management system products and hosting services. This change saved the college money, both for software licensing and hardware maintenance, while providing similar functionality and a more secure and consistent uptime environment.

The college makes Sakai available for every course section. The system is the primary mode of delivery for fully online and hybrid courses and is an optional system to be used in face-to-face courses. Sakai is also used to support student clubs, faculty committees, and a variety of cross-campus projects such as the Accreditation Committee, Curriculum Committee, Program Review Committee, Associated Students of College of the Redwoods, and a number of student learning communities.

Distance education is also undergoing rapid changes in accordance with student demand for increased interactivity and social presence in their online classes. The selection of Sakai as a learning platform in 2009 has helped the college to respond to this more quickly. As a community-developed open source system, there have already been incorporation of Facebook-like capabilities in the student profile and instant messaging parts of the application. Future Sakai roadmap development includes more of this interactivity beginning in 2012. The Distance Education Department is working on faculty and student training plans in order to use these new capabilities most effectively to ensure student learning is maximized.

College of the Redwoods experienced difficulties with the 2009 changeover from Blackboard to Sakai. The change was made on a short timeline, causing implementation problems and challenges for training staff and faculty. Allowing six weeks for full implementation created many difficulties for both faculty and staff to engage in appropriate training and understanding of the new Sakai system and to have a successful experience with the new product in time for fall 2009 start. However, since that

transition, administration and faculty have come to terms with lessons learned and some reimbursement of effort has occurred.

Learning from this experience, the college has devised a new approach for implementing technology within the district. This approach includes meeting with effected constituents and collaboratively identifying and planning the training and implementation timeline. This new approach is currently in process as the college undertakes the SoftDocs Imaging System transition which impacts college wide operations.

TECHNOLOGY FOR TEACHING AND LEARNING

Technology accommodates the college's curricular commitment to all classroom-based and online modalities of student learning. The Technology Services Department supports over 1,500 individual computers throughout the district, including faculty and staff computers, classroom computers, and a variety of mobile and permanent computer labs. Most classrooms have media access through a networked computer, linked projector and an overhead projection device.

Recent funding for seismic retrofitting and new administrative and instructional buildings, currently under construction, will provide "smart" technology (media delivery, Internet access, variety of projection and media sources) in every classroom. In addition, the entire campus will have ubiquitous wireless access for personal laptops and for mobile computer labs. Multiple mobile computer labs will allow any classroom to become a computer lab if needed.

The wireless technology will also be available for each instructional site throughout the district. As instructional sites outside of the Eureka main campus are more recent developments, they already have upgraded classroom and computer technology.

Technology for teaching and learning is purchased and implemented through the Technology Services

Department, but managed with end-users through the Distance Education (DE) Department. The DE Department consists of a dean to oversee all distance education policies and procedures, and a director of distance education which oversees faculty development, student support, course and program assessment, and quality matters throughout the district. The DE director coordinates with the academic deans and vice president of instruction, as well as department chairs and appropriate Academic Senate committees to ensure that all courses using technology continue to maintain the same quality and meet the same student learning objectives as identified by the Curriculum Committee and specified in the course outlines of record.

Focused on instructional design as well as faculty development and support, the director of distance education provides the primary support to faculty in the initial phases of designing and preparing courses for distance delivery and hybrid face-to-face and online delivery. This support includes one-on-one pedagogical/anagogical discussions, collaborative decision-making regarding appropriate distance technologies needed to achieve course and program objectives, and coordination of technical support to create quality courses for distance delivery. In addition, the DE director is the primary individual who delivers faculty and staff training, both face-to-face and online around best-practices for using technology in teaching and learning.

Providing faculty support for the instructional design and technical course development efforts are two support people focused on multimedia development. This includes quality graphics, video, text, and objective-based interactions as proscribed by the faculty for appropriate content and student engagement. This support allows faculty to focus on the teaching and facilitation of the courses instead of on the technical implementation requirements and also helps to ensure that online resources are of high quality and follow best-practices without requiring faculty to become technical guru's to develop their courses.

To support faculty and student interest in reusable learning objects, the college has joined the Open Education Resources consortium with several colleges across the country. The Distance Education Department has also partnered in several grant proposals for development and implementation of open education resources in the curriculum.

A pilot project is currently in place using the Tegrity classroom capture system. Tegrity is a server-based software/hardware system enabling video and audio capture of classroom sessions. The sessions are then compressed by the system and uploaded to a streaming server for viewing on-demand. Since every Datatel-generated class also auto-generates a Sakai course shell, faculty can embed the classroom capture link into their Sakai courses for students to review at their convenience. Students can either view entire sessions or search keywords to jump to sections of interest. Through student and faculty response to pilot studies, the college will assess the efficacy of full implementation in the next planning cycle of a scalable lecture capture component for online streaming on-demand.

In addition, the college has signed an agreement with the California Community College EduStream consortium. This service provides a streaming media server to house all types of video broadcasts (self-generated or certain licensed commercial resources) for on-demand without adding additional bandwidth traffic to the campus backbone.

For ADA Compliance on all videos, the college participates in the statewide captioning grant offered through College of the Canyons in order to provide captioning on all uploaded videos. Currently this service is free to us and has been widely used particularly by the college's Mathematics Department.

The college currently implements approximately 50-75 student response (classroom clickers) devices. To date, there has not been a recommendation to purchase additional systems for faculty. The majority of faculty are taking and using student response through Sakai in an asynchronous mode, or through

traditional polling, hand-raising (electronic or in person), and surveys in a synchronous mode.

The college has provided a plagiarism detection engine since 2008, Turnitin. This technology is used for two purposes: 1) The faculty use it to detect incidences of student plagiarism; and 2) The students use the “WriteCheck” portion to check their own work—not only for plagiarism but also for appropriate citations.

COLLEGE WIDE COMMUNICATIONS

The Communications and Marketing Department, in collaboration with a Web design ad hoc committee, launched a new college Web site in the 2010-2011 academic year. The new site development was undertaken to update the college’s image and to provide easier access to Web 2.0 tools for information sharing. Individual academic and administrative departments are able to create their own content using Contribute. The college is also studying options for a content management system to allow for both easy end-user content update and a more effective means for content and asset management.

College wide communications are supported by telephony (landline, cellular, and VoIP), e-mail, instant messaging, and digital signage. The Technology Services Department will implement a plan for upgrading the phone system with VoIP. This summer 2011 initiative will enhance communication services with clearer and more reliable technology while lowering annual costs by eliminating the Key systems and some of the dedicated local phone services that are currently required.

Beginning in fall 2010, the college implemented GoogleApps for students. This service includes student email, document sharing, and GoogleTalk (free voice over Internet). This technology has helped the institution to keep in contact with students throughout their educational pursuits at the college and sometimes beyond that (Google email is available to students for life if they wish). In addition, it provides a consistent technology delivery

for all students to use both during classes and in their personal lives which help to form a number of learning community opportunities that did not exist previously.

Improved site navigation, newly implemented systems, and a breadth of student support services provide numerous options for students to complete typical services online. For example, if desired, a student can register for classes, take an online orientation to the college, work in a virtual environment with an online advisor, and communicate with faculty and staff via email. These improvements save students time and money when they don’t have to drive long distances to do business with the college.

TECHNOLOGY AND INFRASTRUCTURE UPGRADES IN PROCESS

Program reviews authored in spring 2010 generated roughly 50 requests for technology upgrades. Of the 50 requests, the Technology Planning Committee (a functional committee within the college’s integrated planning model) prioritized and forwarded 18 to the Budget Planning Committee for consideration. The Budget Planning Committee recommended that 13 of those technology requests be funded through the Measure Q/B bond. Funding for these program review requests, along with selected items identified in the Technology Master Plan, are summarized in the following table:

ITEM	ESTIMATED COST
Identity Management Solution/Portal Environment	\$240,000
District-wide Ubiquitous Wireless	\$150,000
Upgrade Backbone and Data Transport to 1GB	\$245,000
Content Management and Web-based Scheduling	\$25,000
Document Imaging System	\$68,000
Classroom Technology	\$55,120
Technology Hardware	\$212,160
TOTAL	\$995,280

On April 4, 2011, the Board of Trustees approved an allocation of \$995,280 in local bond funds for technology upgrades prioritized through the program review and integrated planning process and the Technology Master Plan.

PROVISIONS FOR RELIABILITY AND DISASTER RECOVERY

College of the Redwoods data storage needs are currently supported by backup tapes of individual servers. Backups are initiated by the data operator each day. The backups are incrementally daily, with a full systems backup monthly. College of the Redwoods security picks up backup tapes every night and stores them in a safe in the security building located a half mile from the data center. Monthly backups are retained for 12 months, and annual backups are retained without a destroy date. Though this system has worked for the college for decades, it does not provide sufficient disaster recovery options. The college is currently evaluating offsite backup services and other disaster recovery options. Plans for moving to that mode will be implemented in the 2011-2012 year.

As evidenced in the earthquake of January 2010, the college identified several problems that are in the process of being addressed. These include the purchase of multiple uninterruptible power sources (UPS) to be attached to servers, and the need for

fail-over servers. The UPS purchase was made and installed in the summer of 2010. However, there is insufficient funding for server purchases to begin planning fail-over services. Other solutions for this difficulty, such as hosted dedicated server environments, are being investigated.

ASSESSMENT

The Distance Education Department in conjunction with the Office of Instruction has taken responsibility for the ongoing evaluation of the learning management system effectiveness and recommendations for improvement. Annual faculty and student satisfaction surveys, workshop evaluation forms, and staff development surveys will continue to provide feedback on what is working well and identify areas for improvement. In addition, these surveys will help the college identify ongoing faculty development needs as they gain more experience in this delivery method.

Upgrade of equipment and software is a part of the regular budgeting process. This includes the ability to keep current with computer technology and to have an environment which tests new technologies and, based on faculty and staff input, provides for appropriate distribution of development software to take advantage of those technologies for the enhancement of quality in course development and delivery. Decisions and ongoing budgeting

for upgrades will be monitored by the Distance Education Department with input from Technology Services and the Office of Instruction.

In fall 2011, the Technology Planning Committee and the Distance Education Advisory Committee will work together to develop more discrete assessment of technologies and functional needs for all constituent groups and a plan for adopting new technologies. In spring 2012, these assessments will be disseminated with analysis to occur within two weeks of return date. Assessments will continue on a semester basis with the goal of continuous improvement and more effectiveness.

Analysis

The college meets the standard. The organizational structure for technology support and delivery is

designed to simultaneously meet institutional needs while leveraging leadership resources. The combination of technology and distance education support provides an ongoing focus on student learning and student support as the primary driver for all services.

As noted in the description, alternative backup and disaster recovery options need to be explored.

Planning Agenda

In summer 2011, the Technology Services Department will implement alternative backup and disaster recovery options, as well as ways to streamline the backup process so as not to have to make the system virtually unavailable during backup.

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

Description

The institution provides both face-to-face and online training to faculty and staff in the most used college applications and learning environments. Training for students includes specific lab workshops to assist students in using technology for online registration as well as a two-week orientation course to assist students in using the Sakai collaborative learning environment which is used in both face-to-face and fully online classes.

FACULTY AND STAFF TRAINING OPPORTUNITIES

Faculty and staff training opportunities are available every month and posted to the college Web site and calendar, announced in newsletters, on the Distance Education Facebook page, and through twitter (IIC-68). These trainings range from basic use of PowerPoint to more complex development

of special resources for full online classes (e.g., simulations, interactive learning objects, and special testing resources). There were over 432 faculty and staff attendees in a variety of general technology and online learning specific training opportunities from 2008 to 2010, after which time attendance at training sessions has not been taken.

In addition to the multitude of workshops offered, the Distance Education Department also promotes numerous online workshops hosted by other institutions and vendors. The department offers a Web-conference link and/or classroom space for faculty and staff to participate in these workshops synchronously with other campuses. Examples of the types of workshops available outside of campus are: Turnitin Use, Cloud Computing Done Right, GoogleApps, Photoshop Visual Thinking, and other vendor-specific trainings.

Faculty Development: Faculty development in appropriate pedagogy/andragogy and technology use has been available in the past through the @ONE Chancellor's Office project which provides online and hands-on training in distance education pedagogy. Technical development and assistance has been provided through the college's Technology Services Department.

With the establishment of the Distance Education Department in spring 2009, faculty development has been substantially enhanced to include these previous methods along with additional on campus training, a facilitated online curriculum focused on best-practices, ongoing micro-training opportunities around specific topics of best practices and new technology options, as well as one-on-one training opportunities during course design and development. Faculty at district campuses and training centers outside of Eureka also have access to all these same opportunities through online courses, Web-conferencing, and a minimum of twice per year face-to-face visits by Distance Education Department personnel.

For self-paced learning, both faculty and staff will have access to video and Web-conference recorded trainings, Web-based tutorials, frequently asked questions, and text-based help files. These files are continuously expanded and updated to current software versions as need demands.

STUDENT TECHNOLOGY TRAINING OPTIONS

Student training options are not as robust as the faculty and staff options. However, the DE Department is working toward more offerings, particularly in terms of self-directed training modules that are available on demand as students have questions or need assistance using specific types of technologies. In spring 2011, the District was able to hire an experienced student worker to be available in the main campus library for student assistance 20 hours per week. This allows students to bring their personal laptops in for assistance in using CR applications, and for students to request

individual assistance at any of the more than 100 computers located in the library.

Since summer 2010, a free, non-credit DE 101 course, Introduction to the Online Learning Environment, is now offered six or more times per year to provide students a foundation for learning in the online environment. Since fall 2009, this course has seen 294 enrollees with 281 completions. The course provides skill building in using the Sakai (MyCR) learning platform and its associated technologies, as well as related soft skills in other aspects that are part of the day-to-day learning environment with which most students engage.

As faculty, staff, and students have become more comfortable with a variety of Web 2.0 technologies, there has been a groundswell of requests for both training and wider implementation of these types of technologies including: 1) streaming video; 2) podcasting and vodcasting; 3) on-demand streaming of lecture capture; 4) voice boards that will allow students to interact audibly in the discussion threads; and 5) voice-over-Internet protocol (VoIP) supporting synchronous communication among students, between students and their instructors, and between students and college student support services. All of these technologies are currently available either in pilot or permanently implemented. In addition to the face-to-face and Web-conferenced synchronous class sessions, training on each of these aspects is available in on-demand class capture and/or vodcasts. To date, the college has developed and delivered 43 of these short tutorials (IIC-69). These tutorials are available to students, faculty, staff, and even community members for self-directed learning. Students also have access to video and Web-conference recorded trainings, Web-based tutorials, frequently asked questions, and text-based help files on many of the applications they use.

Online Orientation and Access to Student Services: The availability of distance courses or degree programs is meaningless without subsequent student services also available to students unable to come to a campus. During 2009, the college invested significant time in improving online access to most

student services. Already available to students is online registration, library access, and access to advising services via chat or Web-conferencing.

Beginning in June 2009 a self-directed online module for student orientation was developed and is still used as part of matriculation for distance students, or for those who are coming to the college from out of state and won't be arriving until term start. To date, out of 1,552 students who began the online module, 1,195 students have completed with a score of 80 percent or better. This tutorial includes information on registration, advising, enrollment fees, financial aid, math and English placement testing, EOPS/CARE, DSPS, Cal Works, Academic Support Center, Transfer and Career Center, course catalog navigation, calendaring, and degree programs. In addition to the full-time academic advisor to work with distance students taking two or more classes per term, six additional academic advisors have taken distance courses themselves, have knowledge of and receive ongoing training in current College of the Redwoods technology, and have the ability to use that technology to provide support to distance students. In addition, advisors continue to be available by phone for those who are new to technology or need extra assistance to learn

the technology to access services.

In fall 2010 the college moved to online applications and payment, as well as online book ordering and payment. Approximately 80 percent of students in the Eureka area use these online tools, while approximately 65 percent of students at the Del Norte and Mendocino Coast Education Centers use them. In addition, during the 2009-2010 year, a 24/7 online tutoring option for writing and math, as well as 12 other general education subjects was implemented at no charge to students. This allows for students to contact a live tutor any time of day or night for assistance.

Analysis

The college meets the standard. Numerous training options are available to faculty and staff. Delivery methods for training include face-to-face workshops, open labs, one-on-one assistance, on-demand tutorials, and promoted availability of free training by vendors and other colleges.

Planning Agenda

None.

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Description

Over the past five to six years the institution has undergone a great deal of change in both executive management and technology management. This has resulted in mixed messages around technology advancement, prioritization, and assessment. Due to a lack of leadership, attention to strategic investment, budgeting, and planning was also overlooked.

Beginning in spring 2009, a formal Distance Education Department was formed to address

specific instructional needs that were previously dependent solely on the management of a faculty member with one course of release time. The DE Department now provides training to faculty and staff in a variety of technologies, not only those that relate directly to distance education. The staff of this department also provides needed multimedia development and support for building critical instructional assets that can be used across the District.

In fall 2009 a dean was identified to lead technology change. This leadership has provided a higher

profile to the executive team for identifying ongoing infrastructure and budgeting needs, as well as providing a stronger liaison relationship to instruction and student services. Planning for student needs led to the adoption of the Sakai collaborative learning environment, hosted by a third-party provider. The next major version of Sakai will transcend current learning management systems to provide advancements in the learning environment.

Specific technology support personnel are assigned to monitor and respond to needs across the district. As part of their regular inventory and problem-solving, they bring to regular meetings a discussion of ongoing needs and future needs as identified through these assignments. The college's technology funding has been able to provide every full-time instructor to have his or her own computer and small groups of associate instructors to share clusters of computers—some located in division offices and others located at the associate faculty resources room. Additionally, a computer is provided to each staff member who requires one as part of his or her job function. Computers range in age from new to seven years old.

The development of a technology plan and the list of major infrastructure projects occurring in 2011-2012 is a result of the Technology Planning Committee gaining focus on current and future directions. As part of the integrated planning process, the college identifies instructional and

support service needs through program review, via the Technology Planning Committee, and informed by the education and facilities master plans. In addition, the Distance Education Department and the Technology Services Department regularly speak with district constituents around identifying needs. Program reviews authored in spring 2010 generated roughly 50 requests for technology upgrades. Of the 50 requests, the Technology Integrated Planning Functional Committee prioritized and forwarded 18 to the Budget Planning Committee for consideration. The Budget Planning Committee recommended that 13 of those technology requests be funded through the Measure Q/B bond. On April 4, 2011, the Board of Trustees approved an allocation of \$995,280 in local bond funds for technology upgrades prioritized through the Program Review and Integrated Planning process and the Technology Master Plan (IIC-70). These upgrades will further ensure system reliability.

Analysis

The college meets the standard by engaging in ongoing planning to meet the future needs of students.

Planning Agenda

None.

III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Description

Technology is a critical resource across the district and is used in every classroom, both face-to-face and online, as well as in every office. Decisions over resource use and distribution stem from the college strategic plan, the program review process, and the district technology plan which is generated by the

Technology Services Department and vetted by the Technology Planning Committee (TPC) as part of the integrated planning process. Requests for new technology resources are prioritized by the TPC and forwarded to the Budget Planning Committee (BPC). The technology resources are then prioritized by the BPC along with all other identified resource needs across the district. A final recommendation

goes from the BPC to the president/superintendent for inclusion within the annual budgeting process. Within the last three years the college has embarked on a number of major technology initiatives to ensure robust, secure, reliable, and up-to-date infrastructure and equipment. Some of these projects are described below:

- 1) *Changed the distance education platform from Blackboard to Sakai.* In 2009, the college changed its distance education platform from Blackboard (proprietary) to Sakai (open source). As an open source model, the new platform saves the college money and is more easily integrated into the college's enterprise systems and external third-party applications.
- 2) *Automatic provision of student email and Web 2.0 networking capabilities through Google Apps.* As mentioned earlier, in fall 2009, the college partnered with Google to provide student email access through GoogleApps. A free, hosted environment provided to educational institutions, this service also provides students access to GoogleTalk and GoogleDocs for easy building of learning communities and shared resources. Each student receives information about their email address and how to access it with their admissions approval and registration information. This email address is used throughout the student's time at the college and, if the student chooses, may continue to be used after leaving the college. In fall 2011, the Technology Services Department will present options to faculty and staff for a recommendation on which hosted employee email system will be implemented: GoogleApps or Microsoft Exchange, with implementation occurring over the winter 2011 break.
- 3) *Parature Support/Ticketing System and Knowledge Base (known locally as AskCR).* In summer 2010 a work order ticketing system was implemented to track work and help requests for IT. Constituents complained about the lack of communication and tracking regarding requests for IT equipment and services over many years. This system allows for automated routing and response, and improved the mean time to respond by 200 percent. The system also allows for a knowledge base for self-service FAQs and help request 24/7. The system was so successful, it was requested to be implemented for other business units in the college. It now also serves Facilities and Maintenance, Printing Services, and Student Services, including admissions and records. The knowledge base build out is available to the entire district on request.
- 4) *Higher One Debit Card Enabled for All Students.* Financial Aid electronic deposits and debit privileges have been enabled as part of the college's partnership with Higher One. In fall 2010, the campus partnered with Higher One to provide a debit card system for disbursement of funds to students (e.g., financial aid, refund of fees, money sent by parents to students) and for students to pay for most campus financial transactions, including payments to the bookstore, vending, pay for printing, and library fines. We still have a need to get the campus food service installed with a point-of-sale system that will allow for use of debit cards. In addition, these cards can be used in the surrounding community just like any bank debit card. A Web interface is provided for both students and parents (if applicable) to identify how the funds are to be accepted, disbursed, and integration with any other existing bank accounts.
- 5) *Access to the GoPrint print release stations* was improved through the installation of three additional PC stations in fall 2010. These new stations enable easier access and faster printing during peak demand period in the campus learning resource center, which consists of the library and academic support center. This allows students using any computer in these areas to network printers and get immediate billing information regarding their printing. This same

capability is also available in the Light Center (DSPS lab) and in the High Tech Center. In the 2011-2012 year the Technology Services Department will expand the Go Print solution to include wireless access. This will provide wireless network support MAC address-enabled connections, providing seamless connectivity for PDAs and smart phones once registered with the Technology Services Help Desk.

- 6) *Network Backbone upgraded to 1GB switches throughout the Eureka main campus.* There has been significant difficulties in providing sufficient bandwidth for multimedia applications to several classrooms on the Eureka campus. Due to decades old buildings and wiring infrastructure, the backbone was limited to 10MB in many locations, and 100MB in a few locations. An expenditure for upgrading all switches to 1GB was approved by the Budget Committee in February 2011 and implemented by summer 2011. This addresses current needs for shared video and audio, and provides bandwidth for future multimedia needs for some time to come.
- 7) *Portal implementation.* In May 2011 the college began the two year process of implementing uPortal to meet the needs of single-sign on to all college applications and to provide a user-friendly environment for students and employees to access needed software. uPortal is the leading open source enterprise portal framework built by and for the higher education community. uPortal is built on open standards-based technologies such as Java and XML, and enables easy, standards-based integration with authentication and security infrastructures, single sign-on secure access, campus applications, Web-based content, and end user customization.
- 8) *Identity management and a centralized authentication service.* The college is currently implementing a CAS system as the authentication mechanism, providing global credentials that can be recognized across

all campus electronic systems. This will be integrated with the campus portal work mentioned above. When students or employees login to the campus portal, a credential is created in their browser that identifies them to other CAS aware applications. Therefore, as users move from one site to another no additional authentication is required. Portal accounts are created automatically for students and employees. The portal directory serves as the directory of record for third-party applications as well, providing simultaneously provisioned role-based access to all applications linked to and from the portal. As soon as a student receives an acceptance e-mail from the college, his/her account on the portal is created by an automated process and he/she can access privileges based upon the configured student status. Employee accounts are also automated and are created subsequent to their employment. Employment termination by HR also results in those accounts being de-provisioned, thereby removing their access privileges.

- 9) *Ubiquitous campus wireless access* is currently being implemented across the district. This is a two-year project that is running simultaneously with the new building construction on the Eureka main campus. The new wireless access will require a Web sign-on using the same authentication schema used elsewhere at the college. The number of connections to campus WiFi access points will be closely monitored.

One major project the college will soon embark upon will be a careful review of the Datatel Colleague ERP system's cost and effectiveness.

The college's budget preparation policy and procedure, BP/AP 6200, states, "The annual budget shall support the District's approved operations, as well as the Education Master Plan and the Facilities Master Plan." The Education Master Plan specifies targets and goals related to technology which require technology infrastructure maintenance.

AP 6200 Budget Preparation specifically states, “The budget shall be designed to reflect the Redwoods Community College District’s mission, the Education Master Plan, the Facilities Master Plan, strategic plans, and annual goals and objectives” (IIC-71).

Analysis

The college meets the standard. The college has made considerable progress toward meeting client expectations for expanded and effective use of technology in instruction and college operations.

The college has policies and procedures in place to ensure infrastructure is kept reasonably up-to-date to support district operations and college initiatives. As upgrades and improvements are implemented, the college must take more time for implementation to ensure appropriate time and opportunity for faculty, staff, and students to engage in appropriate training and understanding of new initiatives.

Planning Agenda

None.

III.C.2. *Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.*

Description

The District Technology Planning Committee (TPC), charged with the development of the technology plan, is chaired by the director of technology services, and the chief technology officer and dean of distance education serves as an ex-officio member. The committee has representation from all campus constituencies. The Technology Planning Committee also oversees the prioritization of all campus technology requests. As described above, approximately \$1 million dollars has been prioritized and allocated by the Budget Planning Committee for expenditures from the Measure Q/B bond fund. If ongoing funding permits, the TPC has approved a standard replacement cycle of four years for student laboratory computers, four years for faculty and staff PCs, and five years for Apple computers. Network hardware, network printers, and multimedia equipment are on five to ten year replacement cycles dependent upon vendor life cycles.

The Technology Services Department’s annual program reviews are linked to the District Technology Plan and the college’s Strategic Plan.

Monthly reports by departmental representatives are presented during meetings of the Technology Planning Committee on all college technology projects. Additional input on instructional technology activity is addressed by the Distance Education Advisory Committee, which is chaired by the director of distance education. The chief technology officer and dean of distance education serve as an ex-officio member on that committee. That committee’s membership is also representative of all constituent groups (including student membership). The DE Department puts out a regular newsletter to report their progress and activities to all members of the district. The DE Department also maintains an active Web presence, Facebook page, and twitter feeds.

APPROVAL BY INTERNAL AND EXTERNAL STAKEHOLDERS

In the 2008-2011 Strategic Plan, distance education is specifically identified under Goal 5, Ensure Student Access. One of the seven specific actions described under Goal 5 is “increase distance and online educational opportunities” (IIC-72).

In the Education Master Plan there is a strong commitment to develop and implement curricula that respond to student learning needs, provide broader access to rural populations without access to a training site, and respond to economic realities and identified workplace “targets of opportunity.”

Both the Strategic Plan and the Education Master Plan have been approved by the Board of Trustees for the district. In addition, the president/superintendent of College of the Redwoods continues to represent the importance of distance education to all levels of K-12 and higher education within the district, as well as to employers and other community partners. Regular input to the ongoing planning for College of the Redwoods is gathered from all of these constituencies.

Recognizing that distance education was a critical part of both the Strategic Plan and the Education Master Plan, in 2008 the president/superintendent hired a district consultant to work with faculty and administration to develop an initial distance education action plan. This plan articulated seven goals. These goals, and the actions taken by the college to address them, are described below:

- 1) *Assure online students receive a quality educational experience:* hiring knowledgeable instructional designers and course development technologists (completed); providing faculty development in best practices (ongoing); evaluating faculty and courses (ongoing); assessing student experience annually; adding program assessment to the Distance Education Department (DE).
- 2) *Develop a system of support for online students and faculty:* establishing a DE Department and support personnel (completed); providing both online and classroom-based training for faculty, staff, and students (ongoing); continuing one-on-one support and training for faculty; continuing ongoing technical support for faculty and students; adding online student services and bookstore components.
- 3) *Create a distance education organizational structure and decision making system that integrates the distance education program into the college’s planning and budgeting process:* DE is fully funded in five year budget planning and integrated into grant writing efforts; DE is integrated into both the Strategic Plan and the Education Master Plan; DE will participate in annual program evaluation.
- 4) *Create systems that assure reliable, efficient, accessible, cost effective, and pedagogically sound delivery of distance education content.* Analysis of sustainable funding has been completed; Strategic Plan addresses revenue sources beyond FTES to pursue in the near future; pilot and evaluation of open source LMS (Sakai) occurring in fall 2009; DE personnel engage in ongoing study of best practices and continue to share that with faculty through workshops and training.
- 5) *Expand online course offerings.* Substantive change proposal submitted; analysis of “targets of opportunity” has identified immediate needs; anticipate identification of specific online degree possibilities during 2009-2010 academic year and analysis of needed course development to implement those degree programs online, along with timelines. Marketing efforts will be enhanced to provide information to appropriate constituencies on the availability of the expanded online offerings.
- 6) *Ensure availability of online instructors to support the distance education curriculum.* Increased faculty development and support mechanisms through a new DE Department; plan to establish a DE teacher certification program within College of the Redwoods; current agreement to coordinate with academic departments on hiring of content qualified faculty who also have DE online delivery experience or certification through program above or equivalent.

7) *Ensure appropriate administrative policies and procedures are in place to support distance education growth.* During 2011-2012 academic year, ongoing policy and procedure development will be undertaken with appropriate Academic Senate committees and administrators. These policies and procedures will be based on the foundations of the Education Master Plan and the college's Strategic Plan.

Simultaneously, a DE program quality standards document was written by the distance education work group and approved by the Academic Senate (IIC-73). The program quality standards includes statements as to process for proposing a DE course, approval, attention to ADA requirements, hiring of DE faculty, and administrative responsibility. A DE course proposal form must be submitted to the Curriculum Committee for approval of any course to be offered via distance education (IIC-74). Additional quality measures may be developed in the future through the collaborative engagement of the DE Department and faculty.

Analysis

The college meets the standard. Institutional projects, driven by the District Technology Plan, are reported regularly to Technology Advisory Committee and the Technology Planning Committee and are compared to the metrics of success contained

in the Technology Plan. Funds are allocated annually for the refresh of college owned technology equipment, an integral part of the college budgeting process. Departmental requests for new technology resources are embedded in the annual program review process, prioritized through the college's integrated planning process, and recommended for funding by the Budget Planning Committee.

The governance structure for technology planning is designed to enable decisions regarding technology initiatives to be made by those most closely affected by technology advancements and initiatives. Decisions regarding technology initiatives are evaluated with respect to each of the following five factors: (1) customer needs and expectations; (2) empowerment of the individual; (3) efficient and effective operational processes; (4) maintaining a competitive edge, (5) and relevance to the college Strategic Plan, the Education Master Plan, and the District Technology Plan. In order to facilitate the planning and decision-making process, members of the Technology Services Department serve as technical support and resources to units of the college responsible for using technology to serve their clients (i.e., students, faculty, staff, and community-based organizations).

Planning Agenda

None.

III.D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. A financial resource planning is integrated with institutional planning.

Within the context of declining revenues and the state's fiscal crisis, the district's financial resources support student learning programs and services and maintain and improve institutional effectiveness. The college has operated with a balanced budget for the last five years. The instructional and support services are becoming increasingly more efficient thanks to a positive commitment by faculty and staff. Communication among management, staff, students and the community have helped resolve funding issues before becoming major problems. Most important, the college has maintained appropriate educational programs and services for the support of student achievement.

The district's final 2010-2011 operating unrestricted budget was approximately \$31 million, almost all of it from state taxes, local property taxes, and student fees. The total general fund budget was approximately \$38 million, with the additional \$7 million consisting of restricted categorical and grant funded programs. All operational funds, including categorical, enterprise, retiree benefits trust (GASB-45), and capital accounts are noted on Exhibit A of the Final 2010-2011 Budget (IID-75).

The district's financial resources adequately support the FTES targets and student learning programs and services, as well as the college's efforts to improve institutional effectiveness.

III.D.1. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

Description

The College of the Redwoods Education Master Plan, completed in April 2009, provides guidance

for district-wide initiatives and a basis for evaluating budgetary goals and allocations.

To create a more locally applicable planning process

for each of the district's unique centers and sites and their respective populations, the college has embarked on an education planning process, which involves local citizens, to address the needs of the distinct communities it serves. By the end of spring 2011, the college completed an education master plan supplement for the Mendocino Coast Education Center and developed a draft education master plan for the Del Norte Education Center. A community advisory committee meeting was held in Southern Humboldt, and preliminary meetings were held at the Klamath-Trinity Instructional Site and for the Eureka campus and 101 Corridor. All of these plans will be used to guide the allocation of resources in support of education. The master planning process for these service areas includes program review as well as considerations related to access, student success, and physical resource needs.

Since 2009 the college's constituents have participated in the budget development process through the Budget Planning Committee. The integrated planning process was strengthened in 2010 for the development of the 2011-2012 budget (IIID-76).

As shown in the Integrated Planning Model described in section I.B.3, the Budget Planning Committee is the central node where resource requests from program review are integrated before going to the President's Cabinet (IIID-77). The vice president of administrative services presents a tentative budget based on this information and other key assumptions to the Board of Trustees as a part of the budget development process. After approval, financial resources are then budgeted.

BUDGET PLANNING COMMITTEE (BPC)

The Budget Planning Committee membership includes the vice presidents, several managers, faculty members, a student, and a classified employee (IIID-78). The BPC assists in the development of budget assumptions and forecasts, conducts budget hearings, reviews revenue projections, and prioritizes and ranks funding plans should state funding differ from the assumptions. All

this information is prepared for the vice president of administrative services.

The BPC evaluates and assesses the ranked priorities coming from each of the appropriate integrated planning functional committees as well as initiatives from the administration, student government, and the Academic Senate regarding potential programmatic changes and faculty prioritizations. The BPC reconciles the ranked requests and recommends final funding priorities. Projects are funded to the extent allowed by available funds. For example, in the 2010-2011 cycle, out of 67 ranked requests, the district funded 35 projects (IIID-79). The allocation of college resources is based on a clear description of the relationship between the resource requested and its impact on student learning, unit effectiveness, and the vision, mission, and strategic goals of the college.

The program review process uses the needs addendum form that departments complete to request funds. These requests are evaluated by the integrated planning functional committees (technology, enrollment management, furniture and equipment, facilities).

Since resources may be allocated nine to twelve months after the first submission of unit plans, the President's Cabinet exercises some discretion in allocating final resource awards to meet the current needs of the district. However, the cabinet still makes every effort to use the broad allocation models as defined by the unit plans and the collegial consultation process.

Principles Guiding Resource Allocation

The resource allocation process links program reviews and strategic planning to the resources needed to accomplish the college's strategic goals. The guiding principles for resource allocation processes are listed below:

- 1) Resources include all assets of the college including its fiscal resources, facilities, equipment, and the time and talents of its faculty and staff.

- 2) The process for allocating resources should be transparent. All members of the college community are informed about the routines and components of planning that lead to resource allocation.
- 3) The resource allocation processes begin in January of each year with the development of budget assumptions that forecast the available discretionary general fund resources for the coming fiscal year and thereby establish parameters for program reviews and work plans.
- 4) Priority will be given to resource requests that support college strategic objectives and health, safety, and accessibility.

Instructional Budget as an example of the Integrated Planning Process

The institution identifies goals for instructional achievement in any given budget cycle by following the integrated planning process cycle. The district allocates sufficient resources to support enrollment targets which are jointly determined by the Enrollment Management Committee, Budget Planning Committee, and the Cabinet. Planning considerations include:

- Accountability Reporting for the Community Colleges (ARCC) goals from the Education Master Plan
- Total projected FTES by campus and division
- Class fill rates
- Classroom size
- Student interest as measured by enrollments
- Program needs
- Geographical distribution of courses

After extensive analysis of the above data, the Enrollment Management Committee establishes the target enrollment (FTES) under which the budget is developed. For example, at the February 7, 2011 meeting of the Budget Planning Committee, an update was provided by members of the summer

schedule task force regarding how this year's summer classes and FTES were projected and how it was tied to the budget. There are currently 85 class sections planned for summer 2011 with approximately 15 in reserve.

Combined with various financial assumptions, such as cost of instruction by program area and cost of the number of sections taught by full-time and part-time faculty, the BPC estimates the cost of the instructional resources and financial resources necessary to support the projected enrollment. The cost estimates then become part of the basis for preparing a preliminary budget and projected budgets for each of the next two years. For example at the February 16, 2011 meeting a worksheet was prepared and discussed showing a projected state funding reduction for instruction that the college might have to make in the next fiscal year (IID-80).

Other instances of the Budget Planning Process

Institutional planning documents are used for financial planning. For example, completed program reviews have been integrated in financial planning since fall 2009, when excess reserves were used to fund planning initiatives. The 2009 Education Master Plan was used to identify target FTES and was used as budget development parameters. ARCC targets were also identified in the master plan document and are used to assess institutional performance.

Other goals that have been examined recently include:

- Creating and implementing a regular replacement cycle for all computers, as well as funding highly ranked proposals from Program Review.
- The Facilities Planning Committee completed a year-long (2009-2010) self-study that identifies, prioritizes and places a cost value on the district's capital deferred maintenance needs. This information has become the cornerstone in developing budget needs, state funding requests, and allocation of remaining bond (Measure Q/B) funds.

Institutional (Mandatory) Budget

The institutional budget includes support services and payroll that are not under the direct control or benefit of a single department and are needed to support district wide activities. The costs consist of required expenditures to operate the college, such as utilities, certain full-time salaries, benefits, debt service, etc.

Planning efforts include looking for new operational efficiencies and then implementing action plans to revise the expenditures, e.g., reducing utilities. Such planning efforts originate in institutional planning committees such as the Facilities Planning Committee and the Technology Planning Committee.

Department Operating Budget

Department operating budgets are critical to the quality of each program, but can only be funded after the instructional (FTES, supported by course sections) and institutional (mandatory) costs are determined. Linking the outcome of the program reviews to the budget frequently occurs at the departmental level of the budget development process. For instructional, student development, and

administrative areas as well as educational centers and sites, linking budgets to planning objectives helps maximize the efficiency of scarce resources.

Analysis

The college meets the standard. The college is actively engaged in operational planning and links the needs identified through program review with planning and budget. It has processes in place to ensure appropriate budget allocations to meet enrollment targets. In these areas, the college meets the standard.

The college has established an integrated planning model that explicitly links institutional plans such as the strategic plan and the Education Master Plan with budgets. This integration of financial planning with institutional planning was partially implemented in 2010-2011 and will be fully implemented in 2011-2012.

Planning Agenda

None.

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Description

From 2004-2005 to 2007-2008, the college operated below its FTES enrollment target and projected funding level. This was unsustainable. A combination of effective enrollment management planning and an increased demand for education led to a 20 percent recovery in enrollment, helping restore financial sustainability to the college.

Better planning and the growth in enrollments and revenues helped the college manage the state's seven percent appropriation cut during 2009-10, enabling the college to maintain services despite the cut; however, a portion of the enrollment growth was not

funded by the Chancellor's Office allocation model. The college reduced projected FTES for 2010-2011 by three percent to bring actual enrollments closer in line with the Chancellor's Office funded enrollment levels.

The growth based financial strategy adopted in 2008 would have been sustainable if there were assurance of continued state funding for growth. However, since state funding has changed significantly, the college will need to re-evaluate this growth-oriented strategy until enrollment growth funding returns.

For 2010-2011, the college's unrestricted general fund revenues were \$31.2 million. Unrestricted

general fund expenditures were \$30.7 million. The ending fund balance, including reserves rolled over from the previous year, was projected to be \$1.5 million, slightly in excess of the required five percent of expenditures.

Throughout all these changes, the college has developed budget plans based on a realistic assessment of available resources as demonstrated by its balanced budgets of the last five years.

Projected community college funding in California beyond this year is uncertain. The college has formed contingency plans to manage the cuts projected by the Legislative Analyst's Office. For example in the January 20, 2011 BPC meeting three budget cut scenarios were presented, leading to a discussion about possible downsizing and programs discontinuance. The Institutional Effectiveness Committee determined that BPC will be the keystone in the college's efforts in planning adjustments to adapt to rapidly changing state budget challenges.

GENERAL FUND BUDGET DEVELOPMENT PROCESS

The general fund budget development process starts with the building of budget assumptions and guiding principles that are vetted through multiple committees. As enrollment targets are established, the college allocates dollars to instructional activities and 'mandatory' district-wide budget items (Administration, etc.). Then, it allocates funds to routine area or departmental operating budgets (Supplies, etc.). This category is also referred to as the 'discretionary' budget because the funding is determined after the instructional and mandatory activities are budgeted.

After funding the instructional, mandatory and discretionary budgets, any remaining budget balance becomes part of excess reserves or is used to fund budget requests identified by the integrated planning functional committees (technology, enrollment management, furniture and equipment, and facilities) and ranked by the Budget Planning Committee.

RESTRICTED FUNDS BUDGET DEVELOPMENT PROCESS

In addition to general fund budget development, the planning process includes categorical programs and grant funding. In the fiscal year ending June 30, 2010, the college received about \$7.2 million in revenues related to categorical and grant-funded programs. The college established several partnerships and has received various grants for college students, 7th through 12th grade students, and staff development programs. While these restricted funds are generally not allocated through the integrated planning process, the funds are taken into account in the institution's overall budget development process.

Analysis

The college meets the standard. The college maintains adequate revenues, plans with balanced budgets, and has a well-established collaborative budget process.

Planning Agenda

None.

III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Description

The vice president of administrative services presents a three-year general fund balance projection to the Board of Trustees. The college's budget reflects both the short-term and long-term needs of the institution. Provisions are made within the budget to address known short and long-term obligations. For example, when GASB-45 indicated an unfunded liability arising from previously promised postretirement health benefits, the college set aside more than \$5 million to address this liability. This information can be found in the college annual audited financial statements (IIID-81).

The college has plans to meet its debt service obligations. Measure Q/B (local bond) funds are repaid by a property tax assessment. Uncommitted bond proceeds total slightly more than \$12.5 million and are available to address current and future capital expenditure needs.

The Budget Planning Committee weighs both long-term and short-term expenditure considerations as it evaluates budget requests and determines the final budget priorities. For example, in January 2011 the BPC discussed the productivity of the McKinleyville, Arcata and downtown Eureka locations, including suggestions to consolidate some of these locations for cost savings.

The college has developed educational master plans that are specific to sites and centers, including developing long-term financial plans for the sites and centers. The district has funded the start-up costs for new educational initiatives from excess reserves or grants. After a start-up period (term of the grant or one year for excess reserves), either the general fund budget must be adjusted to include the on-going costs so the initiative can continue, the initiative must be downsized so that the initiative can continue at a lesser cost, or the initiative can be concluded.

Analysis

The college meets the standard. The district maintains sufficient reserves, funds its long-term obligations, and has maintained a balanced budget for the last five years. The vice president of administrative services presents a three-year general fund balance projection to the Board of Trustees.

Plans for new initiatives that are intended to be continued after initial start-up (e.g. after expiration of a grant) could be improved through submission to the college's integrated planning process.

Planning Agenda

In fall 2011, the college will develop a plan to increase grantsmanship and better target grant opportunities to limit requirements for match and sustainability.

III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Description

The ACCJC evaluation team that visited the college November 22, 2010 made the following observations in its report:

“College stakeholders do not consistently use and honor planning processes. If the college president has reason to change or negate recommendations derived from governance and planning processes, he should communicate with the affected stakeholders in advance of his decisions to offer clarification and rationale. The same should apply to unilateral decisions affecting programs, services and resource allocation, which would otherwise be derived through governance and planning processes. At the same time, faculty and classified stakeholders should recognize and accept the scope and limits of their roles and responsibilities, as defined by local policy and State law.”

(New) Recommendation 1 (2010):

“In order to improve institutional effectiveness through actions and decisions affecting programs, services and resource allocation, the team recommends that the college use and follow its established policies and processes for planning and evaluation. (Standard I. B. 1, 2, 3, 4, and 6.)”

Significant changes have been made since the visiting team’s report in fall 2010. The college has addressed the ACCJC’s most recent recommendations. With the basic structure of the integrated planning model in place, and with the new president/superintendent’s support and encouragement, the college leadership has been working to strengthen the operational protocols to make the planning model truly integrated and effective, beginning with the nexus between planning and the budget development processes. As has been noted elsewhere in this report, resource allocation decisions reflect the priorities of programs via the program review process and

are refined via the deliberations of the integrated planning functional committees such as Furniture & Equipment, Enrollment Management, Facilities, and Technology committees. The Integrated Planning Model has been finalized and was first used to guide financial planning and budget development in the fall 2010.

The college has established a clear calendar for budget development as outlined below (IIID-82).

- 1) The budget development assumptions, as recommended by the Budget Planning Committee, are presented to the Board of Trustees at the February or March Board meeting for their review, adjustment, and approval.
- 2) The preliminary budget and assumptions for the budget development process are developed by the vice president of administrative services with the Budget Planning Committee. This committee has multiple representatives from each constituent group.
- 3) Each unit, under the direction of its vice president, prepares budget proposals for discretionary (department) funds. In addition to reviewing discretionary budget requests, the Budget Planning Committee analyzes mandatory (district-wide) budget proposals, e.g., benefits, utilities, contract services, computer replacement, etc.
- 4) The tentative budget is presented to the Board of Trustees in May for a first review and response in preparation for adoption at the June meeting. Any deviations from the BPC’s recommendation are explained to the Board.
- 5) The tentative budget is approved at the June Board meeting and becomes the active operating budget effective July 1.

- 6) The tentative budget is refined throughout the summer by the Budget Planning Committee as additional information becomes available from the state and the Chancellor's office.
- 7) Following the approval of the state budget, the district's final budget is finalized and presented to the Board of Trustees for adoption, typically at the September meeting.
- 8) The Budget Planning Committee continues to receive and prioritize budget requests that were not funded during the tentative budget cycle.
- 9) Opportunities for public comment are available during all board meetings at which the budget is discussed.

Information about the budget is readily available to staff through the college's enterprise system and to the public on the college's Web site (IIID-83). The Board of Trustees reviews monthly and quarterly budget reports. This is included in the board agenda posted on the college's Web site (IIID-84). The president/superintendent also holds all-college forums that provide key information for all college employees. The forums are streamed live and archived on the college's internal Web site (IIID-85).

The BPC makes information available to the college community regarding appropriate deadlines, committee deliberations, and committee decisions. The budget planning process allows multiple avenues for constituents to participate in the process, such as the Enrollment Management Committee, program review, additional opportunities to request operating funds, division and department meetings, and the BPC.

Analysis

The college meets the standard. The college has a budget development process that allows for involvement of constituents in the development of plans and budgets; moreover, it monitors and evaluates budgets to ensure effective use of resources. The college is investigating ways to

engage faculty during the summer term so they are included during planning and budgeting decision making processes that occur when faculty are otherwise off-campus.

The budget development process exhibited some timing issues over the last two years because of employee turnover in both the senior administrative and mid-level management levels. This problem is being resolved as new employees become more knowledgeable about college processes.

Concerns related to the appropriate implementation of AB 1725 guidelines and processes resulted in the commission findings excerpted above. All constituencies accept the commission's findings and recommendations and embrace the need to develop shared governance roles and responsibilities.

Planning Agenda

As described above in Section I.B., the college's integrated planning model and narrative as well as the college's participatory governance document will be in place by fall 2011 and will codify systematic participative processes.

III.D.2. *To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.*

III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Description

To ensure the integrity of financial operations, annual external audits are performed and presented to the Audit Committee of the Board of Trustees, followed by presentation to the full Board of Trustees for approval. The district's external auditors expressed unqualified opinions on the financial statements, internal controls and compliance with federal and state requirements for the periods ending June 30, 2005 through June 30, 2007.

For the fiscal years ending June 30, 2008 and 2009 the district's external auditors expressed qualified opinions on the financial statements and unqualified opinions on internal controls and compliance. The qualification was due to changes in reporting guidelines that required the inclusion of Foundation audited financial statements in the district's Comprehensive Annual Financial Report. The college received an unqualified opinion on the financial statements and internal controls for the year ended June 30, 2010 due to the inclusion of the Foundation in the district's Comprehensive Annual Financial Report. The district received a qualified opinion on compliance for the year ended June 30, 2010 due to findings on the audit of major federal program requirements. The issues raised by these audits were responded to by the college, and the college has corrected the problems in accordance with the auditor's recommendations.

Nystrom & Company LLP has been the Certified Public Accounting Firm performing the district's Audit for the past three years. The Comprehensive Annual Financial Report for the year ended June 30, 2010 was completed on February 22, 2011

and was presented to the Board of Trustees at the March 1, 2011 Board meeting for approval.

The college's independent audit reports attest to the fact that the information in the financial information system is accurate and managed by appropriate internal control measures. Financial information, including the annual financial reports, is readily available to the campus community online on the CR Business Office Web site.

The auditor raised concerns about state compliance and federal grants awards. During fiscal years ending June 30, 2007 – 2010 there were state compliance issues concerning the 50 percent rule, catalog errors, course advertising and reporting. Management has corrected these problems to prevent similar problems in the future. During the fiscal year ending June 30, 2010 the college identified a need for clarification from the Department of Education concerning prior approval for staffing charged to the Title III grant and budget adjustments. The college has developed a plan to prevent similar issues from arising again. A process for grants was implemented through which grant awards, budgets and reports will be reviewed at the time of the award and again each quarter to ensure that all requirements are being met and reporting is accurate and timely.

The annual budget, which can be viewed on the Business Office Web site, reflects the operational cost of meeting the college's annual objectives in support of student learning programs and services. The budget shows the ability of the college to obtain available state and local funding, during both enrollment growth and declining periods.

The Business Office's quarterly CCFS-311Q information reports to the Board of Trustees and State of California are available on the college's Web site. If significant budget and accounting issues emerge, ad hoc financial analyses are prepared for management and the Board of Trustees.

Analysis

The college partially meets the standard. The posting of the financial reports on the CR Business Office Web site along with the presentation of regular financial reports to the Board of Trustees in an open forum provides access to financial data to the college community. In addition, the district's written responses to auditor findings are located within the published Comprehensive Annual Financial Report and are discussed in an open forum with the Audit

Committee of the Board of Trustees. These findings and the status of the district's implementation of procedures to address the findings are reviewed quarterly by the Audit Committee of the Board of Trustees. The district has addressed its recent history of State of California and U.S. federal compliance audit findings with improved procedures regarding grant budgeting, monitoring, and reporting (IIID-86). To strengthen control, the college needs to identify appropriate oversight mechanisms for ensuring grant compliance.

Planning Agenda

The college will widely distribute guidelines ensuring uniform reporting of grants in compliance with federal guidelines.

III.D.2.b. Appropriate financial information is provided throughout the institution.

Description

As mentioned above, the Business Office makes financial information available to the college community in the form of financial reports posted on the CR Business Office Web site (IIID-87). Monthly financial reports are presented to the Board of Trustees that detail the budgeted and actual unrestricted general fund revenues and expenditures for the year to date. Expanded quarterly budget reports are also presented to the Board of Trustees. The district's integrated financial software program, Datatel can display original budget, revenue and expenditure, encumbrance and remaining budget information through a variety of record retrieval functions, queries and reports. The information can be viewed at a variety of levels according to need. At the highest level, the budget and financial information can be aggregated at a district wide level. Individuals can inquire down to the transaction level to see individual receipts, disbursements, encumbrances and budgets. The information at

all levels can be viewed in summary of detail. The financial information in the Datatel system is updated regularly.

Analysis

The college meets the standard because periodic budget and actual reports are presented to the Board of Trustees, and management reports can be prepared at any time in the college's financial system.

Planning Agenda

None.

III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Description

The college cash balance is a combination of unrestricted and restricted general funds, designated funds, and construction funds. The primary cash flow related financial risk faced by the college is the delay of funding when the State of California does not enact a budget by June 30 or defers payments to the college. In the absence of an approved California budget, the college may not receive funds from Sacramento. Because the state revenue sources comprise a significant percentage of the college’s Unrestricted General Fund revenue, a delay in receipt of funds could have a serious impact. The balance of the Unrestricted General Fund comes from local property taxes and other state and local revenue. The college has sufficient ending fund balances to bridge any gap due to a delay in state payments. As reported on the college’s Quarterly Financial Status Report, CCFS-311Q, the unrestricted ending fund balance and its percentage of unrestricted expenditures for the following years are:

The college currently has adequate funds to meet its cash flow obligations. In addition, the college also participates in tax and revenue anticipation note (TRAN) as needed (e.g. in 2009 and as proposed in 2011-12) to bridge the timing of cash inflows and outflows. The Business Office is responsible for monthly cash draw-downs on state-funded construction projects and quarterly draw-downs of federal grant funds. The college has made significant planning efforts to maintain financial stability while also managing strong growth. The business office has the skill and resources to resolve most cash flow challenges. The CR Foundation is a source of funding to supplement regularly funded programs offered by the college as well as provide scholarships to eligible college students.

Periodic risk management review is a regular part of the accountability process. The district’s risk managers regularly advise the Board of Trustees about the adequacy of insurance and the changes in procedures needed to minimize exposure. The

	Actual Fiscal Year 2005 - 2006	Actual Fiscal Year 2006 - 2007	Actual Fiscal Year 2007 - 2008	Actual Fiscal Year 2008 - 2009	Actual Fiscal Year 2009 - 2010
Unrestricted Fund Balance	\$899,359	\$1,944,182	\$1,527,613	\$3,858,108	\$1,946,547
Percentage Fund to Expenditures	3.1%	6.8%	5.1%	12.6%	5.4%

college's risk management consultant, Keenan & Associates, administers the college's general liability and workers compensation insurance.

The college does not currently carry earthquake insurance. A January 2010 earthquake in the area helped provide an assessment of the college's disaster readiness. Since the earthquake, CR purchased several electric generators and designated an area to accept evacuees should the Eureka campus become an emergency center. The state has funded new buildings designed to be earthquake-resistant to replace existing vulnerable structures on the Eureka campus. The district would be able to resume classes in the newer structures immediately after a significant seismic event.

Analysis

The college meets the standard. The college has insurance, fund balances and cash flow to maintain stability and meet financial emergencies. The district maintained adequate resources during this financially difficult period. In each of the last four years, the district's unrestricted general fund balances have met or exceeded the minimum guideline of five percent of general fund unrestricted expenditures and are projected to remain above five percent in the three-year forecast.

Planning Agenda

None.

III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Description

Financial aid, grants, dining services, bookstore, externally funded programs, contractual relationships, auxiliary organizations and institutional investments and assets administered by the college are subject to the same policies and procedures that govern all financial activity of the college. These programs are examined annually by the college's independent auditors, as noted in III.D.2.a. In addition to the auditing procedures required by generally accepted auditing standards, the college's external auditors also perform financial and compliance examinations, as directed by the Contracted District Audit Manual for the California Community College System Office. Except for the items mentioned in III.D.2.a., the auditors did not find any material weakness in internal control and the identified items have been corrected and continue to be followed upon.

The college's bond rating is tied directly to the State of California Bond rate. Any reductions

to the State's bond rating will lead to a direct reduction of the college's rating, and indeed there has been a reduction to the college's rate due to the deterioration of the budget at the state level. Standard & Poor's dropped its rating of the college bond from A+ to A in 2009-2010 and 2010-2011. Moody's also dropped its rating of the college's bond from A1 to A in 2009-2010 (IIID-88).

The external auditors present their audit and management letter to the board audit committee annually. Findings are presented along with a response from management. New procedures are implemented in response to findings when necessary and practicable. The district increased staffing in the Business Office in 2011 to ensure effective oversight of finances in these increasingly complex financial times.

The director of financial aid manages student financial aid funds in a manner consistent with federal and state policies and regulations.

Analysis

The district meets the standard.

Planning Agenda

The college will widely distribute guidelines ensuring uniform reporting of grants in compliance with federal guidelines.

III.D.2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Description

To ensure that all financial resources are used with integrity and in a manner consistent with the mission and goals of the institution, auxiliary activities and fund-raising efforts administered by the college are subject to the same policies and procedures that govern all financial activities of the college.

A district staff member develops a list of grant resources for review by administrators, and individual grants are assigned to staff members for further investigation. The investigating staff member determines whether or not to pursue the grant funding. Once the application is completed, the president/superintendent reviews it to make sure it is consistent with the mission and goals of the district and signs the grant application. If the grant funding is awarded, it is brought to the Board of Trustees for approval. This process ensures that grant opportunities are pursued and are consistent with the mission and goals of the district.

There have been instances when the college has approved a grant without anticipating the fiscal impact on the college's general fund when the grant expired. Due to limited resources and state budget cuts, the district struggles with providing funding for programs beyond the grant period. As a result, some initiatives and programs developed with grant funding may not be continued after grant funding has ended.

Analysis

The college partially meets the standard but is continuing to develop appropriate procedures for tracking and monitoring compliance with grants from agencies such as the Department of Education or various non-profit organizations, including expectations for sustainability beyond the grant period.

Planning Agenda

By spring 2012, the Business Office will develop and implement grant review procedures to ensure that departments are able to meet grant-funded obligations; that the Business Office is fully apprised of the potential district commitment of resources, including personnel, facilities, and financial, for the period of the grant and beyond; and that any requests to continue a program beyond the expiration of the grant will be considered through the integrated planning process and ranked by the Budget Planning Committee.

III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Description

The college enters into a variety of contractual agreements to further its institutional mission and goals. The majority of contractual expenditures are for construction and renovation of campus facilities. For example, contracts for information technology systems, software, and maintenance support both student learning and administrative needs. These agreements range from contracts with a local Native American tribe, in Hoopa, California, to manage the Klamath-Trinity instructional site, to those with consultants and vendors who supply goods and services.

The Board has delegated to the president/superintendent the authority to enter into contracts on behalf of the district and to establish administrative procedures for contractual agreements. Large dollar amount contracts are discussed and approved by the Board of Trustees at their monthly meeting. Other contracts and purchase orders are reviewed by the Board of Trustees after extensive reviews and approvals are completed by the proper college authority. This approval process ensures that all contractual agreements in place are consistent with the college's institutional mission and goals.

Contract procedures follow the California Public Contract Code Section 20651. Controls over the signing of contracts are as follows:

Cost center managers can sign a contract for services within their area up to their approved limit of \$8,000

Vice presidents can sign contracts within their area of responsibility up to \$38,000.

All contracts above that amount must be signed by the vice president of administrative services whose signing limit is \$307,000.

Above these limits, the president/superintendent can sign.

Contracts can be changed or terminated. For construction contracts, change orders are issued when unanticipated changing conditions are encountered. Such change orders are reviewed by the Facilities Department and approved by the Board of Trustees. Contracts routinely contain clauses that allow for termination of the contractual relationship for convenience or cause. Termination can range from 5 days to 30 days. Invoking the termination is infrequent, but does occasionally occur.

Analysis

The college meets the standard.

Planning Agenda

None.

III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Description

The college uses the annual independent audit reports, other external audits and reviews, and internal business process analysis to assess the effectiveness of its financial management

systems. While service to students, managers, administrators, faculty and trustees have top priority, safeguards against fraud and abuse are also examined and evaluated. Internal processing is streamlined whenever such changes do not

compromise internal controls. The college responds to audit recommendations in a timely manner and implements them as soon as practical.

The Business Office participates in the college's program review process. In the 2010-11 year, the Business Office reported survey results indicating 54 percent of faculty, administrative, and classified respondents were very satisfied with the Business Office and 82 percent were very satisfied with the Payroll Office.

The financial services area lacked a dedicated vice president of administrative services for varying periods of time up to a full year between 2007 and 2011. Nevertheless, the college's accounting staff and consultants have been able to maintain and in some cases substantially improve the district's operations. Key positions have been filled in the Business Office during the past year. With these gaps filled, the Business Office anticipates

an improvement in the comprehensiveness and timeliness of the services that it provides to the district. Through the program review process, staffing of business services will be evaluated and assessed annually to ensure there are adequate staff resources to support long range financial planning.

Analysis

The college meets the standard. The Business Office is continuously researching ways to improve procedures and processes.

Planning Agenda

By fall 2011, the college will develop a financial strategic plan (e.g., a rolling three-year budget) that is aligned with the Strategic Plan of the district. The college will update the plan annually to take evolving financial conditions into account.

III.D.3. *The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.*

Description

The college's financial reporting system enables all segments of the college community to compare historical spending patterns and to track actual expenditures as compared to the adopted budget. Each administrator, manager, program coordinator, and academic departmental chair can monitor actual expenditures against the adopted expenditure budget. They are able to adjust their budgets through budget transfers within their area of responsibility as needs change throughout the year. The Business Office also will process budget journal entries and general journal entries to record activity or correct errors in original entry. The Business Office monitors the accuracy of revenue estimates in the adopted budget and takes appropriate action if revenue estimates need adjustments. This includes assisting departments with recharge rates. Before a position is opened for applications and before a

contract of purchase order is approved, the Business Office verifies that sufficient budget is available in the appropriate budget account to cover the obligation. The Business Office contacts and works with departments that are near or over budget in a particular year.

Analysis

The college meets the standard. Budgets are evaluated and monitored to ensure effective use of financial resources. At the department and program levels, budgets and expenditures are monitored on an ongoing basis to ensure they are operating within the adopted budget.

Planning Agenda

None.



COLLEGE
OF THE
REDWOODS

Standard IV: Leadership and Governance



The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.A. Decision-making Roles and Processes

During the past six years, leadership and governance at College of the Redwoods have improved significantly in terms of the spirit of this accreditation standard; however, the institution has also witnessed substantial challenges to achieving the goal of continuous improvement that “utilizes the contributions of leadership throughout the organization.” For example, since its last comprehensive self-report, shared governance has improved as demonstrated by the development and continuous improvement of program review and integrated planning; further examples include the creation of the Managers Council and the integration of Associated Students of College of the Redwoods (ASCR) in college governance. During the past three years, however, there also had been a decline in collegial consultation with faculty and a groundswell of reports by a significant number of employees that they were dissatisfied that their voices had not been heard in institutional planning. Ultimately, the Board and current chief administrator of the college heard these concerns, and the college redoubled its efforts to continue improving in this area.

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1. *Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.*

Description

The institution’s commitment to participative governance is demonstrated in its Integrated Planning Process (IPP). Although there have been false starts, dead ends, and parallel processes in the past five years, a College Council-approved Integrated Planning Process flowchart was established for the 2010-11 academic year. Moreover, a draft narrative description of the integrated planning process underwent stakeholder review (IVA-1). Informed by program review, key planning committees (including facilities planning, technology, enrollment management, and faculty

prioritization) will make recommendations to the Budget Planning Committee and the College Council to be integrated and forwarded to the President’s Cabinet. A commitment to participative processes is further evidenced by the governance manual drafted by the vice president for student service (IVA-2), the development of a participatory governance principles preamble by the president (IVA-3), and the participation of classified staff, faculty, managers, and administrators in two planning and institutional effectiveness summits held in April 2011 (IVA-4).

Analysis

The college substantially meets the standard. A significant step forward has been the development and implementation of the integrated planning process. During the 2010-11 academic year several committees were redesigned and functioned effectively. The model was reviewed and refined, and a narrative description of the process was drafted by the Institutional Effectiveness Committee.

Planning Agenda

The integrated planning model and narrative as well as the college's participatory governance document will be in place in the 2011-12 year and will codify systematic participative processes.

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and Student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Description

The college maintains a Web site with clear descriptions of administrative, staff, faculty, and student organizations. All committees and decision-making bodies strive to have their membership, agenda, and minutes posted on the Web site in a timely manner.

College stakeholders follow the written policy for administrative staff, faculty, and classified staff to participate in decision-making processes as outlined in BP/AP 2510 Participation in Local Decision Making. The faculty handbook provides vital information regarding a wide range of such processes.

The College Council has demonstrated participatory governance processes to ensure involvement by stakeholders and constituency review of policies and procedures. Recent College Council accomplishments include the revision of numerous

board policies and administrative procedures, an update of the college's mission statement, and development of vision and values statements for the college (IVA-5). The College Council directed the project regarding the college's mission, vision, and values statements so they may serve as a guide to other planning and governance processes at the college. Revisions of policies and procedures specific to the roles and responsibilities of the Academic Senate were submitted to the College Council by the Academic Senate. In addition, an audit of all policies and procedures related to the Academic Senate's roles and responsibilities has been drafted by the Academic Standards and Policies Committee to be reviewed by the Academic Senate leadership. Further policies and procedures revisions are expected for the College Council.

In summer 2010, the president/superintendent encouraged the unrepresented non-executive administrators, managers and directors to form a

constituent group for the purpose of meeting and conferring with the administration and participating on campus committees and councils. In response, the Managers Council was organized and it has since adopted a charter that establishes bylaws and procedures that facilitate a more comprehensive integration of their contributions to governance at the college. At the October 2010 board meeting, the charter of the Managers Council was formally accepted. While the formation of the Managers Council did not create a bargaining unit, it will provide a structure within which the district can review compensation and workplace matters with the management team (IVA-6).

During the 2009-10 academic year, under the direction of the director of campus life, the Associate Students at College of the Redwoods (ASCR) increased their participation in college governance by appointing a representative to the College Council and including a non-voting representative on the Academic Senate (IVA-7).

Communication regarding governance processes has been facilitated through the internal Web site. Most of the integrated planning and governance committees, and all of the institutional information and publications identified on the Web site, have live active links. Because it takes a coordinated effort by all committees and organizations to post information, the content posted on internal Web site exemplifies the district's efforts to embrace participatory governance; however, because the institution-wide committee information is not yet complete, the process for posting information needs improvement.

Analysis

The college substantially meets the standard. Significant progress toward establishing processes for participatory governance has been achieved.

The Institutional Effectiveness Committee drafted a comprehensive participatory governance to describe and explain the roles and responsibilities of key planning and decision-making committees; this

document was submitted to the College Council in spring 2011. The interim president/superintendent and the College Council have reviewed this document, and ongoing constituency review will inform revisions to this document.

Members of the college's various constituency groups could be better informed about college decision-making processes if the college's internal Web site was kept current and made more easily navigable.

Planning Agenda

The college's participatory governance document will be in place by fall 2011 and will codify systematic participative processes.

All committees will be provided with templates and training to ensure a consistent format for publishing information on the college's internal Web site.

IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Description

Documents describing responsibilities for curricular and other educational matters include:

- BP 203, Responsibilities of the Academic Senate (IVA-8)
- AB 1725
- Faculty handbook (IVA-9)

Board Policy 203 makes clear the responsibility and authority of faculty and academic administrators in making recommendations regarding student learning. Faculty play a primary role in the revision of board policies relevant to the academic and professional responsibilities of the Academic Senate. For example, BP 4020 Program and Curriculum Development was recently reviewed and revised by the Academic Standards and Policies Committee, a standing committee of the Academic Senate. After review and revision, the draft policy was reported to the Academic Senate and forwarded to the College Council. This proposed policy underwent appropriate constituency review and was subsequently forwarded to the college's Board of Trustees for adoption (IVA-10). The Curriculum Committee is active in reviewing and revising curriculum. Faculty and instructional administrators consult collegially to create, review, and revise curriculum. The Academic Senate approves all curricula recommended to the Board of Trustees. BP 104 and AP 104.1 describe the policy and process for developing curriculum.

The development of the Basic Skills Initiative (BSI) exemplifies the college's reliance on faculty to address student learning matters. A renewed collegial approach to providing services to basic skills students began in spring 2011. The BSI committee represents multiple stakeholders with a shared interest in student access and success (IVA-11).

Analysis

The college meets the standard. The institution relies primarily on faculty to inform decisions regarding student learning and services. The policies and processes followed in determining how to improve student learning programs and services are clearly defined and engage academic personnel at all levels. One example of engagement is the institution's response to requests initiated by the Academic Senate as described by its December 2010 Senate resolution regarding Basic Skills Initiative governance which called for an increased role for faculty in recommending improvement in student learning programs and services for basic skills students. In the 2010-11 academic year, the college's BSI Committee was reinvigorated to include a faculty co-chair and was granted appropriate authority for planning and budgeting.

Planning Agenda

None.

IV.A.3. *Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.*

Description

Board Policy 2510 Participation in Local Decision Making clearly identifies the roles and responsibilities of the faculty, staff, and students in the governance of the college. Administrative Procedure 2510 describes how this policy shall be implemented (IVA-12).

The Academic Senate's primary function is to make recommendations with respect to academic and professional matters (Title V: Section 53200.) Academic and Professional matters refer to policy development and implementation of the following:

- Curriculum, including establishing prerequisites.
- Degree and certificate requirements.
- Grading policies.
- Educational program development.
- Standards or policies regarding student preparation and success.
- College governance structures, as related to faculty roles.
- Faculty roles and involvement in accreditation processes.
- Policies for faculty professional development activities.
- Processes for program review.
- Processes for institutional planning and budget development.
- Other academic and professional matters as mutually agreed upon.

Classified staff members participate in decision-making through their reporting and organizational

structure, through participation on college committees, and through CSEA. CSEA, as the staff union, is an organized, chartered, active institutional organization that regularly reports to the Board of Trustees.

Students participate in college governance through the Associated Students of College of the Redwoods (ASCR). ASCR appoints student representatives to the Board of Trustees, Academic Senate, and other college committees.

Communication at the college has established pathways. The Board of Trustees has regular meetings open to the public and with published agendas, minutes, and supporting documents available through the college's Web site. Board meetings are also recorded and posted online.

Governance committees are open to the public, agendas and minutes are published online, and information through the institutions organizational structure and through constituency group representation. An organizational communications Web page contains videos of informational presentations (IVA-13). The Academic Senate provides a Web site including bimonthly updates and resolutions (IVA-14).

Notwithstanding considerable progress, there have also been setbacks in recent years regarding effective and collaborative communication. In their November 2010 Evaluation Team Report, the ACCJC visit team noted that despite the gains in integrated planning, CR continued to demonstrate an absence of mutual respect and trust. Areas of greatest employee dissatisfaction involved their expressed lack of involvement in institutional change and planning as well as their dissatisfaction with the spirit of teamwork and cooperation. Communication has even been confrontational at times as exemplified

by the Academic Senate letter to ACCJC regarding the Education Master Plan (IVA-15); the former president/superintendent's response/rebuttal and email to faculty (IVA-16); the CRFO suits for unfair labor practices (IVA-17); the CSEA suit for unfair labor practices (IVA-18); CSEA vote of No Confidence in the Board of Trustees (IVA-19); and one Board of Trustee member's published letter accusing the Academic Senate of violating the Brown Act (IVA-20).

Serious efforts to improve trust and cooperation and facilitate a richer understanding of the boundaries between various roles and responsibilities have been led by cross-constituency groups including trustees, senior administrators, faculty, staff, and managers. Examples of these efforts include:

- joint technical assistance visits by the Academic Senate of the California Community Colleges and the Community College League of California (IVA-21);
- a convocation presentation and break-out activity on the topic of conflict resolution in August, 2010 (IVA-22);
- development of an Interest-Based Alliance (IBA), which has promoted an interest-based approach to problem solving and is engaged in facilitator training through the Center for Collaborative Solutions (IVA-23);
- development of a series of values statements that suggest how stakeholders should communicate and collaborate with each other (IVA-24);
- drafting of a participatory governance document for the college (IVA-25).

Analysis

The college partially meets the standard. There have been significant gains in identifying and establishing governing structures and identifying roles and responsibilities. The establishment of an integrated planning process with committees represented by

all stakeholders has been impressive. The tensions described above confirm that the district's greatest challenge in meeting this standard in recent years has been achieving the goal of working together for the good of the institution. With the resignation of the former president/superintendent, there has been a renewed effort at transparency, participative governance, and trust-building by college leadership. The college is engaging all constituents in consistent and comprehensive training and collaboration related to planning, decision-making, and participatory governance.

Planning Agenda

The college's participatory governance document will be in place by fall 2011 and will codify systematic participative processes.

In the 2011-12 year, the college will implement the principles of the interest-based approach to problem-solving and conflict resolution.

In the 2011-12 year, the college will provide in-service training on governance and planning processes to new and current administrators, staff, and faculty.

IV.A.4. *The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.*

Description

In addition to the Accreditation Commission, the college has demonstrated numerous long-term relationships with external agencies, including the National Automotive Technician Foundation, the UC Cooperative Extension, the Humboldt County Farm Bureau, the Association for Technology Management and Applied Engineering, the Council on Dental Accreditation, the California Board of Dental Examiners, the Committee on Accreditation of Educational Programs for the Emergency Medical Services, North Coast Emergency Medical Services, the Board of Vocational Nursing and Psychiatric Technicians, the California Department of Health and Human Services, the Board of Registered Nursing, the National Association for the Education of Young Children, the California Association for Alcohol/Drug Educators, the California Commission on Peace Officer Standards and Training, Standards and Training for Corrections, and the Office of the State Fire Marshall. Relationships with these agencies have been cooperative and marked by honesty and integrity.

The college also has shown truthfulness and probity in its reporting and responses to the ACCJC. College of the Redwoods has met all of its requirements for honest communication with the accrediting commission; moreover, the college has benefitted enormously from the recommendations and guidance provided by the ACCJC. The numerous significant changes made across the college during this time reflect a genuine commitment to adhering to the ACCJC standards, policies and guidelines. The college has prepared and submitted substantive change proposals related to distance education, new programs, and new locations as required by the Commission.

The Comprehensive Annual Financial Report for 2009-10 found that CR had met most of its reporting obligations, but noted that the college utilized funds derived from its Title III grant without following the procedure for obtaining approval for those uses. The District concurs with the auditor and has fully addressed the recommendations of the auditor.

Analysis

The college meets the standard. There was considerable effort to address the ACCJC sanctions during the 2007-08 academic year with the result that most of the sanctions were removed. Later efforts resulted in the removal of sanctions in January 2010. An additional recommendation was addressed in October 2010. A new recommendation was identified in January 2011. Throughout this period, the college was diligent and professional in its efforts to address the issues identified by the Commission, and successfully met its established deadlines.

Planning Agenda

None.

IV.A.5. *The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.*

Description

The District has actively reviewed and is in the process of revising all board policies (BPs) and Administrative Procedures (APs). Over the summer of 2010, administrators, managers, and directors were tasked with revising non-board related policies using templates from the Community College League of California and other California Community Colleges. Policy drafts go before the College Council, a widely representative body, before they are disseminated to all stakeholders for a 30 to 90 day review. The College Council then submits revised BPs and APs to the Board.

In spring 2010, the college administered the Employee Satisfaction Survey regarding workplace climate. The results of the survey were posted publicly on the college Web site (IVA-26). During the summer of 2010 a management team led by the college's vice president for student services drafted action plans to address themes identified in the results (IVA-27).

In spring 2011 the Institutional Effectiveness Committee comprehensively assessed the college's effectiveness by identifying and evaluating institutional measures of effectiveness, conducting surveys of planning groups and the college community, facilitating planning and governance summits, and drafting an institutional effectiveness report (IVA-28, IVA-29). Although the college initially formed an Institutional Effectiveness Committee (IEC) in 2007, its goals and scope were altered several times, and it was temporarily discontinued between 2008 and 2010. In fall 2010 the IEC was reconstituted with the charge to provide oversight, coordination, analysis and reporting on the effectiveness of the college. Serving as a neutral clearinghouse for program review and planning information, this committee uses the mission and

goals of the college as the lens for evaluating program reviews and college plans.

Analysis

The college partially meets the standard. Since 2007, the college has made a concerted effort to review and revise the board policies and administrative procedures. The Ad Hoc Board-Related Policy Committee developed an 11-step process and invited comments from anyone in the community to be included in the review and revision process; the activities and procedures of this committee have been publicly posted on the college Web site. The review was completed during the 2010-11 academic year.

Although the results of the 2010 Employee Satisfaction Survey were posted on the college Web site, the college could have more clearly and expediently communicated how this survey would be used as a vehicle for evaluating its governance structures and processes. Action plans to respond to the major themes and concerns expressed in the survey responses were developed and included goals for the 2010-11 and 2011-12 academic years.

The newly revitalized Institutional Effectiveness Committee will ensure regular evaluation of the institution's governance and decision-making structures.

Planning Agenda

In fall 2011, the Institutional Effectiveness Committee will prepare and widely distribute a report analyzing the effectiveness of the college's planning processes as well as the measures identified in the college's strategic and education master plans.

IV.B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution.

The duties and responsibilities of the Board of Trustees are outlined in Board Policy 2200 Board Duties and Responsibilities, which complies with Education Code Section 70902, and they include the following (IVB-30):

- 1) Represent the public interest
- 2) Establish policies that define the institutional mission and set prudent, legal, and ethical standards for college operations
- 3) Appoint and evaluate the president/superintendent
- 4) Delegate power and authority to the president/superintendent to effectively lead the District
- 5) Assure fiscal health and stability
- 6) Monitor institutional performance and educational quality
- 7) Advocate for and protect the District

Board Policy 2430 Delegation of Authority to President/Superintendent outlines the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. The president/superintendent is also authorized by this policy to delegate any of the responsibilities assigned to him by the Board, including the administration of educational centers and instructional sites; however, the president/superintendent shall remain responsible to the Board for the execution of delegated duties and authority. The president/superintendent is required to fulfill the job duties established by the president/superintendent's job description as well as any additional duties that may be defined during

annual goal setting and evaluation sessions. The job description and other goals and objectives shall be developed by the Board in consultation with the president/superintendent (IVB-31).

Each year, the Board, in concert with the president/superintendent, develops its goals for the coming year and prepares a report on its accomplishments of the previous year. Further, the Board annually reviews the performance of the president/superintendent. In addition, the Board participates in the review of final candidates for cabinet-level positions and makes the ultimate decision regarding the hiring of these candidates.

College of the Redwoods has endured great organizational change. The college's permanent president/superintendent left in 2006, followed by two interim president/superintendents who had to cope with a college with significant problems. The college experienced declining enrollments, financial distress and major accreditation concerns that caused the college to be placed on warning, probation and then back on warning over a two-year period. In 2008 the college was to be on track to meet the remaining Commission recommendation.

In a decision supported by all constituencies, the Board hired a new president/superintendent in 2008. The new president/superintendent immediately implemented a number of staffing and operational changes in an effort to respond to various outstanding concerns. As a result, the organization and planning issues identified by the ACCJC were not completely resolved by December 2008, and what followed in the spring of 2009 was a cascade of organizational development issues, a significant breakdown in communication among constituent

groups, and a general deterioration of trust and mutual respect resulting in a new recommendation regarding leadership and governance.

Fortunately, the challenges of this recent period have created new opportunities for institutional growth, particularly in terms of the possibilities for

increased participation in governance that the Board of Trustees has supported. As of March 2011, the college now has an interim president/superintendent who is also serving as the vice president of instruction and is well-respected. In moving quickly to fill the chief executive officer position, the Board of Trustees exerted its leadership appropriately.

IV.B.1. *The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the District.*

Description

The Redwoods Community College District Board of Trustees is comprised of nine elected officials and one non-voting student member (IVB-32). Each elected Board member serves for a period of four years and the student member serves for one year. The Board elections are staggered to ensure, as far as is practical, that one half of the trustees shall be elected at each cycle (IVB-33). The Board includes representatives from nine different trustee areas that span the communities served by the District.

Board Policy 2200 Board Duties and Responsibilities articulates the Board's responsibility to establish policies that maintain excellence in student learning programs and ensure the fiscal stability of the District. The Board is actively involved in overseeing the educational quality and financial health of the organization by reviewing curriculum changes and financial information and by formulating and adopting district policies designed to ensure the effectiveness of the institution and its learning programs. In its review of curriculum changes, the Board relies upon faculty experts and the judgment of the Academic Senate. Administrative Procedure 2220 Committees of the Board requires the Board to form the Audit Committee to advise the full board on fiscal matters and recommends the outside auditing agency to

complete the District's annual audit (IVB-34). Although the president/superintendent has the primary responsibility of ensuring the sound fiscal management of the college, Board Policy 6300 Fiscal Management requires him to submit a monthly financial report to the Board (IVB-35).

BP 2431 President/Superintendent Selection and BP 2435 Evaluation of President/Superintendent ensure processes for selection and evaluation of the president/superintendent. The president/superintendent is evaluated on at least an annual basis according to a process determined by both the Board and president/superintendent. The terms set forth in the president/superintendent's employment contract, board policies, the president/superintendent's job description, and any performance goals and objectives developed by the Board and president/superintendent are used to determine the evaluation criteria of the president/superintendent (IVB-36).

Analysis

The college meets the standard. The structure of the Board of Trustees and the board policies that guide the operations of the institution comply with the requirements of the standard.

Planning Agenda

None.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Description

Board Policy 2010 Board Membership requires that Board members shall not hold any office that is incompatible with the duties of an independent policy-making body, including serving as an employee of the District during the term of office. Historically speaking, members of the RCCD Board of Trustees have been individuals who are not interested in using their position as trustees as a springboard to other political offices, which could expose the District to undue influence or pressure from forces outside of the District. Indeed, most of the current trustees have served multiple terms and all of the members of the Board have demonstrated a long-standing commitment to supporting the District's ability to successfully serve its student populations. BP/AP 2710 Conflict of Interest further ensure the Board of Trustees act in the public interest.

The Board's role as advocate for and defender of the public interest and the District is defined by Board Policy 2715 Code of Ethics/Standards of Practice. In particular, this policy mandates among other things that the Board members communicate and promote the needs of the community to the college and vice versa, that the Board act to protect the best interests of the students and the fair provision of high quality education for every student, and that it act only in the best interests of the entire community.

In addition to forming its own Audit Committee to oversee internal operations of the District, the Board serves the public interest by placing trustees on the Redwood Region Economic Development Commission (BP 2305). Thus, the Board engages in

responsible scholastic and economic stewardship of the District through its activities on this local body.

The Board has faced several challenges resulting in turmoil in governance and leadership at the college. Specifically, since the former president/superintendent's appointment in July 2008, a significant number of employees grew increasingly dissatisfied with his leadership style. In April of 2010, CSEA, with the tacit support of many faculty members and others, presented a "no confidence" vote to the board, citing the decision to prohibit the CSEA representative from speaking at board meetings as evidence of larger problems in communication, governance, and institutional decision-making.

Ultimately, the board reinstated the CSEA representative's place on their meeting agendas and later asked every individual and constituent group within the college to publicly and privately treat each other with respect, and to focus on issues that needed to be addressed. In facing the difficulties that can emerge when institutions must balance leadership and authority between parties that have competing interests and visions, the Board was put to the test and advocated for and defended the institution.

Once the board makes a decision, it acts as a whole. Board Policy 2330 Quorum and Voting states, "Regardless of the division of votes during this process, the board acts in unison once an action has been voted on" (IVA-37).



Analysis

The college meets the standard. The RCCD Board is an independent board, and acts on behalf and in the best interest of the District.

Planning Agenda

None.

IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Description

The Board's published policies and bylaws are consistent with the District's mission, and Board procedures and decisions are made to ensure the quality of instruction at all District locations. The Board of Trustees periodically reviews the college's mission statement to ensure the quality, integrity and improvement of the student learning programs and services.

On October 17, 2008, the Board engaged in a study session on AB 1725—Collegial Consultation led by Dr. Leon Baradat on the college's main campus. On February 27, 2009, at the Wharfinger Building in Eureka, the Board reviewed the Education Master Plan in a meeting facilitated by Dr. Michael Viera, a consultant with the California Collegiate Brain Trust. At this same meeting, the director of institutional research, Dr. Martha Davis, presented and discussed the 2009 Accountability Report for Community Colleges, and Deborah Shepley of HMC Architects presented an update on CR's progress on its facilities master plan. On September 28, 2009, the board attended a workshop at the Eureka campus entitled "Participating Effectively in District and College Governance: The Law, Regulations, and Guidelines" that was jointly facilitated by Dr. Jane Patton, president, Academic Senate for the California Community Colleges, and Scott Lay, president and CEO, Community College League of California. This was followed the next day with a session about summary comments provided by Patton and Lay.

On February 1, 2010, the Board attended a workshop on the Eureka campus led by Dr. Pamila Fisher entitled "Board/ CEO Effectiveness – Part Two." Dr. Fisher reviewed the six essentials of good board/ CEO relations, stressing that open communication is the key. The Trustees took a self-evaluation survey, reviewed BP 2715 Code of Ethics/Standards of Practice, discussed communication protocol, best practices, and strategies for building trust. On April 29, 2010, the Board participated in an all-college forum to begin the process of updating the college's mission, vision, and values statements. This forum was led by Dr. Fisher on the Eureka campus. On November 22, 2010, the Board participated in an accreditation discussion with Dr. John Nixon, ACCJC visit team chair, in the Eureka campus board room.

Analysis

The college meets the standard.

Planning Agenda

None.

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Description

The Board establishes policies to ensure educational quality, financial integrity, and for all legal matters involving the District. This authority is outlined in Board Policy 2410 Policy and Administrative Procedures. The Board also has ultimate responsibility for educational quality, legal matters, and financial integrity, as noted in Board Policy 2200 Board Duties and Responsibilities.

Analysis

The college meets the standard.

Planning Agenda

None.

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Description

All board policies and procedures are available on the college’s Board of Trustees Web page. (A-38). BP 2010 Board Membership and BP 2015 Student Member specify the size of the Board; Board Policy 2200 Board Duties and Responsibilities outlines the role of the board; BP 2210 Officers, BP 2220 Committees of the Board, and BP 2305 Annual Organizational Meeting explain the structure of the Board. A variety of additional board policies set forth the operating procedures of the board. In addition to providing access to the relevant policies that determine the Board’s size, duties, responsibilities, structure, and operating procedures, the Board Web pages also publish the agendas,

information packets, and minutes for the Board meetings with archives dating back to 2008. Starting December 2010, the district began posting video archives of Board meetings on the district’s Web site.

Analysis

The college meets the standard. Appropriate policies and procedures of the Board of Trustees are in place and are published on the college Web site.

Planning Agenda

None

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Description

Established policies and bylaws guide the Board of Trustees’ actions. For example, the Board of Trustees endeavors to ensure the participation of

appropriate constituencies in the development of policies and administrative procedures while asserting its ultimate decision-making authority. As outlined in AP 2511 College Council, the

Board solicits recommendations and comments regarding updates and changes to district policy from the College Council which includes students, staff, and members of the Academic Senate. The district's policies have been under review by the College Council on a rotational basis and recent policies under discussion and revision include: academic renewal, faculty prioritization process, and accreditation. After being vetted by the college community for additional input, these policies are then voted on in College Council on various "review dates." The stated purpose of the College Council is to "build understanding and trust among various groups in the college through open collaboration and shared responsibility" (IVB-39).

To further ensure appropriate constituency review of

board policies and procedures, the Ad-Hoc Board-Related Policy Review Committee developed an 11-step process for board-related policies (Chapter 1, The District and Chapter 2, Board of Trustees) that clarifies the role of constituency groups in the development and revision of these policies and procedures (IVB-40).

Analysis

The college meets the standard. The Board's actions are consistent with its policies and bylaws.

Planning Agenda

None.

IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Description

New members of the Board of Trustees participate in orientations in which they meet with other trustees as well as the college president/superintendent. Prior to board election, all candidates are given the opportunity for an extensive orientation, which includes briefings and question-and-answer opportunities with the president/superintendent. New members attend the Community College League of California (CCLC) New Trustee Orientation workshop, which is offered each January. In addition, new members are provided a local orientation that includes an introduction to the policies and procedures of the district. The orientation process is extended to the student trustee as well. Several of the current Board members have attended trustee conferences and orientations presented by CCLC and the Association of Community College Trustees.

The expected attributes of and guidelines for the conduct of board members are clearly laid out in BP 2715 Code of Ethics/Standards of Practice which, among other points, indicates that trustees must

devote adequate time to board work.

The governing board of the Redwoods Community College District is comprised of nine members elected by the voters within their service areas, and one student trustee elected by students district wide. Board members serve staggered four-year terms resulting in approximately half of the trustees being elected at each trustee election. The student trustee serves a one-year term.

Analysis

The college meets the standard. Board members, including the student trustee, are provided with a number of opportunities for orientation to their positions and are prepared for their work as Board members. Staggered terms allow for continuity of membership and orderly replacement.

Planning Agenda

None.

IV.B.1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Description

The self-evaluation processes of the Board of Trustees are defined in Board Policy 2745 Board Self-Evaluation (IVB-41). The Board is committed to assessing its own performance as a board in order to identify strengths and areas for improvement. To that end, the Board has established the following processes: 1) A committee of the Board shall be appointed in June to determine the instrument or process to be used in board self-evaluation; 2) Any evaluation instrument shall incorporate criteria contained in these board policies regarding board operations, as well as criteria defining board effectiveness promulgated by recognized practitioners in the field; 3) The process for evaluation shall be recommended to and approved by the Board; 4) If an instrument is used, all board members will be asked to complete the evaluation instrument and submit them to board secretary; 5) A summary of the evaluations will be presented and discussed at a board session scheduled for that purpose; and 6) The results will be used to identify accomplishments in the past year and goals for the following year.

The Board of Trustees met in a special session on August 16, 2010 to conduct a board self-evaluation and to set goals for the 2010-2011 year. The Board of Trustees set four goals for themselves as a Board for 2010 – 2011 and identified some specific initiatives related to these goals:

- 1) Accreditation: successfully completing the October 2011 report and the January 2011 visit, with a result of continuing sanction-free accreditation for College of the Redwoods.
 - Vision and Mission statement, roles responsibilities, constituent role and encourage effective participation.

2) Financial and Fiduciary Goal

- Run a balanced budget with an adequate reserve.

3) Effective Communication/Relationships

- Continue to improve communication between the Board and the college and its constituents.
- Board → CEO
- CEO → Board
- Board → Community
- Communication with the college community
- Develop policies and procedures.

4) Board Education

- Consider methods by which Trustees can continue to develop skills and knowledge as trustees, for the benefit of the college.

Analysis

The college meets the standard. The Board undergoes self-evaluation process annually as required under Policy 2745.

Planning Agenda

None.

IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Description

The Board of Trustees' Code of Ethics/Standards of Practice is clearly described in Board Policy 2715, with additional ethics-related policies found in Board Policies 2710 Conflict of Interest, 2716 Political Activity, and 2717 Personal Use of Public Resources (IVB-42). In addition, the college's Board of Trustees is also bound by relevant sections of the California Government Code and the California Code of Regulations, which further describe elements of ethical conduct in government and stipulate (in Government Code Section 83116) the

prescribed sanctions when standards of conduct are violated.

Analysis

The college meets the standard. The Board's Code of Ethics presented in Policy 2715 clearly defines expectations for board members.

Planning Agenda

None.

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

Description

The Board of Trustees receives regular updates about the accreditation process at its public meetings. Also, the Board of Trustees reviews and acts on all accreditation reports.

The Board of Trustees attended the joint technical assistance presentations on organizational communication in September 2009 and October 2010 from the Community College League of California and the Academic Senate of the California Community Colleges. After both presentations, the Board met the technical assistance consultants regarding accreditation concerns.

The Board set goals during an August 2010 retreat, which allowed the leadership of the various groups to begin goal-setting and team building and provided an opportunity for explanation and discussion of the major initiatives of the college.

In December 2010, the Board president and vice president met with the Academic Senate co-presidents and the former president/superintendent to discuss ways to move the college forward despite

the challenges and differences in opinions about participatory governance. This meeting resulted in the Open Letter to the District (IVB-43) identifying shared commitment by institutional leadership to the accreditation process.

In addition to these updates and meetings, and in response to the ACCJC requirements set forth in January 2011, the Board increased its involvement in clarifying institutional roles and responsibilities and strengthening communication between the college constituencies. For example, at a Board retreat in April, trustees discussed participatory processes related to college planning recommendations that had been brought to the board for review.

Analysis

The college meets the standard.

Planning Agenda

None.

IV.B.1.j. The governing board has the responsibility for selecting the president. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the College.

Description

As described in Board Policies 2430 Delegation of Authority to the President/Superintendent, 2431 President/Superintendent Selection, and 2435 Evaluation of the President/Superintendent, the Board is responsible for the recruitment, selection and evaluation of the district President/Superintendent (IVB-44). The Board establishes the qualifications for the position and a timeline for the search. The Board of Trustees entrusts the president/superintendent with the full responsibility for the implementation and administration of board policies.

The Board of Trustees also delegates to the president/superintendent the execution of all decisions made by the Board of Trustees concerning the internal operation of the district. In addition, the Board of Trustees appoints the vice presidents upon recommendation by the president/superintendent.

It has been the practice of the Board's Ad Hoc Committee on Evaluation of the President to contract

with the presidential evaluation services provided by the Association of Community College Trustees (ACCT). The trustees complete the ACCT survey on the president/superintendent's performance, based on the following criteria: leadership on campus and in the community; communication with the Board; representation of the Redwoods Community College District; administrative and management skills; fiscal management; and personal attributes, including trust and integrity. ACCT then prepares a summary of survey responses. The Board's evaluation of the president/superintendent is conducted annually at a retreat. The last evaluation occurred at the May 2010 retreat.

Analysis

The college meets the standard.

Planning Agenda

None.

IV.B.2. *The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

Description

(SPECIAL NOTE: References to "the president/superintendent" in this section refer to the individual who was appointed in March 2011 to serve as interim president/superintendent.)

According to BP 2430 Delegation of Authority to the President/Superintendent, the Board delegates to the president/superintendent the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring

administrative action. The president/superintendent chairs the College Council, a participatory decision-making group with representation from constituencies across the District that meets bi-monthly to ensure that policies and procedures are developed and revised following the collegial consultation process. The College Council also reviews the actions of the President's Cabinet, the Academic Senate, the Budget Planning Committee, and the Enrollment Management Committee. College Council notes are posted online (IVB-45).

The president/superintendent also meets regularly with the President's Cabinet and the Expanded Cabinet. The President's Cabinet consists of the vice presidents; the Expanded Cabinet consists of the vice presidents and deans as well as a representative of the Managers Council. The Expanded Cabinet notes can be found on the president's Web page (IVB-46).

The president/superintendent communicates regularly with all members of the college community at convocation and through informal President's Hour visits and regular broadcasts. In fall 2009, the former president/superintendent began a broadcast the day after the monthly board meeting to recap the meeting and answer questions. Those who cannot attend the open forum in person can watch it online (IVB-47). Before or during the broadcast, virtual participants can email questions to be answered. The president/superintendent also communicates regularly with all members of the college community through newsletters and emails. Anyone can access past newsletters online (IVB-48).

The president/superintendent oversees the college budget, makes final budget allocations, and informs the college about budget issues. In mid-March, the president/superintendent made the district's budgets available in the boardroom and invited managers to engage in an open process to review and discuss significant differences. This provided a snap-shot of the current fiscal situation, which helped eliminate surprises in the current budget. On March 14, 2011, the president/superintendent presented a budget outline at a special board meeting and then circulated his initial observations and plans via email with the rest of the college on March 17, 2011. He repeated this process for the April 4, 2011 board meeting in an effort to keep the college community informed and up to date regarding budget developments and their potential impact on the college.

The president/superintendent plays a key role in selecting new faculty and management personnel, conducting final interviews, and recommending final selection decisions to the Board. At the executive level, in March 2011, the president/

superintendent postponed filling the vacancy of the permanent director of human resources, eliminated the newly created director of facilities, operations and safety position, and selected the new vice president of administrative services. Also in March, the president/superintendent endorsed the Fine Woodworking screening committee's recommendation after participating in the on-site interviews with six candidates. Additionally, the president/superintendent is currently reviewing employee workloads to identify staffing needs and fair expectations of what can be expected of current employees.

The president/superintendent provides effective leadership in planning and organizing by assessing institutional effectiveness and conducting outreach. In early March 2011, the president/superintendent held the Southern Humboldt Instructional Site Education Master Plan Advisory Committee meeting to inform how the college should move forward in meeting the needs of the community and running the new Southern Humboldt Instructional Site. The president/superintendent is encouraging the development of a streamlined process for Program Review.

Analysis

The college meets the standard. The president/superintendent has assumed responsibility for the quality of the institution and provides effective leadership.

Planning Agenda

None.

IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Description

The interim president/superintendent inherited the current structure from his predecessor and is currently evaluating its effectiveness and considering changes. The previous president/superintendent changed the instructional administrative structure beginning July 2009. As a result, four division chairs were replaced by two deans. Although there has been considerable turnover in some key administrative positions, during a ‘year in review’ broadcast at the end of the spring 2011 term, the presidents of the Mangers Council, Academic Senate, and California Staff Employee Association each commented on the increase in the sense of steady leadership, stability, collegiality, and trust.

The interim president/superintendent previously was the college’s vice president of instruction and understands the current institutional structure and the administrative functions of the college. He is temporarily serving in two roles, as vice president of instruction and interim president/superintendent, until he and the Board of Trustees determine the appropriate administrative structure for the college. His combined responsibilities require that he delegate some duties to other administrators.

The interim president/superintendent has helped the college work toward fully implementing participatory governance structures and protocols. He developed and distributed a preamble to the college’s governance manual which serves to outline the governance principles proposed for adoption by the college. College constituents were pleased that the following statement was included in that document: “Participatory governance is most effective when decision-making is distributed throughout the organization so that decisions can be made at the broadest level of the organizational structure and when roles, responsibilities and decision-making authority of functional units and

committees are clearly delineated.”

The organizational charts identify administrative positions and areas of responsibilities. The college maintains organizational charts for the offices of the president, instruction, student services, administrative services, and human resources. The organizational charts can be found on the college’s Web site (IVB-49). The vice presidents have appropriate roles and responsibilities within a structure in which they can function. The interim president/superintendent consults with his cabinet, listens to different perspectives and suggestions, and makes decisions that are in the best interest of the students and the college. He delegates appropriate authority to his cabinet and provides them with autonomy, direction and support.

The president/superintendent convenes the Expanded Cabinet regularly to provide an opportunity for each administrator to provide reports and receive feedback on operational aspects of their areas, such as staffing, budget, operations, progress towards goals, obstacles, etc.

Analysis

The college meets the standard. Despite the fact that in recent years the college experienced turnover among administrative personnel, the interim president/superintendent has ensured a strong management structure.

Planning Agenda

None.

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

- 1) establishing a collegial process that sets values, goals, and priorities;
- 2) ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
- 3) ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
- 4) establishing procedures to evaluate overall institutional planning and implementation efforts.

Description

The interim president/superintendent has established a collegial process that sets values, goals, and priorities. He communicated institutional values to the Board at the March 14, 2011 board retreat and discussed with them the importance of being involved and informed in the work of the college and the needs of the community. He has let them know that they are allowed to sit in on meetings and contact constituent groups. He is also discussing long term strategic plans with the Board to get them thinking about future planning such as future use of buildings that will be abandoned when new bond-funded buildings come on line.

Over the past three years and under the direction of its president/superintendent(s), the college has been engaged in the process of revising its mission, vision, and values statements. The process has been a collegial one, with the president/superintendent and the College Council sharing the role of encouraging the entire campus community to participate in this effort and facilitating the process. At the end of spring 2011, the revised mission, vision, and values statements were adopted by the college.

The president/superintendent guides the institution's efforts to ensure that high-quality research and analysis are used in evaluation and planning. Aware that there were problems inherent with the long absence of an IR director, the interim president/superintendent actively monitored the recent hiring and appointment of a new director. Moreover,

he has expressed a commitment to ensuring that institutional data are accurate, useful, and improve institutional decision-making.

The president/superintendent ensures that the achievement of student learning outcomes is facilitated by an integration of educational planning with resource planning and distribution. Presidential leadership in planning is evidenced by the direction he has provided for the simultaneous development of education master plans for each service area to ensure alignment of planning with a realistic understanding of available resources.

The president/superintendent supports the campus culture of integrated planning that has developed over the last several years. This support is exemplified by the interim president/superintendent's leadership of the Budget Planning Committee prior to the new vice president for administrative services being hired, support of the College Council's decision to revitalize the Institutional Effectiveness Committee, and suggested improvements in the program review process.

Analysis

The college meets the standard. The president/superintendent guides the process for college planning and institutional improvement by overseeing the college's strategic planning process, institutional planning in the three major service areas (instruction, student services, and administration), program planning, unit planning,

and resource allocation. While a vacancy in the institutional research director position has impeded the college's progress in integrating research and data into the planning process, the interim president/superintendent has acted swiftly to ensure

appropriate leadership for research and planning.

Planning Agenda

None.

IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Description

Board Policy 2430 Delegation of Authority to the President/Superintendent requires the president/superintendent to ensure that all relevant laws and regulations are complied with, and that required reports are submitted in timely fashion. This policy provides the president/superintendent with the authority to reasonably interpret Board policy and determine the appropriate actions in areas not explicitly governed by Board policy. Through the College Council, the president/superintendent formed a policy and procedure review sub-committee to ensure district policies are consistent with statutes and regulations. He and members of this sub-committee examine existing policies for compliance with education codes and, as necessary, develop, revise, and disseminate for constituent review any new or modified policies.

AP 2410 Policy and Administrative Procedures and AP 2411 Interim Policies articulate the president/superintendent's role in assuring that institutional practices are consistent with the institution's mission and policies in addition to cohering to statutes and regulations. AP 2410 requires that all district policies and administrative procedures be made available through the President's Office and the district Web site, so that all parties in the district have access to this information; moreover, the College Council is normally involved in the development and implementation of policies and procedures to ensure that all campus constituencies participate in the process. Thus, this administrative procedure dovetails with the participatory governance clause

in the college's values statement insofar as it helps enable all district parties to engage in "inclusive, ongoing, and self-reflective decision making."

AP 2410 Policy and Administrative Procedures identifies appropriate roles related to the development of the college's policies and procedures: the governing Board is responsible for policy changes that pertain to Board authority and governance, while the Academic Senate, senior staff, and associated students may make recommendations related to other policies and administrative procedures. At its May 2, 2011 meeting, the College Council passed AP 2411 Interim Policies, which authorizes the president/superintendent to modify or adopt policies on an interim basis for compelling legal, fiscal or operational reasons and enable the College Council to ratify, revise, or reject interim policies within a six-month period.

Also at its May 2, 2011 meeting the College Council approved Board Policy 3250 Institutional Planning which directs the president/superintendent to ensure that the college's broad-based and ongoing planning process is consistent with the college's mission, and that the process is inclusive and engages the appropriate constituencies. BP 3250 was previously vetted by the Institutional Effectiveness Committee (IEC) at its February 14, 2011 meeting, and one of the key components of this policy is that it articulates the relationship between the IEC and the president/superintendent regarding institutional planning. A cornerstone of this process is the IEC's annual report summarizing their analysis of the effectiveness of the college's planning processes,

including the annual plan and benchmarked outcomes.

Analysis

The college substantially meets the standard. The college's policies and procedures establish the president/superintendent's responsibility to assure the implementation of statutes, regulations, and board policies; moreover, they clearly delineate institutional processes through which the president/superintendent can assert his authority and influence in coordinating district operations in alignment with the institution's mission and policies. Since he assumed his post, the interim president/superintendent has demonstrated effectiveness, diligence, and expedience in meeting these obligations; additionally, he has invigorated the

institution's commitment to shared governance as set forth in its values statements.

To further improve its compliance with this standard, the college should facilitate more comprehensive integration of the annual IEC report into planning processes that further the mission of the college; therefore, the report should be disseminated in a uniform and more visible manner across the district.

Planning Agenda

Beginning in fall 2011, the Institutional Effectiveness Committee will prepare and widely distribute a report summarizing analysis of the college's planning process in order to more comprehensively and transparently guide the work of the college.

IV.B.2.d. *The president effectively controls budget and expenditures.*

Description

The president/superintendent provides updates about budget information both to the college community and at regular meetings of the Board of Trustees. In addition, the Budget Planning Committee provides regular and transparent information regarding fiscal planning.

The Budget Planning committee was formed in October 2008. The members include the vice president of instruction, the vice president of student services, three members from the integrated planning functional committees, the president of the Managers Council, one CSEA representative, one member from each of the Mendocino and Del Norte campuses, four faculty members, and the director of accounting services and controller. The student representative position is vacant at this time. The committee is charged to develop a long range financial planning process that uses multi-year financial forecasting and analysis of established performance indicators to:

- Identify resources needed to support the Technology, Facilities, and Education Master Plans
- Prioritize funding decisions using cost-benefit rationale for most effective utilization of resources
- Identify and analyze key budget issues for budget implications
- Identify efficiency enhancing actions to provide additional funds to other areas of the budget
- Assess resource implications of program reviews, CPC planning analysis, and enrollment management process to effectively link planning with budget
- Provide early notice of structural imbalances between revenue and expenditures
- Formulate recommendations to cabinet for consideration of preliminary, tentative, and adopted budget

The agenda and minutes for the Budget Planning Committee can be found at the following link: <http://inside.redwoods.edu/BudgetPlanning/Agendas.asp>.

The interim president/superintendent held a budget review with cost center managers as described at the beginning of Standard IV.B. He has also reviewed what is needed for the Southern Humboldt site and plans to pursue a historic preservation grant to help defray some of the costs of refurbishing the building. In addition, he is reaching out to the community to develop partnerships for renting out the rooms to the community at the site which would bring revenue into the college.

While the interim president/superintendent has implemented a transparent budgeting process and has been diligent in controlling the budget and expenditures, some problems were inherited that may impact the college's ability to effectively manage its budget. Specifically, concerns persist as to whether the college will be able to maintain a five percent reserve and comply with the state's mandated 50 percent law regarding spending on instruction. In response to the latter issue, the interim president/superintendent has taken steps to balance expenditures by eliminating several

non-instructional positions. Regarding the former concern, his proposed preliminary and tentative budgets include the recommended five percent minimum.

Analysis

The college meets the standard. While concerns regarding the previous administration have arisen, confidence in the interim president/superintendent and administration remains high. One of the key confidence-building aspects of his leadership has been his candid and inclusive discussions of the college's budget. Another has been his flexible and collaborative approach to generating funding or developing cost-control measures, including capitalizing on individual strengths of particular programs and partnering with the community to create revenue streams. Additionally, the efforts of the Budget Planning Committee enhance his ability to engage in a systematic budgeting process that responds to short- and long-term financial goals.

Planning Agenda

None.

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

Description

The interim president/superintendent is responsive to the needs of the different communities served by the district, and after his appointment he began communicating with the college regarding all operational matters and discussing ways to better serve the district's various student populations.

On his second day as the chief executive, the interim president/superintendent, along with other CR staff, met with southern Humboldt community members regarding the education master plan and used the opportunity to gather information about what the community perceives to be its current and future

needs. Listening to others has characterized his effort to nurture dialog regarding district's operations. He regularly holds President's Hour meetings, which are informal opportunities for anyone to stop by and ask questions, voice concerns, and share thoughts. In addition he has initiated "President's Broadcasts" for the entire college, which are archived and easily accessed on the college's Web site. On March 29, 2011, he attended a meeting with all campus divisions and contributed to the discussion of how the district will be affected by reductions in state funding in the near future.

Concerned about the college's ability to adequately serve the Mendocino Coast's sizable population of English language learners, the interim president/superintendent recently directed the college to develop an ESL curriculum to be offered as part of the college's regular course offerings. For some time, the college had tried to meet this need by directing students to community education classes or by coordinating with a neighboring institution to provide ESL classes.

Analysis

The college meets the standard. The interim president/superintendent has actively pursued relationships with stakeholders in the communities served by the district. In addition, he has worked to inform the local communities of both budgetary issues with the State of California as well as grant activities.

Planning Agenda

None.

Appendix A – List of Evidence

STANDARD I EVIDENCE LIST

IA-1	Agenda, June 7, 2011 Regular Meeting, Board of Trustees
IA-2	Institutional Research Web page
IA-3	2009-2020 Education Master Plan
IA-4	List of Program Advisory Committees
IA-5	Student Satisfaction Survey Results
IA-6	Strategic Plan, 2008-2011
IA-7	Curriculum Committee Duties and Purposes
IA-8	Program Review Committee operating agreement, membership list, and agendas and minutes Web page
IA-9	Enrollment Management Committee operating agreement
IA-10	2009-2020 Education Master Plan
IA-11	Institutional Effectiveness Report (DRAFT)
IA-12	Agenda, June 7, 2011 Regular Meeting, Board of Trustees
IA-13	Minutes, April 29, 2010 Special Meeting, Board of Trustees
IA-14	College Council Minutes
IA-15	Strategic Plan, 2008-2011
IA-16	2009-2020 Education Master Plan
IA-17	Enrollment Management Committee operating agreement
IA-18	College Council Minutes
IB-19	Program Review Template
IB-20	Institutional Effectiveness Committee Charge and Scope
IB-21	February 4, 2011 Program Review Committee Minutes
IB-22	CR's internal Web page, http://inside.redwoods.edu
IB-23	Noel-Levitz Employee Satisfaction Survey Results
IB-24	Integrated Planning Narrative
IB-25	Institutional Research Enrollment Reports (sample)

IB-26	Institutional Research Web page Link, “State and Federal Reports”
IB-27	AskCR Support Center Web page
IB-28	Title III Summative Evaluation Report
IB-29	Integrated Planning Model and Narrative
IB-30	Program Review Schedule
IB-31	Program Review Committee Executive Summaries (sample)
IB-32	Course Outline forms
IB-33	Educational improvements based on assessment (examples)

STANDARD II EVIDENCE LIST

IIA-1	BP122/AR122.01, Educational Program Review
IIA-2	Program Review Web page
IIA-3	Curriculum “stoplight” database
IIA-4	Multiple Measures Rubric
IIA-5	Revised Math Assessment Instrument (practice)
IIA-6	Distance Education Proposal Form
IIA-7	BP104/AR104.01, Curriculum Development
IIA-8	Course Outline Form
IIA-9	Departmental rubric for assessment of student learning outcomes (sample)
IIA-10	Assessment Planning Forms (sample) and Draft Three-Year Assessment Plan
IIA-11	Curriculum Committee Duties and Purposes
IIA-12	“One-Stop Operators” Agendas and Minutes
IIA-13	Program Review Schedule
IIA-14	Curriculum Committee Web page
IIA-15	Curriculum “stoplight” database
IIA-16	BP104/AR104.01, Curriculum Development
IIA-17	Draft AP 4021, Program Revitalization or Discontinuation
IIA-18	List of Program Advisory Committees
IIA-19	Basic Skills Committee Scope and Charge
IIA-20	Online Course Evaluation Survey Instrument

IIA-21	Class evaluation survey instrument
IIA-22	Assessment Plan
IIA-23	Course Outline form
IIA-24	BP4020 Program and Curriculum Development
IIA-25	General Education Outcomes (2009 Ad Hoc General Education Committee)
IIA-26	Annual Course Catalog of the College of the Redwoods Community College District
IIA-27	Sample CTE Core Indicator Report
IIA-28	Program brochure (sample)
IIA-29	Model course syllabus
IIA-30	Course Syllabus Example
IIA-31	Annual Course Catalog of the College of the Redwoods Community College District
IIA-32	BP4030, Academic Freedom
IIA-33	BP/AP5500, Student Conduct Code and Disciplinary Procedures
IIB-34	Counseling and Advising Program Review (2009-10)
IIB-35	Program Review Template
IIB-36	Student Satisfaction Survey Action Plans
IIB-37	2011-12 Catalog
IIB-38	Survey Reports available on the Institutional Research Web page
IIB-39	Student Services Program Review (sample)
IIB-40	Institutional Research Reports on Student Success
IIB-41	General Education Outcomes Statement
IIB-42	Associated Students of College of the Redwoods Web page
IIB-43	Campus Life Web page
IIB-44	Multicultural and Diversity Committee Duties and Purposes
IIB-45	Student Equity Plan
IIB-46	Student Satisfaction Survey Report
IIB-47	Multiple measures rubric
IIB-48	2011-12 Catalog
IIB-49	Comprehensive Student Services Program Review (sample)
IIC-50	Student Services Satisfaction Survey Reports
IIC-51	Tutor.com monthly usage report (sample)

- IIC-52 College of the Redwoods Library District Survey Report
 IIC-53 Noel-Levitz Student Satisfaction Survey Results

STANDARD III EVIDENCE LIST

- IIIA-1 Sample recruitment brochure
 IIIA-2 Jacobsen, Betts & Company Salary Report
 IIIA-3 Sample job description
 IIIA-4 BP304, Employment of Other Administrative Employees, and BP403, Employment of Classified Personnel
 IIIA-5 BP305, Contract Faculty Appointment Procedures
 IIIA-6 AP305.01, Contract Faculty Appointment Procedures
 IIIA-7 2010-11 Annual Course Catalog of the College of the Redwoods Community College District
 IIIA-8 BP328, Management Performance Evaluation
 IIIA-9 AP328.01, Management Performance Evaluation Report
 IIIA-10 College of the Redwoods Faculty Organization Collective Bargaining Agreement
 IIIA-11 Redwoods Community College District/California School Employees Association Agreement
 IIIA-12 College of the Redwoods Faculty Organization Collective Bargaining Agreement
 IIIA-13 Assessment Workshop Announcements, Attendance Lists
 IIIA-14 Personal Conduct Policies (BP343/BP 440 Consensual Relationships, BP809 Policy Statements/Equal Opportunity - Nondiscrimination - Affirmative Action, AP 809.01 Equal Opportunity/Nondiscrimination/Affirmative Action Plan Implementation, AP809.02 Sexual Harassment, AP809.06 Unlawful Discrimination, BP813 Drug-Free Workplace)
 IIIA-15 Human Resources requests, 2009-2010
 IIIA-16 Integrated Planning Model
 IIIA-17 BP3410, Nondiscrimination
 IIIA-18 EEO Training Agenda and Attendance List
 IIIA-19 2009-2020 Education Master Plan
 IIIA-20 Sample recruitment brochure
 IIIA-21 Multicultural and Diversity Committee Duties and Purposes
 IIIA-22 Faculty Evaluation Form

- IIIA-23 Faculty Professional Responsibilities
- IIIA-24 College of the Redwoods Faculty Organization Collective Bargaining Agreement
- IIIA-25 Multicultural and Diversity Committee Duties and Purposes
- IIIA-26 Faculty Handbook
- IIIA-27 Sexual Harassment Training tracking documentation
- IIIA-28 BP7700 and AP7700, Whistleblower Protection
- IIIA-29 Faculty Professional Responsibilities
- IIIA-30 Noel-Levitz Employee Satisfaction Survey Results
- IIIA-31 Interest-Based Approach Steering Committee Web page
- IIIA-32 Faculty Development Committee Accounting Reports (sample)
- IIIA-33 Faculty Handbook
- IIIA-34 Distance Education Program training schedule
- IIIA-35 Assessment Workshop Schedule, Attendance Lists
- IIIA-36 Associate Faculty Development Day Program, Attendance List
- IIIA-37 Table of Contents, Administrator Orientation Materials
- IIIA-38 List of Organizational Sessions, August through November, 2010
- IIIA-39 Professional Development Task Force membership and November 17, 2010 meeting notes
- IIIA-40 Human Resources requests, 2009-2010
- IIIA-41 BP305, Contract Faculty Appointment Procedures and AP305.03, Priorities for Tenure-Track Teaching Faculty Positions
- IIIA-42 2010-11 Faculty Prioritization Process, Rubric, and Prioritized List

- IIIB-43 Campus maps: Eureka, Del Norte, & Mendocino
- IIIB-44 Measure Q/B – Full Text Ballot Proposition
- IIIB-45 Clery Report
- IIIB-46 City of Eureka, Fire and Safety Inspection Notice (sample)
- IIIB-47 Limited Asbestos Survey at Eureka Main Campus (Winzler& Kelly, March 2004)
- IIIB-48 Safety and Emergency Preparedness Committee, Meeting Minutes
- IIIB-49 Emergency Preparedness Plan
- IIIB-50 Five-Year Construction Plan
- IIIB-51 Clarus Scheduling Analysis
- IIIB-52 Business Services Surveys: Student Survey, Employee Survey
- IIIB-53 Ranked Facilities Needs from Program Review and Facilities Ranking Updates to Academic Senate

- IIIB-54 Final Project Proposal (example: Administration/Student Services and Theater Arts Building)
- IIIB-55 Program Review Needs Addendum (sample)
- IIIB-56 City of Eureka, Fire and Safety Inspection Notice (sample)
- IIIB-57 Business Services Surveys: Student Survey and Employee Survey
- IIIB-58 ADA Project List for Main Campus
- IIIB-59 Integrated Energy Audit, KEMA Services, Inc. 2010

- IIIC-60 Technology Advisory Group Agendas and Minutes
- IIIC-61 Technology Planning Committee Scope and Membership
- IIIC-62 Distance Education Advisory Committee Scope and Membership
- IIIC-63 Technology Planning Committee rubric and rankings of 2009-10 technology requests
- IIIC-64 Redwoods Community College District three-year Technology Plan
- IIIC-65 Support Portal Usage Report
- IIIC-66 Technology Infrastructure Diagrams
- IIIC-67 List of Supported Enterprise Applications
- IIIC-68 Distance Education Workshop Schedules
- IIIC-69 Web page listings of available distance education faculty and student tutorials
- IIIC-70 April 4, 2011 Board Agenda Item, “Establish Budget to Fund Technology Upgrades Prioritized through Program Review, Integrated Planning, and Technology Master Plan
- IIIC-71 BP/AP6200, Budget Preparation
- IIIC-72 2008-2011 Strategic Plan
- IIIC-73 Distance Education Program Quality Standards
- IIIC-74 Distance Education Course Proposal Form

- IIID-75 Final 2010-11 Budget
- IIID-76 Integrated Planning Model and Narrative
- IIID-77 Budget Planning Committee Ranked List of Requests for Budget Allocations
- IIID-78 Budget Planning Committee Charge and Membership List
- IIID-79 List of projects funded through BPC action in the 2010-11 year
- IIID-80 Budget Planning Committee Agendas and Minutes
- IIID-81 Annual Audited Financial Statements (sample)
- IIID-82 Planning and Budget Development Calendar
- IIID-83 CR Business Office Reports Web page

- IIID-84 Board of Trustees Web page
- IIID-85 List of Organizational Communications Sessions, 2010-11
- IIID-86 Federal time reporting procedure
- IIID-87 CR Business Office Reports Web page
- IIID-88 Bond Ratings for College of the Redwoods

STANDARD IV EVIDENCE LIST

- IVA-1 Integrated Planning Model and Narrative
- IVA-2 DRAFT Participatory Governance Manual
- IVA-3 Participatory Governance Principles Statement
- IVA-4 Planning and Institutional Effectiveness Summit Agendas and Notes
- IVA-5 List of policies and procedures updated since 2009
- IVA-6 Manager's Council Charter
- IVA-7 Associated Students of College of the Redwoods Web page
- IVA-8 BP203, Responsibilities of the Academic Senate
- IVA-9 Faculty Handbook
- IVA-10 BP/AP 4020, Program and Curriculum Development
- IVA-11 Basic Skills Committee Web page
- IVA-12 BP/AP 2510, Participation in Local Decision Making
- IVA-13 Organizational Communications Web page
- IVA-14 Academic Senate Web page
- IVA-15 Academic Senate Protest Letter Submitted to ACCJC (April 2009)
- IVA-16 President's response to April 2009 Academic Senate Protest Letter to ACCJC
- IVA-17 CRFO suits for unfair labor practices (sample)
- IVA-18 CSEA suit for unfair labor practices
- IVA-19 CSEA vote of No Confidence
- IVA-20 Brown Act letters sent to Humboldt County D.A., Academic Senate Agenda and Minutes (7/6/2010) and Board Agenda and Minutes (7/6/2010)
- IVA-21 Announcements and Schedules, Joint Technical Assistance Visits
- IVA-22 2010 Convocation Program
- IVA-23 Interest-Based Alliance Web page

IVA-24	Mission, Vision, and Values Statements
IVA-25	Draft Participatory Governance Principles and Manual
IVA-26	Noel-Levitz Employee Satisfaction Survey Results
IVA-27	Employee Satisfaction Survey Action Plans
IVA-28	Institutional Effectiveness Committee Scope, Agendas, and Minutes
IVA-29	Institutional Effectiveness Survey Results
IVB-30	BP2200, Board Duties and Responsibilities
IVB-31	BP2430, Delegation of Authority to President/Superintendent
IVB-32	BP2010, Board Membership and BP2015, Student Member
IVB-33	BP2100, Board Elections
IVB-34	AP2220, Committees of the Board
IVB-35	BP6300, Fiscal Management
IVB-36	BP2431, President/Superintendent Selection and BP2435, Evaluation of President/ Superintendent
IVB-37	BP2330 Quorum and Voting
IVB-38	Board of Trustees Web page
IVB-39	AP2511, College Council
IVB-40	Board of Trustees 11-step Process for Board-Related Policies
IVB-41	BP2745, Board Self-evaluation
IVB-42	BP2715, Code of Ethics/Standards of Practice, BP2710, Conflict of Interest, BP2716, Political Activity, and BP2717, Personal Use of Public Resources
IVB-43	Open Letter to the District, December 2010
IVB-44	BP2430 Delegation of Authority to the President/Superintendent, BP2431 President/ Superintendent Selection, and BP2435 Evaluation of the President/Superintendent
IVB-45	College Council Web page
IVB-46	President's Web Page
IVB-47	Organizational Communications Web page
IVB-48	President's Notes (sample)
IVB-49	Organizational Charts