



*College of the Redwoods*

*7351 Tompkins Hill Road  
Eureka, CA 95501*

## **SHOW CAUSE REPORT**

*Submitted to*  
The Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

**October 15, 2012**



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

**From:** Kathryn G. Lehner, President/Superintendent  
College of the Redwoods  
7351 Tompkins Hill Road  
Eureka, CA 95501

**Date:** October 15, 2012

This Show Cause Report is submitted for the purpose of assisting in the determination of College of the Redwoods' accreditation status. We certify that there was broad participation by representatives of the College community and we believe this Show Cause Report accurately reflects the nature and substance of this institution.



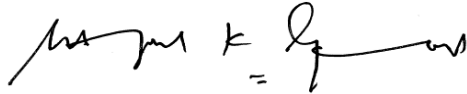
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Dr. Colleen Mullery, President, Board of Trustees



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Kathryn G. Lehner, President/Superintendent



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Dr. Utpal K. Goswami, Vice President of Instruction/Accreditation Liaison Officer



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Steven Bevier, President, Associated Students, College of the Redwoods



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Michael Richards, Co-President, Academic Senate



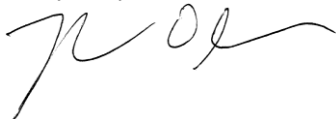
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Bob Brown, Co-President, Academic Senate



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Kerry Mayer, President, College of the Redwoods Faculty Organization



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Thomas Olivares, President, California School Employees Assc., Local #509



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MaryGrace McGovern, President, Managers Council



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# Introduction

## Board of Trustees

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## Statement of Report Preparation

This Show Cause Report is submitted in response to the requirement by the Accrediting Commission for Community and Junior Colleges (ACCJC) that College of the Redwoods (CR) take immediate corrective action to come into full compliance with all of the Accreditation Standards, Eligibility Requirements for Accreditation and Commission Policies, and to correct deficiencies noted in the Commission's February 1, 2012 action letter.

While work had progressed during the Fall of 2011 and into January 2012 in response to the October 2011 visiting team recommendations, when the Show Cause action letter was received in February 2012, the Interim President/Superintendent and the Academic Senate Co-Presidents immediately established the Accreditation Oversight Committee (AOC). The AOC quickly acted to outline a structure for the response, establish work groups for each of the standards and the recommendations, engage consultants to assist with the response, and set up an internal website to share resources and document progress.

Members of the AOC were drawn from the administration, faculty, classified staff and student body. Specific workgroups included additional members of constituent groups. A full listing of members is included at the conclusion of this section.

To ensure a comprehensive and objective response to the Show Cause action, outside consultants were engaged to provide insight and assistance. Two consultants from Santa Rosa Junior College (the Dean for Liberal Arts and Sciences and the Department Chair of the College Skills/Tutorial Department) worked with faculty to review planning and assessment methods. A retired community college president provided assistance in the areas of institutional planning and the strategic hiring plan. Additionally, campus visits were made by Dr. Barbara Beno, President of the ACCJC; Dr. Jack Scott, Chancellor of the California Community Colleges; and Tom Henry, President/CEO of EdMAC (Education Management and Assistance Corporation) to assist the College in formulating its response to the recommendations.

In May 2012, the Board of Trustees hired Kathryn Lehner as President/Superintendent. Ms. Lehner had previously served seven years as Superintendent/President of Mendocino College and has served as accreditation team chair at three other California community colleges, one of which had been on Show Cause. In August 2012, the Board engaged Tom Henry as Special Trustee. Mr. Henry has successfully served as Special Trustee at several other California community colleges and guided them to reaffirmation of accreditation.

The engagement of outside consultants and the hiring of an experienced President/Superintendent and a Special Trustee indicate that CR has taken seriously the concerns expressed by the ACCJC.

This Show Cause Report is evidence that the College is committed to ensuring compliance with all Standards and Requirements and to sustaining continued compliance into the future. The sections of the report following address all Accreditation Standards and Eligibility Requirements except Standards IA and IVA. The College's comprehensive self-study from October 2011 and the subsequent visiting team report indicate that all requirements of

Standards IA and IVA have been met, and the ACCJC's February 1, 2012 action letter indicates that no further report need be submitted on these standards at this time.

### **Accreditation Oversight Committee (AOC) Membership**

<b>Name</b>	<b>Title</b>
Dave Bazard, Co-Chair	Geology Faculty Member
Utpal K. Goswami, Co-Chair	Vice President of Instruction
	Interim President/Superintendent
Michael Dennis, Lead Writer	Business and Economics Faculty Member
Keith Snow-Flamer	Vice President of Student Development
Lee Lindsey	Vice President of Administrative Services
Rachel Anderson	Dean of Academic Affairs
Jeff Cummings	Dean of Career Technical Education
Anita Janis	Dean of Del Norte Education Center
Geisce Ly	Dean of Mendocino Coast Education Center
Mike Richards	Automotive Faculty Member
Kerry Mayer	Communications Faculty Member
Dan Calderwood	Computer Technology Faculty Member
MaryGrace McGovern	Director, Learning Resource Center
Tami Engman	Account Clerk II, Maintenance Department
Solomon DeCamp	ASCR Student Representative (Spring 2012)
Mary May	ASCR Student Representative (Spring 2012)
Pat Girczyc	Dean of Health Occupations and Public Services

### **AOC Resource Support Staff**

<b>Name</b>	<b>Title</b>
Roxanne Metz	Director of Planning, Grants, and Institutional Effectiveness
Angelina Hill	Director of Institutional Research
Paul DeMark	Director of Communications and Marketing

### **Standard I Workgroup and Report Writers**

<b>Name</b>	<b>Title</b>
Pat Girczyc	Dean of Health Occupations and Public Services
Kathy Goodlive	Manager, Admissions and Records
Dave Gonsalves	Counseling Faculty Member
Kevin Yokoyama	Mathematics Faculty Member
Roxanne Metz	Director of Planning, Grants, and Institutional Effectiveness
Cindy Hooper	Art Faculty Member

## **Standard II Workgroup and Report Writers**

<b>Name</b>	<b>Title</b>
Anita Janis	Dean of Del Norte Education Center
Sheila Hall	Assistant Director, EOPS
Michael Dennis	Business and Economics Faculty Member
Karen Reiss	Biology Faculty Member
Peter Blakemore	English Faculty Member
Rachel Anderson	Dean of Academic Affairs
Dave Bazard	Geology Faculty Member
Keith Snow-Flamer	Vice President of Student Development
Cheryl Tucker	Director of Special Programs
Kathy Goodlive	Manager, Admissions and Records
MaryGrace McGovern	Director, Learning Resource Center

## **Standard III Workgroup and Report Writers**

<b>Name</b>	<b>Title</b>
Ahn Fielding	Interim Director of Human Resources
Doug Edgmon	Accounting Manager
Steve Brown	Drafting Faculty Member
Bob Brown	Physical Education and Athletics Faculty Member
Utpal K. Goswami	Vice President of Instruction
	Interim President/Superintendent
Lee Lindsey	Vice President of Administrative Services

## **Standard IV Workgroup and Report Writers**

<b>Name</b>	<b>Title</b>
Geisce Ly	Dean of Mendocino Coast Education Center
Mark Winter	Psychology Faculty Member
Mark Renner	Computer Information Systems and Geology Faculty Member
Brady Reed	Director of Upward Bound

## **Recommendation #1 Workgroup**

<b>Name</b>	<b>Title</b>
Cheryl Tucker	Director of Special Programs
Rachel Anderson	Dean of Academic Affairs
Justine Shaw	Anthropology Faculty Member
Erik Kramer	Physics Faculty Member
Peter Blakemore	English Faculty Member
Sean Herrera-Thomas	Associate Faculty Member, English

## **Recommendation #2 Workgroup**

<b>Name</b>	<b>Title</b>
Mike Butler	Mathematics Faculty Member
Cindy Hooper	Art Faculty Member
Roxanne Metz	Director of Planning, Grants and Institutional Effectiveness
Julia Peterson	Director, Business and Training Center
Kathy Goodlive	Manager, Admissions and Records
Dan Calderwood	Computer Technology Faculty Member

## **Recommendation #3 Workgroup**

<b>Name</b>	<b>Title</b>
Utpal K. Goswami	Vice President of Instruction Interim President/Superintendent
Geisce Ly	Dean of Mendocino Coast Education Center
Anita Janis	Dean of Del Norte Education Center
Rachel Anderson	Dean of Academic Affairs
Jeff Cummings	Dean of Career Technical Education
Pat Girczyc	Dean of Health Occupations and Public Services
Joe Hash	Director of Physical Education and Athletics
Connie Carlson	Associate Faculty Coordinator
Shereen Cockrum	Academic Affairs Specialist

## **Recommendation #4 Workgroup**

<b>Name</b>	<b>Title</b>
Keith Snow-Flamer	Vice President of Student Development
Kathy Goodlive	Manager, Admissions and Records

## **Recommendation #5 Workgroup**

<b>Name</b>	<b>Title</b>
Utpal K. Goswami	Vice President of Instruction Interim President/Superintendent
Keith Snow-Flamer	Vice President of Student Development
Lee Lindsey	Vice President of Administrative Services
Ahn Fielding	Interim Director of Human Resources
Geisce Ly	Dean of Mendocino Coast Education Center
Anita Janis	Dean of Del Norte Education Center
Rachel Anderson	Dean of Academic Affairs
Jeff Cummings	Dean of Career Technical Education
Pat Girczyc	Dean of Health Occupations and Public Service
Joe Hash	Director of Physical Education and Athletics

### **Recommendation #6 Workgroup**

<b>Name</b>	<b>Title</b>
Ahn Fielding	Interim Director of Human Resources
Deanna Herrera-Thomas	Psychology Faculty Member

### **Recommendation #7 Workgroup**

<b>Name</b>	<b>Title</b>
Anita Janis	Dean of Del Norte Education Center
Kerry Mayer	Communications Faculty Member
Mike Richards	Automotive Faculty Member
Connie Carlson	Associate Faculty Coordinator
Ahn Fielding	Interim Director of Human Resources

### **Recommendation #8 Workgroup**

<b>Name</b>	<b>Title</b>
Kathy Lehner	President/Superintendent
Mark Winter	Psychology Faculty Member
Geisce Ly	Dean of Mendocino Coast Education Center

### **Recommendation #1 (2008) Workgroup**

Overseen by the Recommendation #1 Workgroup with the assistance of Dr. Angelina Hill, Director of Institutional Research.



## Accreditation History

The Redwoods Community College District (RCCD) was formed in January 1964 by an election of Humboldt County voters. From 1965 to 1967, prior to the construction of the District's main campus in Eureka, College of the Redwoods (CR) offered courses and programs on the campus of Eureka High School. The College received its initial regional accreditation in 1967. In May 1975, the residents of coastal Mendocino County voted for annexation into the RCCD, and in July 1978, Del Norte County also joined the District.

Throughout its 47-year history, CR has maintained its accredited status by complying with regional Accreditation Standards and Eligibility Requirements, and by the timely resolution of issues identified by visiting accreditation teams in their written report recommendations.

As community colleges have evolved over the years, so have the Accreditation Standards established by the Accrediting Commission for Community and Junior Colleges (ACCJC). In 2002, a major revision of the standards (reducing the number of standards from ten to four) was enacted. CR was required to prepare its first report of compliance with the new standards in July 2005. It was in response to this self-study report, and the subsequent comprehensive visit in October 2005 by a team of peer reviewers, that CR was first placed on "warning" by the ACCJC. A warning sanction indicates that an institution has deviated from the Commission's Eligibility Requirements, Accreditation Standards, and/or policies to an extent that gives concern to the Commission.

The 2005 team detailed seven recommendations, noting concerns related to program review, course outlines, student-learning outcomes, evaluations, planning processes, financial resources, and the use of data for decision making. The team also reiterated some of the same concerns that had been identified by the comprehensive team visit in October 1999, especially in regards to planning processes. The ACCJC action letter issued in January 2006 communicated a requirement that CR submit a Progress Report addressing specific recommendations in March 2006, to be followed by a visit of Commission representatives. This visit took place in April 2006.

In June 2006, CR was informed that its warning status was continued by the Commission and that another Progress Report was due to be submitted in March 2007, followed by another visit of Commission representatives. After the March 2007 report and April 2007 team visit, the College was not deemed to have adequately addressed the previous team recommendations. While processes had been established for program review and planning, they had not been institutionally accepted nor applied. Additionally, the financial concerns had not been adequately addressed and the shift to an evidence-based decision-making model had not yet been realized.

It was at this time, in June 2007, that CR was first placed on "probation." A probation sanction indicates that an institution is in substantial non-compliance with the Commission's Eligibility Requirements, Accreditation Standards, and/or policies to a major extent. A Progress Report was required to be submitted by October 2007, followed by a visit of Commission representatives. The visiting team found that, although the financial concerns identified by previous teams had been addressed and progress had been made in some of the

other areas, the College had not made adequate progress on program reviews, institutional planning, and evidence-based decision making. In January 2008, the College was continued on probation and required to file another Progress Report by April, followed by another visit from Commission representatives.

In June 2008, CR was removed from probation and issued a warning. The Commission determined that all but one deficiency had been sufficiently addressed and that the College was substantially in compliance with the Accreditation Standards and Eligibility Requirements. The remaining deficiency was in reference to institutional planning, including the need to develop long-term financial plans that would provide early notice of structural imbalances between revenues and expenditures. The Commission noted its expectation that the College be at the proficiency level in program review processes and the incorporation of program review into institutional planning. The College was instructed to prepare a Focused Midterm Report, due in October 2008.

The report filed with the Commission in October 2008 did not demonstrate full resolution of the deficiencies noted in June, and a special visit by representatives of the Commission, including Commission President Barbara Beno, was scheduled for December. As a result of that visit, in February 2009, CR was removed from warning and accreditation was reaffirmed. The Commission communicated a new recommendation regarding use of student achievement data and related analysis to be included in all program reviews and required a Follow-Up Report to be due in April, followed by a visit of Commission representatives.

The visiting team report from May 2009 indicated that the program review process – how student achievement data was used and how program reviews informed decision making in allocating resources – was actually only in the developmental stage, not the proficiency stage as previously believed by the Commission. In July 2009, the College was again placed on warning and required to submit a Follow-Up Report by October, followed by a visit of Commission representatives. This report was to address the program review deficiencies noted previously and to address a new recommendation regarding roles and responsibilities of constituent groups and the breakdown in communication between the groups.

Based upon the October 2009 Follow-Up Report and a visit by Commission representatives, in January 2010, the Commission removed the College from warning and instructed them to prepare a Follow-Up Report by October 2010, to be followed by a visit of Commission representatives, regarding resolution of the recommendation concerning roles and responsibilities of constituent groups and the breakdown in communication.

The October 2010 Follow-Up Report and subsequent team visit revealed that, while the College had defined the roles and responsibilities of the constituent groups and had developed processes for communication and decision-making, individuals and groups were not following the established policies and processes. While not placing CR on an accreditation sanction, the Commission letter of January 2011 stated a “requirement that CR finally and fully resolve the behavioral and cultural practices that have diminished the institution’s quality over several years.” The College was instructed to demonstrate full resolution of this concern by the October 2011 comprehensive review.



A comprehensive self-study was completed in October 2011, followed by a visit of Commission representatives. Based upon the visiting team’s report and eight major recommendations (regarding Student Learning Outcomes, strategic planning, course syllabi, student records, employee evaluation, strategic hiring plan, professional development, and Board actions and communication), in February 2012, CR was placed on “show cause.” Show cause is ordered when the Commission finds that an institution is in substantial noncompliance with its Eligibility Requirements, Accreditation Standards or Commission policies, or when the institution has not responded to the conditions imposed by the Commission. The Commission noted that “College of the Redwoods has not demonstrated an ability to address evaluation team recommendations in a manner that is timely, complete and sustained, and has not demonstrated consistent and reliable compliance with Accreditation Standards.” The College was required to prepare a Show Cause Report by October 2012, as well as a Closure Plan.

A summary of College of the Redwoods’ accreditation standing is presented in the following table. Each of the following decisions was made based upon a report being submitted by the College and an evaluation team visiting the College.

October	2005	Warning Issued
March	2006	Warning Continued
March	2007	Placed on Probation
October	2007	Continued on Probation
April	2008	Moved from Probation to Warning
October	2008	Removed from Warning
April	2009	Warning Issued
October	2009	Removed from Warning
October	2010	Remained off Sanction
October	2011	Ordered to Show Cause

Over this six-year period of accreditation volatility, much work has been done at the College to attempt to resolve the issues and to come into compliance with Accreditation Standards and Eligibility Requirements. As has been stated in many of the visiting team reports, a complicating factor of CR during this time frame is the high rate of turnover of senior administration. Since 2005, counting both interim and permanent presidents, CR has had six presidents in seven years. The College has experienced similar turnover in other senior-level positions. While one team report indicated that this high turnover resulted in a leadership vacuum that was inappropriately filled by faculty and Trustees, careful review of all the reports support the conclusion that faculty, staff, and Trustees have diligently worked to try to meet Accreditation Standards in spite of the high administrative turnover.

As stated previously, throughout the history of CR, including the previous six years of accreditation struggles, the College has provided exceptional education to the residents of California’s North Coast. Data shows that 27 percent of high school graduates within the District enroll in CR the Fall after high school graduation, compared to a statewide rate of 23 percent, and CR’s student body last Fall was comprised of almost 40 percent full-time students, compared to the statewide average of 30 percent. This speaks to the importance of

CR in serving the community by educating a large percentage of high school graduates and by providing a full-time education to an above average number of students.

Additionally, the College's overall student success rate last Spring semester was almost identical to the statewide average of 68 percent. CR's retention rate of 88 percent was five percentage points higher than the statewide average. When compared to peer institutions, according to the 2012 ARCC (Accountability Report for Community Colleges), the College's student progress and achievement rates, as well as the percent of students who earn at least 30 units, are both slightly higher than the other colleges in the peer group.

Much of the economic vitality of the North Coast communities served by CR depends on the successful outcome of the College's Show Cause status. The Board of Trustees, administration, faculty, and staff are committed to bringing CR into full compliance with all Accreditation Standards and Eligibility Requirements and ensuring the sustainability of policies and practices in order to maintain full compliance.

## **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 website ([#ER-1](#)).

### **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.” The mission statement was last revised on July 7, 2011 ([#ER-2](#)).

### **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. Information about the Board of Trustees policies may be found on the Board webpage ([#ER-3](#)).

The Board holds regular monthly meetings and is 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 College’s annual audit reporting. All these meetings are open to the public with the agendas, minutes, and attachments posted on the College website and made available in the Office of the President/Superintendent ([#ER-4](#)).

### **4. Chief Executive Officer**

The Board of Trustees selects the chief executive officer (CEO) of the College. The chief executive officer is not a member of the Board of Trustees. Kathy Lehner, President/Superintendent of Redwoods Community College District, is the CEO, whose full-time responsibility is to the institution. President Kathy Lehner assumed her office as President/Superintendent on May 14, 2012.

## **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, five deans, and a number of other administrators, and managers ([#ER-5](#)).

## **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. The enrollment history and number of degrees awarded can be found on the California Community Colleges Data Mart site ([#ER-6](#)).

## **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 ([#ER-7](#)).

## **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 2011-12 there were 467 associate degrees awarded. Associate in Arts and Associate in Science degrees generally require 60 semester units including 18 units of general education. In 2011-12 there were 175 certificates awarded. Certificates of Achievement have varying requirements, generally ranging from 18 to 30 units. Certificates of Recognition require fewer than 18 units of course work ([#ER-8](#)).

## **9. Academic Credit**

Academic credit is based on Title 5, Section 55002.5 of the California Administrative Code. As defined in 34 Code of Federal Regulations (CFR) 6001.2, the College has adopted a policy appropriately defining a 'credit hour' in accordance with 34 CFR 6001.2.

## **10. Student Learning and Achievement**

The College defines and publishes student learning outcomes (SLOs) in course outlines of record and syllabi. The SLOs are reviewed, assessed, and updated regularly through the assessment, program review, and curriculum process ([#ER-9](#)). The College has developed program learning outcomes (PLOs) for all degrees and certificates which are published in the catalog. The College also has identified general education outcomes for all students receiving an Associate's degree.

## **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. All courses offered by College of the Redwoods have been approved by the California Community College's Chancellor's Office (CCCCO).

## **12. Academic Freedom**

The College's Board of Trustees has adopted Board Policy (BP) 4030 Academic Freedom that is included in the faculty handbook and states in conclusion:

“It is the responsibility of the Redwoods Community College District to provide an institutional environment that encourages academic freedom and instills respect and commitment to the obligations required to maintain these freedoms.”

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 84 full-time and approximately 200 associate (part-time) faculty, as well as approximately 50 community education instructors. The names, degrees, and years of employment of full-time faculty are listed in the College catalog. The faculty serves 4,500 to 5,000 credit students every semester and approximately 1,500 continuing education students every year by providing them with quality basic skills, career and technical education, transfer education and workforce development programs. Faculty responsibilities are stated in the Faculty Handbook ([#ER-10](#)) and in the contract between the Redwoods Community College District (RCCD) and the College of the Redwoods Faculty Organization (CRFO). Consistent with these documents, is the faculty responsibility to develop and review curriculum as well as the assessment of learning ([#ER-11](#)).

## **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 and Services; Athletics; Bookstore; Cafeteria; Career Center; Transfer Center; Child Development Center; Continuing Education; Counseling and Program Advisement; Disabled Students Programs and Services; Distance Education; Financial Aid/Scholarship; Foundation; Human Resources; Health Center; and Learning Resource Center ([#ER-12](#)).

## **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 schedule of classes, and on the College's website. To enroll at the College, a student must satisfy the published requirements. Information about the College admission policies may be found on pages 9-12 of the 2012-13 College catalog ([#ER-13](#)).

## **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. College-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**

The District Board of Trustees and administration is dedicated in working with all stakeholders in planning for and maintaining a funding base that provides financial resources to support student-learning programs and services. This collaborative and collegial process is focused on the improvement of institutional effectiveness and the assurance of financial stability.

The 2012-13 Goals for the Board of Trustees and President/Superintendent ([#ER-14](#)) demonstrate a formal commitment to fiscal stability and governance decisions that will lead to long-term fiscal sustainability.

The District has maintained a prudent five percent reserve balance every year through 2011. While the District has been able to maintain a five percent balance every prior year, the District ended with less than five percent reserves at the end of the 2011-12 fiscal year. Due to the State's own fiscal challenges and its impact on community colleges, College of the Redwoods is taking a very conservative fiscal approach. The District's 2011-12 ending fund balance was reduced by \$790,000 due to a non-recurring write-down of uncollectible student

accounts receivable that had built up over the last several years. By permanently moving to a more prudent and fiscally conservative method of writing down uncollected debts, the District has now minimized the rise of future write-downs. As a result of this accounting procedure and an identified structural budget imbalance, the 2012-13 fiscal year Final Budget stands \$2 million out of balance. In order to address this structural budget deficit, \$2 million in sustained budget savings, combining both increased revenues and decreased expenditures, will be necessary and achieved. The College recognizes that it has a structural deficit problem and is taking the necessary steps to maintain fiscal stability. These steps include the following:

- On August 7, 2012, the Board of Trustees accepted the appointment of a State Special Trustee to assist the District with fiscal stability and adherence to Accreditation Standards, Eligibility Requirements, and Commission Policies.
- Both the Board and President/Superintendent set 2012-13 Goals making Fiscal Stability a priority.
- At the October 1, 2012 Board of Trustees meeting, Board and employee training on labor negotiations and interest-based bargaining were conducted.
- At the October 2, 2012 Board of Trustees meeting, the District presented its Initial Bargaining Proposal to the CRFO and the California School Employees Association (CSEA) (#ER-15).
- Transfer of funds from the Employee Benefit Trust Fund to the unrestricted General Fund to provide for a positive ending fund balance.
- On September 4, 2012, the President/Superintendent sent an “Important Message for all Employees” highlighting the importance of “fiscal stability” and further steps being implemented to address this important Eligibility Requirement and Accreditation Standard (#ER-16).

## **18. Financial Accountability**

An independent auditing firm audits the College on an annual basis. The College 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 assesses its references. The auditing firm employs Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. The Board of Trustees review the audit findings, exceptions, letters to management, and any recommendations made by the contracted auditing firm, at its meeting held in public. The College is in compliance with federal requirements relative to Title IV. The District’s annual financial statement audits have been outstanding with no audit exceptions and no material weaknesses identified since the last comprehensive accreditation self-study report. The College 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. The College has carried a large student receivable account over the years. The College has taken a \$790,000 write down in this account in the 2011-12 fiscal year in order to accurately reflect what can be reasonably collected. This write down has contributed to the decline on the fund balance. The College believes this write down is a more fiscally prudent and accountable approach to

maintaining Fiscal Stability. In addition to the external audit report providing accountability, the Board of Trustees and President/Superintendent's goals reflect a public and transparent commitment to fiscal stability and accountability, in that each will be evaluated and held accountable on the stated goals.

### **19. Institutional Planning and Evaluation**

The descriptive summaries and self evaluations 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 (IEC) reviews these reports and publications, documenting the activities aimed at improving programs and services (#ER-17).

### **20. Integrity in Communication with the Public**

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 website, in the Strategic Plan, and in the Education Master Plan. The College catalog, schedule of classes, and the website 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 such as college performances, important deadlines, late registration and financial aid via direct mail, electronic mail and through several other media, including website 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 website.

### **21. Integrity in Relations with the Accrediting Commission**

The Board of Trustees and the President/Superintendent provide assurance that the College adheres to the Eligibility Requirements, Accreditation Standards and policies of the Commission. The College responds to Commission requests, directives, decisions and policies with complete, accurate and honest information.



## **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 (ACCJC) 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.

### **Policy on Substantive Change**

In accordance with ACCJC policy, the College adheres to this policy by submitting substantive change proposals to the Commission. The College submitted five substantive change proposals on May 27, 2011 to the Commission. The proposals deal with intent to offer online degrees and programs, intent to offer additional degrees at Eureka main campus, Del Norte Education Center, Mendocino Coast Education Center, Klamath-Trinity Instructional Site and offer programs at the Highway 101 Corridor Instructional Sites.



## **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.*



## **IB. 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.*

Over the last several years, College of the Redwoods (CR) has substantially improved its capacity to evaluate and improve student learning and institutional effectiveness, and structures and processes are in place to ensure sustainability. The College has demonstrated several cycles of assessment, implementation, and reevaluation to improve performance in many instructional and service programs. Dialogue based upon assessment, program review, and planning processes is established at the College.

While program review and assessment to improve student learning has been taking place in many areas throughout the College for over five years, the College has more recently implemented a more structured approach for widespread implementation of integrated planning through updated Integrated Planning processes that better link assessment and program review to planning and budgeting. The College's integrated planning processes have been developed and refined since 2008, when the integrated planning model was first designed, and the College has gained sufficient momentum to ensure sustainability of its ability to support, measure, and improve institutional effectiveness.

The College's updated Planning, Budgeting, and Program Review Manual describes how assessment and program review functions as the basis for integrated planning at the College. The manual also outlines the timelines and expectations regarding the development of institutional plans such as the Strategic Plan, Education Master Plan, and Annual Institutional Plan, as well as functional plans such as the Technology Plan and the Facilities Plan, and program plans.

The Office of Institutional Research (IR) has guided the improvement of the College's assessment, program review, and planning processes by providing resource support for the Assessment Committee, by designing and implementing an online assessment reporting tool, by improving the institutional dataset for use in program review, and by conducting an external and internal environmental scan to support the development of the College's Strategic Plan and Education Master Plan. IR improved the Institutional Effectiveness Scorecard in the 2011-12 year, standardizing the reporting format and providing appropriate benchmarks, where available.

Assessment, program review, and planning processes ensure broad-based dialogue and input from constituents through the use of assessment by instructional faculty as well as by student services and administrative services personnel. Institution-wide dialogue is promoted through

assessment summits and integrated planning summits. Structures are in place that ensures that curriculum development, assessment, and program review is conducted college-wide, and planning processes include input from all constituents.

The College's annual Institutional Effectiveness Report (IER) summarizes the work of the College, evaluates its effectiveness, and develops recommendations for improving institutional effectiveness and institutional effectiveness processes. The College has implemented many of the recommendations identified in the 2010-11 IER during the 2011-12 year to ensure continuous improvement.

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

#### Description

Dialogue at College of the Redwoods (CR) is structured to ensure the continuous improvement of student learning and institutional processes. Dialogue based upon assessment, program review, and planning processes is established at the College.

The College has developed an ongoing, sustainable process for assessing learning at the course, program, certificate, and degree levels, analyzing and discussing results, and using those results to inform improvement. The College has institutionalized the assessment process by mapping course outcomes to degree and certificate outcomes, by collaborating to identify two-year assessment cycles for all college degrees and certificates, and by incorporating the faculty responsibility for assessing student learning into the faculty contract (#IB-1, #IB-2, #IB-3).

Dialogue about assessment activities and results are promoted by facilitated sessions for faculty and Student Development personnel, a three-day assessment summit in May 2012, and an online forum for supporting and documenting assessment dialogue (#IB-4, #IB-5, #IB-6, #IB-7). The Assessment Committee's charge includes facilitating college-wide dialogue about assessment, disseminating the results of assessment, and monitoring assessment results to ensure the ongoing improvement of teaching and learning (#IB-8).

This dialogue has led to program improvement plans such as an initiative to develop math problems based upon real examples taught in career and technical education disciplines taught at the College (#IB-9). The Curriculum Committee has led the College dialogue regarding the quality of general education at CR. Courses qualifying as general education (GE) are required to make explicit how they meet the general education learning outcomes, and only courses that have the appropriate level of breadth and depth are considered for general education. The College has assessed all general education outcomes, is refining and improving general education assessment processes, and is facilitating robust, institution-wide dialogue about GE (#IB-10).

Student Development professionals have been assessing student learning since 2006-07 (#IB-11, #IB-12). The Student Development Division has been active in reviewing and revising its Student Learning Outcomes (SLOs) and service area outcomes to make them more specific and measurable. In particular, the Student Development Division has improved its assessment methods and analysis to gain a better understanding of how Student Development activities contribute to student learning (#IB-13).

Through regular Student Development meetings, “Assessment Thursday” discussions, and retreats, Student Development professionals have identified, assessed, and improved upon program outcomes (#IB-14, #IB-15). Examples include guidance program outcomes for students in Disabled Students Programs and Services (DSPS) as well as education plan outcomes for students with children in the College’s Child Development Center (#IB-16, #IB-17).

Administrative Services program reviews include data analysis, critical reflection of assessment activities, evaluation of previous plans, plans for the upcoming period, and resource requests (#IB-18). Administrative Services departments have improved their program review processes by refining the effectiveness indicators that will be incorporated into program reviews (#IB-19).

Program review processes ensure college-wide dialogue because faculty and staff within each discipline or program must work collaboratively with colleagues throughout the College in preparing their program review reports (#IB-20, #IB-21). Annual discipline program reviews require analysis of curriculum updates, recording and analysis of SLOs assessment, and analysis of student-success indicators, all of which have a requirement for collective and collegial dialogue. Student Development staff and academic discipline faculty also 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 (#IB-22, #IB-23).

All program reviews, including the summaries prepared by the Program Review Committee, are available on the College’s website. A Program review Master Executive Summary is distributed to the College community each year and is presented to the Board of Trustees, the Academic Senate, and various planning committees (#IB-24, #IB-25, #IB-26). Program Review Master Executive Summaries are used to inform the development of the College’s Strategic Plan, Education Master Plan, and other functional plans including the Basic Skills Work Plan (#IB-27, #IB-28).

Over the last several years, CR has significantly improved its capacity to evaluate and improve institutional effectiveness. The Director of Institutional Research (IR) has collaborated closely with planning committees to ensure that college plans can be evaluated, and that indicators have appropriate benchmarks and targets. The Institutional Effectiveness Scorecard tracks the College’s nine key performance indicators adopted in 2008, which include: course retention; student retention; completions; transfers; enrollment; budget; and student, staff, and community satisfaction. IR has also improved the institutional data set used for program review and training on the use of data has taken place (#IB-29, #IB-30).

For example, the Director of IR conducted flex sessions at sites and centers college-wide during the 2011-12 year and has presented and explained the data contained in the Institutional Effectiveness Scorecard to planning committees including the Strategic Planning Committee, the Education Master Plan Committee, and other groups (#IB-31, #IB-32, #IB-33).

The Director of Planning, Grants, and Institutional Effectiveness oversees the planning process and ensures that the planning processes are aligned and documented through the refined integrated planning model (#IB-34). The College also has a comprehensive Planning, Budgeting, and Program Review Manual, as well as an institutional plan alignment model (#IB-35, #IB-36). Structures and processes are in place, and the College uses collegial and consultative dialogue to refine its integrated planning processes (#IB-37, #IB-38). A number of programs have successfully implemented several cycles of assessment, implementation, and reevaluation to improve program performance (#IB-39, #IB-40); likewise, a number of functional and planning committees have successfully implemented several cycles of evaluation, planning, implementation, and reevaluation to improve institutional performance (#IB-41, #IB-42, #IB-43, #IB-44).

On an annual basis, each planning committee evaluates its own effectiveness using various assessment methodologies (#IB-45, #IB-46, #IB-47). Planning committee self-evaluation findings are then reported to the Institutional Effectiveness Committee (IEC) annually for inclusion in the IEC's annual Institutional Effectiveness Report (IER). In this annual report, the IEC also collects and analyzes data to identify needed improvements to the integrated planning process.

The IEC monitors the College's dialogue about the continuous improvement of student learning and institutional processes. The IEC produces an annual IER to summarize improvements in the College's assessment, program review, and planning processes and to recommend further improvements. This report has been produced in each of the last two years and ensures self-reflection about continuous quality improvement (#IB-48, #IB-49).

Institutional dialogue is supported and facilitated with robust and widespread communication. The College maintains an internal website that provides easy access to all information related to assessment, program review, and planning. All planning committees are represented on the CR website, and agendas and minutes are typically emailed to all constituents and archived on the website so committee decision-making processes are transparent. This website provides a "one-stop shop" for a variety of information including a committee meeting calendar and information about each committee, assessment resources and reporting tools, and all college planning processes (#IB-50, #IB-51, #IB-52). 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. As information access has increased, the College has also restructured the internal website to streamline information access, eliminate redundancy, and ensure transparency of college operations (#IB-53, #IB-54).



In summary, dialogue about institutional effectiveness at CR is evident and demonstrated within the College's assessment process, within the long-standing and continually improved program review process, with the use of assessment and program review information to guide planning, with evaluation of institutional effectiveness and institutional effectiveness processes, and with robust communication mechanisms.

### Analysis

This standard is substantially met and is sustainable. Conversations are occurring college wide about how to interpret and use data for decision-making, conduct planning, and continually improve processes. Structures and processes are institutionalized to ensure that collaboration and dialogue takes place. Student services programs have demonstrated several cycles of assessment, implementation, and reevaluation, and administrative service area program reviews include various metrics, related analysis, and documented plans for improvement. All course, degree, and certificate assessment processes in instructional areas are now on a two-year cycle, which will expedite complete cycles of continuous quality improvement in instructional areas in response to assessment. The College will be able to demonstrate several cycles of assessment, implementation, and reevaluation to improve institution and program performance.

*IB.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

The Institutional Plan Alignment Model within the College's Planning, Budgeting, and Program Review Manual, describes, with the College's Mission and Vision as a guide, how the College's Strategic Plan identifies broad goals and specific, measurable objectives in support of its intended student population and its commitment to student learning (#IB-55, #IB-56). Similarly, the Education Master Plan (EMP) identifies educational program and service goals and objectives in alignment with the Strategic Plan and in support of the College's mission (#IB-57, #IB-58). Functional plans, such as Technology, Facilities, and Enrollment Management plans, are specific to particular functions at the College and are developed to carry out the College's strategic and education master plans (#IB-59, #IB-60, #IB-61). Program, service, and administrative departments develop plans to accomplish institutional goals and objectives (#IB-62, #IB-63, #IB-64).

Institutional and program planning, budgeting, and evaluation activities are mutually informing and are linked through assessment and program review and to the College's integrated planning process. Institutional plans such as the Strategic Plan, the Education Master Plan, and functional plans, such as the Enrollment Management Plan, the Technology Plan, and the Facilities Plan, are developed by their respective functional committees, and are guided by trends, themes, and assessment analyses

identified in individual program reviews. These institutional plans also provide guidance for development of program plans as exemplified by the prompts in the program review templates that encourage programs to align their plans and resource requests with institutional goals and objectives (#IB-65).

During the 2011-12 year, the College took a number of steps to develop and articulate goals and measurable objectives and broadly disseminate planning information throughout the institution. College of the Redwood's mission statement was revised in 2010-2011 to better ensure its current relevance to the College, and following this update, the College embarked on an update of the Strategic Plan to support this new mission (#IB-66, #IB-67).

Beginning at Convocation 2011, the Interim President/Superintendent commenced the College's work to update the Strategic Plan (#IB-68, #IB-69). In collaboration with the Director of Planning, Grants, and Institutional Effectiveness, the College formed a strategic planning committee in September 2011. This committee used data provided in the Institutional Effectiveness Scorecard (IES), an environmental scan of conditions and trends, and past program review information to identify key themes. An organized series of college-wide listening sessions collaboratively refined these themes in November 2011 to gather constituent input. The Strategic Planning Committee afterward identified five broad goals for the 2012-17 Strategic Plan. For each goal, the committee identified a series of objectives and intended outcomes, potential initiatives or actions, and indicators for each objective. The Director of IR provided resource support for the committee to ensure that appropriate data was incorporated into the planning process and that all objectives contained indicators that Institutional Research can track throughout plan implementation and evaluation. The College distributed the draft plan college-wide for feedback prior to being finalized for ratification by the Board of Trustees on April 3, 2012 (#IB-70).

The College formed an ad hoc Education Master Plan Committee in Fall 2011 to update the Education Master Plan in response to changes in the College's environment. The Education Master Plan Committee used the Program Review Committee's master executive summaries, input from service area advisory committees, and an external and internal scan to inform the development of the Education Master Plan. The Education Master Plan Committee identified five goals and a series of measurable objectives that, similar to the Strategic Plan objectives, contained measurable objectives and appropriate indicators (#IB-71, #IB-72).

Recognizing the need to align all college plans, in January 2012 the Interim President/Superintendent and the Director of Planning, Grants, and Institutional Effectiveness presented a workshop to explain the planning process and alignment of plans (#IB-73, #IB-74, #IB-75). The presentation included a diagram showing how the College's mission and vision statements guides planning and how institutional and program plans are all aligned with each other. The Strategic Plan and Education Master Plan committees thus ensure that the goals and objectives within individual plans are consistent with this alignment model. For example, the Education Master Plan goals of ensuring student success and maintaining technological relevance in areas of instruction support the broader strategic goals of "focusing on learners" and "technological relevance" (#IB-76, #IB-77).

The College distributed the draft goals and objectives in both the Strategic Plan and the Education Master Plan to the College community for constituency review prior to submission to the Board of Trustees for ratification ([#IB-78](#)). The Board of Trustees approved the Strategic Plan goals and objectives in April 2012 and the Board of Trustees approved the Education Master Plan goals and objectives in July 2012 ([#IB-79](#)).

Beginning in Spring 2012, other institutional planning committees updated their plans in alignment with the Strategic Plan and Education Master Plan. The Enrollment Management Plan, the Distance Education Plan, the Technology Plan, and the Facilities Master Plan, for example, updated and distributed their plans for appropriate college review ([#IB-80](#), [#IB-81](#), [#IB-82](#), [#IB-83](#)). The College developed an updated Student Equity Plan in Spring 2012 and ensured that several indicators in the Student Equity Plan are aligned with specific objectives in the Strategic Plan and Education Master Plan ([#IB-84](#)).

During Convocation 2012, the Director of Planning, Grants, and Institutional Effectiveness addressed the College community and presented the College's planning-related processes and accomplishments ([#IB-85](#)). The College's new President/Superintendent and the Director of Planning, Grants, and Institutional Effectiveness also led an annual institutional planning session with over 100 college faculty and staff members to identify specific initiatives and actions in the Strategic Plan and Education Master Plan the College will prioritize during the 2012-13 year ([#IB-86](#), [#IB-87](#)).

In order to select initiatives to prioritize in the Annual Institutional Plan and identify potential initiatives for the 2013-14 year, participants were presented with data provided by the IR Director and reviewed long-range institutional plans such as the Strategic Plan and the Education Master Plan. Other information available to breakout groups during the Annual Institutional Plan session included the Student Equity Plan; information provided by the Basic Skills Committee, the Technology Planning Committee, the Facilities Planning Committee, and the Budget Planning Committee; and assessment themes identified through a review of the College dialogue about assessment, program review summaries, and policy papers such as the recommendations from the California Community Colleges Chancellor's Office Student Success Task Force and the Community College League of California's Council on the Future of Higher Education ([#IB-88](#)).

The participants identified activities for the Annual Institutional Plan by selecting and refining potential initiatives and actions identified in the Strategic Plan and Education Master Plan; therefore, each action in the Annual Institutional Plan is linked to specific goals and objectives in these long-range institutional plans. For example, the plan to develop a first-year experience program in the 2012-13 year is linked to Strategic Plan Objective 1.4 and Education Master Plan Objective 1.2. Each action plan identified in the Annual Institutional Plan identifies a responsible person, a series of implementation steps and an associated timeline, a list of needed resources, and an evaluation mechanism. The Director of Planning, Grants, and Institutional Effectiveness collated and refined the action plans that were developed at the Annual Institutional Plan session and produced a draft Annual Institutional Plan for college wide review. The Director of Planning, Grants, and Institutional Effectiveness incorporated feedback on the draft plan and presented it to the College's Expanded Cabinet for ratification. The Annual Institutional Plan will serve as a guide for

program plans and resource allocation requests during the upcoming cycle, and will provide a milestone for measuring progress towards long-range planning goals (#IB-89, #IB-90).

### Analysis

This standard is substantially met and is sustainable. 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. Through existing structures and processes, the College measures progress on the goals and objectives in its institutional plans. This progress is documented in annual institutional effectiveness reports and shared with the College community.

The College expects to demonstrate completion of a full cycle of implementation and evaluation of institutional plans by the end of Spring 2013 when the Institutional Effectiveness Committee will issue the annual Institutional Effectiveness Report.

*IB.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 College has developed and implemented a number of processes to enable evaluation of progress toward institutional goals. The College uses an Institutional Effectiveness Scorecard, for example, to review data related to the College's nine key performance indicators adopted in 2008, which include: course retention; student retention; completions; transfers; enrollment; budget; and student, staff, and community satisfaction (#IB-91).

For more than five years, the College has also used its program review process to evaluate program effectiveness and inform college planning. Program review includes qualitative data, such as focus group and survey results, and quantitative data, such as labor market information, student success, and student achievement (#IB-92, #IB-93). In 2011, the College adopted an integrated planning model to tie assessment and program review to planning and budget. This model has been continually refined and improved upon each year in order to ensure the program review process effectively supports planning and budgeting (#IB-94, #IB-95).

The College's process and model for evaluation, planning, resource allocation, implementation, and reevaluation is outlined in the College's Planning, Budgeting, and Program Review Manual (#IB-96). This manual has been in use for several years and was updated in 2012 to describe the College's work in more detail and ensure more robust linkages between assessment and program review in planning and budgeting. The Planning, Budgeting, and Program Review Manual includes a diagram and description of the College's Integrated Planning Model. The diagram and related description explains the routing of

program review information and resource requests, as well as a timeline and description of all integrated planning activities. The program review, planning, assessment, and evaluation activities described in the manual document the College's cycle of continuous quality improvement.

The Institutional Effectiveness Scorecard provides a broad overview of the institution's key performance indicators (KPIs) related to student success, satisfaction, and institutional productivity. Each indicator is presented over a three-year cycle that, whenever possible, is compared to a peer or statewide benchmark. Planning committees use the scorecard to monitor the institution's progress towards strategic goals. For example, data regarding degree and certificate completions as well as transfers informed the development of the goals and objectives in the Strategic Plan and Education Master Plan and are tracked each year as the College implements the initiatives identified in these plans ([#IB-97](#), [#IB-98](#), [#IB-99](#), [#IB-100](#)).

Program review is foundational to college-wide planning. Program review reports contain an evaluation of changes in student achievement data and/or other significant indicators, a summary and analysis of assessment results, an update on program goal plans and progress, and outcomes-based resource requests ([#IB-101](#), [#IB-102](#), [#IB-103](#)). These components of program review are forwarded from the Program Review Committee to institutional planning groups, including the Assessment Committee, functional planning committees, and administrators. The planning groups then use program review data to inform planning, make recommendations regarding resource allocation, and ultimately monitor the effectiveness of the planning processes themselves to ensure continuous quality improvement. The planning groups utilize rubrics to score resource allocations using criteria such as whether resource requests are linked to assessment and program review, are aligned with institutional plans, and have measurable outcomes ([#IB-104](#), [#IB-105](#), [#IB-106](#), [#IB-107](#), [#IB-108](#)).

The Office of Institutional Research (IR) ensures the College uses appropriate qualitative and quantitative data for self-evaluation and continuous quality improvement. The College has defined common data sets for program review and planning purposes; program review data are prepared by IR and are available on the IR website ([#IB-109](#)). IR also prepares the College's Institutional Effectiveness Scorecard to report data related to the College's key performance indicators to the entire college community ([#IB-110](#)). IR provides resource support and leadership for conducting surveys and focus groups; collaborates with the Assessment Committee to identify assessment themes from college-wide dialogue; and presents the College's Accountability Report for Community Colleges (ARCC) to the Board of Trustees and the College community. IR also conducts external and internal environmental scans in support of college planning activities ([#IB-111](#)).

Deans and vice presidents provide resource support for the program review process and assist instructional and service areas to evaluate program plans, assess the status of plan implementation, analyze the results, and help individual programs or units to complete their goals, if needed ([#IB-112](#)). On an annual basis, each planning committee also evaluates its own effectiveness using various assessment methodologies ([#IB-113](#), [#IB-114](#), [#IB-115](#)). Planning committee self-evaluation findings, as well as plan modifications from the deans and vice presidents are then reported to the Institutional Effectiveness Committee (IEC)

annually for inclusion in the IEC's annual Institutional Effectiveness Report. In this annual report, the IEC also collects and analyzes data to identify needed improvements to the integrated planning process (#IB-116).

### Analysis

This standard is substantially met and is sustainable. The institution understands and embraces ongoing planning, assessment, and implementation and evaluation of assessment results. Committee processes are well-established and institutionalized, planning is founded on assessment and program review, and compliance with associated processes is high. The College has made substantial progress towards ensuring that resource allocations follow the planning processes. The College's integrated planning model and narrative is well understood and established and regular evaluations and improvements, guided by the model, are taking place.

*IB.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

The process to update the College's Strategic Plan and Education Master Plan in 2011-12 was broad-based and included all campus constituencies. These planning committees included faculty, staff, and administrators. Input from external advisory committees, comprised of community leaders, students, and other stakeholders, was included in the planning process, and the strategic planning committee sought college-wide input into the development of strategic planning themes through a series of "crucial conversations" held throughout the College in November 2011 (#IB-117, #IB-118). Draft Strategic Plan and education master plan goals and objectives were distributed to the entire college community for review and feedback prior to adoption and implementation (#IB-119, #IB-120, #IB-121).

Integrated planning functional committees have clearly defined charges and scopes within the College's planning model. Planning committees consist of members' representative of diverse college constituents. The integrated planning functional committees include the Program Review Committee, the Technology Planning Committee, the Facilities Planning Committee, the Enrollment Management Committee, and the Budget Planning Committee (#IB-122).

The College allocates resources to meet established and institutionalized planning goals. For example, the 2008-11 Strategic Plan included: Goal 2, "Develop and manage human, physical, and financial resources to effectively support the learning environment;" and Objective 2.3, "Improve technology services and support." Program reviews authored in Spring 2010 generated roughly 50 requests for technology upgrades, 18 of which were forwarded by the Technology Planning Committee to the Budget Planning Committee (BPC) for consideration. The Budget Planning Committee recommended that 13 of those technology requests be funded through the Measure Q/B bond, and 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 in support of the Technology Master Plan and Strategic Plan ([#IB-123](#), [#IB-124](#)). One example of improvements based upon this is the recent upgrade of the computer lab in the Art Department ([#IB-125](#), [#IB-126](#), [#IB-127](#)). The Technology Services Department has further evaluated improvements based upon its plans through a recent technology survey ([#IB-128](#)).

The BPC ranks and prioritizes allocation requests received from the institutionalized integrated planning process. Prioritization of requests is based upon committee-defined rubrics that include factors such as: linkages to assessment and improvement of student learning; relevance to institutional goals and objectives, and whether requests are linked to plans with identified outcomes and an evaluation plan in place ([#IB-129](#)). Some examples of resource allocation based upon the College's integrated planning process include: the purchase of a document-imaging system based upon the program review prepared by the Admissions and Records Department; the allocation of funds to upgrade the firing range used by students in the Police Academy; a comprehensive upgrade of computer labs based upon assessment and program review information; and an adjustment of the operational budget for annual software upgrades in the Global Information Systems lab for the Forestry and Natural Resources Department. ([#IB-130](#), [#IB-131](#), [#IB-132](#), [#IB-133](#), [#IB-134](#), [#IB-135](#), [#IB-136](#), [#IB-137](#)).

The College also relies upon public listening sessions to make important, consensus-driven decisions about resource allocations. In Spring 2012 the co-chairs of the BPC held a series of listening sessions to gather from the College community ideas for reducing expenses and increasing revenue in response to a mid-year budget cut and an anticipated reduction for the 2012-13 year ([#IB-138](#)). As the budget situation has continued to evolve, the College has relied upon the BPC to develop and approve planning assumptions and make recommendations for budget adjustments in the 2012-13 year to ensure fiscal sustainability. Examples of broad-based processes for planning and budget allocation include the decision to close several instructional sites, as well as the development of recommendations related to the bookstore and dining services ([#IB-139](#), [#IB-140](#), [#IB-141](#)).

Recently, the College has faced a structural budget shortfall impacting the 2012-13 fiscal year. The College President/Superintendent, Special Trustee, and Vice President for Administrative Services presented the College's budget condition at Convocation at the beginning of the Fall 2012 term ([#IB-142](#)). Subsequently, all-college budget forums were held to provide further details and seek constituent input ([#IB-143](#), [#IB-144](#)).

The EMC has likewise played an important role in maintaining the College's capacity to provide 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 6 percent of sections cancelled per semester ([#IB-145](#)). The EMC also led a 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 ([#IB-146](#)).

Many program reviews and functional plans include broad-based input gathered through surveys and other feedback mechanisms. For example, student services and administrative services program reviews include survey results and plans based upon this input (#IB-147). Numerous committees, likewise, solicit broad-based input through surveys and other feedback mechanisms (#IB-148, #IB-149).

The College conducts annual planning surveys and holds annual integrated planning summits to gather information in order to evaluate the effectiveness of integrated planning at the College (#IB-150, #IB-151, #IB-152). Planning committees also conduct self-evaluations to identify continuous improvements to their processes (#IB-153).

Several cycles of the integrated planning process have been completed; improvements to the integrated planning process have taken place based on process evaluations, and these improvements are documented in the College's annual Institutional Effectiveness Report (#IB-154).

### Analysis

This standard is substantially met and is sustainable. Comprehensive college planning takes place within the Program review and integrated planning process. All college constituencies have made great progress in developing and understanding the integrated planning process. Broad involvement occurs within the program review process, within the work of the functional committees, and with college-wide communication and dialogue. The College has improved its ability to allocate resources in support of planning and has utilized data-informed strategies to respond to current fiscal challenges.

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

### Description

The College ensures that documented assessment results are communicated widely and publically. Assessment is now taking place at all levels; committees and processes support and document assessment dialogue; and communication mechanisms ensure college constituents are provided with quality-assurance information.

For the past three years, the quantity and quality of assessments have increased. During both Spring 2012 and Summer 2012, at least one learning outcome was assessed in 90 percent of courses. At least one learning outcome has been assessed in at least 60 percent of programs (#IB-155). Programs evaluate their learning outcomes and assessment methods and use these evaluations to make improvements. Improvements include revised course outlines, revised syllabi, the development of new learning activities, and revised assessments (#IB-156, #IB-157, #IB-158, #IB-159).



The College has implemented a number of mechanisms to ensure assessment of learning takes place at the course level, certificate level, degree level, and program level, and that information about assessment is easily accessible. The College has created a memorandum of understanding with the faculty union that establishes participation in assessment as a professional duty for instructors and an administrative system for monitoring whether assessments are being done ([#IB-160](#), [#IB-161](#)).

The College has developed and implemented several systems to support assessment work. Assessment resources for faculty have grown from a rudimentary assessment toolkit to a comprehensive Assessment Handbook that defines terms, describes various methods of assessment, and provides assessment planning forms and information. Faculty have mapped course- and program-level outcomes and have developed plans for assessment to ensure all outcomes are assessed on a two-year cycle.

An online Assessment Reporting Tool has been developed and implemented to organize and distribute assessment data, as well as support and document assessment dialogue. The online forum has been further developed and refined to better record, report, and support the analysis of student learning assessment data. The program also includes a section for faculty to “close the loop” on reports and dialogue sessions ([#IB-162](#)).

Training and resource support is provided by the Assessment Committee and the Assessment Coordinator ([#IB-163](#), [#IB-164](#), [#IB-165](#), [#IB-166](#)). The Assessment Committee’s operating agreement describes its role to facilitate college-wide dialogue about assessment, disseminate the results of assessment, and monitor assessment results to ensure the ongoing improvement of teaching and learning ([#IB-167](#)). Dialogue has taken place within department and division meetings, “Assessment Thursday” discussions led by Student Development personnel, “Assessment Friday” sessions in instructional areas, and Distance Education Advisory Committee meetings in which a comparison of the effectiveness of various instructional delivery modes has been discussed. Much of this dialogue culminated in the College’s Spring 2012 Assessment Summit which included: all-college forums; focused institution-wide dialogue sessions on general education; intra- and cross-disciplinary assessment; and interdisciplinary dialogue forums on how each program or department could best use assessment results for quality improvement. The College demonstrated depth of its commitment to assessment by suspending many normal office functions and providing compensation for many employees who attended outside normal contract hours. This college-wide dialogue created an opportunity for instructional faculty and non-instructional faculty to review assessment across disciplines and areas ([#IB-168](#)).

The College’s progress related to assessment, implementation, and reevaluation is summarized in the College’s Institutional Effectiveness Scorecard and described in the College’s annual Institutional Effectiveness Report ([#IB-169](#)). The program review template includes a section for programs to summarize their assessment results, and the Program Review Committee forwards these summaries to the Assessment Committee ([#IB-170](#), [#IB-171](#)). The Assessment Committee then reviews these summaries to identify themes and take appropriate actions to facilitate college-wide dialogue about assessment and student learning. These actions include organizing college-wide and inter-program workshops on particular

topics that the program review summaries have identified as important for broader, college-wide dialogue and analysis.

The Program Review Committee also summarizes the individual quality improvement plans for each program and creates an annual master executive summary that informs higher level institutional plans including the Strategic Plan, the Education Master Plan, and the Annual Institutional Plan and is used by other planning committees such as the Basic Skills Committee. This master executive summary is presented to key planning committees, constituency groups, and the Board of Trustees and is described in the College's annual Institutional Effectiveness Report ( [#IB-172](#), [#IB-173](#), [#IB-174](#), [#IB-175](#), [#IB-176](#), [#IB-177](#)).

The Institutional Effectiveness Scorecard is updated by the Institutional Research (IR) Director annually and is used to inform the development of and evaluate progress towards the goals and objectives in institutional plans such as the Strategic Plan, Education Master Plan, and Annual Institutional Plan and in individual program plans. The Enrollment Management Committee, for example, has heavily relied upon the data in the Institutional Effectiveness Scorecard to develop the Enrollment Management Plan. These indicators are analyzed by the Institutional Effectiveness Committee and described in the College's annual Institutional Effectiveness Report. The Institutional Effectiveness Scorecard and the annual Institutional Effectiveness Report is presented to key planning committees, constituency groups, and the Board of Trustees and is distributed to the entire college community ([#IB-178](#), [#IB-179](#)).

The aforementioned structures and processes ensure that matters of quality assurance are documented and that college-wide dialogue about institutional effectiveness is robust and leads to demonstrable improvement in student learning and program services. College-wide understanding about the College's continuous quality improvement efforts is supported by an improved and user-friendly webpage design and consistent web posting of committee information; timely distribution of planning documents and summary materials; and regular presentations about institutional effectiveness during Convocation and flex activity sessions. The College's transparency in sharing information is also illustrated through the regular broadcast of Board of Trustees meetings. Additionally, the College posts all Board meeting materials on the College's website. The Board receives and discusses summaries of assessment activities, institutional data, and program review information including data from the Accountability Report for Community Colleges, the Institutional Effectiveness Scorecard and Institutional Effectiveness Report, and the program review executive summaries ([#IB-180](#)).

Students and prospective students are also provided with important assessment results and other information about institutional quality. Outcomes for the College's degree and certificate programs are listed in the College's catalog for review ([#IB-181](#)); course outlines of record induce course level Student Learning Outcomes (SLOs) and are posted on the College's website ([#IB-182](#), [#IB-183](#)). Important information about educational effectiveness is also provided to students through, for example, gainful employment disclosures and licensure pass rate which is also available on the College's website ([#IB-184](#), [#IB-185](#)).

The assessment process itself has continuously improved, becoming more streamlined and sustainable. The College has an information management system for its assessment results, the role of the Assessment Coordinator has been updated and clarified, and the Assessment Committee's charge is well-defined. The College has established participation in assessment as a faculty obligation, and the structure for monitoring and reporting assessment activities is a well-defined and well-understood. The College has also moved to a two-year cycle of assessment, improvements, and reevaluation of improvements "closing the loop" (#IB-186, #IB-187, #IB-188).

The College has included student learning as one of its key performance indicators measuring institutional effectiveness. Updating the previous integrated planning narrative to a more comprehensive Planning, Budgeting, and Program Review Manual has improved college-wide understanding of planning, especially the use and role of assessment results in making program improvements and resource allocations (#IB-189).

The Student Development Division has revised student learning and program outcomes for student services programs to make assessment work more meaningful, demonstrate its contribution to student learning, and enable the College to use analysis of learning outcomes data in the institutional planning and resource allocation process (#IB-190).

Administrative Service Programs have revised program outcomes as well, making assessment work more meaningful, and demonstrating their contribution to student learning and continuous quality improvement.

### Analysis

This standard is substantially met and is sustainable. The College has appropriate assessment, program review, and planning structures and processes in place to ensure dialogue and communication about assessment that is robust and leads to educational improvement. The assessment process at the College is being continually refined and improved, and as a result of these improvements the College is in a position to be able to better communicate assessment results and their use to improve student learning and educational effectiveness.

*IB.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 has an established history of systematically reviewing and modifying all parts of the integrated planning cycle. Dialogue among a number of college constituents has led to refinements in the integrated planning model, culminating in the current model, for which support and understanding is established (#IB-191, #IB-192, #IB-193, #IB-194, #IB-195, #IB-196). Program review processes and templates have been continuously improved upon each year since 2008; deficiencies are identified and improvements are documented in the

Institutional Effectiveness Report as well as the institutional research data used for program review (#IB-197, #IB-198, #IB-199). The Institutional Research Department likewise has conducted self-assessment and documented its plans in the department's program review (#IB-200).

The Institutional Effectiveness Committee (IEC) monitors the College's integrated planning process by systematically reviewing and modifying 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 and evaluation of barriers to achieving institutional benchmarks (#IB-201).

The Director of Planning, Grants, and Institutional Effectiveness, in consultation with the IEC and others, has updated and expanded the College's integrated planning manual, now entitled the Planning, Budgeting, and Program review Manual. The manual details the process and timeline for institutional planning, linking assessment and program review to planning and budget, and for evaluating the planning process (#IB-202).

The IEC administers surveys with members of the College community and with planning committee members, reviews committee self-evaluations, and facilitates integrated planning summits and other meetings to gather input on the effectiveness of the integrated planning process and identify needed improvements. In Spring 2011 the IEC developed a college-wide planning survey, administered specific surveys to planning committee members, and held an integrated planning summit of committee chairs and members to evaluate the integrated planning cycle and identify needed improvements (#IB-203).

Many of the improvements that were documented in the 2010-11 Institutional Effectiveness Report were implemented during the 2011-12 year. In Spring 2012, the IEC administered another planning survey and also asked all planning committees to conduct self-evaluations. The second annual Integrated Planning Summit, held in March 2012, evaluated progress regarding the College's integrated planning cycle and made recommendations for improvement in the 2012-13 year (#IB-204). The 2011-12 Annual Institutional Effectiveness Report summarized the College's progress, the improvements needed, and plans to improve integrated planning during the 2012-13 year (#IB-205, #IB-206).

### Analysis

This standard is substantially met and is sustainable. The College's planning model is firmly in place and is regularly evaluated and refined as part of the College's continuous quality improvement cycle.

*IB.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

The College relies upon its program review process for systematically evaluating instructional programs, student support services, and other learning support services. All programs and services participate in annual program review, and the Program Review Committee (PRC) maintains a schedule for annual and comprehensive program reviews (#IB-207).

Program review is an institution-wide process of program evaluation, planning, and improvement for all instructional and non-instructional programs or units. As is outlined in the College's Planning, Budgeting, and Program Review Manual, the program review process includes the following five components: evaluation of trend; student success; and student equity data; summary and analysis of assessment results; updates and progress reports related to goals from the previous year; action plans and goals for the subsequent year; and resource requests (#IB-208, #IB-209).

Each review is evaluated in the form of a Program Review Committee (PRC) executive summary document with a focus on program effectiveness, 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. The PRC also publishes a master executive summary which is distributed to the College community and is used to inform college planning. These master executive summaries also identify needed program review process improvements (#IB-210). Self-reflection regarding the effectiveness of the College's evaluation mechanisms are also embedded in the program reviews of departments such as the Institutional Research Department and the Office of Instruction (#IB-211).

All course outlines and program proposals include SLOs, and program proposals must include program learning outcomes (PLOs) (#IB-212, #IB-213). As part of their professional responsibilities, faculty must engage in assessment of SLOs and report their results, analysis, and related dialogue in an online assessment forum (#IB-214). These assessment results are also summarized in program review documents (#IB-215). All degree and certificate programs are required to submit a two-year schedule for systematic assessment and review of all course- and program-level SLOs; student services programs have updated their outcomes and have likewise developed a two-year assessment schedule (#IB-216).

Evaluation and dialogue has led to the continuous improvement of the College's assessment process. The College's Assessment Coordinator as well as other members of the Assessment Committee have provided ongoing training and support that has led to a more consensual understanding among college constituents about how to conduct assessment ( #IB-217, #IB-218, #IB-219), #IB-220). Faculty and staff throughout the institution are engaged in the process of student learning outcome assessment at course, certificate, degree, and program

levels, and this assessment process is yielding evidence of program improvements throughout the College ([#IB-221](#), [#IB-222](#)).

The College's evaluation mechanisms are assessed in several ways. Assessment has been incorporated into the College's Institutional Effectiveness Scorecard, which is distributed to the entire college community ([#IB-223](#)). Assessment activities are discussed in the Institutional Effectiveness Committee's Institutional Effectiveness Report ([#IB-224](#)). Through the Institutional Effectiveness Scorecard and the College's Institutional Effectiveness Report the Institutional Effectiveness Committee and the Board of Trustees as well as the entire college community can monitor the assessment process at the College.

### Analysis

This standard is substantially met and is sustainable. Assessment and program review serve as the foundation for integrated planning to improve instructional programs, student support services, library, and other learning support services.

Assessment and program review processes are regularly assessed to ensure their effectiveness in improving instructional programs, student support services, and library and other learning support services.

The effectiveness of the College's evaluation mechanisms are embedded within program reviews and the Program Review Committee master executive summaries and are reported in the Institutional Effectiveness Scorecard and the Institutional Effectiveness Report.

## **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.*





## **IIA. 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.*

IIA.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

College of the Redwoods (CR) identifies three broad educational areas as central to its mission: developmental education; career technical education; and transfer preparation. The College provides educational programs to meet 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 an instructional site at Hoopa (Klamath-Trinity) 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 Shively Farm for agriculture students and off-site carpentry labs also contribute to meeting the mission of the College.

The College offers a selection of online courses to serve the needs of students living in remote parts of the multi-county district.

CR reviews each program regularly in accordance with the College's program review policy and procedure, Board Policy (BP)/Administrative Procedure (AP) 122, Educational Program review (#IIA-1). This review provides a means of systematic, collaborative, and evidence- and dialogue-driven evaluation for all instruction, student services, and institutional support areas (#IIA-2). In addition, the revised assessment review and the online Assessment Reporting Tool (ART) software facilitates active participation in outcomes assessment and dialogue among faculty and staff across the College's broad and diverse geographic region (#IIA-3). All distance education course offerings and all courses offered at the educational centers are included in the College's outcomes assessment project and thus form an integral part of disciplinary and institutional dialogue. The new ART software includes assessment results to be identified as from either an online or face-to-face course; this will allow the College to compare the effectiveness of online and face-to-face courses.

An enhanced Assessment Committee has been charged with overseeing the assessment process and connecting assessment more closely with program review ([#IIA-4](#)). The Assessment Committee and the Assessment Coordinator duties follow.

Assessment Committee Duties:

- Providing opportunities for faculty and staff development in assessment, particularly at Convocation.
- Coordinating the assessments of divisions and sites via liaison by assessment Committee members.
- Coordinating with the Program Review Committee (PRC) to gather information on assessment status of divisions.
- Evaluating and improving the assessment process and procedures across the institution.
- Presenting an assessment results and recommendations summary to be incorporated in the Institutional Effectiveness Report and distributed to the College community to inform planning.

Assessment Coordinator Duties:

- Keep check on whether submitted reports are in accord with assessment cycle plans.
- Route assessment information to appropriate planning committees.
- Serve as primary assessment consultant for faculty.
- Organize college-wide faculty development activities and dialogue.
- Serve as liaison between faculty and relevant administrative areas.
- Maintain currency by attending conferences on assessment.
- Attend relevant committees and report to the Academic Senate.

The Curriculum Committee review process ensures that the College provides regular updates to its curriculum. The Office of Institutional Research (IR) maintains a Course Curriculum “Stoplight Database” to track all active classes and identify current course outlines and those in need of review ([#IIA-5](#)). IR also maintains a Distance Education (DE) course approval document “Stoplight Database” to promote currency for courses that have been approved for DE modality. Faculty and instructional deans identify courses that are no longer being taught or that have been superseded by new course offerings and use a Course Inactivation form to request that the Curriculum Committee approve the removal of these courses from the catalog. The Course Inactivation form includes a series of checks to ensure that courses are not essential to degrees or programs before they can be inactivated ([#IIA-6](#)). The program review process also requires discipline areas to report their progress in curriculum updating and their plans for curriculum revisions ([#IIA-7](#)).

Further analysis occurs in the regular process of curriculum review and revision, when the Curriculum Committee checks to ensure alignment between every course offered and the College's mission and the institutional learning outcomes represented in the general education program outcomes (#IIA-8). Course-level learning outcomes are coordinated and mapped through disciplinary and institutional exercises such as the Fall 2012 Convocation faculty mapping session to gauge connectedness of outcomes flowing through the curriculum from the course through the degree and on up to the broadest levels of the institution (#IIA-9). The Assessment Committee has the charge of presenting an assessment results and recommendations summary to be incorporated in the Institutional Effectiveness Report and distributed to the College community to inform annual planning (#IIA-10).

The Curriculum Committee, counselors, and the College's Articulation Officer 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 (#IIA-11). The Curriculum Committee is the first filter to ensure all courses meet necessary standards of transferability based on state criteria. After the College's Curriculum Committee, the Academic Senate, and the Board of Trustees approve a course outline, the College enters the information into the externally maintained databases Articulation System Stimulating Interinstitutional Student (ASSIST) and Online System for Curriculum and Articulation Review (OSCAR) for further assessment. The UC reviews all classes submitted for transferability while the CSU reviews all general education classes.

### Analysis

The College is in its third iteration of the current program review process and continues to assure proficiency as defined by Accrediting Commission for Community and Junior Colleges (ACCJC). The goal of "Sustainable Continuous Quality Improvement" has been attained by the ongoing work of the Program Review Committee, the Curriculum Committee, the Assessment Committee, and the Academic Senate.

College of the Redwoods continues to improve and refine the Curriculum and 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's enhanced Assessment Committee will continue to provide assessment training and assistance to faculty and create a more robust institution-wide dialogue ensuring quality improvement and student learning.

*IIA.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 (CR) 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 website and Eureka main campus, the Del Norte and Mendocino Coast education centers and instructional sites 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 interviewed regarding outside obligations, previous educational experiences, and their educational goals (#IIA-12). This, in addition to transcript evaluations, allows counselors and advisors to direct students to the proper level in their courses.

CR is continuously improving its assessment testing. Under the auspices of the Enrollment Management Committee, a task force clarified the established multiple measures for English and math placement in 2011. After the task force documented better policies and procedures, the College implemented multiple measures to create college-wide consistency.

The Mathematics Department has continuously worked 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 has been analyzing the results and revising the assessment tests for further piloting. After one year of review, the Mathematics Department used the information gathered from these exams to help set a standard level for its "Optimath" placement exams, which are now used along with multiple measures to help students change their placement level in mathematics courses.

To help advisers place students into English courses and to assist with those students who fall into the advising zone on Accuplacer, in Fall 2011, the English Department created the Adviser Guide for English Course Placement. In conjunction with the Multiple Measure intake questions, this guide may be used to determine the course in which the student will have the greatest chance for success. The guide provides skills assessment questions and attitude questions for students and also models of entry-level reading and writing typically exhibited in the three core classes of the English curriculum.

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 (IR) web page (#IIA-13). Achievement data from the program review dataset is used to identify strengths and weaknesses within a program and is subsequently used to direct planning efforts. Each year, during the program review process, the Program Review Committee identifies and evaluates Student Learning Outcomes (SLOs) for student success.

The College's Basic Skills Committee, working with IR, tracks student placement and progression through the basic skills classes in math and English. Additionally, the Director of Institutional Research has led multiple groups of faculty and staff in dialogue sessions

reviewing and interpreting placement, persistence, and student success, as well as presenting data from the Graduate Survey Report (#IIA-14). Findings are reported to the College community through assessment dialogue sessions (#IIA-15). The College has used Basic Skills Initiative funds to address the program improvements that have emerged from these dialogue sessions. Funding proposals that address issues arising in the data and from institutional and interdisciplinary dialogue sessions will be given priority in the 2012-13 funding cycle. Funded activities are assessed to measure impact and increased student learning and success.

The Office of Institutional Research (IR) routinely provides research and analysis regarding student learning and guides faculty and staff in discussions to help the College better achieve its stated learning outcomes. During the 2011-12 academic year the IR Director provided data-informed, decision-making sessions for faculty; led presentations and facilitated discussion of the Accountability Reporting for the Community Colleges (ARCC) and the Institutional Effectiveness Scorecard; led several data-informed discussions with the Enrollment Management Committee (EMC); and provided an orientation to California Partnership for Achieving Student Success data for tracking student progress from K-12 to community college, and from community college to other colleges and universities in California (#IIA-16).

In addition, IR has historically provided data for program review templates and individual programs are prompted to discuss and evaluate these data in terms of the program's ability to meet student needs (#IIA-17). At the middle level of planning, the Basic Skills Committee, EMC, and Student Equity Plan all make regular use of student achievement data. At the highest level of planning, the Program Review Committee is charged with providing the College with an annual Master Executive Summary of program review analyses (including student achievement data). This summary is presented annually for discussion at the Academic Senate and at the Board of Trustees (#IIA-18). It is also included as part of the Annual Institutional Plan discussion (#IIA-19). At all levels, there is dialogue on what student achievement data show about student success. The College has integrated its discussion of student achievement data with its discussion of Student Learning Outcomes (SLOs) data. It has established and maintained processes that use student achievement data to make improvements at both the program and institution-wide basis.

### Analysis

This standard is substantially met and is sustainable. The College employs sophisticated means for assessing students' level of educational preparation. CR continues to refine its use of multiple measures, and faculty are fully engaged in the work necessary to revise placement tools.

In the 2011-12 action plan document on the Basic Skills Committee website, it was determined that the College would analyze math and English placement instruments and practices English for Speakers of Other Languages (ESOL) students. Based on an IR reports (as documented in the Student Equity Plan) it was determined there was a need for the development of ESOL instruction. Curriculum was developed in the Spring 2012, and implemented in the Fall 2012.

Faculty also carefully monitor student proficiencies and student success to assist students to improve their math and English skills. The IR Director and IR routinely analyze student success and persistence and engage the College community in dialogue focused on quality improvement. The assessment process facilitates the documentation, interpretation, and innovation leading to improving learning and provides a platform for greater institutional dialogue. The new Assessment Reporting Tool (ART) software has enhanced the dialogue and increased opportunities for institution-wide discussion and innovation (#IIA-20).

*IIA.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 (CR) offers a variety of delivery methods and modes of instruction for its courses, including lecture, lab, field studies, and distance education (online 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. The Curriculum Committee engages in a rigorous review process of all courses and meets the standard for distance education development and review. In addition, the curriculum approval process undergoes regular scrutiny and reflective dialogue to ensure the highest standards and to ensure that feedback and committee and institutional dialogue occurs regarding committee effectiveness. All courses must pass the same rigorous standards (#IIA-21).

Development of a course at CR 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 its recommendations to the Academic Senate. After approval by the Senate, courses are submitted to the Board of Trustees for approval.

College of the Redwoods has established a Director of the Distance Education Department to oversee all aspects of online courses. The Academic Senate, in conjunction with the CR Faculty Organization (CRFO), has developed a protocol for assessing and evaluating online courses that states:

All persons involved in evaluation of faculty teaching online courses are reminded that online evaluations shall be as similar as possible to in-class observations and evaluations. This is confirmed by the Distance Education Online Evaluation Memorandum of Understanding (MOU), outlined in the list below:

- The faculty member being evaluated does not have access to the student evaluations.
- The student evaluation materials (form F-3) will be available to the students enrolled in the course for one week.
- The online student evaluations will be administered using an electronic version of Form F-3.

- Peers and Administrators will have access to the class site by an appointment with the instructor in order to evaluate class structure and function in a similar manner as in face-to-face courses.

The Assessment Reporting Tool (ART) software facilitates this process by allowing immediate comparisons of course outcomes between different modes of instruction (#IIA-22). The Program Review Committee compares student success, retention and persistence across modalities (#IIA-23).

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-24). Furthermore, the College recognizes the need to evaluate all classes to ensure that content and quality reflect course outlines regardless of delivery mode. Distance education course outcomes, which are the same as face-to-face course outcomes, are assessed along with traditional classroom sections. The shift to a two-year assessment cycle will increase the activity and value of disciplinary and institutional dialogue regarding the effectiveness of various modalities of course offerings. The process will continue to improve.

#### Analysis

This standard is substantially met and is sustainable. Within the framework of the course outline, faculty exercise 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 and must plan and carry through mapping and outcomes assessment across modalities. Faculty addresses this challenge by implementing a careful protocol to ensure appropriate development of courses regardless of delivery mode. The ART software enhances this process and program review carries the analysis and dialogue to the next level. An updated process for online faculty evaluation requires that all modalities of instruction are reviewed to ensure that uniformity and standards are met.

*IIA.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). All course outlines of record are updated within a five-year period and usually more often. Additionally, the Curriculum Committee reviews all program development and approval and with the institution of a new programmatic outcomes approval process the committee has formalized the review and approval of all Program Learning Outcomes (PLOs). The new procedure states:

*The Curriculum Committee will review and approve any changes to program learning outcomes for any degree and certificate as a regular part of the programmatic change process. Whenever faculty determine that programmatic change to a degree or certificate is necessary, faculty will include a review of programmatic outcomes and a brief description of whether or not they have determined that the program outcomes are sufficient or in need of change. When faculty determine that program learning outcomes themselves are in need of revision, they will make note of this to the Curriculum Committee so that the committee can review and approve the changes or not.*

Course-level assessment of SLOs occurs in disciplines throughout the College and the enhanced Assessment Committee and Assessment Reporting Tool (ART) software will ensure that program-level outcomes assessment, mapping, and dialogue takes place throughout the district and across disciplines and departments (#IIA-25). In mid-May 2012, during a three-day Assessment Summit, all of the College's programs, including degrees, certificates, and non-teaching departments, reviewed and engaged in dialogue on outcomes assessment data. Dialogue forums for each programmatic session were recorded and used to identify specific themes arising out of reflection on and interpretation of data (#IIA-26). Subsequently, themes and needs identified through the Assessment Summit programmatic forums led to the creation of 2012 Convocation sessions on Writing Across the Curriculum, Themed Math materials and coursework, and prerequisite review and advising. During these large institution-wide sessions, faculty and staff from across the College, including faculty and staff from the more remote education centers in Del Norte and Mendocino Coast participated in active dialogue regarding improving student learning based on course-level and program-level outcomes assessment. In the Spring semester of 2012, the College also determined that a two-year cycle of assessment would improve continuing dialogue and review of student learning and success across the College. The increased frequency of the new cycle guarantees that all outcomes for courses, degrees, and certificates will be assessed within a two-year time frame.

SLOs at the course and program level are developed and assessed by the faculty; they are reported through the ART software and included in the regular program review process. The results of assessments are incorporated in all program review documents and posted on the Program Review Committee's website (#IIA-27) the College's collaborative learning environment. During a Fall 2012 Convocation session, faculty mapped the how course level learning outcomes support program level learning outcomes. Every program also established a plan to assess those course and program level outcomes on a two-year cycle (#IIA-28).

The enhanced Assessment Committee will function in close connection with the Program Review Committee and the Institutional Effectiveness Committee to review disciplinary, programmatic and institutional assessment plans and assist in the use and improvement of assessment. Through regularly scheduled annual review cycles corresponding to the Program Review Committee's and the Institutional Effectiveness Committee's Executive Summaries, the Assessment Committee will assist in planning and recalibrating assessment, dialogue, and recommendations resulting from dialogue at all levels.



The Curriculum Committee requires that all degree and certificate proposals include a review of program-level outcomes. All degrees and certificates programs have formal outcomes and all outcomes are listed in the College catalog (#IIA-29). Additionally, many externally credited career and technical educational programs conduct annual and semi-annual assessments in accordance with their external accrediting agencies.

The College determined that programmatic outcomes assessment would be more fruitful and stimulate more dialogue and quality improvement to student learning if it were to take place in a two-year cycle. During the spring, summer, and fall 2012, the duties and responsibilities of; Assessment Committee were revised and given a role of increased importance. One of the most important developments during this period was the creation of in-house software to promote and record assessment. Throughout the 2011-12 academic year, in close and continuous dialogue with faculty and staff college-wide, the Assessment Coordinator, the IR Director, and members of the Instructional Technology staff developed the ART software to facilitate outcomes assessment and reporting and enhance dialogue at the departmental and disciplinary, divisional, programmatic, and institutional levels (#IIA-30). Building on work begun in the 2010-11 academic year, the enhanced Assessment Committee has developed extensive resources for faculty including the Assessment Handbook, the ART software, and a revised and streamlined central website to ensure faculty and staff connectedness to outcomes assessment at the College. Archival documentation of the process as it has evolved can be viewed by accessing electronic versions of Word documents held on the ART software (#IIA-31).

The College regularly reviews and improves its assessment instruments, including, for instance, the program review template. In Spring and Summer of 2012, the Program Review Committee (PRC) coordinated information from various sources and made improvements on its template, as follows:

- New data sets will be included to reflect student demography.
- Resource requests will include reasoning and justifications and assessment lined to strategic plan, Education Master Plan, SLOs and/or PLOs for all requests.
- All requests will estimate recurring costs as a “total cost of ownership” measure.
- Programs are updated to reflect a two-year assessment cycle.
- Student Services, in conjunction with IR, has developed a student exit survey for student completers which include GE outcomes that will be reported in the program reviews.

In addition to the program review template’s documentation of how assessment results have been used to inform program improvements or other improvements to the teaching and learning process, the 2012 Assessment Summit dialogue forums demonstrate college-wide use of assessment data and reflection (#IIA-32).

During 2011-12, the Curriculum Committee also began the regular review of General education (GE) courses to ensure that individual course learning outcomes coordinated with the institution’s overriding outcomes as expressed through the GE program. Any new course that faculty desire to propose for inclusion in the GE program must satisfy the careful review

and rigorous scrutiny of the committee; existing GE courses must also reapply to retain status during the regular cycle of review and revision. Thus, lively and conscientious dialogue and reflection on the College's GE program occurred regularly during the curriculum review and approval process (#IIA-33).

College-wide dialogue also ensued during two Assessment Friday sessions focusing on reviewing Institutional Learning Outcomes. The sessions were well attended by faculty and staff from across departments, disciplines, and sites, and led to a careful review and reflection on GE and the College's mission, vision, and values (#IIA-34).

Examples of assessment-based actions undertaken for improvement include: actions described within the Closing the Loop (CTL) forms, actions proposed during the Assessment Summit forums, an institutional action to investigate Writing Across the Curriculum (WAC), and an action by the math department to use discipline-themed math problems in their courses. Both WAC and math-themed problems resulted from dialogue at the Assessment Summit and were then elaborated upon at the Fall 2012 Convocation.

### Analysis

This standard is substantially met and is sustainable. The College has identified Student Learning Outcomes (SLOs) for courses, degrees, certificates, and programs throughout the institution. Faculty conduct assessment at the course and program level, and the Curriculum Committee, Assessment Committee, Institutional Research, and Program Review Committee all review and reflect upon 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.).

The College has substantially improved the implementation of outcomes assessment since Fall 2011. In Spring 2012, Redwoods Community College District and the CR Faculty Organization (CRFO) created a memorandum of understanding requiring all faculty, full-time and part-time, to participate in outcomes assessment as a regular part of their duties. Responsible parties, including administrators, discipline faculty, the Assessment Coordinator, and the Assessment Committee, have clarified roles in order to identify and ensure that all course offerings include plans for assessment, and that all courses will be assessed.

The IR Director has also led faculty discussions on the interpretation of data related to student success, student satisfaction, engagement, perceived learning gains, and institutional effectiveness. At a March 23, 2012 dialogue session the IR Director presented math and English achievement data to faculty, student services staff, and administrators (#IIA-35). Participants concluded that the data showed basic skills and at-risk students needed more support to increase course success and retention across semesters. Consequently, the College made a decision to appoint a Student Development advisor to work with students, faculty and staff to develop a first-year experience framework (#IIA-36). Later, at an April 13, 2012 English and mathematics basic skills session, the IR Director led a group of faculty and student services staff through a discussion of basic skills data (#IIA-37). The group evaluated

the data, how the data could be improved (e.g., provide last date of attendance for students not passing courses), and how to best use the data to make program changes to improve student achievement. Increased use and familiarity with data and its interpretation will continue to promote quality improvement. The College has created additional avenues for outcomes assessment training for all faculty and staff members involved in creating and assessing SLOs, as well as in how the results of assessment can be used to improve student learning. The continuous process of curricula updating ensures that SLOs will be refined and will guarantee programmatic currency. The Curriculum Committee and the Assessment Committee working in concert, guarantee that all outcomes are assessable and in accordance with the College's mission, institutional outcomes, and values.

Since the Spring 2012, the College has engaged in institution-wide, intentional dialogue reflecting on its proficiency in interpretation, dialogue and planning based on assessment of SLOs. The College community possesses a communal sense of shared terminology and common processes. As faculty and staff continue to participate in program review and assessment processes that have evolved over the past several years, the College will continue to improve its process and meet new challenges that arise.

*IIA.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 (SLOs) in place, and use suitable pedagogy (#IIA-38). Academic and career and technical education programs conduct program review and assess SLOs to ensure program quality and guide program improvements. This is accomplished through the annual program planning process which requires a program to evaluate its effectiveness, propose actions, and follow up with implementation and assessment during the next regular review cycle.

College of the Redwoods (CR) develops programming for continuing and community education (fee based, not-for-credit) and short-term training in a variety of different ways (#IIA-39). 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 GED preparation and job readiness skills.

The College’s Business Training Center (BTC), formed in 2009-10, coordinates contract training and other workforce training. Workforce training (#IIA-40) is typically provided through grant-funded programs such as the California Clean Energy grant, directly to employers upon request (e.g., St. Joseph Hospital) and through open enrollment. 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 SLOs. Workforce partners also provide feedback on training effectiveness. Some contract training classes (e.g. building analysis) include an external agency examination/certification component that measures SLOs more directly. Contract training classes are evaluated and modified based on assessment and analysis of pass rates on industry certification examinations.

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 and all SLOs for these courses are regularly assessed (#IIA-41).

#### Analysis

This standard is substantially met and is sustainable. Beginning with the Curriculum Committee’s review, moving on to the Assessment process and subsequent program review, the College meets all state requirements and the educational needs of its students. The College’s curriculum committee ensures that all credit-bearing courses are designed with appropriate rigor. Through the program review process, SLOs as well as student retention and success are tracked and reported to the Program Review Committee.

*IIA.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

The College's established process for identifying, defining, approving, administering and evaluating Student Learning Outcomes (SLOs) at the course, program, and degree level are as follows:

Faculty (or staff in student services areas) within a discipline and/or program establish course SLOs and Program Learning Outcomes (PLOs) through the curriculum process (#IIA-42). The Academic Senate's Curriculum Committee establishes guidelines and forms to document outcomes and they conduct an established process to evaluate and recommend outcomes at the course and program level. This is a faculty committee with non-voting, ex officio participation by the Vice President of Instruction and the College's Articulation Officer. The faculty Academic Senate considers all Curriculum Committee recommendations and conducts an approval process before forwarding their recommendation to the Board of Trustees for final approval. The Academic Senate also establishes general education (degree level) outcomes based on faculty input. Faculty and student services staff then design and implement assessments for outcomes at the course, program, and degree level. The results of these assessments are cataloged using the Assessment Reporting Tool (ART). Dialogue regarding these findings occurs at the discipline, program, and college-wide level and this dialogue (as well as improvements and proposals for improvements) are documented through the ART software (#IIA-43). These established processes are codified in Board Policy (#IIA-44), the Academic Senate By-Laws (#IIA-45) and the operating procedures of the Curriculum and Assessment Committee (#IIA-46). Additionally, the requirement of faculty participation in this process is included in faculty duties and assessed as part of faculty evaluations (#IIA-47).

The College ensures continuous improvement based upon assessment through its established process of outcome assessment. The Assessment Committee functions in close connection with the Program Review Committee (PRC) and the Institutional Effectiveness Committee (IEC) to review disciplinary, programmatic and institutional assessment plans and assists in the use and improvement of assessment toward increasing the quality of student learning. Through regularly scheduled annual review cycles corresponding with the PRC's and the IEC's Executive Summaries, the Assessment Committee assists in planning and recalibrating assessment, dialogue, and recommendations resulting from dialogue at all levels. All programs are required to report and evaluate their assessment results within the Program review Template (#IIA-48). This analysis is the basis for each program's annual plan of improvement. Each year the program is required to provide an analysis and update of its plan to determine if improvement has been made. These plans and results are reviewed by the PRC and the results of the PRC analysis are included in the year-end Institutional Effectiveness Committee report. The PRC also provides feedback to the program regarding their annual plans. In addition, the Assessment Committee reviews the outcome assessment data and organizes regular dialogue sessions to provide a venue for developing

improvements. For example, dialogue sessions held in Spring 2012 (Assessment Fridays and the Assessment Summit) led to the first-year and enhanced student educational plan initiatives that are being implemented as part of the Annual Institutional Plan (#IIA-49).

### *Program Review*

The PRC, 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-50).

The faculty develop and implement outcomes assessment for purposes of quality improvement. During Spring 2012, to strengthen and sustain the process, the Redwoods Community College District and the College of the Redwoods Faculty Organization (CRFO) negotiated changes to the agreement regarding the Assessment Coordinator. With additional reassign time and substantial revisions in the duties and responsibilities of the Assessment Committee membership, coordination of assessment has been enhanced and quality improvement has already been achieved. The Assessment Coordinator will continue to provide regular training in the development and improvement of assessment tools and applications.

The development of appropriate SLOs is a coordinated effort of faculty throughout the College 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 SLOs 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-51). With an enhanced Assessment Committee assisting the Curriculum Committee in its role, the College will increase its focus on the value and sustainability of the assessment process.

Assessment plans are developed by faculty in instructional departments and divisions and mapped through to the programmatic and institutional outcomes to ensure clarity. Deans, the faculty Assessment Coordinator, and Assessment Committee review these strategies and provide feedback and guidance. The PRC reviews the submitted assessments, and a subcommittee of the PRC evaluates assessment strategies and makes recommendations for improvement through the mechanism of a program summary report.

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-52). Faculty are also encouraged regularly to consult the Course Curriculum Stoplight, a facility which tracks currency of curriculum review updated by the Office of Institutional Research (IR).

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. The course and program proposals are faculty led, and are discussed by the Curriculum Committee for approval. The curriculum process is described in AP 4030 ([#IIA-53](#)). 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 approved. These procedures AP 4021 were subject to constituency review and institutional dialogue, and have been finalized ([#IIA-54](#)).

### *Program Review and Integrated Planning*

Throughout the College, 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 at the discipline or program level are well documented through the program review report.

In 2009 the PRC, the Academic Senate, and the College Council agreed on 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 the Strategic Master Plan, Education Master Plan, SLOs, or Program Learning Outcomes (PLOs) ([#IIA-55](#)).

Integrated planning continues to be refined. Key groups at the College - including the PRC, Assessment Committee, the Academic Senate, the College Council, the President's Cabinet, and all functional planning committees are committed to full implementation of a transparent integrated-planning model. To this end, program-review related requests are posted on the PRC's website, and each year program review authors will determine whether the needs expressed through previous program reviews were adequately addressed and how these requests improved their intended outcomes. With the inclusion of an Annual Planning Process tied to outcomes assessment and identified needs and innovations, the College has achieved a sustainable and continuous long- and short-term planning process.

### Analysis

This standard is substantially met and is sustainable. 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, reviewed by appropriate instructional deans, and approved by faculty committees ([#IIA-56](#)).

The program review process is well established and continues to be improved and refined.

The process of assessing SLOs continues to improve. As part of completing two-year assessment planning documents, programs have mapped their degree and certificate learning outcomes with individual courses. This will ensure the College's ability to conduct proper

assessment of outcomes in transfer degrees and in general education in a timely and sustainable manner (#IIA-57).

Staff and faculty continue to 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. SLOs in classes in guidance studies and general studies for at-risk basic skills students are also assessed.

*IIA.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 (SLOs) 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 Office of Institutional Research (IR) collects and synthesizes data related to student outcomes such as enrollment trends, success, retention, and persistence rates, grade distributions, and degree and certificate completions. The Program Review Committee and the Assessment Committee review both assessment strategies and assessment results and make recommendations for improving the assessment process.

All career and technical education (CTE) programs at the College maintain active advisory committees, and faculty rely on these advisory committees for feedback on skills expectations for degree and certificate holders (#IIA-58). CTE advisory committees meet at least annually (#IIA-59). 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 outline as well as degree and certificate proposals to ensure SLOs are clear and assessable and provide appropriate rigor for introductory, intermediate, and advanced or capstone courses (#IIA-60). 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.

Academic Senate and the Curriculum Committee provide a rigorous review of all general education outcomes and proper alignment of courses with general education, program, and certificate outcomes.



Faculty report on their work related to the assessment of learning outcomes in their annual and comprehensive program reviews and on the Assessment Reporting Tool software (#IIA-61). Faculty throughout the institution are engaged in assessment at the course level and all programs conduct program level assessment of SLOs (#IIA-62). Faculty also report all PLOs on a two-year assessment schedule to assure students are receiving the quality instruction as it is defined in course and program level outcomes.

### Analysis

This standard is substantially met and is sustainable. Faculty have a central role related to the determination of competency levels and measurable SLOs, and they rely on advisory committees when appropriate. The College has improved its methods for measuring program effectiveness through the implementation of two-year degree- and certificate-level assessment plans.

*IIA.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 through the program review, assessment, and curriculum processes. Data regarding achievement of Student Learning Outcomes (SLOs) and student retention and success are used to evaluate 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. The mapping documents consist of two-year schedules for review and assessment of all courses and programs across all the disciplines and delineate course offerings in two-year cycles (#IIA-63). The Enrollment Management Committee has also developed a process that assures appropriate course scheduling will occur. Additionally schedules for cohorts of students have been developed.

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 (BSC) is comprised of faculty, administration, advising and management to oversee the assessment and management of courses defined as basic skills (#IIA-64). During the 2012 Convocation, faculty and staff participated in a dialogue session regarding new statewide initiatives to

review prerequisites in order to increase student success. The session was planned as a response to assessment dialogue from the Spring 2012 Assessment Summit ([#IIA-65](#)).

The Basic Skills Committee (BSC) is intimately involved in the improvement of retention, persistence, and success of basic skills students. The scope and function of the BSC includes:

- to promote the use of effective practices in developmental education for administrative, student services, and instructional programs;
- to provide professional development regarding effective practices in developmental education;
- to work with the Office of Institutional Research (IR) in tracking basic skills students from entry to completion;
- to assess and evaluate the programs designed to improve student success; and
- to allocate and oversee expenditures of Basic Skills Initiative categorical funds.

The Office of Institutional Research (IR) 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. The College community engaged in robust dialogue based on these IR data ([#IIA-66](#)).

### Analysis

This standard is substantially met and is sustainable. The level of engagement in dialogue about meeting SLOs and ensuring instructional quality is apparent throughout the College's program review and assessment processes. The College is also committed to the use of data to support the most efficient scheduling possible to assure that students can achieve their educational goals in a timely manner.

*IIA.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 ([#IIA-67](#)).

The Academic Support Center (ASC) provides help to students by developing their academic skills and encouraging them to become independent learners ([#IIA-68](#)). In addition to responding to student requests for assistance, the Academic Support Center provides services such as individual and group tutoring, instructional handouts, workshops, and supplementary computer programs.

A majority of the College's students come to college under-prepared for college-level curriculum based on their math and English skills. The College has been addressing this college 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.

The Distance Education (DE) Department provides self-testing to assist students in determining their preparedness for online learning ([#IIA-69](#)). Currently between eight and nine 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 community college district, and others who prefer DE. The College provides assistance and regular professional development opportunities for online instructors, including regular training seminars and demonstrations of online resources ([#IIA-70](#)). The evaluation processes for online courses as well as the evaluation of DE faculty has been implemented under the new faculty contract, ensuring that online instruction is equivalent to the educational experience of face-to-face courses ([#IIA-71](#)).

The institution evaluates all courses, including online courses, for retention and success rates ([#IIA-72](#)). 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 ([#IIA-73](#)). Assessment of online instruction is also reported in the Assessment Reporting Tool (ART), where continued improvement of course learning outcomes are developed, documented, and discussed.

Face-to-face and online classes are evaluated through course evaluation surveys administered to students on a rotating basis ([#IIA-74](#)). Student feedback is then incorporated in faculty evaluation reports.

The College's learning management system, Sakai (or myCR), was implemented in Fall 2009 and is used not only in online courses but also in hybrid and traditional classes. Instructors use Sakai to encourage student discussions and post writing assignments, resources, Web-captured lectures, and links to related sites of interest ([#IIA-75](#)). 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

This standard is substantially met and is sustainable. 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. All modes of instruction are regularly evaluated to assure high quality of instruction, and continued monitoring of student success and retention.

In Fall 2011 the College submitted as part of its Education Master Plan an environmental scan to update the College's enrollment, student achievement, and DE data. The report showed that DE enrollment, as a percentage of overall college enrollment, has remained stable over time, and both the retention and success rates for students taking online classes has risen. This data was compared to statewide data from the California Community College Chancellor's Office Data Mart to ensure consistency between modalities from the 2011-12 academic year (#IIA-76).

*IIA.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 SLOs, program and course enrollment trends, the number of graduates, and other statistics as measures of effectiveness and relevance (#IIA-77). Program review templates provide linked data sets 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;
- number of sections offered;
- student success rates – number of students receiving a “C” or better in specific courses and by location (including online courses);
- retention rates;
- persistence;
- completion rates;
- demographic information on success and retention; and

- full-time to part-time instructor ratios.

Career and technical education programs (CTE) that have separate accreditation or that have external examinations and licensure maintain required data regarding the achievement of SLOs. CTE programs consult with their advisory committees to ensure programs remain relevant ([#IIA-78](#)). Program revisions and proposals for CTE programs also require the inclusion of data regarding labor market demand for program graduates. The CTE programs ensure currency and relevance of curriculum through graduates who are currently employed in the field. Program relevancy for CTE courses is determined by workforce data, student survey, and reliance on program advisory committees ([#IIA-79](#)).

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 ([#IIA-80](#)).

The College's Office of Institutional Research (IR) maintains a database that indicates the currency of course outlines in each discipline ([#IIA-81](#)). Faculty must update their course outlines every five years and the currency of their course outlines is reported annually through the program-review process.

The College has sustained a process of assessing SLOs at the course, program, certificate, and degree levels. Over the last three years, the quantity and quality of assessments at all levels has continually improved. Since Spring 2011, the College has sustained and accelerated this trend, demonstrating its consistent will and capacity to continuously improve student learning. The College now has an information management system for its assessment results ([#IIA-82](#)). It has strengthened the Assessment Coordinator and Assessment Committee ([#IIA-83](#)). It has established participation in assessment as a faculty obligation ([#IIA-84](#)). There is a well-defined structure for monitoring and reporting assessment activity. The College has moved to a two-year cycle of assessment and improvement ([#IIA-85](#)), greatly accelerating its cycle of assessment, improvement, and closing the loop.

The College has documented widespread dialogue about the results of these assessments and has used the results and the dialogue to improve programs and allocate resources ([#IIA-86](#)). The assessment activities throughout the Spring 2012 semester and use of assessment themes in the 2012-13 Annual Institutional Plan are examples of this activity and process ([#IIA-87](#), [#IIA-88](#)). The College has included student learning as one of its key performance indicators that measures institutional effectiveness. Upgrading the old integrated planning narrative to a comprehensive Planning, Budgeting, and Program Review Manual ([#IIA-89](#)) has improved college-wide understanding of planning, especially the use and role of assessment results in making program improvements and resource allocations.

Student Development has revised their student learning and program outcomes to make authentic assessment feasible, demonstrate their contribution to student learning and enable the College to use analysis of learning outcomes data in the institutional planning and resource allocation process ([#IIA-90](#)).

Faculty are primary leaders in the development, writing and implementation of instructional program reviews as well as the assessment process. While the program review process supports incremental program improvements, it also can be used to identify “at-risk” programs. AP 4021 defines at-risk programs and the College’s process for program revitalization or discontinuance.

### Analysis

This standard is substantially met and is sustainable. The institution has committed itself to program review, assessment activities, and college-wide dialogue. Evaluation of courses and programs are taking place and assessment activities have been summarized in a comprehensive, meaningful way to indicate the extent to which students in courses and programs throughout the institution meet SLOs.

*IIA.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

Assessment of Student Learning Outcomes (SLOs) is fully institutionalized, ongoing, systematic and college-wide as demonstrated by the work of the Curriculum Committee, the Program Review Committee, and Assessment Committee. A process for using program-review data for the purpose of integrated planning is established, and a process of cyclical-feedback loops is employed to drive the annual planning agenda. The Institutional Effectiveness Committee (IEC) is responsible for monitoring collaborative institutional planning, and the Budget Planning Committee (BPC) links the College’s program review and district planning processes to the annual budget. An enhanced Assessment Committee is now included in the processes of institutional and annual planning. The College has created a Planning, Budgeting, and Program Review Manual that documents these processes and serves as a guide for the various committees involved in the integrated planning process (#IIA-91).

Faculty and staff work diligently to continue to improve and refine comprehensive SLO assessment plans for all courses and programs. Furthermore, the Assessment Committee has developed a two-year plan for assessment at the College (#IIA-92). All outcomes are posted in the Assessment Reporting Tool (ART) software and available to the entire College for purposes of documenting assessments and related improvements and facilitate institutional dialogue.

The program-review process requires departments to link all resource requests to departmental goals and objectives (#IIA-93). Program-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 website to facilitate integrated planning.

The Office of Institutional Research (IR) makes available on the web a wide variety of annual research reports to support planning processes (#IIA-94). 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 website also links to the Accountability Reporting for Community Colleges (ARCC).

IR also provides research upon request through "AskCR," the College's resource request portal.

### Analysis

This standard is substantially met and is sustainable. Departments, divisions and groups provide numerous examples of using institutional data to assure currency and measure achievement of stated SLOs. Accurate data for decision-making processes is in use throughout the College. The Office of Institutional Research (IR), which now reports directly to the President/Superintendent, is well established, supporting all areas of the College.

All course outcomes are assessed on a regular two-year cycle and any identified needs or improvements or innovations are documented and ultimately reassessed through the closing-the-loop process and then documented in the ART software. Similarly, Program Learning Outcomes (PLOs) are assessed in a two-year period and faculty and staff conduct annual evaluations in order to determine if improvements or revisions are required. A similar process is undertaken for the assessment and review of all general education (#IIA-95). Regular dialogue occurs (as coordinated by the Assessment Committee) to evaluate and initiate program improvement.

The Program Review Committee (PRC) has now completed two cycles using extensive data and detailed summaries (produced from 2009-12) to inform the integrated planning process. The PRC continues to coordinate the planning process calendar so that the integrated planning committees will have the data in a timely manner, be able to process their recommendations, and get their recommendations to the Budget Planning Committee (BPC) for review prior to the development of the budget for the subsequent year.

The program-review process is sustainable and continues to demonstrate continuous quality improvement. The results of program review are used to assess and improve student learning and initiate college-wide dialogue. The Institutional Effectiveness Committee report will provide an assessment of the integrated planning process to inform process improvements and continue the cycle.

*IIA.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. The Mathematics Department has devised an in-house secondary placement exam, using its Optimath system, to be used to determine mathematics placement for those students who place in the advising-zone on Accuplacer and/or challenge the placement given by Accuplacer due to their mathematics history. These Optimath exams are tailored more closely to what is taught in our various courses, and have successfully helped numerous students avoid unnecessary remediation. English uses Accuplacer and multiple measures for English placement. Students are able to challenge an exam. The department has challenge exams to bypass English 350 and 150 ([#IIA-96](#)).

#### Analysis

This standard is substantially met and is sustainable. 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.

*IIA.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-97](#)).

Faculty provide students with a syllabus which is consistent with the approved course outline. All syllabi contain the course description and SLOs as defined by the course outline. Starting in Fall 2012, all syllabi will be available on the CR website and earlier versions of course syllabi can still be obtained through individual department offices.

All courses have a two-year program assessment schedule, by which all program-level assessments are completed and reported. Course-level assessments are conducted on a scheduled basis to assure program-level outcomes are completed by the two-year schedule. Results of course and program level assessments are discussed college wide and are used to improve programs and inform annual planning.



The current and previous catalogs detail the grading system used by faculty at the College.

### Analysis

This standard is substantially met and is sustainable. 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.

*IIA.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 (BP) 4020, Program and Curriculum Development, courses and programs are designed in compliance with the program and course-approval policies and procedures adopted by the California Community Chancellor's Office (#IIA-98).

Program Learning Outcomes (PLOs) are developed in much the same way as SLOs (SLOs). PLOs for career technical programs such as business, technology, and health occupations are generally well established PLOs for externally accredited programs and based on very specific state and national criteria. These programs also rely on industry advisory committee input. In all areas of instruction, SLOs have been mapped to PLOs. The mapping process ensures that the courses align with the program and that PLOs are well designed and can effectively demonstrate that students receiving degrees or certificates are meeting disciplinary and institutional expectations. Through the use of a two-year assessment cycle matrix, the College will ensure that graduating students have successfully achieved the outcomes required for any degree or certificate. By evaluating the achievement of course-level outcomes in alignment with program-level outcomes, faculty and staff are able to assure that degrees and certificates are awarded on the basis of students achieving the stated learning outcomes. This process also facilitates subsequent disciplinary, interdisciplinary and institution-wide dialogue leading to sustainable, continuous quality improvement.

### Analysis

This standard is substantially met and is sustainable. Program Learning Outcomes (PLOs) are developed by discipline faculty as part of the curriculum review process and are undergoing regular assessment. The institution's general education outcomes, which form the basis for all degrees and serve as the institutional outcomes, are subject to rigorous review and alignment. General education outcomes are assessed and college-wide dialogue is ongoing and sustainable. Assessment plans are systematically and comprehensively implemented (#IIA-99).

IIA.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

Board Policy (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 California State University (CSU) system, or completing the requirements for transfer to CSU, University of California (UC), or other four-year colleges or universities.

The College's Curriculum Committee 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. The Articulation Officer 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.

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 includes the minimum number of general education units required and the areas in which they are required and are prominently featured in the catalog.

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 and is prominently featured in the College catalog.

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. This requirement is published in the catalog.

The College catalog specifies the requirements and programmatic learning outcomes for all certificates and degrees 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; and
- 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; and
- 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; and
- analyze issues within their historical context.

Based on a process begun in 2009, the Curriculum Committee reviews all existing and new general education course proposals during the regular curriculum review process ([#IIA-100](#)). The committee's rigorous analysis requires that course-level SLOs align with the three general education categories with sufficient scope and breadth to ensure the learning outcomes are met by all students receiving Associate of Arts or Associate of Science degrees ([#IIA-101](#)). During Fall of 2011 and continuing on into the Spring and Summer of 2012, the Assessment Coordinator led interdisciplinary dialogue sessions regarding general education outcomes assessment. Assessment Friday dialogue sessions were also held to review the general education outcomes, and lively, large-scale discussion occurred regarding the process for reconsidering overall institutional outcomes ([#IIA-102](#)). A large group of faculty and staff also engaged in institutional dialogue on general education during the Spring 2012 Assessment Summit ([#IIA-103](#)). Each of the three general education outcomes have now been included in the assessment process, and in Fall 2012, the Assessment Committee will continue to identify and guide faculty teaching in the general education program as they conclude a comprehensive assessment of the College's general education outcomes and engage in dialogue leading toward communal understanding and quality improvement in the College's GE offerings ([#IIA-104](#)).

### Analysis

This standard is substantially met and is sustainable. The College has a Board-approved policy regarding general education, and general education requirements for degrees are stated in the College's catalog. The College employs a rigorous process for approving courses as part of the general education pattern, and the College Articulation Officer communicates with CSU and UC system officers to ensure articulation and alignment. Comprehensive assessment of general education outcomes and college-wide dialogue is ongoing and sustainable.

IIA.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. Each of the three general education outcomes has been assessed and in the Fall 2012 semester, faculty teaching general education courses will engage in comprehensive dialogue regarding assessment of general education course offerings.

#### Analysis

This standard is substantially met and is sustainable. The faculty developed content and methodology for college's general-education program, and the process for approving courses as part of the general-education pattern has been fully implemented. The major knowledge areas are covered in the College's general education pattern and general education learning outcomes are being comprehensively assessed. The College has engaged in institution-wide dialogue on general education assessments and has designed a sustainable process and structure to continue to do so.

IIA.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

General education at College of the Redwoods provides students with skills in the areas of communication, computation, and critical thinking and introduces them to the basic modes of inquiry in the various academic disciplines. The general-education courses have been designed to help students develop and 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. In other words, exposure to the general education curriculum prepares students to live in a rapidly changing world, but also to participate conscientiously in its transformation.

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. Each of the College's outcome areas include specific abilities that a student should be able to perform. In the area of Effective Communication a student should be able to communicate complex aesthetic, cultural and intellectual ideas, 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 and listen with comprehension, use technology to process information, and conduct research using appropriate methods and tools. In the area of Critical Thinking a student 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, and make value judgments and ethical decisions. In the area of 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, and analyze issues within their historical context.

The Curriculum Committee has developed and implemented a process for reviewing and ensuring that one or more of the course Student Learning Outcomes (SLOs) meets the general education learning outcomes in order for a course to be included in the general education pattern. The committee's analysis requires that course-level SLOs align with the three general education categories with sufficient scope and breadth to ensure the learning outcomes are met by all students receiving Associate of Arts or Associate of Science degrees.

Each of the three general education outcomes are assessed through an ongoing and regular assessment cycle. Critical Thinking was assessed in Fall 2011, Global Cultural Awareness in Spring 2012, and Effective Communication in Summer 2012 and further assessment of this outcome will be conducted in Fall 2012. The Assessment Committee will continue to identify and guide faculty teaching in the general education program as they conclude a comprehensive assessment of the College's general education outcomes and engage in dialogue leading toward communal understanding and quality improvement in the College's general education offerings.

### Analysis

This standard is substantially met and is sustainable. 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. Faculty and staff participate in dialogue regarding general education outcomes assessment results in order to focus on quality improvement in student learning.

*IIA.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 General education program outcome area of Critical Thinking includes the ability to make judgments and ethical decisions. The outcomes listed within the Global/Cultural Context area of the College's general-education outcomes—including the analysis of issues from historical, environmental, and diverse cultural perspectives and the ability to articulate understanding of interconnected global issues and identify the effects of social context on individual behavior - ensure students are able to recognize what it means to be an effective and ethical citizen.

#### Analysis

This standard is substantially met and is sustainable. All of the outcomes listed within the Global/Cultural Context area of the College's general education outcomes are designed to ensure students understand what is required to be an effective and ethical citizen. A systematic assessment of all outcomes will conclude in Fall 2012, and faculty and staff will continue to engage in institutional dialogue regarding general education outcomes assessment. The process generates dialogue toward improvement in student learning and is sustainable.

*IIA.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. The College's catalog provides information regarding program requirements for all degrees and certificates, including program level learning outcomes ([#IIA-105](#)). Additionally, in accordance with Senate Bill 1440, the College has identified and created four Associate of Arts (AA) and Associate of Science (AS) degrees for transfer and discipline faculty are engaged in developing more AA and AS transfer degrees.

#### Analysis

This standard is substantially met and is sustainable. 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 website, and in program brochures. The College catalog includes program-learning outcomes for all degrees and faculty have engaged in outcomes assessment for all degrees.

*IIA.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 data such as labor-market information and employer surveys. Programs in automotive, drafting technology, construction technology, nursing, early childhood education, and 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) (#IIA-106). The Career Development and Student Employment website includes information on career exploration and employment links, office hours, and contract information. Community Education programs in Phlebotomy and medical assisting includes clinical rotations at appropriate health care providers.

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 in their annual program reviews and when applying for local Career and Technical Education Act (CTEA) funds (#IIA-107). The reporting of CTE student information through the state-mandated management information systems (MIS) data system was significantly enhanced during the 2009-10 academic year, resulting in additional state CTEA funds coming to the College.

Additionally, all students who received a CTE degree or certificate over the past five years were surveyed in Summer 2012. Students reported on their employment before and after College of the Redwoods, the extent to which CR prepared them with general and specific skills, and other information about how the College can improve. Following analysis of the results, institutional dialogue will be facilitated by the Office of Institutional Research (IR) (#IIA-108).



## Analysis

This standard is substantially met and is sustainable. 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 Office of Institutional Research (IR), and some programs have been conducting their own surveys as part of external accreditation requirements. IR also surveys degree and certificate completers from all of the construction technology related programs using the standardized “completer survey,” and augments it by calculating the extent to which each of the Program Learning Outcomes (PLOs) has been obtained. 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.

*IIA.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 institutions officially approved course outline.*

## Description

The College updates its catalog yearly to describe each course and program and to detail transfer policies. General education outcomes and program learning outcomes are published in the catalog and, with the required syllabus insert (#IIA-109), all course learning outcomes as well as other specific course information, including course expectations and assessment methods, are included in the syllabus for each class. Syllabi for all courses are posted to the CR syllabi webpage (#IIA-110). All course outlines of record are available on the College’s Curriculum Committee website (#IIA-111).

## Analysis

This standard is substantially met and is sustainable. The College catalog, updated annually, provides descriptions of programs, courses, transfer policies, and sequencing of courses. Course syllabi provide additional detail and are updated and published each semester.

IIA.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 website that helps counselors and students determine equivalent course work and requirements at various California four-year public institutions ([#IIA-112](#)).

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. (College of the Redwoods graduates may have increased ease of transfer through the implementation of SB 1440, statewide legislation requiring colleges in the California State University (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 CR, advisors, counselors, administrators, and faculty all participate in the accurate assessment 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.

Additionally, in Summer 2012, the Redwoods Community College District and CR Faculty Organization renegotiated the roles and responsibilities of the College Articulation Officer to ensure adequate time and care is focused on this vital function.

### Analysis

This standard is substantially met and is sustainable. 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.

IIA.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, CR 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 College 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 (AP) 4021 Program Revitalization or Discontinuance defines the procedure for evaluation of programs for possible discontinuance.

If a recommendation for discontinuing a program is approved by the Board of Trustees, opportunities will be provided for students to complete the program or transfer to a related program. In addition, provisions will be made for adequate notification of affected faculty. Any changes to the employment status of full-time faculty will be done in accordance with the current Collective Bargaining Agreement.

Immediately after the Board of Trustees has approved the program discontinuance, formal notification will be sent to all constituents:

- students currently enrolled in the program;
- faculty and staff in the program;
- advisory groups;
- specific accreditation/certification groups; and
- relevant community groups.

(#IIA-113)

The College Curriculum Committee also employs a Course Inactivation form to ensure that a thorough institution-wide review of course inactivation ramifications has taken place prior to removal of any course from any program (#IIA-114).

### Analysis

This standard is substantially met and is sustainable.

In 2011-12, College of the Redwoods adopted a program revitalization or discontinuance procedure, AP 4021(#IIA-115). This process for identifying and assessing at-risk programs for possible revitalization or discontinuation is essential for ensuring that all programs are viable and effective and that they continue to serve the mission of the College. The

Revitalization or Discontinuance Process is separate from the Program review Process. The Program review process is formative, providing evaluation that leads to continual improvement.

The Revitalization or Discontinuation Process provides a summative evaluation of a program or discipline's viability and may lead to the termination of a program or discipline.

Only programs with trends showing consistently low or continual declining enrollment, decreasing demand for service, or clear obsolescence shall be considered for discontinuance. An at-risk instructional program may be identified by the Chief Instructional Officer (CIO), or to the CIO by the area director/appropriate administrator, a member of the discipline, the Program review Chair, or the Academic Senate. The function of program reviews are to help identify programs that are struggling as evidenced by declining enrollments, poor retention rates, and poor success rates and inform the CIO.

*IIA.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 has converted all old three-digit Board Policies and Administrative Procedures to the four-digit format. As part of the conversion the College has accelerated the review of old policies. During 2010-11 the College revised 12 policies. During 2011-12 the College revised 58 policies. The College maintains a website 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 and technical education (CTE) programs are updated when their program requirements are changed.

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

This standard is substantially met and is sustainable.

IIA.7. *In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public Board of Trustees 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 Board of Trustees and the Academic Senate of the Redwoods Community College District, in an effort to promote and protect the academic freedom of faculty and students, endorse the following policy.

“It is the responsibility of the Redwoods Community College District to provide an institutional environment that encourages academic freedom and instills respect and commitment to the obligations required to maintain these freedoms.

Academic freedom represents the continual search for truth, and it includes protection for the teacher to teach and for the student to learn without coercion, censorship, or other forms of restrictive interference. Academic freedom recognizes that freedom to teach and freedom to learn imply both rights and responsibilities within the framework of the law. Free discussion and free access to information, therefore, are the heart of the continuing search for truth.

Academic freedom is the freedom to discuss all relevant matters in and outside of the classroom, to explore all avenues of scholarship, research, and creative expression. 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. With academic freedom comes academic responsibility which implies the faithful performance of professional duties and obligations, the recognition of the demands of the scholarly enterprise, and the candor to make it clear that when one is speaking on matters of public interest, one is not speaking for the institution.

It is the responsibility of the Redwoods Community College District to provide an institutional environment that encourages academic freedom and instills respect and commitment to the obligations required to maintain these freedoms (#IIA-116).

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

This standard is substantially met and is sustainable. 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.

*IIA.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 (BP) 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 website 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 non-teaching 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

This standard is substantially met and is sustainable. Efforts are made each semester through orientations to inform new part-time faculty of Board policies and relevant administrative procedures.

*IIA.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. Board Policy (BP) 5500 Standards of Conduct, is in the College catalog, and is displayed on the College’s web page ([#IIA-117](#)). Students are also provided the link to the College’s web page on all syllabus inserts ([#IIA-118](#)).

The faculty handbook also references the College's policy regarding academic honesty; the handbook is available on the College website and also on the internal college website ([#IIA-119](#)). Disciplines such as health occupations, public safety, and early child education have additional code of conduct requirements that are identified within program handbooks ([#IIA-120](#), [#RIIA-121](#)).

### Analysis

This standard is substantially met and is sustainable.

*IIA.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 (BP) 5500 is available to students, faculty, staff and administrators in the catalog. It is also available on the College of the Redwoods (CR) website and a web link to the Student Code of Conduct is included on all syllabi templates. 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 how to respond 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 webinars have been sponsored by the Disabled Student Programs and Services (DSPS) office to provide training for staff and faculty on dealing with disruptive student behavior, and training is provided every semester for associate faculty during the Associate Faculty Orientation Flex activity ([#IIA-122](#)).

The Student Code of Conduct includes specific language addressing expectations of conformity to codes of conduct, consequences and expectations. The process for students to appeal sanctions is well defined in the Student Code of Conduct. Students may go to advisors or administrators for assistance on how to file complaints. Syllabi inserts and the faculty handbook refer directly 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 Administrative Procedure (AP) 3050. The College Council reviewed the draft and feedback was generated. The Board policy and procedure underwent further revision, and in February 2012, the final version of BP/AP 3050 was approved for final posting ([#IIA-123](#)). In addition, in Fall 2012 the College adopted a syllabus insert requirement for all courses, which included specific reference to the Student Code of Conduct in the Catalog, which is available on the College web page.

Analysis

This standard is substantially met and is sustainable.

*IIA.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.



## **IIB. 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

College of the Redwoods (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 grade 9 - 12 can enroll but must also complete a Concurrent Enrollment Form signed by a parent or legal guardian and the high school principal each term they are enrolled. Concurrently enrolled students are eligible to take college-level classes only and are limited to a maximum of 11 units as Special Admit students. To address a recent audit finding, Admissions and Records staff run weekly reports to determine student loads through the ninth week of the semester to ensure that special part-time students do not enroll in more than 11 units (#IIB-1).

The College continues to ensure that international students follow special procedures outlined in the College catalog and as regulated by their visa status and that the regulations regarding applying Assembly Bill (AB) 540 status is adhered to with regard to nonresident students.

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 CR, 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; and
- the development of an educational plan.

Administrative Procedure (AP) 5055 (#IIB-2), originally developed by the College's Enrollment Management Committee, was approved by College Council and the Board of Trustees in 2011 to prepare the College for adoption of the new Enrollment Priorities guidelines stipulated in the Student Success Task Force Initiative. The Administrative Procedure sets the enrollment priorities as:

1. Documented eligible students actively participating in Disabled Student Programs and Services (DSPS) or in Extended Opportunity Programs and Services (EOPS); documented member or former member of the Armed Forces of the United States within two years of leaving active duty; and foster youth or former foster youth.
2. In descending order, continuing students who have declared an academic program, certificate or transfer educational goal, making satisfactory academic progress of a 2.0 cumulative grade point average or better and:
  - a. completed 45 or more but less than 100 units at College of the Redwoods;
  - b. completed between 30 and 44.5 units at College of the Redwoods;
  - c. completed between 15 and 29.5 units at College of the Redwoods;
  - d. attempting or completed between 0.5 and 14.5 units at College of the Redwoods;
3. New (includes transfer students) and returning students.
4. All other continuing students without a declared academic program, certificate or transfer or educational goal and/or less than a 2.00 cumulative grade point average;
5. Concurrently enrolled high school students.

All Extended Opportunities Programs and Services (EOPS) students, student athletes, veterans, and students using the Child Development Center are required to complete a student education plan. A task force comprised of the Assistant Director of Special Programs, Director of Institutional Research, the Registrar and staff from Technology Services is working on developing a web-based student education plan program through WebAdvisor that will link the student's two-year course plan to the institution's annual scheduling process. This will aid the College in ensuring that the courses students need to progress through the curriculum is offered within a two-year period and develop efficiencies by offering courses in the appropriate term at the appropriate location.

The College's mission emphasizes this commitment to student success, as does the strategic plan's third goal, "Focus on Learners" and the Education Master Plan's goal "Ensure Student Success."

CR supports this goal through the following activities:

- The College's education master planning and enrollment management (#IIB-3) ensures open access to a diverse population and understands that enrollment management is an institution-wide, intentional, and comprehensive process that is designed to provide student access and success.
- The retention of students is accomplished through various means including the creation of Student Education Plans, pre-registration advising, free tutoring, and specialized services from EOPS, DSPS, and TRIO programs. Faculty and staff refer students who are not meeting their academic goals to Academic Counselors or Advisors and to available services, such as DSPS. Counselors and advisors at the

Eureka main campus and Del Norte Education Center continue to recommend appropriate students to General Studies (GS) courses, such as GS-6 First Year Experience.

- Through the matriculation process, students' academic readiness is assessed using recently updated multiple measures process. At the Del Norte and Mendocino education centers, counseling faculty and Student Development advisors attempt to see every new student. Del Norte Education Center has individual and group advising and orientation after registration.
- College-wide categorical programs such as Upward Bound, EOPS and DSPS continue to 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 continue to 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.

*Admissions and Records* provides information and services related to application, registration, fees, student records, petitions, transcripts, graduation, and degree and certificate evaluations.

*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.

*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 main campus)* 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 and reaffirmed in July 2012.

*Cooperative Education* courses at the Del Norte Education Center and Eureka main 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 main campus has an art gallery which is curated by a student under the auspices of the Art Department faculty. While the Del Norte and Mendocino Coast 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 include: The Book of the Year, Science Night (Eureka main campus), the annual publication of the KERF (poetry journal at Del Norte), Poets and Writers, and North Coast Redwoods Writers Conference.

*Dental Health Center (Eureka)* offers various procedures for students and community members at a reduced rate and provides a laboratory experience for students registered in dental assisting classes.

*Dining Service* provides a traditional college food-service facility for the Eureka main campus with two specials for lunch and dinner which features a vegetarian section for each meal. The Del Norte and Mendocino Coast education centers provide small-vending options.

*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 Learning Integrating Guidance and High Technology (LIGHT) Center*, located on the Eureka main 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 main 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 section of Guidance 143.

*The High Tech Center: The High Tech Center (HTC)*, located on the Eureka main 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' computer labs throughout the College that provide access to assistive technologies for students with disabilities.

*Adaptive Physical Education (PE)*: 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 main campus and at the Mendocino Coast Education Center.

*Extended Opportunity Programs and Services (EOPS) and 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 Department* provides information and assistance in completing financial aid, scholarship and veterans educational benefit applications. The department determines eligibility for local, state and federal funding: scholarships; Cal Grant;

Chafee Grant; Pell grant; BOG Fee Waiver; AmeriCorps; Bureau of Indian Affairs, subsidized and unsubsidized 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 Community and Economic Development Business Training Center and at the Del Norte and Mendocino education centers.

*High School and Community Outreach:* Counseling, advising, and financial aid staff conduct annual outreach to local high schools for parents' nights, Redwood Days, instant admissions and placement assessments. Counselors and Advisors also work closely with high school counselors.

*Academy of the Redwoods (AR) (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. AR is located on the CR Eureka main campus, and has been since it began in 2005. 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.

*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 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 main campus):* The Honors curriculum is a coherent, rigorous program offering students a unique, high-quality educational experience.

*Housing (Eureka main campus):* The residence halls on the Eureka main campus provide a collegiate residential living opportunity for students.

*Intercollegiate Athletics (Eureka main campus)* provides competitive sports activities for students.

*The Student Support Services Program* at the Del Norte Education Center provides outreach activities to economically and educationally disadvantaged students attending CR at the Del Norte Education Center. 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.

*Upward Bound* is a federally supported TRIO program that provides support to low-income and/or first-generation students in their preparation for college entrance. The CR Upward Bound Program features an annual Summer residential and bridge program on the Eureka main campus.

*Student Health Center (Eureka main campus)* offers minor medical care for illnesses and injuries, health promotion education, immunizations and testing, as well as examinations required for specific career and technical education 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 Coast education centers do not have a “Transfer Center,” the counselor at each education center 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.

*Veterans Services:* Until June 2012 the College’s veteran’s program had been served by part-time staff members. In June 2012, in response to a growing need, the College created a Veterans Resource Center in June 2012 staffed by a full-time coordinator with military background with 13 years in the U.S. Army, including a 16-month combat tour in Iraq, as well as a six-month combat tour in Afghanistan. The coordinator provides veteran and veteran dependent students with advising support. A Guidance Studies (GS-6) class focusing on the unique transition and adjustment issues of our returning veterans has been scheduled for Spring 2013.

### Analysis

This standard is substantially met and is sustainable.

*IIB.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 (CR), the program review process for Student Development areas is integral to assuring continuous, quality improvement in support of student learning. Program reviews are conducted annually district-wide for major departments and programs. For example, the Counseling and Advising, Learning Resource Center, Financial Aid, Admissions/Records, and DSPS program reviews include information regarding the Mendocino and Del Norte education centers (#IIB-4). The information is reviewed by site as well as college-wide.

Program planning in Student Development has been transformed in the past three years through the use of outcomes assessment. In the beginning stages (2007), outcomes were focused on program improvement. Student satisfaction surveys were the assessment method most often utilized.

Assessment work from the 2009-10 academic year began to identify emerging needs and actions to be taken that were then incorporated into the following year's assessment plans.

Despite the work that was done, a need to improve assessment practices was identified by the visiting ACCJC accreditation team in Fall 2011.

During a series of division-wide Assessment Retreats, staff explored the following questions:

- What are we trying to do and why?
- How does my program contribute to student learning?
- How well are we doing?
- How do we know?
- How do we use the information to improve student learning and success?
- Do the improvements we make work?

Student Development Services departments were encouraged to assess their mission. In analyzing the data it was realized a shift needed to occur from assessing what programs are able to accomplish, to what students are able to accomplish. This required moving away from evaluation of programs by numbers (how many times a process has occurred) to measuring the learning that has occurred as a result of the student's involvement with the program and/or services.

After meetings with Institutional Research, all departments revitalized their assessment work to better capture program learning and student learning outcome results. Next there was a shift from using student satisfaction as the principle measurement tool to using data that provided information on whether or not a student accomplished the desired outcome. Assessment methods such as focus groups, rubrics, surveys and pre- and post-measurements now strengthen the results.

In addition to these changes, Student Development began to encourage greater dialogue about its assessment work by implementing "Assessment Thursdays." Each Thursday morning during Spring 2012 and the division-wide Assessment Friday retreat on August 3, Student Development personnel met to share assessment work. These discussions have helped to better define goals for student achievement (outcomes), how staff are evaluating those goals (assessment), and how the results can be used to improve the students' academic experience (closing the loop).

The College-wide Spring 2012 Assessment Summit was particularly helpful in moving student support services areas forward in refinement and dialogue of their assessment work.

During the Assessment Summit Student Development Division areas:

- Reviewed results from 2011-12 assessment work. Questions considered were: How will we use the results to improve student learning? What changes to existing services or new services will be made to improve student learning? How will the 2012-13 Assessment Plan be developed based on the results?
- Developed additional outcomes as appropriate keeping the following in mind: What is the overall purpose of the area/unit? What does Student Development Services want students to know or be able to do?

- Established benchmarks – the level of student accomplishment accepted as evidence that students have met the outcome.
- Developed action plans to ensure outcomes will be met (#IIB-5).
- Continued to dialogue about how could assessment be more consolidated amongst the group (i.e., confer to make decisions on assessments and communicate those decisions to all necessary parties college-wide), and how assessment and dialogue can be made sustainable.

As a result of recommendations from the Assessment Summit, a long-term Student Development Assessment Group (SDAG) was formed May 2012 to assess the program review template, improve the connection between program review and planning by linking department annual plans to the College’s mission and strategic plan, and ensuring the sustainability of assessment work. Examples of the work SDAG has supported:

- Revision of The Student Services Development Division program review template and instructions for authors (#IIB-6);
- Completion of two-year assessment plans (#IIB-7);
- Student Learning Outcome development using CR Basic Skills data from IR (#IIB-8); and
- Development of shared-department outcomes (#IIB-9).

SDAG continues to meet weekly to serve as a resource for Student Development staff, review processes and procedures to make recommendations related to assessment and help coordinate data collection and analysis in support of sustainability (#IIB-10).

Certain programs at the College, such as Student Support Services, Upward Bound, Extended Opportunity Programs and Services (EOPS), Disabled Student Services and Programs (DSPS), and Financial Aid submit additional reports to document student and program outcomes to their funding agencies. These reports are required to assure grant compliance. Admissions and Records coordinates and submits the College’s Management Information System (MIS) files to the California Community College Chancellor’s Office (CCCCO) as well as producing the National Student Clearinghouse files.

Student Development continues the use of online support services to assure that Distance Education (DE) students 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 helping students prepare for success in the online environment. This class is not mandatory but highly recommended.

A DE advisor is also provided for students taking two or more classes online each term. DE and the Academic Support Center provide additional student support services, i.e., online tutoring, assistance with WebAdvisor, myCR, and Parature. Additionally, online orientation, in-person orientation, and online advising are provided to ensure students have equitable access to information and services.

To ensure equitability of access, and in coordination with the main campus offices, all instructional sites provide enrollment services such as application and registration assistance,



transcript request help, WebAdvisor and myCR help and orientation, assessment testing and library services. Student Services Specialists also help answer basic advising questions. Students can pay fees to obtain data from their student record in Datatel at all the site offices. Students can also receive basic financial aid information, such as assistance with the Federal Application for Federal Student Aid (FAFSA) or Board of Governor's fee waiver (BOG).

All students can access online graduation applications, student petition forms, or any form they may need. Staff assist with registration activities and also assist students in completing forms as necessary.

The sites are equipped and staff 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 needs, and veterans is through the Eureka main campus, site staff members are prepared to inform students about college services and make appropriate referrals.

The College has implemented practices to ensure that all students, regardless of location, receive a maximum level of services and resources. Both on-campus and online students are served through the CR website. All students can access the following online services: Application for Admission; Class Schedule; College Catalog; Financial Aid Services; online tutoring; and the online course registration system as well as student forms. The College is ready to implement six eForms for students during the 2012-13 year. The Library and Learning Resource Center offers online access to books, journal articles, magazines, and newspapers and reference services via the "Ask a Librarian" link provided on the library web page (#IIB-11).

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- and end-of-semester Celebration/Luncheon;
- early registration incentives (laptop giveaways);
- honoring the graduates at graduation each Spring, graduates are honored by holding a special invitation dinner for the students and their families; and
- graduates are honored with handmade sashes and other gifts.

College Connection:

- tribal grants scholarship advising;
- textbook/supplies loan program - This program includes 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 two weeks; and
- individual academic tutoring.

To qualify for HCATEP, 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 Education Center:

The Federal TRIO Student Support Services program which is grant-funded at the CR Del Norte Education Center 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 and tutoring;
- Financial and economic literacy workshops;
- Career assessment and advising;
- University tours and application assistance;
- Supplemental grant aid;
- Summer Institute;
- Program newsletter is published each semester; and
- TRIO Facebook page is active.

Student services unique to the Eureka main campus:

- athletic programs;
- residence halls;
- the Honors Program;
- child care; and
- dining services.

The Mendocino Coast and Del Norte education centers do not have on-campus housing, child care services, or athletic programs.

The counseling and advising staff have college-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 and to communicate information quickly and efficiently. Financial Aid, DSPPS, Special Programs, Upward Bound and other student services programs regularly engage in college-wide communication, collaboration and staff development related to their specific operations.

To ensure robust institutional dialogue and ensure equality of services, the directors of each program request information and encourage participation from staff throughout the College to inform program review and disseminate information regarding operational standards.

### Analysis

This standard is substantially met and is sustainable. Quality is assured through college-wide communication and collaboration, and is documented through the program review process.

*IIB.2. The institution provides a catalog for its constituencies with precise, accurate, and current information.*

### Description

College of the Redwoods (CR) produces an annual catalog that is comprehensive, precise, accurate and current (#IIB-12). The Office of Instruction coordinates a college-wide review of the catalog (#IIB-13). Academic program and course information is extracted from the Datatel 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 with in the 2010-11 catalog, the College 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](http://www.redwoods.edu). Special formats are available through DSPS.

Beginning with the 2012-13 catalog, program learning outcomes have been added for each certificate and degree. The current catalogs, as well as previous hard-copy editions, are kept at the Circulation and Reference Desks of the Learning Resource Center (#IIB-14) Electronic copies of catalogs from 2000 to the present are available on the College's website. Printing Services is digitizing copies of previous catalogs from 1964 to the present.

#### *IIB.2.a General Information*

- Official Name, Address(es), Telephone Number(s), and website Address of the Institution, p. 1
- Education Mission, p. 7
- Course, Program, and Degree Offerings, p. 42-43, 87-143
- Academic Calendar and Program Length, p. 5, 45-85
- Academic Freedom Statement, p. 7
- Available Student Financial Aid, p. 16-17
- Names and Degrees of Administrators and Faculty, p. 146-150
- Names of Board of Trustees Members, p. 4

### *IIB.2.b Requirements*

- Admissions, p. 9-12
- Student Fees and Other Financial Obligations, p. 13-15
- Degree, Certificates, Graduation and Transfer, p. 45-85, 31-41

### *IIB.2.c Major Policies Affecting Students*

- Academic Regulations, including Academic Honesty, p. 25-29, 156
- Nondiscrimination, p. 163
- Acceptance of Transfer Credits, p. 25-26
- Grievance and Complaint Procedures, p. 163-166
- Sexual Harassment, p. 163
- Refund of Fees, p. 15

### *IIB.2.d Locations or Publications Where Other Policies May be found*

The catalog includes: the academic complaint process; the math and English course sequence based on the student's assessment results; 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 website.

### Analysis

This standard is substantially met and is sustainable.

*IIB.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:

- Extended Opportunity Programs and Services (EOPS);
- Residence Halls;
- TRIO Student Development Services at the Del Norte Education Center;
- SLO and PLO assessment;
- The Student Development Division reviews;
- Certificate Applicant Survey;
- Graduate Survey;
- Institutional Effectiveness Scorecard;
- Focus Groups;
- Student-Contact Statistics;
- Website "Hits";

- Academic Support Center collection of tutoring hours (online and face to face);
- Student Advising Reporting System (SARS) data; and
- Library Usage Statistics.

Additional information about student services needs is maintained by the College's Office of Institutional Research by way of focus groups and other surveys and an analysis of data from Integrated Postsecondary Education Data System (IPEDS), National Student Clearinghouse, Data Mart, Ableaccess (DSPS, file completion, contacts, ) Accuplacer results, and Annual Progress Reports (APRS).

Each Student Development Division department and program conducts annual program review and regular comprehensive program reviews in which longitudinal data are analyzed to inform program improvements that support student learning (#IIB-15).

### Analysis

This standard is substantially met and is sustainable. 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.

*IIB.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 College. 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.

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 Extended Opportunity Programs and Services (EOPS), Disabled Student Programs and Services (DSPS), Upward Bound, CalSOAP, and other categorical programs with partner high schools and service areas as specified by their grants. Reports prepared by the Office of Institutional Research are utilized to identify at-risk students, online students, and other target populations and comparatively track student progress and success and inform basic skills annual plans (#IIB-16).

## Analysis

This standard is substantially met and is sustainable. Programs and services are developed and implemented college-wide and, while improvements can be made, program reviews for all programs and departments are conducted college-wide. The College has adopted a dual-reporting structure so that the directors of Enrollment Services, Special Programs, DSPS Library and the coordinator of advising have complete oversight of the specific work that is performed at the educational centers and instructional sites as well as all decisions that are made relative to that work. The campus deans have onsite day-to-day supervisory responsibility for attendance purposes.

*IIB.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-17)".

The institution provides several programs and activities that encourage personal growth and development. In partnership with many other student support services, Residential Life and Associated Students of College of the Redwoods (ASCR) 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 planning committees.

College of the Redwoods (CR) has an active student senate, ASCR, which participates in the College's participatory governance processes and also encourages student participation in campus activities (#IIB-18). The College's Board of Trustees also includes a student representative.

Students are invited to participate on several college committees and student participation has improved. The following are committees and Boards that include student membership:

- Academic Senate;
- Board of Trustees;
- College Council;
- DSPS advisory committee;
- EOPS advisory committee;
- Education Master Plan Committee;
- Budget Planning Committee;
- Accreditation Oversight Committee;

- Endowment Board;
- Facilities Master Plan Committee;
- Program Review Committee;
- Student Conduct Committee;
- Enrollment Management Committee; and
- Multicultural and Diversity Committee.

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. In 2012 Upward Bound received a five year grant which extends their service area to include Del Norte high schools.

In partnership with the League of Women Voters, the College supports student participation in local, state and federal electoral processes. Constitution Day is recognized with curricular and co-curricular activities.

Each Spring the College coordinates with Humboldt State University to present a Latino Film Festival at the Arcata Theater. The library celebrates cultural events such as Day of the Dead, while the Division of Arts, Language and Social Sciences celebrates Cinco de Mayo.

The Library and the Art Department's Art Gallery display student art work. The Library also displays the College's Native American basket collection. In addition, the following represent activities that encourage personal and civic responsibility, as well as intellectual, aesthetic, and personal development:

- Faculty-and Students sponsored Take Back the Night event to promote prevention and awareness of sexual violence against women.
- Faculty-supported and promoted student leadership institute that included two events; Student Activists Visioning Session and a Social Justice Overview Workshop through the partnership of ASCR with Faculty organizers.
- Film and filmmaker, "Ask Not" presentation with student panelists to discuss issues of sexual orientation, identity and the military.
- The College brought visiting scholars to the Eureka main campus to debate and discuss the Book of the Year, "The Help," to address race and gender.
- Film presentation of "Freedom Riders" with a presentation by Hollis Watkins to discuss his experiences in Mississippi under the Jim Crow law.
- Film "Not just a Game" was shown and discussed to highlight issues of race, gender ethnicity and sports.

### Analysis

This standard is substantially met and is sustainable. The College has a number of programs and services to encourage personal and civic responsibility for all students. The Student Development Division evaluates effectiveness of these programs and services and develop plans for program improvement.

*IIB.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. The program-review process ensures evaluation takes place related to the effectiveness of the College's counseling and advising programs. Feedback from program review led to a voluntary transfer of a Eureka-based Student Development advisor to the Del Norte Education Center. Advisors are specifically assigned to distance-education students, Extended Opportunities Program Services (EOPS), and veterans to provide additional support for these populations.

Results of the last year's assessment of the basic skills and general studies courses indicated a need to develop a First Year Experience (FYE) program and further embed advisors in basic skills and general studies classes for early alert and development of student education plans.

Categorical programs such as Disabled Student Programs and Services (DSPS) and EOPS provide academic advising and utilize training opportunities such as orientations, conferences and workshops to address the needs of their special populations. EOPS learning communities provide an increased number of advising contacts.

### Analysis

This standard is substantially met and is sustainable. Although the Student Development transferred a counselor from EOPS to a district-funded position, there is still a need for additional counselors and advisors, which has been documented through the program-review process.

*IIB.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-19). 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. The MDC recognizes a recipient of the Multicultural and Diversity award each year. The MDC meets on a monthly basis. Annually, the MDC recognizes a staff or faculty member who encourages and promotes diversity through an award presented during the Fall Convocation.

The College's Board of Trustees-approved Student Equity Plan (#IIB-20) outlines specific goals based on indicators regarding access, student success, and campus climate across population groups. Initiatives are outlined to meet specified goals determined through data analysis. Data will be reviewed annually to determine discrepancies in access, success and campus climate regarding underrepresented population groups and decisions regarding initiatives will be made in respect to the findings. Additionally, the College tracks data regarding the number of students from other backgrounds such as first generation and foster youth.

### Analysis

This standard is substantially met and is sustainable.

*IIB.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 as well as 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.

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 (#IIB-21).

The Office of Institutional Research (IR) 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. This provides guidance to advisors and students in course selection based on math and English placement.

The Mathematics and English Departments, working with Student Development, have reviewed and revised their multiple measures. As a result, both departments created new advising multiple measures rubrics for counselors and advisors ([#IIB-22](#)).

### Analysis

This standard is substantially met and is sustainable. College of the Redwoods has an open-admission policy, and the application process is simple and straightforward. Placement instruments are reviewed and validated on a regular basis.

*IIB.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 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 website ([#IIB-23](#)). All employees in contact with student records read the "Checklist for Protecting confidential Information and sign a confidentiality acknowledgement ([#IIB-24](#)).

The Admissions and Records staff purged all Class II and Class III documents that had reached their purge date from all student files, past and current. The Admissions and Records staff imaged into SoftDocs all current student records (approximately 70,000 single and multi-page documents.) The College contracted with Sherlock Records Management (a local company) to image Admissions and Records files for non-current students who had attended in the past eight years (approximately 15,000 single and multi-page documents). These records have been migrated into SoftDocs.

All remaining Admissions and Records' student records stored in the vault, old library, and the storage unit have been inventoried and moved to Sherlock Records Management's secure, climate-controlled facility. When requested, archived records are available using "scan on demand" services via Sherlock Record Management's secure website and are migrated into SoftDocs.

The college entered into a contract with ViaTRON to image all microfiche student records and migrate those files into SoftDocs. The microfiche has been delivered to ViaTRON and the test batch has been imported successfully into our Softdocs system. ViaTRON estimates this work will be complete by the first of November 2012.

Finally, the College is implementing eForms. Students will complete eForms which, after electronically processing the work requested by the student, will migrate into the student's record in SoftDocs without creating paper at all.

Hard-copy student conduct and residence life files are kept in a locked file room. The Child Development Center also adheres to security protocols to ensure all student and financial

data is kept in a locked office. Categorical programs such as Disabled Student Program and Services (DSPS), Extended Opportunities and Services Program (EOPS), Upward Bound, and CalSOAP follow additional guidelines through their grants regarding student records.

### Analysis

The College meets the standard. All current admissions records have been imaged and stored. All non-current student records have been archived in a secure, climate-controlled facility and electronic backups are being created. The new eForms ensure the sustainability of the document management system by establishing SoftDocs as the primary records depository.

*IIB.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

Since 2006-07, all Student Development departments have engaged in a comprehensive program review process that has included the development of Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs). Improvements in utilizing evidence-based assessment as well as increased dialogue and integrated planning have led to a major paradigm shift for this area. All departments have revitalized their assessment work to better reflect the learning that students acquire through utilization of student services.

The Student Development Assessment Group (SDAG), was formed in May 2012 to ensure assessment work for Student Development areas would be sustainable. SDAG worked with the Program Review Committee and Institutional Research to revise the program review template in order to strengthen the links between program review, assessment, evaluation and planning. SDAG meets weekly to serve as a resource for other Student Development staff and assists program review authors with completing the reports.

Each Student Development Division review provides the following information (#IIB-25):

- program mission and how the mission supports the College;
- program goals and how these goals support institutional planning;
- program indicators and analysis of any significant changes;
- critical reflection of SLOs and PLOs assessment results during current cycle;
- current work plan and evaluation of past work plan; and
- resource requests with rationale related to assessment and/or planning.

The annual program review provides a succinct report of progress for the prior year as well as current plans and activities. Comprehensive reviews are completed every five years and pull together previous annual updates to provide more detail. All Student Development

employees at the Eureka main campus, educational center and instructional sites are involved with program review on some level to ensure that goals and outcomes are realistic, authentic, and meaningful.

Student Development areas utilize two-year assessment plans. (#IIB-26). Each year, three to four SLOs and PLOs are assessed and reported on. Although some program indicators are required for all areas, such as budget and staffing data, unique indicators specific to the program are also required to evaluate the health of the program. Student Development areas “close the loop” by documenting, analyzing and discussing assessment results, implementing improvements to services for students, and then continuing to assess the intended outcomes to ensure learning has improved.

Program review and assessment results have led to several improvements in student support services areas:

- Implementation of imaging portion SoftDocs;
- Continued work to implement the eForms portion of SoftDocs and going live in Fall 2012 with at least six eForms for students.
- Development of an ad hoc committee to refine and deploy an electronic student education plan program college-wide.
- The embedding of Student Development Advisors in general studies courses.
- Completion of student-education plans (SEPs) are now included in all Guidance Studies (GS) 1, GS 6, and GS 8 courses (#IIB-27).
- Development of the task force to develop a first-year experience (FYE) program framework with the goal of implementing a FYE program in Fall 2013.
- Assessment results and subsequent dialogue led to improvement of the SEP document and revision of SLOs for 2012-13 as well as implementation of a two-year assessment cycle.
- The student satisfaction survey information resulted in substantial revision to the College website to enable greater access to all admissions forms and publications. 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 student athlete progress report 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 (#IIB-28).
- The Child Development Center (CDC) has updated its technology through an Action Plan.
- Students utilizing the CDC now submit a printout of their Degree Audit to cross-check with their semester schedule and educational plan to ensure academic progress towards their educational goal.
- A Veteran’s Resource Center was implemented to recognize the special needs of returning veteran students. A specially trained advisor is on site to assist students

- with financial aid, academic advising, and navigating the College processes as well as navigating the Veterans Affairs system. Accuplacer placement testing is available as well as specialized computer stations to provide accommodations as needed. A quiet study area is also provided to assist veterans transitioning to college life.
- Disabled Student Program and Services (DSPS) assisted in the development of quality standards for the distance education program, ensuring that Distance Education (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 main campus Career Center, the Academic Support Center, the Learning Resource Center, and updated adaptive software is installed on numerous stations across the College. Brailing capabilities were established at the Del Norte Education Center, and closed caption decoder boxes were installed at the Eureka Downtown Instructional Site.
  - Placement test scheduling on the Eureka main 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 placement testing, advising and registration services in one visit. Assessment services were also increased during the evening hours to improve access.
  - Extended Opportunities Programs Services (EOPS) expanded the EOPS Learning Community (LC) 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.

The Office of Institutional Research (IR) provides information from Student Tracker from National Student Clearinghouse and the Accountability Reporting for Community Colleges (ARCC) report as well as internal institutional data to assist in the evaluation of Student Development Services and how they contribute to student outcomes.

### Analysis

This standard is substantially met and is sustainable. The College regularly evaluates student support services via the program review process. Student Development departments analyze the achievement of learning outcomes related to services and uses the results inform program improvements. Each department works with IR 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 and division level and others must continue through the other planning committees, such as the Budget Planning Committee.



## IIC. 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.*

*IIC.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.*

*IIC.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 (ASC), the Writing Center, a distance education classroom, and the High Tech Center, are housed in the Learning Resource Center (LRC) of the Eureka main campus. The 39,000-square-foot LRC was designed to be a focal point of teaching and learning. The modern, integrated learning center, built in 2002, supports the College of the Redwoods (CR) mission in its commitment to enhancing the learning opportunities of the students, faculty, staff and citizens of the North Coast.

### *Library Services*

CR libraries are located at the Eureka main 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 location of the libraries directly or when available through interlibrary loan. Library staff at all three locations 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.

Program 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 Coast education centers, who hold regular meetings with faculty to identify and discuss curriculum needs.

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 main campus library provides a wide variety of services and programs in a comfortable and welcoming space designed to facilitate education offerings and support student learning. Many materials are available online through the library website.

The library has a total of six quiet study 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 maintained by Disabled Student Program and Services (DSPS) technical personnel for students with disabilities.



The LRC includes these areas:

- L103, a multipurpose classroom with seating and computers for 29 plus one assistive station;
- L107, a conference room seating for up to 14;
- A student-copy center;
- The Writing Center;
- The Math Lab;
- placement testing;
- tutoring and supplemental instruction; and
- test proctoring.

The library houses over 100 general-use computers equipped with Internet access, email, and Microsoft applications. The computers provide students access to the online library search 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 online databases, with indexes to 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 periodicals collections including: printed books; newspaper subscriptions; audio-visual media items; library reserve collection titles; and electronic books. A food-friendly foyer overlooking the campus grounds was designed so that students and staff would have a comfortable area to sit and study. Wireless Internet access is a great benefit to students, faculty and staff using the library and LRC. Laptop computers are available for students to check-out while working in the library.

The Eureka main campus library is staffed by one full-time director with a Master's degree in Library Science and one full-time Librarian. In addition, there are four full-time classified staff, one part-time classified staff, and nine part-time student workers.

#### *Del Norte Education Center Library*

The library at the Del Norte Education Center offers students an on-site collection of print books, newspaper subscriptions, audio-visual media items, and library reserve collection titles. In addition, students have access to approximately inter-district items, including e-books, and the College online library search catalog and online databases. 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 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. Students at this location have access to a research librarian through the on-line e-mail system that links them to the Eureka main campus.

Challenges at this location included 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 often use the library for Internet connectivity because in this rural community, residential connectivity can be unreliable. Associated Students of College of the Redwoods (ASCR) is helping to address this challenge by donating laptop computers to this location for student checkout while working in the library.

#### *Mendocino Coast Education Center*

The library at the Mendocino Coast Education Center is staffed by one full-time library technician and offers students an on-site collection of print books, periodical subscriptions, audio-visual media items, and library reserve collection titles. In addition, students have access to inter-district items, including e-books, and the College online library search catalog and online databases. Fourteen general-use computers at work stations are available with Internet access, email, and Microsoft applications. There are three quiet study rooms with one computer in each room. Two of these computers have full assistive stations. Students have access to one pay station copier and one pay station printer. The ASCR is helping to address this challenge by donating laptop computers to this location for student checkout while working in the library.

#### *Academic Support Centers*

The CR Academic Support Centers (ASC) are located at the Eureka main 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 (DE) students, English and math skills assessment, media viewing, and private study areas. The ASC welcomes all students, faculty, and staff.

### *Eureka Main 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 DE 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 online tutoring. 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, Modern Language Association (MLA) and American Psychological Association (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. One study room has a full assistive station. General use computers, two with assistive devices, are available with Internet access, email, and Microsoft 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.

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 DE classes, and out-of-district classes, as well as administering DSPS tests when the Disability Resource Center is unavailable.

### *Mendocino Coast ASC*

Located in the library and staffed by the library technician, the ASC offers test proctoring service for make-up and DE classes, DSPS accommodations, out-of-district classes, and assessment.

### *High Tech Center*

The mission of the High Tech Center (HTC), located in the Learning Resource Center (LRC) on the Eureka main 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 include 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 application, 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 HTC 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 main campus, provides students enrolled in ENG 350, ENG 150, and ENG 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*

CR offers DE in a variety of subjects to help students achieve their educational goals. DE provides college access to students with schedule conflicts, full-time jobs, family obligations, disabilities or geographic barrier. The DE classroom and control room are housed in the Learning Resource Center at the Eureka main campus.

The DE classroom on the Eureka main 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 DE control room houses all the equipment for the television studio and closed captioning station. It is staffed by one full-time communication technologist.

## Analysis

This standard is substantially met and is sustainable. Under the direction of the library director and faculty librarian, the electronic database collection is evaluated on 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 director of the LRC. A comprehensive inventory of all library materials was conducted in 2010.

*IIC.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 main campus, Del Norte and Mendocino Coast education centers 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 a 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 college-wide are able to receive instruction to meet SLOs. LIBR 5 covers an introduction to academic research skills and practice, and includes the following SLOs:

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.
8. 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 main 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; and
- how to find academic, quality information on the Internet.

### *Del Norte Education Center*

The Del Norte library encourages students, faculty, and community members to ask questions and explore the facilities, resources, and services the library offers. The library conducts tours and gives formal research instruction to classes at the request of instructors.

### *Mendocino Coast Education Center*

The Mendocino Coast library welcomes the opportunity to introduce students, faculty, and community members to the facilities, resources, and services. In addition, the library conducts tours when scheduled in advance.

Online library instruction available at main campus, all sites, education centers and via-online access.

Online library instruction is available through the library website. 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;
- How To Guides – such as MLA Citation Guide, APA Citation Guide, Basic Research Guide, Basic Library Information, LRC Map, and What is a Journal?; and
- Citation Tools – such as Noodle Tools, Noodle Bibs Express, MLA Citation Guide, APA Citation Guide, and Basic Research Guide.

### Analysis

This standard is substantially met and is sustainable. 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. Often, 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. The library is responsive to implementing new technologies at all locations to support student learning.

*IIC.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 website. Both on campus students and distance education students are able to log on to the library website 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 website has been updated to include a library blog and twitter feeds.

#### Analysis

This standard is substantially met and is sustainable. 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.

*IIC.1.d.The institution provides effective maintenance and security for its library and other learning support services.*

#### Description

Maintenance for the all the College's 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 main 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 College of the Redwoods 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 main campus, the libraries at the education centers do not have magnetic security gates to assure materials are not removed without authorization.

### Analysis

This standard is substantially met and is sustainable.

*IIC.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 Information Technology Department.

Student surveys are conducted bi-annually to evaluate the effectiveness of all library services.

### Analysis

This standard is substantially met and is sustainable. 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.

*IIC.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

College of the Redwoods Library District Survey Report was compiled by the Office of Institutional Research (IR) using data from 2001, 2003, 2005, 2007 and 2009 (#IIC-1). 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 the last Noel-Levitz Student Satisfaction Inventory conducted in March of 2010. The survey results noted (#IIC-2):  
*"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 catalogue 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 catalogue from home or from a computer lab on campus.

- *The top reasons for library use as indicated by the 2009 survey are:*
  - 90 percent do homework in a quiet, warm setting;
  - 76 percent use Internet search engines;
  - 75 percent access Internet for assignment research;
  - 67 percent check class website for assignment;
  - 65 percent check email;
  - 60 percent word processing and spreadsheets;
  - 55 percent research materials for term papers;
  - 38 percent research articles in databases;
  - 20 percent search for magazine articles online;
  - 16 percent get entertainment on Internet; and
  - 11 percent use computer-aided instruction programs.

### Analysis

This standard is substantially met and is sustainable. 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.

### **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.*



### IIIA. 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 Resources planning is integrated with institutional planning.*

IIIA.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.*

IIIA.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

The Redwoods Community College District subscribes to the policy/procedure service of the Community College League of California. This service provides templates for Board policies and, in many cases, administrative procedures. The District is reviewing the templates as well as its own policies to ensure that its policies/procedures ultimately reflect the needs of the District. In some instances, the templates will incorporate existing District practices or priorities.

In September 2012, the District completed and adopted an updated Equal Employment Opportunity Plan, including a policy statement and administrative measures to comply with state regulatory requirements. Other personnel-related Board Policies (BP) and Administrative Procedures (AP) approved in 2012 included:

- AP 7217 Faculty Prioritization Process
- BP 3050 Institutional Code of Ethics
- AP 3050 Institutional Code of Ethics
- BP 4030 Academic Freedom
- BP 7310 Nepotism
- AP 7310 Nepotism

Upon updating our policies, our review suggested that several League policy templates would benefit from adjustments, and that several additional topics should be considered for inclusion in the human resources areas. The District therefore requested the assistance of legal counsel to ensure compliance with state and federal requirements. With counsel assistance, the following policies are in various stages of completion with expected submission to College Council by or before December, 2012.

- BP 7110 Delegation of Authority
- BP 7111 Job Descriptions
- BP 7113 Definition of Accredited Institution
- BP 7120 Recruitment and Hiring
- AP 7121 Tenure and Non-Tenure Track Full Time Faculty Hiring
- AP 7123 Classified Employee Hiring
- AP 7124 Management and Administrator Permanent and Interim Employee Hiring
  
- BP 7130 Compensation
- BP 7140 Collective Bargaining
- BP 7160 Professional Development
- BP 7210 Academic Employees
- BP 7230 Classified Employees
- BP 7350 Resignation of Employees
- BP 7400 Travel

The Human Resources Department (HR) publishes and distributes recruitment brochures for all positions available within the College-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 website 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 and 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 and Company again in 2010 to perform an update and realignment of positions (#IIIA-2). HR 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 by HR prior to being forwarded to the screening committee.

The hiring process for administrative and management positions is governed by Board Policy (BP) 7122 Employment of Other Administrative Employees, and the hiring process for employing classified personnel is outlined in BP 7238 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 District has obtained legal counsel services to work HR to continue updating policies and procedures.

The hiring and selection process for academic positions (faculty and administrative administrators) is outlined in BP 7123 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 plays an active role in the prioritization of all new faculty position requests. BP 7123 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 Procedure (AP) 7123 Contract Faculty Appointment Procedures (#IIIA-6).

The District has recently established a Strategic Equity in Hiring Plan and adopted an Equal Employment Opportunity (EEO) Plan which outline the District's commitment to diversity in hiring, employment, and retaining employees (#IIIA-7). Significant effort is made to recruit a diverse applicant pool through advertising in various publications following EEO 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 administrator 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 HR/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 (or other appropriate demonstration for non-teaching faculty positions) of professional skills. The College President/Superintendent is presented with the screening committee's preferred choices for the faculty position. Typically, through a second round of interviews that includes the President/Superintendent and the Vice President of Instruction or the Vice President of Student Development, the President/Superintendent selects from among these finalists the candidate for recommendation to the Board of Trustees for appointment to the position.

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 2010-11 catalog, 28 hold doctorate degrees and 58 hold master's degrees or first professional degrees. All meet the minimum qualifications in their respective disciplines (#IIIA-8).

### Analysis

This standard is substantially met and is sustainable.

*IIIA.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 visiting team evaluation report dated December 20, 2011, states "Employees are not systematically evaluated at stated intervals." The report further states, "Interviews with a cross-section of classified employees revealed that evaluation cycles are inconsistent, with some employees being evaluated annually, per the contract, while others stated that they had not been evaluated in five to seven years. The Interim Human Resources Director stated that managers will be held accountable for their own evaluation processes going forward."

In response to this finding and subsequent recommendation, the HR Department established a procedure to assure compliance with permanent employee evaluation schedules (#IIIA-9). Adopted by Cabinet on October 7, 2011, and operationalized immediately thereafter, this process outlines time benchmarks for upcoming deadlines, current deadlines, and past-due



deadlines (#IIIA-10). The procedure outlines regular monitoring of outstanding evaluation lists, identifying assigned evaluators, and is reviewed on a monthly basis with administrators. Completion of evaluations has been included as a metric in the Manager/Administrator Evaluation Form (#IIIA-11). Since the implementation of the evaluation compliance procedures, the College has effectively updated its outstanding evaluations and implemented an accountability system for those supervisors who have outstanding evaluations to conduct. The Associate Faculty Coordinator, operating through the Office of Instruction, compiled a master data sheet of all active associate faculty. This master data sheet is used to track contracts, hiring obligations and paperwork, and evaluation cycles. An MOU to the contract was established in Fall 2009 changing associate faculty evaluation cycles from every four semesters under contract to every six semesters under contract, and the master data sheet tracks contracts and upcoming evaluation due dates (#IIIA-12, #IIIA-13).

A detailed explanation of the evaluation processes related to this standard is separated by job 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 (BP) 7262 Management Performance Evaluation, and accompanying Administrative Procedure (AP) 7262 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-14).

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-15).

### *Faculty*

Faculty evaluation procedures and intervals are delineated in the Redwoods Community College District (RCCD)/College of the Redwoods Faculty Organization (CRFO) bargaining agreement and accompanying Memorandum of Understanding (MOU) (#IIIA-16, #IIIA-17). 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.

In an effort to improve associate faculty support and employment compliance, a recently developed Associate Faculty Coordinator position was 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 appropriate area administrators to ensure the completion of these evaluations within the timeframes outlined by the CRFO bargaining agreement and relevant memorandum of understanding (#IIIA-18).

### *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-19). 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 HR.

### Analysis

This standard is substantially met and is sustainable. As described above, the College has evaluation processes in place for all levels of personnel and an accountability system for managers and administrators to ensure evaluations are timely. The evaluations appropriately measure performance, effectiveness, and improvement and are well-established in writing. At the time of the initial self-study report, a review of the files indicated personnel evaluations had not always been conducted on a consistent basis and the HR Department has no written procedure to assure compliance with the evaluation schedules. The planning agenda for the initial self-study committed the office of HR Department to create a written procedure by for reporting when staff and administrator evaluation deadlines are missed. Said procedure has been implemented and outstanding evaluations have since been conducted, and moving forward, evaluations have been placed on an accurate timetable and accountability measures instituted. Annual trainings have been provided to managers and administrators by legal counsel on providing accurate and effective performance evaluations (#IIIA-20).

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.

IIIA.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-21). Faculty also holds the primary responsibility for curriculum development.

The College-adopted strategic plan's Goal 3, *Build a culture of assessment*, outlines Objective 3.1 as "Increasing student learning performance through Student Learning Outcomes (SLOs)." Since 2007, when the 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 website 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-22).

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 2012, 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 requires data and reflection on assessment of SLOs in instructional and student support programs. The Program Review Committee produces an executive summary for each program reviewed. The program review process also requires resource requests to be explicitly linked to assessment results and/or institutional plans. The committee provides feedback to the program review authors and appropriate administrators on items that require further attention.

The College has also acted on the part of the visiting team report dated December 20, 2011, that dealt with inclusion of student learning outcomes as a component of faculty evaluation. The District and the College of the Redwoods Faculty Organization (CRFO) engaged in productive conversations for several months regarding the inclusion of assessing student learning outcomes as a component in evaluation of those working directly with students. The result was Memorandum of Understanding (MOU) (2010-13-04) which directly incorporates SLOs, PLOs, and assessment as part of faculty and associate faculty duties in the language section of the contract and revises the F-2/AF-2 forms (Faculty/Associate Faculty evaluation) and F-4/AF-4 forms (Professional Development and Self-Evaluation Inventory) (#IIIA-23).

The Fall 2010 MOU between the District and the CRFO outlines the establishment and duties of Area Coordinators. The duties outlined include, “Coordinating the development and implementation of SLOs and assessment at the course, discipline, and program levels,” and, “Coordinating program review at the discipline level” (#IIIA-24).”

The Student Development Division, which encompasses all services directly responsible for student progress toward achieving SLOs, has revised its administrative, director, and manager job descriptions to incorporate assessment as part of the employee duties.

The agreements described above ensure that production of and assessment of SLOs is the professional responsibility of all personnel who work directly with students.

### Analysis

This standard is substantially met and is sustainable. Faculty and staff are actively engaged in assessing SLOs 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.

IIIA.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 College of the Redwoods Faculty Organization (CRFO).

The following Board Policies address personnel conduct:

- Board Policy (BP) 7511 consensual relationships among all academic employees (#IIIA-25);
- Board Policy 3430, Equal Opportunity and Nondiscrimination, and associated administrative regulations (#IIIA-26); and
- Board Policy 3550, Drug-Free Workplace (#IIIA-27).

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:

- 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.; and

- Supports gender equity and cultural diversity, and displays sensitivity to these issues.

The management committee drafted an institutional code of ethics into BP 3050 which was approved February 7, 2012, and the corresponding Administrative Procedure (AP) was approved January 3, 2012. The policies and procedures include an institutional definition of ethics as well as ethical standards to be adhered to by all employees. Additionally, the code of ethics requires compliance with laws, avoidance of conflict of interest, and potential discipline if the code is violated (#IIIA-28).

### Analysis

This standard is substantially met and is sustainable. The College has developed a comprehensive code of ethics for all personnel.

*IIIA.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

As of Spring 2012, College of the Redwoods had 91 full-time faculty (82 teaching and 9 non-teaching) and 222 associate (part-time) faculty, which created a full-time to part-time teaching faculty ratio to be 37 percent full-time and 63 percent part-time. This ratio was below the 75/25 ratio recommended by Assembly Bill (AB) 1725; however, the full-time tenure track faculty level was 87, exceeding the college's faculty obligation number of 82.1.

During the Spring of 2012 the College negotiated a faculty supplemental employee retirement plan (SERP), of which seven faculty elected to retire during Summer 2012. Due to significant fiscal constraints and the timing of the retirements, the College reached agreement with the faculty union to replace the positions over an extended period of time. The replacement of the positions from those who recently retired will be a continued collaborative discussion with faculty and administration.

Needed faculty positions that are identified as part of the annual and comprehensive program review process are first reviewed by the Program Review Committee 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 2009-10 academic year and presented to the appropriate integrated planning functional committee for review and discussion. The 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-29). During the 2011-12 academic year, fiscal resources were limited and position

replacements were considered carefully through area administrative recommendation and cabinet review. Positions with direct impact on instruction were considered with highest replacement priority. Due to the current fiscal climate and associated budget limitations in 2012-2013, 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-30).

The College went through a period when a number of critical administrative positions were unfilled. However, as of May 2012 a sufficient number of positions have been filled to effectively administer the affairs of the College.

Within the past two years, the College has hired and maintained a new Vice President of Administrative Services (Lee Lindsey), a Dean of Career and Technical Education (Jeff Cummings), a Director of Institutional Research (Angelina Hill) and a Director of Planning, Grants and Institutional Effectiveness (Roxanne Metz). Kathryn Lehner was hired in May 2012, as the President/Superintendent. The only administrative position which remains unfilled with a permanent replacement is the Director of Human Resources. The position has been filled on an interim basis with an employee who has been with the College for 14 years.

### Analysis

This standard is substantially met and is sustainable.

*IIIA.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.*

*IIIA.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.*

### Description

An Equal Employment Opportunity (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, was approved by the Board of Trustees on September 10, 2012. Board Policy (BP) 3410 Nondiscrimination was developed in Spring 2011 to update the College's nondiscrimination policies, and 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-31).

The Human Resources Department (HR) 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 Redwoods Community College District (RCCD)/California State Employee Association (CSEA) agreement, the HR hiring manual is updated with current forms and terms within the bargaining agreements. In collaboration with the faculty union,

the College has established an updated and inclusive faculty collective bargaining agreement (2010-13) which includes all associated side agreements and memorandums of understanding, linking said additional agreements into the text of the existing bargaining agreement document. This electronic linkage should reduce confusion over which language is the most current in the agreement.

Since January 2012, HR implemented and has been improving upon an online employment manual. This manual provides College employees and prospective new employees with access to employment-related Board Policies (BPs) and Administrative Procedures (APs), screening committee member information, EEO Directives, as well as employment related California Education Code and Title 5 regulations.

Printed copies of the manual's index have been made available in the HR for those without access to a computer.

On February 9, 2011, the College's legal counsel conducted training for 12 employees to become EEO Monitors (EEO Representatives), with the intent to have a monitor in each hiring process the College conducts. The training covered Title 5 and College obligations to help ensure fair hiring practices (#IIIA-32). The next annual training is scheduled for November 2012.

#### Analysis

This standard is substantially met and is sustainable.

*IIIA.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 (HR) maintains personnel files in a secure location. They are locked during non-business hours and anytime HR 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

This standard is substantially met and is sustainable.

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 College of the Redwoods (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” (#III.A-33).

The 2009 Education Master Plan (EMP) outlined the goals and objectives in the College’s 2008-11 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.

In recognition that the heart of our work at CR is our students the College has completed and updated its Student Equity Plan. This commitment is demonstrated with actions to address inequities of underrepresented populations in student success indicators. Activities are indicated to meet specific goals derived from data that will determine future planning to support underrepresented students. Student Equity Plan campus climate goals are integrated with initiatives delineated in the Strategic Equity in Hiring Plan.

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 (women, minorities, persons with disabilities, and Vietnam-era veterans” (#III.A-34). An Equal Employment Opportunity Plan (EEO) representative serves on all hiring committees and is present for all interviews. HR provides appropriate Americans with Disabilities Act (ADA) accommodations for all applicants. The district gathers voluntary demographic information regarding equity and diversity for all applicants.

The College’s philosophy statement Board Policy (BP) 1201, approved by College Counsel on September 17, 2012, states “We will continuously seek and support a dedicated, highly qualified staff, diverse in terms of cultural background, ethnicity, gender, intellectual perspective, and committed to fostering a climate of academic freedom and collegiality.” Additionally, the College’s Institutional objective 4 BP 1202 approved by College Council on September 17, 2012, states “To have the underrepresented groups within the District represented in all aspects of student life in proportion to representation in the total District population, and to encourage student awareness of their role as responsible global citizens.



The Multicultural and Diversity Committee (MDC), an Academic Senate committee, is comprised of faculty who meet on a monthly basis to support diversity at CR. 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-35](#)).

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 Humboldt State University;
- 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; and
- HR/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-36](#)). Furthermore, schedule F-1 (Faculty Professional Responsibilities) lists key diversity items ([#IIIA-37](#)):

- 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.

Since the accreditation team visit in the Fall of 2011, the following additional activities have also taken been implemented and/or completed:

- The MDC consulted with a faculty member to write a Basic Skills Initiative (BSI) grant to fund an English for Speakers of Other Languages (ESOL) pilot program. The grant was funded and ESOL courses, coordinated with the Enrollment Management Committee, are being held during the Fall 2012 semester.
- Completion and approval of updated (2012) Student Equity Plan.
- Completion and approval of an EEO plan.
- Completion of a Strategic Equity in Hiring Plan, which includes integration with the EEO Plan and input from the Multicultural and Diversity Committee.
- The development of a BP and AP regarding Diversity.

## Analysis

This standard is substantially met and is sustainable. The College promotes and encourages an appreciation for equity and diversity through programs, practices, and services to support its diverse personnel.

IIIA.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 visiting team report dated December 20, 2012, stated, "While the College clearly honors diversity through its programming, hiring policy, and evaluation process, hiring practice has not led to a diversity of employees to mirror the community it serves based on data provided in the *Self Study*. Employment processes seek underrepresented candidates, and screening committees follow the diversity of composition specified in Board Policy. The *Self Study* indicates that the College has not regularly tracked the ethnic distribution of staff compared to the ethnic distribution of the population in the community it serves. Such data has not been fully evaluated."

In response to Recommendation #6, the College established a Strategic Equity in Hiring Plan. The Plan is aligned with Student Equity Plan and the Equal Employment Opportunity Plan to support a college climate of diversity conducive to promoting the success of underrepresented students. The plan supports College Board Policy (BP) 3410, the College nondiscrimination/equal opportunity statement, and the College value statement honoring diversity and a welcoming environment. The plan also represents the College response to addressing equal employment opportunities pursuant to applicable Title 5 regulations (section 53000 et seq.) and California Education Codes (87101 and 87106b). The plan outlines the district practice of routinely assessing its record in employment equity and diversity and a plan of action to address any areas where significant underrepresentation exists. Assessments and reporting will occur in a timely manner to facilitate prompt and effective implementation (Title 5: 53020b). This is done to foster an inclusive environment of educational excellence and an understanding of a global perspective that fosters diversity (87106b). This practice is consistent with the College mission of partnering with the community to contribute to the economic vitality and lifelong learning needs of its service area. The goals of this hiring plan are aligned with the College's Strategic Plan, which lists dedication to embracing equity and diversity with effective policies and practices as a desired outcome (#IIIA-38).

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.

Permanent Staff at College of the Redwoods (CR) are predominantly Caucasian. In Fall 2011, 79.8 percent of all full-time employees identified themselves as Caucasian. The annual comparison of permanent employees shows that a larger percentage of full-time faculty were of under-represented ethnicity in Fall 2012 than in Fall 2011 or Fall 2010. Although the number of under-represented full-time faculty increased by only one faculty from 2010 to 2011, the overall number of full-time faculty declined by six, resulting in a 2 percent increase in the overall number of under-represented faculty. Full-time faculty are the least diverse workforce group, followed closely by classified staff.

The percentage of under-represented management was also higher in Fall 2011 than in Fall 2010 or Fall 2009. In Fall 2011, under-represented management accounted for a quarter of all Management who reported their ethnicity, which was an increase of 9.2 percent from Fall 2010. Classified employees were the only group who experienced a decline in under-represented ethnic representation in Fall 2011 compared to Fall 2010 or Fall 2009. The loss of three classified staff of under-represented ethnicity in Fall 2011 resulted in 1.2 percent decline in Fall 2011 compared to Fall 2010 and Fall 2009.

In Fall 2011, more permanent employees were female (55 percent) than male (45 percent). Female employees have declined slightly, by 1.6 percent, since Fall 2009. Full-time faculty are the only group to have consistently more men than women. In Fall 2011, about sixty percent of full-time faculty were male.

Approximately 60 percent of California Community College employees are white, while approximately 80 percent of employees at CR 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 Data Mart 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 5 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. For a more detailed diversity analysis, please refer to the College's EEO Plan and Strategic Equity in Hiring Plan.

	College of the Redwoods Employees*		Population in Service Area		All California Community Colleges (Statewide)	
	#	percent	#	percent	#	percent
Asian or Pacific Islander	21	3.9 percent	4446	2.3 percent	8772	10.3 percent
Black or African American	3	0.6 percent	2559	1.3 percent	5416	6.3 percent
Hispanic/Latino	29	5.4 percent	20814	10.7 percent	13818	16.2 percent
American Indian or Alaska Native	17	3.1 percent	10147	5.2 percent	678	0.8 percent
Caucasians	429	79.4 percent	138692	71.6 percent	50985	59.6 percent
Declined to State, Unknown, Other	41	7.6 percent	8241	4.3 percent	5351	6.3 percent
Two or More Races	0	0.0 percent	8886	4.6 percent	467	0.5 percent
Female	293	54.3 percent	84693	49.0 percent	46977	55.0 percent
Male	247	45.7 percent	88278	51.0 percent	38510	45.1 percent
Total	540	100.0 percent	193785	100.0 percent	85478	100.0 percent

	Full-Time Faculty*		Classified		Management		Total	
Fall 2011	#	percent	#	percent	#	percent	#	percent
Asian or Pacific Islander**	4	4.6 percent	8	3.7 percent	3	16.7 percent	15	4.7 percent
Black or African American	0	0.0 percent	3	1.4 percent	0	0.0 percent	3	0.9 percent
Hispanic/Latino	5	5.7 percent	16	7.4 percent	0	0.0 percent	21	6.5 percent
American Indian or Alaska Native	1	1.1 percent	6	2.8 percent	1	5.6 percent	8	2.5 percent
Caucasians	70	80.5 percent	175	80.6 percent	12	66.7 percent	257	79.8 percent
Declined to State	7	8.0 percent	9	4.1 percent	2	11.1 percent	18	5.6 percent
Two or More Races	0	0.0 percent	0	0.0 percent	0	0.0 percent	0	0.0 percent
Female	36	41.4 percent	132	60.8 percent	9	50.0 percent	177	55.0 percent
Male	51	58.6 percent	85	39.2 percent	9	50.0 percent	145	45.0 percent
Total	87	100.0 percent	217	100.0 percent	18	100.0 percent	322	100.0 percent

## Analysis

This standard is substantially met and is sustainable. CR has begun to adequately assess employment equity. Demographic information is gathered for students, employees, and applicants, and the information is used to evaluate how well the College is creating a personnel and student community demographically representative of the region it serves. The establishment of both a Strategic Equity in Hiring Plan and an EEO Plan have implemented a thorough assessment process to gather and analyze data and create action plans to increase diversity.

*IIIA.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.*

## Description

College of the Redwood's (CR) philosophy states, "We recognize the dignity and intrinsic worth of the individual and acknowledge that individual needs, interests, and capacities vary (#IIIA-39)."

The College addresses integrity and ethical behavior in many ways:

- There is a code of faculty professional responsibilities listed in the College of the Redwoods Faculty Organization (CRFO) collective bargaining agreement (#IIIA-40).
- The Multicultural and Diversity Committee has been charged to work with the administration to review the Student Equity Plan (#IIIA-41).
- All complaints of discrimination are directed to the attention of the Director of HR/ Equal Employment Opportunity Plan (EEO) Officer. Unlawful discrimination complaint forms and accompanying district policies are available for all persons on the front counter of the HR office, as well as published in the Faculty Handbook (#IIIA-42).
- The HR 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-43). Board Policy (BP) provides protection for all employees of the district who report wrong-doing under the whistleblowers Protection Board Policy 7700 and Administrative Procedure (AP) 7700 (#IIIA-44).

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-45):

- 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-46). 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 a 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-47).

### Analysis

This standard is substantially met and is sustainable. 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.

*IIIA.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.*

*IIIA.5.a. The institution plans professional development activities to meet the needs of its personnel.*

### Description

The visiting team report dated December 2012 determined that training activities were not specifically linked to the College mission or to the Strategic Plan and that the College would benefit from training that supports leadership development and internal growth. The team recommended that the College develop a comprehensive professional development program, which is linked with the College mission and the Strategic Plan and which encourages

opportunities for leadership growth within the College. The program should be regularly evaluated based on needs assessment data, outcomes, and relationship to mission.

The College acknowledges that past professional development activities often occurred independently without a systematic approach to evaluating links to the College mission and goals. In response the College has consolidated professional development activities, consistent with Board Policy (BP) 7160, into a comprehensive program coordinated by the Professional Development Committee (PDC). This is a standing committee under the leadership and responsibility of the Director of HR. The committee assesses professional development needs College-wide, coordinates program offerings to meet identified needs, and evaluates offerings for effectiveness. The PDC coordinates the various professional development efforts to provide a comprehensive program. The Professional Development Committee has directed the following actions to make this program accessible and responsive to the professional growth needs of college employees and to ensure that professional development activities link to the mission and goals of the College. These actions include:

- Regular PDC meetings of representatives of the constituent professional development groups.
- Updated operating statements of all constituent professional development committees/groups that ensure professional development activities are linked to the College mission and goals.
- Creation of a professional development calendar that provides a comprehensive listing of professional development activities.
- A revised Professional Development web page that allows easy access to all facets of professional development and professional development activities.
- Systematic evaluations of all activities by the Professional Development Committee to ensure links to the College mission and goals.
- Annual calendared review of the comprehensive professional development program
- Annual calendared surveys to ensure that the professional development program is meeting the needs of college employees.
- An annual proposal of funded professional development activities based needs assessment survey results and a PDC analysis of the program review master summary.

The PDC meets monthly to coordinate planning, scheduling, needs and process assessment activities and to ensure that proposed activities are linked to the College mission and goals. The PDC is chaired by the HR Director and is comprised of representatives from each of the campus committees/groups involved in professional development activities, including: Flex Committee; Faculty PDC (Academic Senate); Distance Education; Associate Faculty; Community Education; and Classified Employee training programs. The committee also includes consideration of activities through the Veterans Affairs Program, Disabled Students Programs and Services, and the Multicultural and Diversity Committee. The PDC provides a comprehensive professional development program that includes assessment of needs, planning and evaluation of activities, and regular evaluation of program processes.



*Description of various professional development programs:*

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-48](#)). 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 (CTE) 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 webinar training sessions on managing aggressive student behavior, student anxiety and suicide issues, and supporting the underprepared student.

Disabled Students Programs and Services (DSPS) 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-49](#)). 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.

The College has invested in instructional designers to support professional development for faculty and staff. These instructional designers have created training in best practices for online teaching and learning ([#IIIA-50](#)). The faculty have expressed an interest in resurrecting the Center for Technical Excellence in some form. It is expected there will be ongoing discussions about how to return the Center for Technical Excellence or services at varying levels.

The College typically allocates \$60,000 for sabbatical leaves. Since 2006, the College has funded 16 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 Teaching Load Units (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.

The College has provided nine TLUs of reassigned time for a faculty member to serve as the Assessment Coordinator, a position that supports faculty in the assessment of SLOs. 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 College ([#IIIA-51](#)).

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 September 8, 2012, with workshops on disabled student accommodation needs, curriculum processes, assessment tied to curriculum and SLOs, the student code of conduct and dealing with difficult students in the classroom. Presenters included various full-time faculty, the Assessment Coordinator, the Dean of Students, and the DSPS Program Director.

*Convocation training activities* were created through the data gathered from the training needs surveys administered in May 2012. As a result, an additional “Technology Tuesday” was added to the Convocation training schedule to address the technology training needs requested by all constituent groups.

Three separate *Professional Development Series* have been established for classified employees, faculty, and managers and administrators. The topics for the professional development series came from the 2012 survey data.

The College honors *classified employee release time and fee waivers* per contract section 4.1 of the California School Employee Association (CSEA) Collective Bargaining Agreement. For the past three years, the College has supported fee waivers in the following amounts.

2011-12	\$1,736
2010-11	\$1,692
2009-10	\$1,344

These amounts do not reflect the cost of release time associated with taking the courses during an employee’s regular employment assignment.

Employees who apply for fee waivers and/or release time must state how the course(s) would be of value to the employee in meeting educational and occupational goals. The PDC evaluated the past three years of funding and reviewed the data of if/how the course(s) helped them meet their stated objectives. Recommendations for program improvement will continue within the scope of the collective bargaining agreement.

In the past, professional development has been offered by the President’s Office and/or the Office of Human Resources for administrators, primarily related to orientation to the College and management structure. These orientation materials included:

- Accrediting Commission for Community and Junior Colleges 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;
- conducting personnel evaluations;
- Child Abuse Mandated Reporting;
- EEO monitor training;
- NIMS/ICS;
- blood borne pathogens; and
- sexual harassment.

In addition, the President's Office has regularly conducted informational sessions on budget and strategic initiatives.

*Community Education* and *Distance Education* also provide training accessible to faculty and staff.

The College recently approved Board Policy 1201 Philosophy Statement, which includes a section that states:

“We will encourage and reward professional development for all staff and will all share in the responsibility for student outcomes.”

#### Analysis

This standard is substantially met and is sustainable. Professional development opportunities are provided in a coordinated, comprehensive, and substantive manner, and includes evaluation in a systematic way to ensure teaching and learning needs are identified and addressed.

*IIIA.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 provides professional development opportunities through a coordinated professional development program overseen by the Professional Development Committee (PDC). This includes delivering 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.

### Analysis

This standard is substantially met and is sustainable. Each program represented in the professional development program has developed an operating agreement which describes how they ensure their activities are linked with the mission and goals of the College. The PDC conducts an annual review of constituent group, including a review of trainings provided by each of the operational area of the College (Administrative services, Student Development Services, and Instruction). The PDC reviews these summaries on an annual basis to ensure that the activities are linked with the College mission and goals, and to determine if the year's activities are meeting needs of employees as judged through the professional development survey and the needs expressed in the program review summary.

The PDC has established a uniform training assessment tool to be administered after each PDC training. The PDC then reviews evaluations to determine if the activity can be improved and if it should be repeated or eliminated. Additionally, the PDC requires each constituent professional development group to conduct assessments of their activities and the PDC conducts an annual review of all evaluations identify trends in satisfying the professional growth needs of employees. The PDC also conducts an annual self-evaluation and requires each of the constituent groups to conduct a similar evaluation. These self evaluations are used to make improvement to the following year's process.

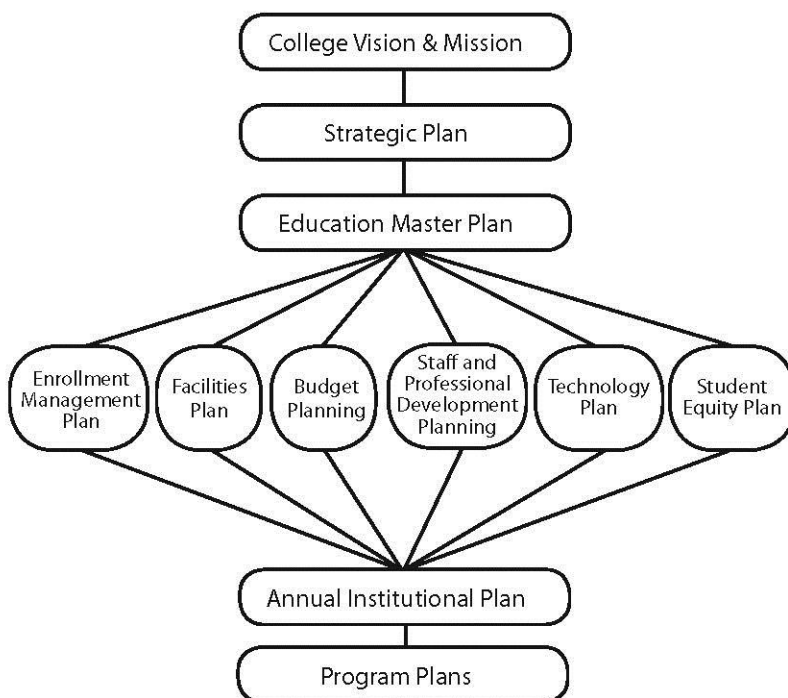
*IIIA.6. Human Resources planning is integrated with institutional planning. The institution systematically assesses the effective use of Human Resources and uses the results of the evaluation as the basis for improvement.*

### Description

As described in the revised Planning, Budgeting, and Program Review Manual, the College is now engaged in a regular cycle of sustained decision-making that includes data-driven goals, well-defined planning processes, integrated component plans, and an ongoing system of evaluation and updating that allow for achievement of institutional goals.

As outlined in the *College of the Redwoods Alignment of Institutional Plans*, staffing and professional development are now integrated with other institutional planning processes. The College has integrated its component plans by creating a structured planning process that includes measureable actionable goals at all levels of planning.

COLLEGE OF THE REDWOODS  
ALIGNMENT OF INSTITUTIONAL PLANS



The addition of the Annual Institutional Plan to the College’s planning process will ensure that the College assesses its progress towards institutional and educational effectiveness goals in a timely, collaborative, and systematic manner. If established institutional goals are missed, this annual process will provide the institutional structure and support to get these goals back on track.

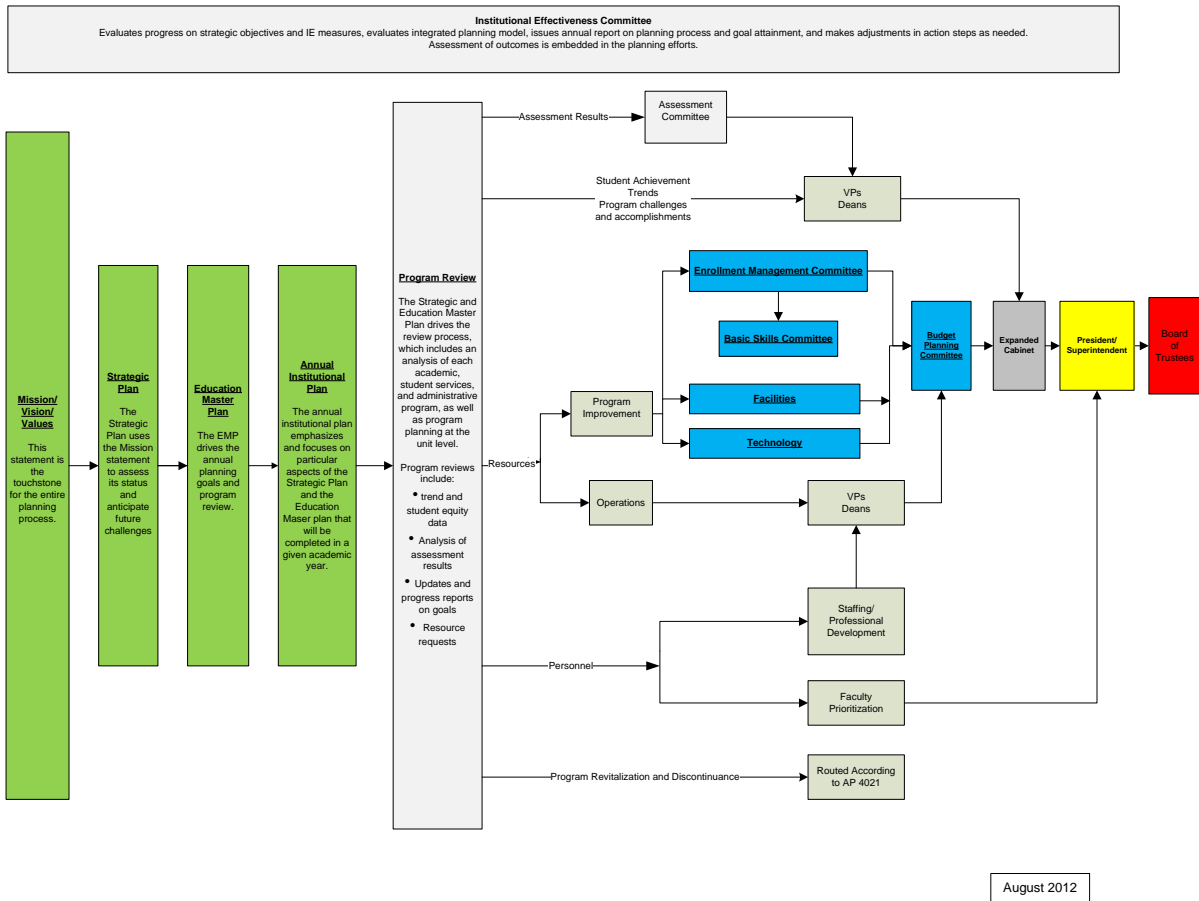
*Faculty prioritization:* In previous years, the College utilized a faculty prioritization process for identifying positions to be recruited for new or replacement faculty. This process has undergone multiple revisions to better reflect program review and a college-wide perspective. In the 2010-11 academic year, the College established a request list and applied a rubric to prioritize the list (#III A-52).

*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 College of the Redwoods 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 Human Resources Department (HR) once a semester. Over 75

percent of these respondents reported being somewhat to very satisfied, indicating the HR office communicates well with the College Community.

The annual planning cycle and data from program review ensures the College systematically assesses the use and needs of HR. As the below chart diagrams, staffing, professional development, and faculty prioritization are all included in the annual planning cycle, and the Institutional Effectiveness Committee evaluates progress on strategic objectives and institutional effectiveness measures.



Analysis

This standard is substantially met and is sustainable. (Also see response to Recommendation #2 for a more detailed outline of the institution’s planning processes.)

### **IIIB. 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.*

College of the Redwoods (CR) offers educational programs and services at its main campus in Eureka, at two educational centers (Fort Bragg in Mendocino County and Crescent City in Del Norte County), and one instructional site. The College District covers Del Norte and Humboldt counties as well as the coastal areas of Mendocino County and a portion of Trinity County. 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 currently being renovated.

The Redwoods Community College District (RCCD) 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 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 U.S. 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. Recently, the new Student Services/Administration Building and Performing Arts Theater opened for service on the main Eureka main campus.

The Del Norte Education Center is located in Crescent City. It has 10 buildings and 22,000 assignable square feet. The Mendocino Education Center is located in Fort Bragg. It has seven buildings and 26,000 assignable square feet. 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 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 RCCD, 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-1](#)), the purpose of the Measure Q/B bond is to strengthen local job and vocational training programs, and increase classes for students with two-year and four-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.

IIIB.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 operations, and equipment.

The College plans for appropriate and safe facilities through the Facilities Planning Committee (FPC) and the Emergency Preparedness and Safety Committee. FPC reviews and prioritizes the College's facility-related program review resource requests and requests for allocations from the Measure Q/B funds. FPC's recommendations are forwarded to the Budget Planning Committee (BPC). The BPC's recommendations are forwarded to the President/Superintendent for final review and approval prior to going to the Board of Trustees. The Emergency Preparedness and Safety Committee addresses planning related safety and security needs, such as emergency preparedness, of the College and makes recommendations to the President/Superintendent. The College's operational needs are met by the Security, Maintenance and Operations, and Facilities and Planning Departments.

### **Health and Safety**

#### *Security*

The Security Department currently has four full-time permanent employees and 18 part-time employees to provide security and medical assistance on the Eureka main campus 24 hours a day, seven days a week. These safety officers respond to incident calls, help stranded students, direct traffic, open and secure campus buildings, respond to the dorms 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: Clearly reporting information ([#IIIB-2](#)): 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 Emergency Medical Technicians (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 ([#IIIB-3](#)). At the Del Norte Education Center, cameras were replaced after a break-in. At present, a



plan is being implemented to upgrade the network connections between the Eureka main campus, Del Norte, and Mendocino education centers. Once that upgrade is completed, Eureka's security office will be able to view camera feeds from these campuses as well as the new Garberville Instructional site.

### *Facilities and Operations*

The Director of Maintenance and Operations is responsible for the physical plant, and the Director of Facilities and Planning handles multiyear planning and reporting, and serves as a co-chair of the Facilities Planning Committee (FPC). Both of these directors also serve on the Emergency Preparedness and Safety Committee. 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-4).
- Prioritization and immediate response to Facilities and Maintenance Department work orders identifying health and safety issues.
- Keenan and Associates, the College's insurer, regularly schedules safety checks at all campuses and advises staff on recommended changes.

The Facilities and Maintenance Department receives regular weekly staff training for personal job safety. Additionally, Del Norte, Mendocino, and Eureka main campus 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 the Winzler and Kelly engineering firm to conduct a limited asbestos survey (#IIIB-5) in order to locate and quantify the presence of asbestos in select areas of the following College of the Redwoods (CR) 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) (#IIIB-5). 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 funds for hazardous materials projects, which includes disposal of material required by the Physical Science Departments, and Maintenance and Technology Departments. During Summer 2012 the College performed a site remediation of spent ammunition at the Police Academy's firing range. The work included removal of approximately 390 tons of lead -contaminated soil

which was handled and disposed of by properly trained and certified personnel. In addition to this work a new firing range trap was purchased and installed in September 2012 to allow the College to recover and recycle future spent rounds (#IIIB-6). Also during the Summer 2012 the new Student Services / Administrative Building and Performing Arts Theater opened to staff, faculty and students and these buildings were constructed to meet all the latest federal, state and local health and safety codes.

### *Emergency Response*

The Emergency Preparedness and Safety Committee (#IIIB-7) has a revised and updated draft of the Emergency Preparedness Plan (#IIIB-8) awaiting review and approval by the committee members during the Fall 2012 meeting. This plan satisfies 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 (#IIIB-9).

### **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-10) 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 College. 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 has sufficient lecture space for its current course schedule and extra capacity available for other uses (#IIIB-11). The FPC will make recommendations on potential partnering arrangements for the use of vacant or underused space. The FPC has drafted an updated Five-Year Construction Plan and the Facilities Master Plan to align with the recently updated Strategic Plan and Education Master Plan.

The College is reviewing the room utilization on the Eureka 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*

The four primary elements that factor into Facilities Assessment and Repair are: 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 (#IIB-12). 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, Residence Halls and the Child Development Center (#IIB-13).

### *2. Surveys*

A recent Administrative Services survey was conducted in May 2012 (#IIB-14) and supplemented the survey conducted in January 2011 (#IIB-15) 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. To continue this process of requesting feedback from our customers the College has scheduled a future Administration Services survey for Spring 2013.

### *3. Instructional Programs Input*

Facility needs for Instructional Programs are collected through program review and are part of the planning and resource allocation process involving both the Facilities Planning and Budget Planning Committees (#IIB-16). Requests for facilities improvements and repair are identified in the program review process, tabulated by the Program Review Committee, and forwarded to the FPC for prioritization. The requests for facilities improvements and repairs are tied to outcomes assessments and specific connections to the Strategic Plan and Annual Institutional Plan. This process is outlined in the Planning Budgeting and Program Review Manual. Repairs or minor alterations to classrooms, labs and offices are handled through the maintenance work order system. The 2011-12 Committee rankings can be viewed on the FPC section of CR's website. Since major capital projects are nearing completion, the focus for facility improvements is now on equipment, classrooms and lab upgrades. The College continues to use portable/temporary buildings at its main campus, education centers and instructional sites with the long term-goal of replacing these facilities with permanent structures. The State has sanctioned the construction of replacement buildings in certain cases, but to date the State has not provided sufficient funding for these projects.

### *4. State Assessment*

The California Community College Chancellor's office (CCCCO) conducts facility condition assessments of all CR sites and properties. Results of the

assessments are posted to the Facilities Utilization, Space Inventory Options Net (FUSION) website. FUSION 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 College, the CCCCCO and 3D/International. Both the College and the CCCCCO use the FUSION database to prioritize critical needs and evaluate capital improvement requests ([#IIIB-17](#)).

### *Construction Planning*

The College's Facilities and 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 College. 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 recently completed Student Services / Administrative Building and Performing Arts Theater ([#IIIB-18](#)), with the Science and Humanities Buildings of the Eureka main campus progressing on schedule ([#IIIB-19](#)). These capital projects have budgets of \$18 million and \$32 million respectively. Additional projects have been prioritized by the FPC and approved by the Board of Trustees and will be funded as monies become available. The College has also submitted its plan to the Chancellor's Office for infrastructure upgrades and has received an A3 classification for its request ([#IIIB-20](#)). Upon receipt of funding the College will begin the process of developing detailed construction plans for review by the College's various constituency groups.

### *Sustainability*

The College has made efforts to reduce its environmental impact ([#IIIB-21](#)). 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.

## **Equipment**

### *Equipment Sufficiency*

Equipment needs are currently included in departmental program reviews ([#IIIB-22](#)). The PRC determines whether each resource request is tied to a specific assessment outcome and/or planning objective before forwarding all eligible requests. Each of the department's program review requests (if appropriate) is forwarded to one or more of the following integrated planning functional committees based on needs. 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 College'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; 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 Advanced Security for housing fire system inspections. The Maintenance and Operations Department is funded annually through the adopted budget for routine maintenance. Keenan and Associates, the College's insurer, also makes regular site visits to each campus to confirm that safe practices are in place.

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 conducts regular door and alarm checks.

### *Campus Safety*

The Security Department staff works in conjunction with the Facilities and Maintenance Department. This effort has resulted in the following improvements on the Eureka main campus and the Mendocino and Del Norte education centers:

- Installation of security cameras and digital recording equipment at both education centers.
- Installation of parking lot cameras and emergency phones at the Eureka main 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 Eureka main campus.
- The continued practice by these departments to make resolving health and safety issues within the College a top priority.

### Analysis

This standard is substantially met and is sustainable. The College maintains sufficient facilities to support institutional effectiveness and is taking steps to identify physical infrastructure issues and fund necessary repairs and improvements.

IIIB.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 (CR) 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 (FPC) to review and prioritize them (#IIIB-23). The FPC, comprised of constituency representatives, meets regularly and prioritizes its recommendations regarding both capital improvement and maintenance plans for further review by the Budget Planning Committee (BPC). The BPC receives ranked prioritized requests from multiple sources and consolidates the rankings into a single, College-wide ranked prioritization of recommendations to the President/Superintendent for final review and approval prior to going to the Board of Trustees. Through its knowledge of the facilities needs of instructional areas as well as other program and service areas, the FPC provides input regarding both capital improvement and maintenance plans.

#### *Facilities Master Plan:*

Following the adoption of the 2012-17 Strategic Plan and the Education Master Plan the FPC updated a draft of a revised Facilities Master Plan to support the district initiatives. In support of the Strategic Plan and Education Master Plan the Facility Master Plan has developed a list of 12 objectives for 2012-13. The list of objectives and how they link to other college plans can be viewed on the College's website (#IIIB-24).

#### *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 (PRC) (including a determination if the request is tied to a specific assessment outcome and/or planning objective), ranked by the FPC, and sent to the Budget Planning Committee (BPC) for prioritization. After prioritization by the BPC, the recommendations are sent to the President/Superintendent for final review and approval prior to going to the Board of Trustees (#IIIB-25).

Once the decision is made to fund the projects the Facilities and Planning 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 FPC, college staff, administrators, faculty and

students. The Citizen's Bond Oversight Committee will review project expenditures to ensure they are appropriate for bond funding (#IIIB-26).

#### *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 assign a low priority to the College's applications for state funding of capital projects. Both the Clarus Report and the Facilities Master Plan report identified low classroom and other facilities utilization rates. However, on other criteria, such as health and safety related to seismic issues, the California Community Colleges Chancellor's Office has ranked the College for high priority projects.

#### *Maintenance Operations Budget*

Maintenance staff for the College makes repairs and maintain approximately 483,183 gross square feet of facilities, including a variety of equipment. The department has identified funding and staffing needs in its program review and will prioritize needs and requests to best serve the College community.

#### *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 and Operations 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 2010-11, for non-payroll costs the College allocated \$293,000 towards maintenance and upkeep of facilities. In 2011-12 the allocation was \$309,000 and for the current fiscal year the allocation is \$279,000. 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 College on buildings, equipment and grounds.

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 FRC and the Five-Year Construction plan submitted annually to the State in the FUSION program (#IIIB-27).

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 added in the last ten years are the Learning Resource Center, Child Development Center and the Student Services/Administration Building and Performing Arts Theater. The construction of the Science and Humanities buildings on the Eureka main campus are progressing on schedule and they are scheduled to be completed in Summer 2013. It should

be noted that these buildings have not provided the College with additional classroom space; rather they are replacement facilities made necessary by the seismically deficient buildings and geological situation on the Eureka main campus.

With new building construction to replace existing buildings, the College will have extra facility space available for other uses. The FPC will make recommendations on potential partnering arrangements for the use of vacant or underused space.

### Analysis

This standard is substantially met and is sustainable. 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, Printing Services, 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's planning process for maintenance and capital projects has resulted in careful documentation and prioritization of the College'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.

*IIIB.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

The FPC and Emergency Preparedness and Safety Committee are the primary committees for the planning and recommendation of facility construction projects for repairs and upgrades. The College plans for and funds capital projects designed to meet accessibility requirements. For operational maintenance needs, the Director of Maintenance and Operations is responsible for managing work requests and allocating maintenance resources in the College's best interest. At both the committee level and in the work order system, the needs and requests of the College's centers and sites are considered in the same manner as those from the Eureka main campus. For security-related needs, the Security Department provides 24/7 service at the Eureka main campus.

### *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 Americans with Disabilities Act (ADA) access ([#IIIB-28](#)). The Life Science building had a wheelchair lift installed to improve access to classrooms and the Disabled Student Program Services (DSPS) Department on the Eureka 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. In 2011-12 the College provided additional walkways and ADA compliant signage to navigate around the new construction site (#IIIB-29). At the same time the Mendocino Coast Education Center's Science Lab was renovated to comply with ADA standards.

### *Transportation and Parking*

The College addressed the parking issue on the main campus by completing a project that redesigned the lower lot (#IIIB-30). This \$1 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 Eureka main campus.

### *Off-Site Services*

To ensure that the education centers are maintained and kept up, center staff members communicate with the Facilities and Maintenance Department directly, or through the on-line maintenance work order system. The education centers have a maintenance mechanic and custodian at each location to keep up with the facilities maintenance and cleaning. Oversight for construction and major maintenance projects at the education centers is provided by the Facilities and Maintenance managers located at the Eureka main campus. In cases where onsite staff requires additional assistance, maintenance personnel are dispatched from the Eureka main campus to take care of building maintenance and grounds maintenance at local sites. The safety officers at the Eureka main campus 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 Emergency Medical Services (EMS), police or sheriff's departments for support.

### Analysis

This standard is substantially met and is sustainable. 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 improving access. The Facilities Planning Committee and Budget Planning Committee ranked a request for ADA and safety funding as a priority for bond funds. The College has approved \$855,000 for ADA and safety projects. 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 Eureka 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.

*IIIB.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

The Facilities Planning Committee (FPC) is the primary planning committee for facilities related matters. To inform its recommendations, the FPC reviews data and information from program reviews, the Strategic Plan, Education Master Plan, Facilities Master Plan, and the Five-Year Construction Plan which includes facility-utilization data. The FPC considers project costs and the relationship of the project to the College's mission and plans to rank prioritize its recommendations.

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 California Community 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 (#IIIB-31).

Schedule planning includes working in collaboration with appropriate administrators, to 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. For 2012-13 the FPC will review facilities utilization data included in a scheduling analysis provided by the Clarus Corporation. That data is also used by operational departments.

### Analysis

This standard is substantially met and is sustainable. While faculty collaborate with appropriate administrators 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 College.

IIIB.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 Occupations Career Training Center by expanding classrooms, labs and other facilities needed for the training of dental hygienists.
- 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 (ADA) upgrades and improvements.
- Renovate and repair college buildings
- Add high-tech infrastructure to increase the number of distance learning students.

In 2008-09, the College developed a Facilities Master Plan through a process led by HMC Architects and the College's Facilities Planning Committee (FPC). 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 California Community Colleges Chancellor's Office (CCCCO). The CCCCCO recommends to the State Department of Finance campus projects in a ranked order for state wide bond funding. The updated 2012-2015 Facilities Master Plan is available for viewing on the College website ([#IIIB-32](#)).

Since the previous self-study, the College has received \$18 million in state funds for the construction of the Student Services/Administration and Performing Arts Theater on the Eureka main campus as well as \$200,000 in scheduled maintenance funding. In addition another \$29 million has been funded for the construction of the Science/Humanities buildings also on the main Eureka campus. Pending infrastructure projects for which the College has an A-3 rating is awaiting the passage of the state-wide bond proposal.

*Total Cost of Ownership*

Due to the increase in student enrollment and the College's desire to develop programs in more communities, in 2009-10 the College purchased new property in Garberville. In response to a planning agenda item from the previous self-study the College initiated the

process, for 2012-13, of using the Total Cost of Ownership in its approach to evaluating future facility proposals. The Total Cost of Ownership is identified as a planning priority in the 2012-2015 Facilities Master Plan ([#IIIB-33](#)).

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; and
- Staffing costs for maintenance and operations.

The program-review process is used to identify any needs regarding staffing levels, equipment, and increases in operating costs. The Program Review Committee determines whether each resource request is tied to a specific assessment outcome and/or planning objective before forwarding all eligible requests to the appropriate Integrated Planning Functional Committee (including the FPC). The College has requested assistance from Pacific Gas and Electric Company (PG&E) 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-34](#)). 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. The FPC and Budget Planning Committee prioritized a funding recommendation for energy conservation, and the College approved a \$360,000 budget from a future Certificate of Participation (COP).

### Analysis

This standard is substantially met and is sustainable. The College utilizes long-range plans and utilizes all relevant data in determining the operational costs of new facilities.

*IIIB.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. Recommendations are forwarded to the

President/Superintendent for final review and approval prior to going 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 and Operations Department based on its department criteria. Health and safety projects are prioritized at the top of the list, and every attempt is made to resolve and complete these projects to make 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. The process provides a means by which each department can identify objectives and associated resource needs. The latest FPC and BPC rankings can be found on the College website ([#IIIB-35](#)).

### Analysis

This standard is substantially met and is sustainable. The College's planning documents represent the efforts of program and service units, the Facilities Department, and college-wide planning committees to respond to college's physical resource needs.



### **IIIC. 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 (CR) 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 CR has undertaken major technology changes in the past three years with the majority of the work beginning in 2008. CR is implementing these changes to assure that they meet the needs of the institution and students.

The 2012-15 Technology Plan has four Goals and Objectives which address SLOs supported by technology along with continual improvement of infrastructure and institutional processes. Recent work has provided a modern network infrastructure with 1 GB speed between and within all campus buildings at the Eureka main campus. Equipment is ready for installation at the Del Norte and Mendocino education centers and the Eureka main campus. This allows for implementation of voice over IP (VoIP) to replace the end-of-life phone system, and video conferencing between locations. It also provides virtual segmentation of the network branches for security, and supports further expansion of wireless capacity. Several hundred new computers were installed in the new Student Services/Administration Building and for the computer labs. The replaced computers which have remaining usable capacity will be upgraded, refreshed, and redeployed to upgrade offices and classrooms. The Colleague R18 system has been upgraded to meet regulations on ecommerce. The document-imaging project is in use for the Admissions and Records area. Most records have been converted from paper; those remaining are held in a secure storage-facility (#IIIC-1).

The document-imaging project is in use for the Admissions and Records area. The vast majority of student records have been converted from paper; those remaining are held in a secure-storage facility. Next steps are to implement automated electronic forms for use by students and staff, and to digitize documents and workflow for Financial Aid, Advising/Counseling, Human Resources, and the Business Office. Older student information archives on microfiche are being converted to the standard digital-image format. Ordering and delivery of student transcripts is being automated and integrated with Colleague.

New wireless controllers are being added to the network, improving speed and security. Work is underway to improve the Internet-connection capacity from 45 MB to 1 GB from the Eureka main campus, and to provide local Internet connectivity for the Mendocino and Del Norte education centers. This will reduce overall network traffic to and from the Eureka main campus and the circuit capacity will be expanded to handle additional data and video along with VoIP. The expanded video capacity will support instruction between all locations, replacing the obsolete and limited iTV system.

The College now has a college-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 based on a standard rubric and in support of the College mission, the College Strategic Plan, the Education Master Plan, the current 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 or to internal support processes (#IIIC-2).

*IIIC.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 (CR) has had a Technology Advisory Group since 2004 to discuss technology implementation and planning in the College. The group's primary focus has been to share technology information and discuss needs for upcoming changes. The group met monthly, its membership was comprised of staff and administrators who are impacted the most 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 (#IIIC-3).

In Spring 2010, the Technology Planning Committee (TPC) was created with a fresh charge and more defined membership to adhere to the integrated planning model. The TPC, 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 College's strategic plan. These two committees are comprised of constituents from faculty, staff, administration, and students, including representatives from remote education centers and instructional sites (#IIIC-4, #IIIC-5). The TPC follows the annual quality improvement process, with a review of Scope and membership at the beginning of each cycle, and a self-evaluation and improvement review at the end of each academic year.

CR 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 and on the website. All meeting dates, minutes, and content for discussion are linked to the College's committee website. 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 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. Summer meetings continue annual processes, but key issues are held for participation by faculty and student representatives during the regular academic year. The overall operating agreement is reviewed annually to maintain focus on relevant 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; and
- evaluation and recommendation of new technologies.

The College posts all agendas, minutes, and supporting documents for formal committees on the committee's site within [inside.redwoods.edu](http://inside.redwoods.edu). 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 website redesign effort. For example, in 2012 an ad hoc committee was established as a subcommittee of the Technology Planning Committee and with client department representatives to guide redesign work of [inside.redwoods.edu](http://inside.redwoods.edu). Other Technology Planning Committee ad hoc groups provided input and discussion for preparation of the Technology Plan and Information Technology (IT) Disaster Recovery Plan ([#IIC-6](#)).

The TPC ranks all requests based on a rubric. Rubric has five criteria but there are six listed here. In addition, requests received through the program review process include the link of the request to planning goals and achievement of SLOs. The TPC then forwards their ranking to the Budget Planning Committee (BPC). The BPC uses these requests as part of its planning process for recommending funding allocation for technology. The College has been implementing this review, request, and ranking process since 2009-10.

Faculty surveys were completed in May 2012; a staff survey was done in September 2012. These are repeated annually, and ask about use of technology and applications in classrooms and offices, satisfaction with support services, priorities for improvement and training, and for supporting comments. The survey summaries are posted to the TPC site within [inside.redwoods.edu](http://inside.redwoods.edu). Results of these surveys guide departmental resource allocations and improvements to operational policies.

The group develops a multi-year Technology Plan which demonstrates direct support for points of the Strategic Plan and Education Master Plan, with discussion across workgroups and other integrated-planning groups. The Technology Plan drafts and supporting documents are posted and emailed for consideration by all staff (#IIC-7).

The 2010-12 Technology Plan provided 15 objectives (#IIC-8). Several of these have been implemented, many are a work in progress, and several postponed pending infrastructure upgrades or funding allocations.

In Spring 2012 the 15 2010-12 Technology Plan objectives items were reviewed by the Technology Planning Committee as part of the annual evaluation and planning process, and rated for ongoing relevance, budget support available for implementation, and timelines. Many were carried forward and incorporated into the 2012-15 Technology Plan, others were held for future action when additional technical, budget or staffing support becomes available (#IIC-9).

The TPC put forth a 2012-15 Technology Plan in Fall 2012, listing goals and objectives, potential initiatives or actions, measurable indicators, and direct linkage to the institutional Strategic Plan and Education Master Plan. This was developed and discussed during regular TPC monthly meetings and by an ad hoc work group, posted to the inside.redwoods.edu page, distributed by email to all employees, and provided as information at the Annual Institutional Plan Session during Fall 2012 Convocation. The TPC engaged in prioritization of all technology requests derived from the Program Review Committee process and sent prioritization forward to the BPC for funding prioritization among the many needs of the College (#IIC-10).

Operational and integrated data needs are discussed by the Data Owners Group, which meets biweekly to support reporting requirements and use between workgroups. This provides wide discussion of Management Information System (MIS) reporting requirements, changes to Colleague and other data systems and for the Office of Institutional Research for ongoing evaluation and assessment functions.

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 and process improvement actions;
- knowledge base query trends;
- bi-weekly staff meetings to review status of current and upcoming projects; and
- discussions and minutes from the technology and distance education advisory committees and integrated planning committee.

Since 2010, the College added the cloud-hosted Parature support portal, known on campus as AskCR, for work order ticketing and knowledge-based 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 by implementation by Maintenance and Printing Services. Analysis of ticket volume shows clear peaks at the start and completion of each semester. This has helped departments prepare for the impacts and adjust staff tasks. It has also helped identify information needed within the department web pages and on Knowledge Base to address questions to avoid user creation of tickets (#IIC-11). To better align AskCR focus with available resources and to reduce cost, the system is being directed more towards internal support tasks using a lower number of licenses. This has reduced the cost by nearly half. It is anticipated that alternatives will be evaluated, a recommendation made, and a replacement system implemented at less annual expense during Spring 2013.

Since 2011 the network infrastructure has been replaced and upgraded to utilize fiber optic cabling, the wireless system expanded, and all computers replaced in the Learning Resource Center (LRC)/Academic Support Center (ASC) area. New computers were placed in the Computer Assisted Design and Drafting (CADD), Machine Technology, and networking labs. Existing and viable computers will be upgraded with additional memory, converted to Windows 7, and redeployed into classrooms and offices. During Summer 2012 the network infrastructure was replaced and upgraded to utilize fiber optic cabling, providing a long-term technology platform to support voice, video, data, and messaging. The wireless system has been expanded and is currently being upgraded to fully integrate with the new network technology. Servers have been obtained to reduce the total cost of operations of the document-imaging system. While deployment of data archiving over the Internet provided faster implementation, the limited Internet bandwidth and ongoing monthly expense have prompted relocation of the services onto internal systems.

### Analysis

This standard is substantially met and is sustainable. 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 Planning Committee (BPC). CR has developed a timeline for integrated planning that meets the needs of technology and budgeting to provide the most comprehensive information possible. The Planning Calendar provides a standard timeline for all integrated planning committees. Annual program reviews result in resource requests, which are evaluated and ranked, then forwarded to the BPC.

IIIC.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 (CR) separates the Technology Services and Distance Education Departments with Technology Services under Administrative Services and Distance Education reporting to the Office of Instruction .This structure is designed to ensure that institutional operations are appropriately supported.

Technology Services encompasses college-wide support for:

- technology helpdesk functions for students, public, all staff;
- Sakai (myCR) collaborative learning environment for students and staff;
- lab and classroom computers, audiovisual, integrated system equipment;
- faculty, staff, and administrator personal computers and support devices;
- audio-visual equipment installation and support in classrooms, meeting rooms ;
- server and network maintenance, upgrades, security;
- staff and technical support of web streaming, TV/cable broadcasting, video conferencing;
- website development, upgrades, maintenance;
- Ellucian Colleague R18 and related elements (WebAdvisor, ecommerce, user interfaces);
- hardware and software installation, updates, patches, improvements;
- specialized application software (e.g. SARS, GoPrint, EZ Badge, Sophos, etc.);
- data exchange with other applications and entities (Institutional Research database, state MIS reporting, County of Humboldt, National Student Clearinghouse, Credential Solutions, Koha library system, etc.);
- email administration for employees and students;
- file, print and application serving and integration;
- telecommunications through phones, voice over IP, radios, fax, handheld devices;
- all physical wiring and cabling required for telecommunications and digital networks; and
- integration with regional and county networks, Internet service providers, and outsourced application hosting site setup and data exchange.

Distance Education encompasses college-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;
- workshops on the pedagogy of online teaching and learning;
- multimedia design and support for online classes;
- student, faculty, and staff orientations to technology in both face-to-face and online formats;

- lecture capture systems such as Tegrity and BlackBoard Collaborate (CCC Confer); and
- 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, and iTunes U.

The technology support team for CR Information Technology and Distance Education consists of eight 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 Education Center in Crescent City (90 miles north);
- Mendocino Coast Education Center in Fort Bragg (130 miles south);
- Eureka Downtown Instructional Site (7 miles north);
- Southern Humboldt Instructional Site (60 miles south);
- Klamath-Trinity Instructional Site (65 miles east); and
- The Virtual Campus (web -based online access).

The overall district is connected to the Internet at 45 MB through the Eureka main campus by CENIC (Corporation for Education Network Initiatives in California). Work is underway in Fall 2012 to increase this to 1 GB. CR current infrastructure consists of a wide area network (WAN) spanning a main campus, two education centers and two instructional sites connected by T1 lines leased from AT&T (#IIIC-12). These will be replaced by faster circuits and local Internet connectivity to improve capacity.

Public wireless connection is provided in the academic building common areas, technology labs, library/Learning Resource Center and the Student Union/Dining Center on the Eureka main 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.

Wi-Fi access points at the Del Norte and Mendocino education centers currently have approximately 80 percent public wireless support. With the addition of new center buildings as well as the recent growth in wireless devices on campus, the number of connections to our network continues to grow.

CR's Eureka main campus, education centers 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 each of the educational centers and instructional sites. The two education centers at Crescent City and Fort Bragg are each using two dual 1.5 MB 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. The T1 lines provide 1.5 MB each. These will soon be replaced by local 10 MB Internet connections to route Internet traffic, and a 4 MB line into the Eureka main campus used for data, voice, and video. The result will be a substantial improvement in performance.

CR's Eureka main campus contains 24 buildings supported by the current infrastructure. CR's 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 education centers in Del Norte and Mendocino Coast.

The College uses a NEC NEAX 2400 IMS PBX telephone system on three locations (Eureka, Del Norte, and Mendocino Coast). This was originally installed at these three locations 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 three remote site slave PBX's to the IPX version. This system will shortly be replaced by a Cisco VoIP solution comprised of dual, fault-tolerant 2951s running Communications Manager Express and communicating to a VMWare server running Unified Communication Manager Business Edition 6000. This will lower the College's electrical consumption significantly. Funding for this project has already been approved.

CR's data center at the Eureka main campus hosts all of the College's onsite enterprise applications (#IIIC-13). 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. CR hosts Datatel Colleague onsite, implemented in 2002. The College currently has modules for the student system, finance, financial aid, and Human Resources (HR) implemented. The College also hosts Microsoft Exchange Server onsite for running employee email.

The College has added applications for use by students and the public, often hosted off site over the Internet. This includes PeopleAdmin for job applicants and Credential Solutions for transcripts requests. The College has found it to be less expensive and more reliable to host those applications offsite. This is due to two primary 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 implementation 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*

The College makes Sakai (referred to on campus as “myCR”) available for every course section. Sakai is an open source learning management system hosted for us by rSmart. 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 Curriculum Committee, Program Review Committee, Associated Students of CR, and a number of student-learning communities. In addition to Sakai, the College also uses:

- Tegrity, a hosted lecture capture system that also facilitates proctored exams;
- Turnitin.Com for citation analysis and plagiarism detection;
- Edustream for streamed instructional video;
- CCC Confer, the State’s implementation of BlackBoard Collaborate; and
- WIRIS Equation Editor, which is a plug-in for Sakai that allows visual equation editing.

### *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 College, 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 on the Eureka main campuses, will provide “smart” technology (media delivery, Internet access, variety of projection and media sources) in every classroom. In addition, the entire Eureka main 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 College. As the 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 implemented through the Technology Services Department, but managed with end-users through the Distance Education (DE) Department. The DE Department is led by a Director of DE who oversees faculty development, student support, online course development, course and program assessment, manages DE-related grants, and DE quality assurance throughout the College. 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 DE 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.

To support faculty and student interest in reusable learning objects, the College has joined the Community College Consortium for Open Education Resources 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.

In 2010-11, CR facilitated a pilot project 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.

For Americans with Disabilities Act (ADA) compliance on all videos, the College participates in the statewide captioning grant, the DE Captioning and Transcription grant offered through College of the Canyons in order to provide captioning on all online videos. Currently this service is free to us and has been widely used particularly by the College's Nursing and Mathematics Departments.

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 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. Turnitin is also integrated with Sakai allowing faculty and students to automatically submit assignments to Turnitin without having to log-in to both systems.

### *College-Wide Communications*

The Technology Services Department, in collaboration with a web design ad hoc committee launched a new College website in the 2010-11 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. The College is evaluating options for a content management system to allow for both easy end-user content update and a more effective means for content management.

College-wide communications are supported by telephony (landline, cellular, and VoIP), e-mail, instant messaging, and digital signage. The Technology Services Department has implemented an upgrade of the phone system with VoIP. This new infrastructure also supports video streaming and messaging between any of the buildings and campus locations. These actions will enhance communication services with clearer and more reliable technology while lowering annual costs by eliminating restrictive and obsolete systems and some of the dedicated local phone services that are currently required.

To support telephony, video, and messaging the network capacity and technology have been upgraded to 1 GB capacity. The old equipment has been replaced with systems that will last for many years, and the cabling replaced with high-capacity fiber-optic cables. These can be used for several more upgrades into the future, ultimately achieving speeds of 45 GB. Work is underway to increase bandwidth between sites. When this is completed, VoIP, video, and messaging equipment will be installed.

Beginning in Fall 2010, the College implemented Google Apps for students. This service includes student email, document sharing, and Google Talk (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 the students both time and money since they no longer have to drive long distances to do their business with the college.

### *Technology and Infrastructure Upgrades in Process*

Program reviews authored in Fall 2011 generated 38 requests for technology resources and upgrades. The Technology Planning Committee (a functional committee within the College's integrated planning model) reviewed and prioritized the list, indicating appropriate responses to the items (handle with work ticket, refer to department funding or other area, forward to Budget Planning Committee (BPC)). All were ranked against the rubric and nine presented to the Budget Planning Committee for consideration. The BPC recommended that these technology requests be funded through Measure Q. Funding for these program review-based resource requests and other technical infrastructure upgrades identified in the Technology

Master Plan is funded internally when funds are available, and from bonds funds as appropriate.

For 2012-13 the Board of Trustees approved an allocation of \$221,000 in local bond funds for technology upgrades prioritized through the program review and integrated planning process and the Technology Master Plan (#IIC-14).

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 BPC recommended that 13 of those technology requests be funded through Measure Q/B. Funding for these program review requests, along with selected items identified in the Technology Master Plan, are summarized below:

For 2011-12, 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-15).

#### 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. College of the Redwoods security picks up backup tapes every night and stores them in a safe in the security building located 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 using a secure off-site storage vendor to maintain a full set of weekly and monthly backup tapes. As the new internal network infrastructure and 1 GB Internet connectivity are implemented additional data archiving solutions will be evaluated and implemented in the 2012-13 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, the need for fail-over services for the College website remains to be addressed. Other solutions for this, such as remotely hosted dedicated server environments, are being investigated. These solutions can be implemented as funding and staff capacity to implement and support virtual servers are gained, and as the Internet capacity and circuit redundancy are provided.

The Technology Services department has developed an integrated IT Disaster Recovery Plan in response to statements from the previous site visit regarding IIC.1. This noted the need to develop a disaster recovery/business continuity plan. The document provides procedures, systems documentation, action priorities, along with resource and contact info for staff, vendors, and local entities. The format is based on a commonly used college template and incorporates client and system assessment, with ongoing testing and evaluation for improvement. The document is also stored in paper form with the off-site backup tapes.

Development of the plan made note of the need to integrate with other departmental emergency response plans and overall Emergency Response Master Plan.

The new network infrastructure supports VoIP and shared emergency messaging services compliant with CAP Alert and integrates with all of the outputs from the emergency services including United States Geological Survey, the Department of Homeland Security, NOAA, and State and Local government agencies, The CAP data structure is backward-compatible with existing alert formats including the Specific Area Message Encoding (SAME) used in Weatheradio and the broadcast Emergency Alert System as well as new technology such as the Commercial Mobile Alert System (CMAS). Selection of the messaging application is underway and has been funded. Implementation will occur during Fall 2012 and into 2013.

### *Assessment*

The DE 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 DE Department with input from Technology Services and the Office of Instruction.

In Summer and Fall 2012 the TPC and the Distance Education Advisory Committee along with department staff have worked together to develop a plan for adopting new remote teaching technologies. This will support increased remote instruction to and from any location, in conjunction with the overall network capacity upgrades. The previous DE facility was linked to single classrooms at the Mendocino and Del Norte campus locations using a dedicated iTV system. The content was also provided to the streaming video server for viewing over the web and to Eureka local over-the-air television. The hardware is now well beyond technical end of life and parts are no longer available. The system required a production person to control the camera inputs, provide instructor tracking and close-ups, and send to the sites along mix video. The system operator has retired and budget constraints prevent replacement. During Fall 2012 system alternatives will be evaluated, presented for faculty consideration, and implemented during Spring 2013 for use in Fall. The new system will be entirely faculty controlled, with a minimal impact on instructional methods. In Fall 2012, 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.

## Analysis

This standard is substantially met and is sustainable. The organizational structure for technology support and delivery is designed to simultaneously meet institutional needs while leveraging leadership resources. The combination of technology and DE support provides an ongoing focus on student learning and student support as the primary driver for all services.

*III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.*

## Description

The College 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 website and calendar, announced in newsletters, on the Distance Education (DE) workshop schedule page, and through twitter ([#IIIC-16](#)). 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). In addition to the multitude of workshops offered, the DE 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, Google Apps, Photoshop Visual Thinking, and other vendor-specific trainings.

Technology Services staff have attended several high-level technology training events. Three staff members attended two separate week-long sessions for learning and supporting the new Cisco network technologies. Staff has attended training sessions on the technology used for door access control in the Student Services/Administration Building, and have gained full administrator access for configuration of the system. This will allow them to customize the system to provide full utilization of capacities. Many of the same staff members have attended sessions for the technology used in the new Board room and Performing Arts Theatre, and have provided similar training for personnel of client departments so they can fully utilize this new technology without requiring technical staff to be on hand to handle the systems. The applications analysts have attended several Ellucian Colleague training courses to develop programming capacity. Training has also been provided for database and web programming in support of the Office of Institutional Research requirements for assessment and ongoing improvement of systems.

In response to the Professional Development Surveys administered during the Spring 2012 semester, the Professional Development Committee presented a series of workshops focused on Computers and Technology. The subjects were Microsoft MailMerge and Other Special Processes, Excel, Web Conferencing – Features and Benefits of CCC Confer and WebEx, Reports through Datatel, and Purchasing through Datatel ([#IIC-17](#)).

A series of Professional Development for Classified Staff workshops began in September 2012. These workshops covered Personality Types, Effective Communication, Conflict Resolution, Time Management, Customer Service, and Stress Management. These are all important topics for success of technical and DE staff ([#IIC-18](#))

*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 DE pedagogy. Technical development and assistance has been provided through the College’s Technology Services Department.

With the establishment of the DE 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 College education centers 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 DE Department personnel.

For self-paced learning, both faculty and staff 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*

Since Summer 2010, a free, non-credit DE 101 online orientation, an introduction to online learning, 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 had 807 students. 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.

In addition to DE 101, students also have access to:

- a “DE Cohort” in myCR to provide student services to DE students;
- video and web-conference recorded trainings,;
- web-based tutorials, a frequently asked questions page; and
- text-based help files on many of the applications they use.

### *Online Orientation and Access to Student Services:*

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. This tutorial includes information on

- registration;
- advising;
- enrollment fees;
- financial aid;
- math and English placement testing;
- Extended Opportunity Programs and Services;
- Disabled Student Programs and Services;
- Care/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 CR 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. Since the 2009-10 year, an online tutoring option was implemented at no charge to students.

### Analysis

This standard is substantially met and is sustainable. 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.

*IIIC.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 College 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. To remedy this situation a formal Distance Education (DE) Department was formed in Spring 2009 to address specific instructional needs that were previously dependent solely on the management of a faculty member with one course release time. The DE Department now provides training to faculty and staff in a variety of technologies, not only those that relate directly to DE. The staff of this department also provides needed multimedia development and support for building critical instructional assets that can be used across the District.

Technology planning on campus is led by the Technology Planning Committee (TPC). 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. Specific technology support personnel are assigned to monitor and respond to needs across the College. 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 2011-12 is a result of the TPC 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 DE Department and the Technology Services Department regularly speak with College constituents around identifying needs. The bi-weekly Data Owners Group meetings provide a good forum for this interaction. Program reviews authored in Spring 2012 generated 38 requests for technology upgrades. The Technology Integrated Planning Functional Committee prioritized and forwarded nine to the BPC for consideration. The BPC recommended that those technology requests be funded through Measure Q/B. During 2012, the Board of Trustees approved an allocation of \$221,000 in local bond funds for technology upgrades prioritized through the program review and Integrated Planning process and the Technology Master Plan (#IIIC-19). This supplements the initial 2011 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 (#IIIC-20). These upgrades will further ensure system reliability.

## Analysis

This standard is substantially met and is sustainable.

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 College 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 College-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. The most recent technology plan is the 2012-15 plan in evidence. Requests for new technology resources are prioritized by the TPC, including an evaluation of how the request supports achievement of planning goals and learning outcomes, 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:

- new computers in Learning Resource Center/Academic Support Center, IS labs, materials lab;
- new classroom equipment for digital video production;
- upgrade of internal network and connectivity between sites;
- web UI 4.4 for Colleague, ecommerce;
- credential Solutions for transcript requests;
- use of new streaming and recording equipment in Board room and Performing Arts Theatre;
- new RFID badging and SSAT access control;
- messaging in lobby of the new Student Services/Administration Building and Performing Arts Theatre, integration with college-wide system;
- new computers in the new Student Services building for student functions and all staff;
- expansion and upgrade of wireless network coverage;
- ongoing implementation of electronic-document processes and archive, eForms;
- self-scanners for student input of documents to imaging system;
- enhanced data archiving for data backups;
- system specifications for new Science and Humanities Buildings (under construction) “smart classrooms” and messaging;
- expanded video cameras and archiving;



- upcoming integration with bookstore and food service vendor-provided systems;
- updated ID card system and positive attendance system; and
- METIVision system installation for the Licensed Vocational Nurse program SimCenter.

Other major projects completed in the past few years include:

- changed the distance-education (DE) platform;
- automatic provision of student email and web 2.0 networking capabilities through Google Apps;
- parature Support/Ticketing System and Knowledge Base (known locally as AskCR);
- Higher One Debit Card Enabled for All Students;
- access to the GoPrint print release stations;
- network Backbone upgraded to 1GB switches throughout the Eureka main campus; and
- ubiquitous campus wireless access.

One major project the College will soon embark upon will be a careful review of the Datatel Colleague Enterprise Resource Planning (ERP) system's cost and effectiveness. The next upgrade will require a major hardware replacement, with data and programming migration from legacy UniData to SQL. This provides an opportunity for evaluation of alternatives, including sharing system resources with another district, by way of the California Community College Chancellor's Office, or as provided by the vendor Ellucian.

The College's budget preparation policy and procedure, Board Policy (BP)/Administrative Procedure (AP) 6200, states, "The annual budget shall support the District's approved operations, as well as the Education Master Plan (EMP) and the Facilities Master Plan (FMP)." The EMP 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 EMP, the FMP, Strategic Plans, and annual goals and objectives" (#IIC-21).

### Analysis

This standard is substantially met and is sustainable. 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 is also providing appropriate time and opportunity for faculty, staff, and students to engage in appropriate training and understanding of new initiatives.

*IIIC.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 College Technology Planning Committee (TPC), charged with the development of the technology plan, is chaired by the director of technology services, and the Vice President of Administrative Services serves as an ex-officio member. The committee has representation from all campus constituencies. The TPC also oversees the prioritization of all campus technology requests which are integrated with college planning in the manner described in the Planning, Budgeting and Program Review Manual. As described above, approximately \$1.5 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 personal computers, 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 College Technology Plan and the College's Strategic Plan. Monthly reports by departmental representatives are presented during meetings of the TPC 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 DE. That committee's membership is also representative of all constituent groups (including student membership). The DE Department also maintains an active web presence, Facebook page, and twitter feeds.

### *Approval by Internal and External Stakeholders*

In the 2008-11 Strategic Plan, DE is specifically identified under Goal 5, Ensure Student Access. One of the specific actions described under Goal 5 was to "increase distance and online educational opportunities" (#IIIC-22). During this period, the College increased both the number of courses and sections that were offered online.

To build on this expansion and increase student success, the 2012-17 Strategic Plan makes distance education a focus for Goal 1, Focus on Learners (#IIIC-23). One of the specific actions described under this goal is to "Assess online readiness for students who intend to take a distance education course for the first time."

The 2012-17 EMP commits the College to "Enhance distance education or eLearning" as one of the objectives (4.3) of goal 4. To support this objective and the goals of the Strategic Plan, the 2012-15 Technology Plan establishes objective 1.2: "Support DE initiatives, collaborate with the Distance Education department and faculty." To ensure that these long range-goals and objectives are tied to timely and specific actions, the Annual Institutional Plan (AIP) establishes two action plans for 2012-13. AIP action plan I.B is to "Develop mandatory student orientations for face-to-face and on-line students" AIP action plan I.D is "Add technology component orientation sessions to improve student proficiency with technology tools."

The President/Superintendent of CR continues to represent the importance of distance education to all levels of K-12 and higher education within the College, as well as to employers and other community partners. Regular input to the ongoing planning for CR is gathered from all of these constituencies.”

Recognizing that DE is a critical part of both the Strategic Plan and the EMP, the Distance Education Advisory Committee authored the DE section of the 2012-17 Education Master Plan. This plan articulated four goals. These goals, and the actions taken by the College to address them, are described below:

1. Support Student Success in Online Programs
  - a. Update online orientations and tutorials.
  - b. Enhance professional development to improve educational effectiveness.
  - c. Reduce costs to students as a barrier to education.
2. Develop Programs and Services to Meet Community Needs.
  - a. Market elearning services to community partners and colleague institutions.
  - b. Serve as a resource to the community on eLearning and technology initiatives.
3. Practice Continuous Quality Improvement for Online Programs
  - a. SLOs and assessment are ongoing, systematic, and used for continuous quality improvement.
  - b. Use data to improve success for online students.
  - c. Provide development opportunities for faculty interested in providing and improving distance education courses.
  - d. Provide equivalent tutorial services for online students.
  - e. Ensure compliance with state and federal regulations for distance education.
4. Prepare College Community to Effectively Utilize eLearning Tools
  - a. Prepare students for distance education or eLearning.
  - b. Prepare faculty to effectively utilize technology in teaching.
  - c. Expand the use of lecture capture technologies.
  - d. Develop mobile learning solutions.

Additionally, a DE program quality standards document was written by the DE work group and approved by the Academic Senate (#IIIC-24). The program quality standards includes statements as to process for proposing a DE course, approval, attention to Americans with Disabilities Act (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 (#IIIC-25). Additional quality measures may be developed in the future through the collaborative engagement of the DE Department and faculty.

### Analysis

This standard is substantially met and is sustainable. Institutional projects, driven by the District Technology Plan, are reported regularly to Technology Advisory Committee and the Technology Planning Committee (TPC) 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 (BPC).

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 addition, requests received through the program-review process include the relevance of the request to achievement of planning goals and SLOs. 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). The 2012-15 Technology Plan provides four Goals with potential initiatives or actions, measurable Indicators, and direct linkage to Institutional plans (#IIC-26).

### **IIID. 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.*

Consistent with Accreditation Standard IIID and Eligibility Requirements #17 (Financial Resources) and #18 (Financial Accountability), College of the Redwoods (CR) has focused its attention to fiscal stability and adherence to its mission. The College's financial resources are dedicated to support student learning programs, student learning outcomes (SLOs) and services and the maintenance and improvement of institutional effectiveness.

With the support and guidance of the State Special Trustee Tom Henry, President/Superintendent Lehner and the Board of Trustees are committed to maintaining fiscal stability and assuring that the institution relies upon its mission and goals as the foundation for financial planning. In an effort to maintain fiscal stability, the educational community of CR, has collectively agreed to address its fiscal structural deficit and that it represents a mission-critical issue to resolve. The fiscal structural deficit arises because the College received no inflationary or cost increase funding through the State apportionment model and further the State progressively reduced the number of resident students funded under the model during 2010-11, 2011-12 and 2012-13 (assuming failure of ballot measure 30). During the same period, College payroll costs rose due to steps, COLAs, increased rates in health and welfare benefits, and other personnel expenditures. In spite of these challenges, CR has committed to providing quality instruction, maintaining institutional effectiveness and adherence to its mission.

Consistent with Standard IIID., (Financial Resources), CR embraces and requires that financial planning be integrated with and supports the institutional planning process. In fulfilling its integrated planning function, the Budget Planning Committee (BPC) made recommendations for closing the budget gap and the Board of Trustees have engaged at a leadership level. Evidence of BPC budget forecasts and recommendations (#IIID-1, #IIID-2, #IIID-3, #IIID-4, #IIID-5, #IIID-6, #IIID-7, #IIID-8).

The BPC process has allowed the institution to carefully make realistic financial assessments when making short-term and long-term financial priorities relative to fiscal stability. Certain BPC recommendations have been implemented to address a budget shortfall estimated at \$3.3 million in February 2012. Then, State budget actions by the Governor and Legislature during Summer 2012 further reduced revenue by nearly \$400,000. The College trimmed its overall budget shortfall to \$2 million by August 2012 through integrated planning process recommendations. While the College has made progress in closing the budget gap, the College will need to realize additional budget savings to close the remaining gap and return the College to a sustainable fiscal trend. The College is actively working with the various

labor groups and “sun shined” at the October 2, 2012 Board meeting key components of the collective bargaining agreements, which will allow for the collective bargaining process to formally begin. In addition to this formal process, President/Superintendent Lehner meets often with the leadership groups, including College Council, to provide appropriate opportunities to participate in the development of institutional plans and budgets.

During these challenging times, the College has maintained educational programs and services for the support of student achievement.

All operational funds, including categorical, enterprise, retiree benefits trust (GASB-45), and capital accounts are noted on Exhibit A of the Final 2012-13 Budget (#IIID-9).

The College’s financial resources adequately support the Full-Time Equivalent Students (FTES) targets and SLOs and services, as well as the College’s efforts to improve institutional effectiveness.

*IIID.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.*

*IIID.1.a. Financial planning is integrated with and supports all institutional planning.*

#### Description

College of the Redwoods (CR) has strengthened its institutional planning and budget development process to integrate the strategic goals found in the Strategic Plan with budget development to support the College’s mission and goals. As a result, the Strategic Plan drives the budget. In addition, linkages to planning agendas are clearly documented in budget planning documents, for example in the Budget Planning Commission’s (BPC) February 2012 report on the ranking of Program review Needs (#IIID-10, #IIID-11, #IIID-12).

CR reviews the overall planning and budget development process for effectiveness on a yearly basis. Review and revision of the processes are the responsibility of the President/Superintendent in consultation with the BPC and other constituencies.

Budget planning begins with formal, documented College-wide program reviews. Program reviews assess the results of activities since the last program review, set new program goals based on the assessment results and other evidence, and identify resource requirements at a unit level of operation. Program review resource requests are documented as to the nature of the request, initial and ongoing cost, Total Cost of Ownership (TCO), (new refinement for 2012-13 cycle) and the documented links to planning agendas and/or Accreditation

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

Operational requests are aggregated and prioritized by the deans or directors in collaboration with appropriate areas or departments. The prioritized budget requests are forwarded up through the administrative structure to the respective vice president. The collaboration that takes place from the unit levels to the vice president level helps define the resource allocation direction given the objectives of area strategic planning and the finite resources at hand. The prioritized recommendations of the vice president will then be summarized into one or several combined resource requests of \$5,000 or more, and each forwarded to the BPC.

The institutional prioritization level seeks to ensure the congruence of resource allocation to the overall mission and strategic direction of the institution. The Facilities Planning Committee and Technology Planning Committee ranked recommendations are forwarded to the BPC for integration into a single ranked prioritization. Prioritization is open for review and discussion among all constituent groups during open committee meetings and/or open forum listening sessions. The integrated planning committees produce a draft rank prioritization prior to creating a final rank prioritization to allow all constituencies an opportunity to address issues related to the ranked priorities. The institutional resources allocation recommendation list is published for the campus community on the BPC website ([#IIID-13](#), [#IIID-14](#)).

The prioritized list with expected expenditure level for the next academic year and total cost is forwarded to the President/Superintendent for approval. A final list is forwarded by the President/Superintendent to the Chief Business Officer for inclusion in the Tentative Budget. The Tentative Budget is forwarded to the President/Superintendent who makes a final recommendation to the Board of Trustees for adoption. The next year, the BPC requests feedback from each area where a program review resource request was funded in the previous year to close the loop and assess that the funds were used as intended and the degree to which the funding met the goals Stated in the original resource request. For 2011-12 the feedback indicated the following: an air conditioning upgrade to a server room was completed, an increase to the accreditation budget was loaded, gas monitors were purchased, a consultant for the sewer system was secured, additional enrollment funding was allocated, wireless routers were purchased, additional computers and equipment were deployed in instructional areas, a second Police Academy was funded for the next year, and a spray booth water bath was constructed ([#IIID-15](#)).

### Analysis

This standard is substantially met and is sustainable. The adopted budgets in 2011-12 and 2012-13 were developed using the College's integrated budget planning processes. The integrated budget planning processes have been assessed annually and process improvements have been implemented.

IIID.1.b. *Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*

Description

State funding per full-time equivalent student (FTES) has remained flat at \$4,564 per FTES during 2009-10, 2010-11, 2011-12, and 2012-13. Compounding this multiyear flat funding is that in 2010-11 and 2011-12, the State Chancellor's Office realized a funding shortfall and implemented a deficit-reduction factor that further reduced the FTES funding down to \$4,546 in 2010-11 and \$4,434 in 2011-12. Additionally, the State Chancellor's Office reduced the funded enrollment cap in 2009-10, 2011-12, and 2012-13 (in preparation for the ballot Measure 30 failing).

In an effort to stabilize its finances as a result of the funding restrictions noted above, the College increased its enrollments to position the College to capitalize on possible enrollment growth funding from the State Chancellor's Office. The College exceeded the State's funded enrollment cap by 480 FTES in 2009-10 and by 12 FTES in 2010-11. To fund this and other initiatives, the College budgeted to expend reserves in excess of five percent (5 percent), including \$1,472,204 in 2009-10 and \$287,105 in 2010-11. In 2011-12 the College's unrestricted general fund balance stood close to 5 percent, so excess reserves were no longer available.

During this same time period, the College also covered increases in salary rates, health and welfare benefits costs, and other expenditures. In 2011-12 the College fell short of the State's enrollment cap by 276 FTES. For 2012-13 the State funded enrollment cap has been further reduced to 4,465 FTES (in preparation for the ballot Measure 30 failing).

With continued reductions in State funding and limited reserves, the College's revenue budget contracted by 1.1 percent in 2010-11, 8.4 percent in 2011-12 and 6.4 percent in 2012-13 (in preparation for the ballot Measure 30 failing), or 10.9 percent total reduction during three years. For 2012-13 the Final Budget stands \$2 million out of balance. The BPC has recommended a realistic plan to close this \$2 million budget gap and continues to refine its recommendations. The College and all stakeholders are committed to addressing this structural budget deficit over time. With the new leadership of the President/Superintendent and the support of the Board of Trustees, critical steps have been taken to address this structural imbalance.

In the Final Budget, the multiyear forecast includes the assumption that the College will successfully reduce expenditures by \$2 million on a permanent basis. The results of this forecast and assumptions, demonstrates that the College is working collegially and collaboratively with all stake holders in maintaining fiscal stability, transparency, and accountability. If the State does not provide an inflationary increase in apportionment payments, the BPC will recommend to the President/Superintendent appropriate budget savings. Then, the College will make commensurate expenditure reductions and/or increases in revenue to assure and maintain its fiscal stability. The College will increase revenue and/or control expenditures in order to maintain fiscal sustainability and avoid financial



instability. It is anticipated that certain expenditure controls will require successful negotiations with labor unions representing certain College employees.

To assist and assure that the College maintains its short- and long-term fiscal priorities, relative to fiscal sustainability, the following measures have been taken and work is ongoing on these initiatives:

- A State Special Trustee was engaged to assist the College, particularly with accreditation and fiscal challenges. On the recommendation of the Special Trustee and the President/Superintendent, financial consultants have been retained to assist the College with its fiscal and accreditation recovery efforts. Additionally, an outside negotiator has been retained to assist with collective bargaining matters. This decision was primarily made due to a work-load concern and the need for expertise with negotiations. All parties are committed to the negotiation process.
- A \$790,000 one-time write down adjustment to the allowance for uncollectible accounts has been taken. An internal review of the College's student accounts receivable revealed delinquent receivables that had not been written down according to the College's historical accounting practices. Returning the College to a conservative and more appropriate write-down process resulted in a one-time \$790,000 write down adjustment. For future years, a permanent \$50,000 annual allowance has been established and will be adjusted based on actual experience.
- The College has produced a 2012-13 Final Budget with a lower revenue target on the assumption that ballot measure 30 fails to pass. This budget recognizes only revenue and expenditures considered solid and "booked." An estimate of potential savings from unfilled positions and unspent operating budgets was removed as well as any anticipated budget savings that has not yet been successfully negotiated with the College's labor unions.
- Several open forum listening sessions have occurred and more sessions are planned to discuss the budget and ideas for closing the budget gap. Consistent with Standard IV (Leadership and Governance), these forums provided for effective communication among the institution's constituencies. Faculty and staff leadership, students, members of the Board of Trustees and employees, representing all segments of the College, actively participated in the candid and transparent forums. An interactive process that was collegial and collaborative has provided input into institutional decisions (#IIID-16).
- Several BPC budget savings recommendations have been implemented including: closing three leased instructional sites and coordinating classes at high schools instead; canceling an agreement with the Job Market employment service and replacing with the College's career services; reducing College funded enrollment fee waivers; implementing a student deregistration procedure; offering a Supplemental Early Retirement incentive Program (SERP); reducing operating expenditures; and other measures. This integrated planning committee has been actively identifying additional budget savings option recommendations.
- The College has increased auxiliary fees to reduce potential reliance on the general fund and has prepared to award contracts for Dining and Bookstore services to stabilize these auxiliaries.

- The College has begun more aggressively collecting on delinquent student accounts, including setting up a process to turn accounts over to a collection agency and report delinquent debts on credit bureaus.
- For the current year, the College is considering the freezing of certain object codes (4000 Supplies and Materials, 5000 Services and Other Operating, 6000 Capital Outlay), with the understanding that emergency and critical mission needs will be considered by the President/Superintendent.
- The College's Managers' Council, administrative, and confidential employees have offered a proposal to cut payroll through a furlough and other savings. These proposals will be considered by the President/Superintendent in relationship with other options being considered through the collective-bargaining process.
- Additional budget savings ideas designed to increase revenue or reduce expenditures are being pursued, such as: reducing temporary staff; reducing general fund capital outlay; holding vacant positions open; consolidating services; suspending Board stipends; eliminating non-SB361 fee waivers; suspending sabbaticals; eliminating printed schedules; consolidating ID cards; eliminating instructional locations; layoffs and other savings measures ([#IIID-17](#), [#IIID-18](#)). The College has delayed a planned issuance of bonds because it has temporarily suspended activity on various bond-funded projects.
- The College plans to make an emergency transfer of funds from its Employee Benefits Trust Fund to balance the general fund. These funds will be transferred back to the Employee Benefits Trust Fund within two fiscal years.

#### *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 the BPC, Enrollment Management Committee, Executive Cabinet, Technology Planning Committee, and Facilities Planning Committee ([#IIID-19](#), [#IIID-20](#), [#IIID-21](#), [#IIID-22](#), [#IIID-23](#)).

The College's Strategic Plan, Education Master Plan, Annual Institutional Plan and other College plans are reviewed for direction and themes to inform budget preparation. A review of recent budget-to-actual results as well as longer term trend reports, program reviews, reports from the State Chancellor's Office, other California community college results, California Community College League publications, and general information about the State and national fiscal outlook and higher education reports are among the resources analyzed to provide information for budget formulation. Direct input from integrated planning committees, especially the BPC, informs budget preparation.

First, enrollment targets are jointly agreed to by the Enrollment Management Committee and the BPC. The primary source for resident enrollment targets is the Governor's Preliminary budget released in January and the Governor's revised budget released in May of each year. Then, a revenue budget is calculated based on the anticipated enrollment level. The expenditure budget is developed by starting with the current service level, and then adding for any anticipated budget increases and lowering by any agreed-upon budget reductions. A budget for part-time faculty is prepared with input from the Enrollment Management Committee and an analysis of historical payroll costs for part-time faculty. Other areas of

expenditures are calculated with input from the relevant dean, director, or vice president. Constituent groups and College committees provide input on draft plans as well.

A preliminary draft budget is prepared for review by the BPC. Typically, multiple scenarios are prepared for BPC review to show varying levels of enrollments, revenue and expenditure assumptions. In years where a preliminary budget scenario shows net revenue, the BPC would make recommendations for allocating the excess revenue, for example to new initiatives or to increase the fund balance. Conversely, when a preliminary budget scenario shows a net shortfall, the BPC prepares a recommendation to the Chief Business Officer and the President/Superintendent for budget savings strategies to close the gap. It is important that the BPC's recommendations result in a balanced budget proposal.

The BPC rank prioritizes budget cost increases or budget savings items using its review process to recommend a reasonable list of adjustments to balance the budget. The BPC produces a draft ranking, then evaluates that ranking, and then produces a final rank prioritization, a week after the draft ranking. This process allows for additional discussion and constituent input between the draft ranking and the final ranking.

#### *Restricted Funds Budget Development Process*

In addition to general fund budget development, the planning process includes categorical programs and grant funding. While 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. As with the general fund budget development process, the restricted fund budget development process starts with the building of budget assumptions and guiding principles. The Governor's Preliminary budget released in January and the Governor's Revised budget released in May of each year are the primary sources of revenue and spending assumptions for the categorical programs. Program information from the granting agency is the primary source of revenue and expenditure assumptions for grant funds. The College's Strategic Plan, Education Master Plan, Annual Institutional Plan and other College plans are reviewed for direction and themes to inform budget preparation. A review of recent budget-to-actual results as well as longer term trend reports, program reviews, reports from the State Chancellor's Office, other California community college results, and California Community College League publications are among the resources analyzed to provide information for budget formulation. Direct input from the relevant restricted-program personnel is integral to budget development.

#### Analysis

Consideration of the 15 bulleted items on the State Chancellor's Office "Sound Fiscal Management Self-Assessment Checklist" (#IIID-24) reveals that the College partially or substantially meets twelve out of fifteen indicators of fiscal health. The College has developed a planning agenda aimed at bringing it to substantial and sustainable compliance with the standard.

The College's self-evaluation with respect to each of the fifteen areas in the checklist is as follows:

1. Deficit Spending - Is this area acceptable? *Partial*

- Is the College spending within their revenue budget in the current year? No
- Has the College controlled deficit spending over multiple years? No
- Is deficit spending addressed by fund balance, ongoing revenue increases, or expenditure reductions? Yes  
The College will implement additional budget savings during 2012-13.
- Are College revenue estimates based upon past history? Yes
- Does the College automatically build in growth-revenue estimates? No  
Beginning in 2011-12, the College stopped budgeting with assumptions of growth funding. The BPC has reviewed forecasts with growth, for example, if ballot measure 30 passes, so the College's planning considers potential growth funds. However, the 2012-13 Final Budget does not include revenue related to enrollment growth. It is appropriate to answer No to this question as sustainable enrollment growth funding has not been coming from the State for several years.

The College has a 2012-13 Final Budget that requires \$2 million in budget savings to balance the budget. The College is currently addressing this budget deficit in the following ways: the BPC made and ranked recommendations for expenditure cuts and provided revenue generating ideas, the Managers' Council has put forward a plan for immediate salary concessions, and the administration and bargaining units have opened preliminary discussions regarding necessary negotiations required within the fiscal year to close the budget gap. All stake holders have committed to addressing this budget imbalance and the importance of maintaining fiscal stability for the short and long term.

2. Fund Balance – Is this area acceptable? *No*

- Is the College's fund balance stable or consistently increasing? No
- Is the fund balance increasing due to on-going revenue increases and/or expenditure reductions? Yes  
The College will implement additional budget savings during 2012-13. The College's fund balance stands below 5 percent at the beginning of the year. The College is considering an emergency transfer of monies from the Employee Benefits Trust Fund to allow time for a more sustained and prudent fund balance. It is anticipated that the fund balance will increase due to an on-going revenue and/or expenditure reductions. If an emergency transfer is taken, it will need to be returned within two fiscal years.

3. Enrollment - Is this area acceptable? *Partial*

- Has the College's enrollment been increasing or stable for multiple years? No
- Are the College's enrollment projections updated at least semiannually? Yes
- Are staffing adjustments consistent with the enrollment trends? Yes
- Does the College analyze enrollment and full time equivalent students (FTES) data? Yes
- Does the College track historical data to establish future trends between P-1 and annual for projection purposes? Yes
- Has the College avoided stabilization funding? No  
The College missed its enrollment target in 2011-12 and is therefore on stabilization funding.

4. Unrestricted General Fund Balance – Is this area acceptable? *No*

- Is the College's unrestricted general fund balance consistently maintained at or above the recommended minimum prudent level (5 percent of the total unrestricted general fund expenditures)? No
- Is the College's unrestricted fund balance maintained throughout the year? No  
For 2012-13 the College's unrestricted general fund beginning balance stands below 5.0 percent and will need to realize \$1.4 million in revenue increases or expenditure reductions before the end of the fiscal year to avoid an emergency transfer from the employee benefits fund to maintain fiscal solvency.

5. Cash Flow Borrowing - Is this area acceptable? *Yes*

- Can the College manage its cash flow without interfund borrowing? Yes
- Is the College repaying TRANS and/or borrowed funds within the required statutory period? Yes  
The College is repaying its TRANS and/or borrowed funds within the required statutory period. The College has not yet needed to transfer funds from the Employee Benefits Trust Fund to the unrestricted general fund, but will need to realize \$1.4 million in revenue increases or expenditure reductions before the end of the fiscal year to avoid an emergency transfer from the employee benefits fund. The College may need to issue stop-work orders to preserve cash if the State's delay in providing timely reimbursements on state bond projects continues. At its July 10, 2012 meeting, the Board of Trustees provided authority to the President/Superintendent to issue stop work orders at her discretion and subject to Board ratification. The management of cash flow will also benefit by any budget savings enacted during the 2012-13 fiscal year (#IIID-25).

6. Bargaining Agreements - Is this area acceptable? *Partial*

- Has the College settled bargaining agreements within new revenue sources during the past three years? No
- Did the College conduct a pre-settlement analysis identifying an ongoing revenue source to support the agreement? Yes

Based on employees' recollections, at the time of settlement several years ago, the College was anticipating growth funding to help offset cost increases. Also, the College likely expected the State to provide more frequent inflationary adjustments to its SB361 funding model. However, the analysis was not well documented.

- Did the College correctly identify the related costs? Yes  
Based on employees' recollections, at the time of settlement several years ago, the College was anticipating growth funding to help offset cost increases. Also, the College likely expected the State to provide more frequent inflationary adjustments to its SB361 funding model. However, the analysis was not well documented.
- Did the College address budget reductions necessary to sustain the total compensation increase? Partial  
Partially for 2011-12 as the BPC recommended a plan to maintain the 2011-12 ending fund balance above 5 percent. However, the BPC's three year forecast showed the fund balance subsequently dipping below 5 percent. In the process for fiscal year 2012-13.

The College has received no inflationary increase in State funding per full-time equivalent student (FTES) during 2010-11, 2011-12, and 2012-13. The College continued to fund certain employee steps, some cost of living allowances (COLA), and to fully cover health and welfare benefits plan rate increases. The College did not identify sustainable revenue increases or sustainable expenditure decreases to offset these increased payroll rates. For salary increases awarded during this time period, the College's employee groups agreed to concessions for one-time furloughs to delay the impact of increases for one year or to stop a step increase. To date, there are no concessions related to annual cost increases in health and welfare benefits. Below is a chart showing the history of certain payroll cost increases:

<b>Revised 9/9/2012</b>					
<b>Year</b>	<b>Unrestricted General Fund Salary Increases (Step and/or COLA)</b>			<b>Health and Welfare Benefits</b>	<b>PERS Retirement</b>
	<b>Admin/Mgr/Conf</b>	<b>Classified</b>	<b>Faculty</b>		
2007-08	Yes	Yes	Yes	8.0 percent	2.0 percent
2008-09	Yes	Yes	Yes	18.0 percent	1.3 percent
2009-10	Yes	Yes	Yes	9.0 percent	3.0 percent
2010-11	Yes	Yes	Yes	9.6 percent	10.3 percent
2011-12	No	Yes	No	5.7 percent	2.0 percent
2012-13	Yes	Yes	Yes	6.3 percent	4.5 percent

In certain years, a one-time furlough was allowed, which delayed the impact of the increase for one year.

The College will be working with all labor groups regarding contract language that would contribute to the short and long run fiscal sustainability of the College, close the \$2 million budget gap, and help the College maintain fiscal stability. Negotiations with employee groups will be ongoing and focus on the short term and long term fiscal stability of the District.

7. Unrestricted General Fund Staffing - Is this area acceptable? *No*

- Is the College ensuring it is not using one-time funds to pay for permanent staff or other ongoing expenses? *No*  
Beginning in 2011-12 the College stopped the past practice of budgeting all available fund balance in excess of the minimum 5 percent. The 2012-13 budget will be balanced by year-end. However, even with a balanced 2012-13 budget, the College continues to budget an annual \$300,000 transfer of support from auxiliaries that is not sustainable and will be reduced in future years. In the past, the College has used one-time funds to pay permanent staff. However, the College will ensure that this past practice will be addressed.
- Is the percentage of College general fund budget allocated to salaries and benefits at or less than the statewide average (i.e. the statewide average for 2003-04 is 85 percent) *No*  
The College will need to reduce the overall percentage to below the statewide average. The College's 2011-12 percentage of general fund budget allocated to salaries and benefits is 85.4 which is above the average of a sample of community Colleges as noted on the chart below which summarizes data from the State Chancellor's Office data mart:

<b>2011-12 Percentage General Fund Budget Allocated to Salaries and Benefits</b>	
Redwoods	85.4 %
Average of 30 Smallest	79.0 %
Average Statewide	81.4 %

8. Internal Controls - Is this area acceptable? *Yes*

- Does the College have adequate internal controls to insure the integrity of the general ledger? *Yes*
- Does the College have adequate internal controls to safeguard the College's assets? *Yes (#IIID-26).*

9. Management Information Systems - Is this area acceptable? *Yes*

- Is the College data accurate and timely? *Yes*
- Are the county and State reports filed in a timely manner? *Yes*  
Although occasionally a report has been tardy, there have been no major delays in report submissions.
- Are key fiscal reports readily available and understandable? *Yes*

10. Position Control – Is this area acceptable? *Yes*

- Is position control integrated with payroll? *Yes*
- Does the College control unauthorized hiring? *Yes*
- Does the College have controls over part-time academic staff hiring? *Yes*

11. Budget Monitoring - Is this area acceptable? *Yes*

- Is there sufficient consideration to the budget, related to long-term bargaining agreements? *Yes*  
Total Cost of Ownership (TCO) is being integrated into future budget planning and collective bargaining negotiation decisions.
- Are budget revisions completed in a timely manner? *Yes*
- Does the College openly discuss the impact of budget revisions at the Board level? *Yes*
- Are budget revisions made or confirmed by the Board in a timely manner after the collective bargaining agreements are ratified? *Yes*
- Has the College's long-term debt decreased from the prior fiscal year? *Partially*  
The College's has not increased its Certificates of Participation (COPs) or bond debt. The College's Employee Benefits Fund for post-employment retirement benefits has increased due to employees opting into a voluntary Supplemental Early Retirement incentive Program (SERP), and the SERP costs have been included in the budget.
- Has the College identified the repayment sources for the long-term debt? *Yes*
- Does the College compile annualized revenue and expenditure projections throughout the year? *Yes*

12. Retiree Health Benefits - Is this area acceptable? *Yes*

- Has the College completed an actuarial calculation to determine the unfunded liability? *Yes*
- Does the College have a plan for addressing the retiree benefits liabilities? *Yes*  
If the College must transfer funds from the employee benefits trust fund to the unrestricted general fund, it will be necessary for the College to return the funds as soon as the fund balance increases. However, the funds must be fully returned to the Employee Benefits Trust Fund within two years to provide necessary cash flow to it.

13. Leadership/Stability - Is this area acceptable? *Yes*

- Has the College experienced recent turnover in its management team (including the Chief Executive Officer, Chief Business Officer, and Board of Trustees)? *Yes*  
The College recently hired a permanent President/Superintendent, but this has not destabilized the College.



14. College Liability – Is this area acceptable? *Yes*

- Has the College performed the proper legal analysis regarding potential lawsuits that may require the College to maintain increased reserve levels? *Yes*
- Has the College set up contingent liabilities for anticipated settlements, legal fees, etc. *Yes*

15. Reporting – Is this area acceptable? *Yes*

- Has the College filed the annual audit report with the System Office on a timely basis? *Yes*
- Has the College taken appropriate actions to address material findings cited in their annual audit report? *Yes*
- Has the College met the requirements of the 50 percent law? *No*  
2011-12 partial exemption was issued and the College will need a 2012-13 exemption request. The 2011-12 and 2012-13 Final Budgets included a 50 percent calculation at almost exactly 50 percent, indicating no cushion for error and therefore not a conservative budget from a 50 percent compliance perspective. The College plans to include measures to address compliance as part of the implementation of 2012-13 budget savings and bargaining unit negotiations to achieve more conservative position on 50 percent law compliance.
- Have the Quarterly Financial Status Reports (CCFS-311Q), Annual Financial and Budget Reports (CCFS-311), and Apportionment Attendance Reports (CCFS-320) been submitted to the System Office on or before the Stated deadlines? *Yes*

Based on the analysis presented above, the College will be maintaining the yes responses, and addressing in a fiscally prudent manner the “No and Partial” responses. Additional fiscal stability and accountability strengths of the College include the following:

- During historically difficult budget problems, the College’s integrated planning committees recommended realistic budget plans with realistic budget savings proposals that will allow the College to attain a balanced budget. The collegial and collaborative process relative to the negotiation process will also enhance the effectiveness of the College’s integrated planning processes.
- Several Budget Planning Committee (BPC) recommendations for budget savings and other items discussed at BPC have been implemented including the following:
  - Canceling an agreement with the Job Market employment service which obligated the College to pay up to \$192,000 annually and replacing it with the College’s career services (#IIID-27, #IIID-28).
  - Reducing College funded enrollment fee waivers which had stood at over \$100,000 down to a \$20,000 annual cap (#IIID-29).
  - Implementing a student deregistration procedure to reduce uncollectible student accounts.
  - Closing four instructional sites and coordinating classes at high schools instead to save \$284,000 (#IIID-30, #IIID-31, #IIID-32).
  - Reduced operating expenditure budgets to save \$200,000 (#IIID-33).

- Successfully offering a Supplemental Early Retirement incentive Program (SERP) to save \$1.5 million in 2012-13 with additional savings to be realized in 2013-14 from mid-year retirements, as follows (#IIID-34):
  - Administration, management: \$457,000
  - Faculty: \$808,000
  - Staff: \$250,000
- The College has begun the 2012-13 budget year assuming that Ballot Measure 30 failed to pass which resulted in a larger budget gap for College of the Redwoods (#IIID-35).
- Importantly, the College has taken important steps to produce a 2012-13 Final Budget based on conservative accounting and budgeting principles, to engage the College community in a negotiation on budget savings options, and has developed a contingency plan for maintaining a positive fund balance.

### Planning Agenda

1. To avoid fiscal instability, the College will close the budget gap for 2012-13. In part, this will require successful negotiations with the labor groups relative to short- and long-term agreements. Short-term and long-term sustained expenditure reductions and increased revenue need to be identified and implemented for fiscal stability and accountability.
2. To allow more time to negotiate budget savings solutions, the College needs to engage collective bargaining leadership earlier in the annual budget cycle. If necessary, negotiations should coincide with release of the BPC's preliminary recommended draft budget plan, based on the Governor's Preliminary Budget released in January. The College needs to work now to negotiate collective bargaining agreement language that provides sustained expenditure reductions and sustained-revenue increases. The College needs to avoid and stop deficit spending/financing. Increases in the expenditure budget need to be based on sustained local and/or State funding. Expenditure increases must be no more than proportional to the amount of available and sustainable resources identified; recognizing that operating costs such as utilities may consume a disproportionate share of any available budget resources and that an appropriate fund balance must be maintained.
3. While recognizing the needs of our students, the College needs to prioritize resource investments, as they become available, to initiatives that reduce the College's long term operating costs and effectively reduce the College's overall Total Cost of Ownership (TCO). Examples include: energy efficiency; automation; online/self-service student services; and strategic collaborations for cost savings; higher productivity and efficiency targets; cutting management payroll; and reducing expenditures in non-mission critical areas.

4. The College must plan its annual budgets for budget savings, through sustainable revenue increases and sustainable expenditure reductions, to increase fund balance by at least 1 percent per year. The College must also plan its annual budgets over multiple years to accumulate and sustain a fund balance in excess of 5 percent, subject to recommendations of the President/Superintendent and approval of such recommendations from the Board of Trustees.

*IIID.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

Short- and long-range financial plans start with the College's integrated-planning processes. The Budget Planning Committee (BPC) recommends annual budgets based on the Governor's Preliminary Budget released in January and the Governor's Revised Budget released in May of each year. Provisions are made within the budget to address known short- and long-term obligations. These budget plans also include multiyear budget forecasts (three years) to assess the impact of current year recommendations on long-term trends. Assessment of the multiyear forecast helps inform the BPC's recommendations regarding future budgets.

The College's budget reflects both the short-term and long-term needs of the institution. For example, when GASB-45 indicated an unfunded liability arising from previously promised postretirement health benefits, the College originally set aside more than \$5 million to address it. At the July 10, 2012 Board of Trustees meeting, an analysis of the current post-retirement health benefits fund was presented and an adjustment to the annual payment into the fund was agreed to. Information related to the employee benefits fund can be found in the College's annual audited financial ([#IIID-36](#)).

The College has plans to meet its debt service obligations. Measure Q/B (local bond) funds are repaid by a property tax assessment. An analysis of this debt service indicates compliance with the relevant laws and regulations.

Integrated planning program review resource requests are reviewed and rank prioritized by the relevant integrated planning committees using data and information, including Total Cost of Ownership (TCO, new refinement for the 2012-13 cycle).

The College's Strategic Plan, Education Master Plan, Annual Institutional Plan, and other plans include goals related to long term sustainability and consideration of the TCO.

## Analysis

This standard is substantially met and is sustainable. The College funds its long-term obligations and includes an analysis of the multiyear impact of current year budget recommendations as part of the College's integrated planning processes.

IIID.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 Accrediting Commission for Community and Junior Colleges (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 full implementation of the integrated-planning model in place, the College has used these processes to address a significant budget shortfall and has “closed the loop” in two ways. First, integrated planning committees annually review their performance toward the end of each budget cycle and make recommendations for process improvements for the next cycle. Second, the Budget Planning Committee (BPC) requested feedback from areas that were awarded funding through the previous year's resource requests to evaluate the effectiveness of those allocations. Thus, lessons learned have been used to inform and improve future 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 Enrollment Management, Facilities,

Technology and Budget planning committees. The planning model has evolved over many years, resulting in the current Integrated Planning Model which represents an improvement and refinement over past practice. The current model has been used to guide financial planning and budget development since the Fall 2010.

The College has established a clear calendar for budget development as outlined below ([#IIID-37](#)).

The Budget Planning Committee (BPC) recommends to the President/Superintendent budget-development assumptions based in part on the Governor's Preliminary budget released in January. The President/Superintendent presents budget development assumptions to the Board of Trustees at the February or March Board meeting for their review, adjustment, and approval. Any material deviations from the BPC's recommendation are explained to the Board.

1. After the President receives the BPC's recommendation, the Tentative Budget is presented by the President/Superintendent for approval at the June Board meeting and becomes the active operating budget effective July 1.
2. The BPC recommends a Final Budget that is refined throughout the Summer based on the Tentative Budget and any additional information as it becomes available from the State and the State Chancellor's office.
3. Following the approval of the State's budget, the College's Final Budget recommendation is finalized by the BPC. Then, the President/Superintendent presents to the Board of Trustees for adoption, typically at the September meeting. The President/Superintendent explains to the Board of Trustees any material deviations from the BPC's recommendation.
4. Opportunities for public comment are available during all Board meetings at which the budget is discussed. Public hearings are formally scheduled and advertised.

Information about the budget is readily available to administrators, managers, faculty, and classified staff through the College's enterprise system and to the public on the College's website ([#IIID-38](#)). The Board of Trustees reviews monthly and quarterly budget-to-actual reports for the unrestricted general fund. This is included in the Board agenda posted on the College's website ([#IIID-39](#)). The President/Superintendent also holds open forum listening sessions that provide key information for all College employees and to listen to feedback from constituencies. Many of the forums are streamed live and archived on the College's website ([#IIID-40](#)).

The Budget Planning Committee (BPC) makes information available to the College community regarding appropriate deadlines, committee deliberations, and committee decisions. The BPC website includes a complete history of agendas, all meeting handouts, and results of preliminary and final prioritized rankings, budget recommendations, and meeting notes, organized by meeting date. The current charge, meeting calendar, and committee membership is also available. The budget planning process allows multiple

avenues for constituents to participate in the process, such as program reviews and resource requests, division and department meetings, integrated planning committees, open forum listening sessions, and the BPC.

### Analysis

This standard is substantially met and is sustainable. The College has a budget development process that requires and encourages involvement of constituents in the development of plans and budgets; moreover, it monitors and evaluates budgets to ensure effective use of resources. Faculty has been engaged year-round, including Summer, through scheduled meetings and open forum listening sessions.

Concerns related to the appropriate implementation of Assembly Bill (AB) 1725 guidelines and processes resulted in the Commission findings excerpted above. All constituencies accept the Commission's findings and recommendations and have embraced shared governance roles and responsibilities. (Board Policy/Administrative Procedure 3260 Participatory Governance)

With sustainable integrated planning processes in place, the College will continue following, assessing, and improving its current guidelines and processes for financial planning and budget development as has been done since Fall 2010.

*IIID.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.*

*IIID.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 College's external auditors expressed opinions as follows on the financial Statements, internal controls and compliance with federal and State requirements for the periods listed below.

<b>Year</b>	<b>Financial Statement</b>	<b>OMB Circular A-133</b>	<b>State Compliance</b>
2005	Unqualified	Unqualified	Unqualified
2006	Unqualified	Unqualified	Qualified – 3
2007	Unqualified	Unqualified	Unqualified
2008	Adverse/Qualified – 1	Unqualified	Unqualified
2009	Adverse/Qualified – 1	Unqualified	Qualified – 3
2010	Unqualified	Qualified – 2	Qualified – 3
2011	Unqualified	Unqualified	Qualified – 3

1. Adverse opinion was issued on the reporting entity as a whole due to the College Foundation not being included in the comprehensive annual financial report. The College received an unqualified opinion on all other aspects of the financial Statement audit. Annual Financial Statements are located in the business office website ([#IIID-41](#)).
2. The College received a qualified opinion on the OMB Circular A-133 Major Federal Award Programs Audit for the year ended June 30, 2010. Five deficiencies were noted in the areas of allowable costs, allowable activities, and matching levels. A qualified opinion was issued on the Higher Education Institution Aid program. The report on the remaining major federal award programs was unqualified. 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.
3. The College received qualified opinions on State Compliance audits due to various findings in areas tested based on the Chancellor’s Office Contracted College Audit Manual (CDAM). It is important to note that materiality is not considered when performing audits based on CDAM. If there is one finding in any area tested, the auditors are required to issue a qualified opinion.

Nystrom and Company LLP has been the Certified Public Accounting Firm performing the College’s Audit for the past three years. The College’s independent audit reports attest to the fact, and provides reasonable assurance, 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 available to the campus community online on the College’s Business Office website ([#IIID-42](#)).

The Audit Committee of the Board of Trustees meets quarterly and reviews a tracking report detailing the College's progress in resolving outstanding audit issues (#IIID-43).

The Tentative and Final Budgets are developed through the College's integrated-planning processes and approved by the Board of Trustees. The Board also reviews a monthly budget-to-actual report for unrestricted general funds and the College's quarterly CCFS-311Q information reports. If significant budget and accounting issues emerge, ad hoc financial analyses are prepared for management and the Board of Trustees.

The College applied to the State Chancellor's Office for an exemption from the 50 percent Law for 2010-11 and was approved for an exemption for all but \$46,000 of the request. For 2011-12 the College has applied for an exemption, primarily due to an unbudgeted one-time write down to the allowance for uncollectible accounts. This \$790,000 write down more conservatively represents the College's student accounts receivable and returns the College to its more conservative, historical write-down practice after deviating from that practice for several years. Once the books are closed for 2011-12 and impact of this write down is better analyzed, the College may withdraw the 2011-12 50 percent law exemption application.

#### Analysis

This standard is substantially met and is sustainable. The presentation of regular financial reports to the Board of Trustees in an open forum provides access to financial data to the College community. When the College's auditors raise an audit finding, the College responds, tracks and resolves the issue, and reports progress to the Audit Committee of the Board of Trustees. The tracking report was reviewed at the August 22, 2012 Board Audit Committee (#IIID-44).

IIID.2.b. *Appropriate financial information is provided throughout the institution.*

#### Description

The Tentative and Final Budgets, audited financial statements, monthly budget-to-actual reports for the unrestricted general fund, quarterly reports to the State Chancellor's Office, Board Audit Committee reports, and other financial reports are publicly available at the Board of Trustees website. Also, financial reports are available at the Business Office website and budget-planning documents are available at the Budget Planning Committee (BPC) website and other integrated planning committee websites. The College prepares and sends required reports to the State Chancellor's Office and other entities in a timely manner (#IIID-45). Included in the timely filing is the adherence to the "Principles of Sound Fiscal Management" (California Code of Regulations, Title 5, Section 58311). These principles have provided guidance for sound fiscal management, and a structure to help secure resources for planning and resource allocation. Related to fiscal stability, capacity and accountability, the 2012-13 Final Budget was unanimously adopted by the Board of Trustees on September 10, 2012 and will be submitted to the State as part of the CCFS 311 report on time in mid-October. The annual independent and external audit for College of the Redwoods for 2011-12 will be submitted on time at the end of December. The quarterly



financial status reports for 2011-12 have been certified and submitted in a timely manner to the Chancellor's Office. The 2012-13 quarterly financial status reports are being certified and submitted accurately and in a timely manner to the State.

The College's 2012-17 Strategic Plan includes Goal 3: Fiscal and Operational Sustainability which includes the following objectives:

- a. Reduce reliance on apportionment-based funding.
- b. Improve college operational efficiencies.
- c. Increase funding available for strategic initiatives.
- d. Increase community support for the College.
- e. Practice continuous quality improvement.
- f. Practice continuous adherence to accreditation standards.

The College's integrated financial software program, Datatel/Ellucian, can display original budget, revenues and expenditures, encumbrances, 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 College-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 or detail. The financial information in the Datatel/Ellucian system is updated regularly.

#### Analysis

This standard is substantially met and is sustainable. The College meets the standard through periodic budget and actual reports presented to the Board of Trustees and management reports that can be prepared at any time in the College's financial system.

*IIID.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's unrestricted general fund cash balance has required borrowing from a Tax and Revenue Anticipation Note (TRAN) in 2011-12 and 2012-13. The TRAN has been required primarily due to the State's deferral of payments owed to the College and the College's accumulation of delinquent student accounts receivable over a number of years. The College has recently begun more conservatively accounting for delinquent student accounts and is in the process of more aggressively pursuing payment on amounts owed through stepped-up collection efforts.

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 engaged in planning efforts to maintain cash-flow stability. During 2011-12 and 2012-13, State reimbursement payments have slowed on State bond projects. The College has active

State bond projects, and the State's failure to make timely reimbursements has threatened the College with having to issue a stop-work notice. The Business Office monitors the cash position on a daily basis and has to-date managed to maintain a College-wide positive cash position despite as much as over \$9 million in late reimbursements due from the State. An analysis of cash flow revealed that the College would likely need to issue a stop-work order if the State's due bill exceeded \$10 million.

Periodic risk-management review is a regular part of the accountability process. The College's risk managers regularly advise the Board of Trustees about the adequacy of insurance and the changes in procedures needed to minimize exposure. The College's risk management consultant, Keenan and Associates, provides the College's general liability and worker's compensation insurance. Keenan and Associates also provides a safety expert to proactively assist the College through identification of hazards to address and training programs.

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, the College purchased several electric generators. The State has funded new buildings designed to be earthquake-resistant to replace existing vulnerable structures on the Eureka main campus. The College would be able to resume classes in the newer structures immediately after a significant seismic event.

#### Analysis

The standard is partially met. The College has insurance and cash flow to maintain stability and meet financial emergencies in the near term. Cash flow is at best minimally adequate due to the slow payments by the State of California, a low unrestricted general fund balance, and other budget challenges identified in IIID.1.b. However, due to more conservative financial accounting practices recently implemented, the College has a more realistic assessment of its fiscal strength and a clearer understanding of the College's financial health.

#### Planning Agenda

The College relies on the State to provide timely reimbursement on State bond construction projects. The College will continue to monitor State bond construction project reimbursements and be prepared to issue stop-work notice if necessary until the State returns to more timely reimbursements. The College must address the issues identified in IIID.1.b related to both current-year budget savings and long-term sustainable increases in revenue and sustainable reductions to expenditures to ensure adequate cash availability to meet obligations as they arise.

IIID.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

Funds outside of the unrestricted general fund, the College's auxiliary organizations, institutional investments, and assets administered by the College have been subject to the same policies and procedures that govern all financial activity of the College. These programs have been monitored regularly by the Business Office and have been examined annually by the College's independent auditors. In addition to the auditing procedures required by generally accepted auditing principles, the College's external auditors have performed financial and compliance examinations, as directed by the Contracted College Audit Manual from the State Chancellor's Office and OMB Circular A-133.

Proactively, the College has engaged its auditors to conduct a special internal review of the College's internal controls in the cashiering, dining, bookstore, student health, and athletics areas. The internal review identified no significant problems, but documented several recommendations for improving internal controls that the College will implement.

The College's bond rating has been influenced by the State of California's bond rate. Standard and Poor's dropped its rating of the College's bonds from A+ to A in 2009-2010 and 2010-2011. Moody's also dropped its rating from A1 to A in 2009-2010. However, there have been no ratings adjustments since that time. Due to significant budget challenges and cash flow challenges, the College has not issued additional Measure Q/B bond debt or refinanced existing debt during 2011-12 and 2012-13.

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 Director of Financial Aid manages student financial aid funds in a manner consistent with federal and State policies and regulations. Annual reconciliations are completed between the Financial Aid Office and Business Office records. These reconciliations are reviewed and transactions are tested as part of the annual internal audit.

#### Analysis

This standard is substantially met and is sustainable.

IIID.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.

Potential grant applications are reviewed by the Executive Cabinet to ensure consistency with the mission and goals of the College. If the grant funding is awarded, the award must be approved by the Board of Trustees. This process has helped ensure that grant opportunities were consistent with the mission and goals of the College. Due to limited resources, some initiatives and programs developed with grant funding may not be continued after grant funding has ended to help ensure the College's long-term fiscal sustainability.

#### Analysis

This standard is substantially met and is sustainable. Restricted general fund and other College activities are subject to the College's rules and procedures. Grant applications are approved by the Executive Cabinet prior to application, and grant awards are approved the Board of Trustees before acceptance. The College follows appropriately conservative fiscal practices of sun setting grant funded activities at the end of the grant period, unless sustainable resources can be identified to continue the activity.

IIID.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 to improve SLOs. Contracts above a certain dollar threshold are reviewed by the Chief Business Officer who refers certain proposed contracts to legal counsel as appropriate. The College has implemented more conservative practices in contracts, including having legal counsel replace outdated contract templates with legally compliant contract templates and tightening controls over contract language.

The Board has delegated to the President/Superintendent the authority to enter into contracts on behalf of the College and to establish administrative procedures for contractual agreements. All contracts and purchase orders are reviewed by the Board of Trustees after approval by the appropriate 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.

Contracts can be changed or terminated. For construction contracts, change orders are approved or ratified by the Board of Trustees. Contract templates contain clauses that allow for termination of the contractual relationship for convenience or cause. In 2011-12, the College invoked contract termination language to cancel leases on three instructional sites in McKinleyville, Arcata, and downtown Eureka and did not renew another lease in Arcata for budget savings.

#### Analysis

This standard is substantially met and is sustainable.

*IIID.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 has used the annual independent audit reports, other external audits and reviews, program reviews, and internal business process analysis to assess the effectiveness of its financial-management systems. Safeguards against fraud and abuse have been examined and evaluated. For example, during 2011-12, the College engaged its auditors to conduct a special review of the College's internal controls in the cashiering, dining, bookstore, student health, and athletics areas. The College requested a special internal review, which identified no significant problems, but documented several recommendations for improving internal controls that the College will implement. 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 in a timely manner.

The Business Office participates in the College's program review process. In the 2011-12 year, the Business Office reported survey results indicating 77 percent of faculty, administrative, and classified respondents were satisfied with the Business Office and 79 percent were satisfied with the Payroll Office. Through the program review process, staffing of the Business Office will be evaluated and assessed annually to ensure there are adequate staff resources to support long range financial planning.

#### Analysis

This standard is substantially met and is sustainable. Internal controls are appropriate and are evaluated for effectiveness on a regular basis.

IIID.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 deans 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 or 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

This standard is substantially met and is sustainable. 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.

## **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 Board of Trustees and the chief administrator.*





## **IVB. Board and Administrative Organization**

*In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the Board of Trustees for setting policies and of the chief administrator for the effective operation of the institution.*

The Board of Trustees is the ultimate decision-maker in those areas assigned to it by State and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that all appropriate members of the College participate in the decision-making process. In Compliance with Title 5 of the California Administrative Code, applicable Education Codes, and its own Board Policy (BP) 2510, the Board embraces and commits to this collegial and collaborative process. The Board has empowered the President/Superintendent, through its policy role, to implement a broad-based, comprehensive, integrated system of planning that is supported by institutional effectiveness research that involves all segments of the College educational community.

The duties and responsibilities of the Board of Trustees are outlined in BP 2200 Board Duties and Responsibilities, which was recently reviewed and adopted on September 10, 2012 ([#IVB-1](#)).

BP 2200 complies with Education Code Section 70902 and affirms that the Board has ultimate responsibility for educational quality, legal matters, and financial integrity. BP 2200 also affirms the Board's policy making role in relationship to the administrative responsibilities of the President/Superintendent. The Board is committed through its BP 2200 to fulfilling its responsibility to:

- Represent the public interest;
- Establish policies that define the institutional mission and set prudent, legal, and ethical standards for college operations;
- Appoint and evaluate the President/Superintendent; and
- Delegate power and authority to the President/Superintendent to effectively lead the District.

Recently reviewed and adopted on September 12, 2012, BP 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 her or 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-2](#)).

Each year, the Board, in concert with the President/Superintendent, develops its goals for the coming 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 with the recommendation of the President/Superintendent, makes the ultimate decision regarding the hiring of these candidates.

*IVB.1. The institution has a Board of Trustees 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 Board of Trustees 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-3). 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-4). The Board includes representatives from nine different trustee areas that span the communities served by the College.

Board Policy (BP) 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 College. The Board through its policy role 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. The Board through its designee the President/Superintendent will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law and the procedures developed collegially with the Academic Senate. Administrative Procedure (AP) 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-5). Although the President/Superintendent has the primary responsibility of ensuring the sound fiscal management of the College, BP 6300 Fiscal Management requires her to submit a monthly financial report to the Board (#IVB-6).

BP 2431 President/Superintendent Selection and BP 2435 Evaluation of President/Superintendent establish 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 performance goals and objectives developed by the Board and President/Superintendent are used to determine the evaluation criteria of the President/Superintendent (#IVB-7). These goals and objectives were approved by the Board of Trustees on September 10, 2012 and were made public.

## Analysis

This standard is substantially met and is sustainable. 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. The President/Superintendent's performance evaluation and the continual focus on Board policy review and development assure sustainability.

*IVB.1.a. The Board of Trustees 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 (BP) 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, members of the Redwoods Community College District (RCCD) Board of Trustees have been individuals who are not interested in using their position as Trustees as a spring board 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 and Administrative Procedure (AP) 2710 Conflict of Interest further ensure the Board of Trustees acts in the public interest.

The Board's role as advocate for and defender of the public interest and the District is defined by BP 2715 Code of Ethics/Standards of Practice reviewed and adopted on September 10, 2012. 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 per 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 challenges resulting in uncertainty in governance and leadership at the College. Specifically, following the former President/Superintendent's appointment in July 2008, a significant number of employees grew increasingly concerned with the leadership style. In April of 2010, California School Employee Association (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 similar 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. BP 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" (#IVB-8).

### Analysis

This standard is substantially met and is sustainable. The RCCD Board is an independent Board, and acts on behalf and in the best interest of the District.

*IVB.1.b. The Board of Trustees 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 of Trustees establishes policies to guide institutional improvement of the teaching and learning environment. During the 2010-11 year, using a participative decision-making process, the College Council developed the current mission statement which was subsequently adopted by the Board of Trustees as Board Policy (BP) 1200 Mission in July 2011. This mission statement describes the types of education to be provided, the commitment to serve the community's needs, and the use of assessment to continually improve programs and services. Administrative Procedure (AP) 3250 Institutional Planning was also adopted in 2011 to ensure a regular cycle of evaluation and planning for improvement is in place at the College. During the 2011-12 year the College utilized the updated mission statement and planning process to guide the update of the Strategic Plan and Education Master Plan. Elements of these plans were selected for inclusion in an Annual Institutional Plan to guide activities and ensure further alignment at the program and service level.

The Board of Trustees further ensures institutional effectiveness through a review of college policies. The Board and the College Council have reviewed and updated dozens of policies in the last two years to ensure ongoing improvement of the educational environment. For example, consistent with the updated mission statement the College has reviewed and revised policies regarding the philosophy statement, educational advisory committees, enrollment priorities, ethics, discrimination, student conduct, and academic freedom.

The Office of Institutional Research (IR) provides information and analysis in support of Student Learning Outcomes (SLOs) and college planning related to teaching and learning effectiveness. The Board of Trustees uses this information to inform their decision-making process. In 2011-12, the Board directed IR to develop a scorecard to evaluate institutional progress towards meeting its mission and objectives (#IVB-9).

The President/Superintendent works to communicate institutional values, goals and directions at a series of public forums and events, including “campus dialogues,” which are held regularly at all the Eureka main campus and two educational centers, as well as college-wide “state of the College” meetings, Convocation and Commencement. Videos of the public forums are posted on the College’s website (#IVB-10).

### Analysis

This standard is substantially met and is sustainable. The President/Superintendent has guided institutional improvement of the teaching and learning environment through the implementation of the College’s Strategic Plan and Development of the Education Master Plan. The College has in place an institutional planning and evaluation cycle that helps to ensure that educational planning, resource allocation, and evaluation are integrated (#IVB-11).

*IVB.1.c. The Board of Trustees 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 (BP) 2410 and Administrative Procedures (APs). The Board also has ultimate responsibility for educational quality, legal matters, and financial integrity, as noted in BP 2200 Board Duties and Responsibilities.

This Board responsibility has been demonstrated by the recent hiring of the President/Superintendent, recent review and revision of pertinent Board policies, the review and adoption of the 2012-13 budget, and the setting of its own goals and objectives related to educational quality, legal matters, and financial integrity. The Board’s support and approval of the President/Superintendent’s goals and objectives provide further evidence of the focus on educational quality, fiscal stability, collegial collaboration, and Board/CEO relations (#IVB-12).

### Analysis

This standard is substantially met and is sustainable.

IVB.1.d. *The institution or the Board of Trustees 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 ([#IVB-13](#)). Board Policy (BP) 2010 Board Membership and BP 2015 Student Member specify the size of the Board; BP 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 College began posting video archives of Board meetings on the College's website.

#### Analysis

This standard is substantially met and is sustainable.

IVB.1.e. *The Board of Trustees acts in a manner consistent with its policies and bylaws. The Board regularly evaluates its policies and practices and revises them as necessary.*

#### Description

##### *Acting in a Manner Consistent with Policies and Practices*

To address the Accrediting Commission for Community and Junior Colleges (ACCJC) visiting team's October 2011 Team Report and the Commission's January 2012 meeting recommendations, the following prescribed practices have been implemented:

- On May 18, 2012, the Board held a workshop with newly-hired President/Superintendent Kathy Lehner to discuss Board/CEO roles and responsibilities and mutual expectations of the working relationship between the Trustees and the President/Superintendent. The Board reviewed the document entitled "Board and CEO Roles: Different Jobs, Different Tasks" published by the Community College League of California (CCLC) and sample documents regarding Board protocols provided by President Lehner.
- On June 13 and 14, 2012, the Board engaged Cindra Smith, former Vice-President of CCLC and statewide trainer for community college Trustees, and Bill McGinnis, long-time trustee at Butte-Glenn Community College District and statewide trainer for community college Trustees, to lead the Board through a discussion of Recommendation #8, Board/CEO responsibilities, protocols for Board meetings and communication, Board evaluation and professional development. This extensive workshop utilized the following documents to guide the discussion:

- Special Meeting of the Board of Trustees official agendas (#IVB-14)
- Board of Trustees Special Meeting working agenda (#IVB-15)
- The Board's Policy Role: A Discussion Outline (#IVB-16)
- Redwoods Community College District Board Policies (BPs) 2430 Delegation of Authority to President/Superintendent (#IVB-17), 2435 Evaluation of President/Superintendent (#IVB-18), 2715 Code of Ethics/Standards of Practice (#IVB-19), 2745 Board Self-Evaluation ( #IVB-20)
- Redwoods Community College District Board Administrative Procedure (AP) 2435 Evaluation of President/Superintendent (#IVB-21)
- Sample Board policies and Board protocols from other colleges.
- The CCLC publication from Fall 2006 entitled "Board Focus: Preventing Micromanagement Creating High Performance Boards" (#IVB-22)
- The October 2011 visiting team's report regarding Standard IV.B – Board and Administrative Organization
- The CCLC publication entitled "Board and CEO Roles: Different Jobs, Different Tasks" (#IVB-23)
- Excerpts from the June 2011 CR's Accreditation Self-Study Report regarding Standard IV – Leadership and Governance
- The ACCJC action letter dated February 1, 2012, placing the CR on Show Cause.

The workshop resulted in a plan of action to create a list of Board protocols, to revise AP 2435 – Evaluation of President/Superintendent, to establish a schedule of review of all Board policies, and to develop a comprehensive Board calendar detailing reports to be presented on a regular basis to the Board. These regular reports will include monthly or quarterly reports from the Academic Senate, Classified Staff, Managers Council, Education Centers Deans, Faculty Union and Vice Presidents. These reports will note how accomplishments and activities support specific Board Policies and Administrative Policies.

- On August 14 and 15, 2012, the Board held a workshop with Special Trustee Tom Henry and President/Superintendent Kathy Lehner to finalize a first draft of Board protocols, identified as AP 2715 to accompany BP 2715 Code of Ethics/Standards of Practice. This new AP was officially adopted by the Board at their regular meeting on September 10, 2012. As a portion of this discussion, the Board discussed the procedure for notification and the consequences for individual Trustees who violate the policies or protocols. The Board also discussed the 2012-13 goals and objectives of both President Lehner and the Board of Trustees and the recommendation of the Board Policy Review Committee regarding updating of all Board policies.
- In developing the comprehensive Board calendar, the Board included an annual review of BP 2200 Board Duties and Responsibilities, BP 2715 Code of Ethics/Standards of Practice and AP 2715 Board Protocols for Effective Trusteeship.

### *Evaluating and Revising Board Policies and Practices*

To address the visiting team's recommendation that the Board regularly evaluate its policies and practices, revising them as necessary, the following actions were taken:

- At the July 10, 2012 Board meeting, Board President Dr. Colleen Mullery appointed three work groups of three Trustees each to review policies on an ongoing basis, and requested the Board Related Policy Committee to establish a schedule for policy review and assignments for each of the three work groups ([#IVB-24](#)).
- On August 14, 2012, the Board Related Policy Committee developed a three-year schedule for review of all policies in the 1000s and 2000s and divided them up between the three work groups ([#IVB-25](#)). Consideration was given to policies that may need review more than once every three years (such as BP 2715 Code of Ethics/Standards of Practice) and to policies that have not been revised for many years. Because some such policies have been reviewed in the last few years, but not revised, a standard format was developed for the policy and procedure footnotes that indicate dates reviewed as well as revised.
- In the Board of Trustees' annual goals for 2012-13, the Board included an objective of reviewing all policies according to a regular schedule and a commitment to review quarterly its progress on meeting this objective ([#IVB-26](#)). This quarterly review was also included on the comprehensive Board calendar.

### *Demonstrating and Communicating the Board's Actions within the Policy Framework*

To address the recommendation that the Board demonstrate and widely communicate that its actions are within the policy framework and that the Board seek input on such practices, the following actions were taken:

- At the June 13-14, 2012 workshop, the Board received input from the state-wide trainers regarding how to operate within a policy framework and how to refrain from being involved in operations. Ongoing professional development is being provided by the Special Trustee engaged on August 7, 2012.
- Board agendas now include references to specific Board policies, Strategic Plan goals, and/or Accreditation Standards that authorize the Board to take action on each agenda item ([#IVB-27](#)).
- All revisions to Board policies and bylaws, including those numbered in the 1000s and 2000s are sent to College Council for constituent review and comment ([#IVB-28](#)).
- The Board self-evaluation results for 2012 will be reported out in a public Board meeting and made available for public comment ([#IVB-29](#)).

With the hiring of a new President/Superintendent, the Board has recommitted itself to operating within its policy role and holding the President/Superintendent accountable through regular performance evaluations and adherence to the comprehensive Board calendar ([#IVB-30](#)). Board professional development and the creation of Board protocols for trustee



behavior have resulted in greater knowledge on the part of Trustees as to what it means to operate within a policy and procedure framework.

Sustainability has been incorporated into the process through the development of a three-year cycle of policy review, the creation of a comprehensive Board calendar, a commitment to annually review BP 2715 Code of Ethics/Standards of Practice and AP 2715 Board Protocols for Effective Trusteeship and the agreement on consequences of Trustees who violate said policies and procedures.

### Analysis

This standard is substantially met and is sustainable.

*IVB.1.f. The Board of Trustees 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 elections, 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 College. 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 and AP 2715 Board Protocols for Effective Trusteeship which, among other points, indicates that Trustees must devote adequate time to Board work.

The Board of Trustees 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 college-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

This standard is substantially met and is sustainable.

IVB.1.g. *The Board of Trustees'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 (BP) 2745 Board Self-Evaluation reviewed and adopted on September 10, 2010 ([#IVB-31](#)). 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:

- A committee of the Board shall be appointed in June to determine the instrument or process to be used in Board self-evaluation;
- 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;
- The process for evaluation shall be recommended to and approved by the Board;
- If an instrument is used, all Board members will be asked to complete the evaluation instrument and submit them to Board secretary;
- A summary of the evaluations will be presented and discussed at a Board session scheduled for that purpose; and
- 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 June 13-14, 2012 to review Accrediting Commission for Community and Junior Colleges (ACCJC) Recommendation #8 and to clarify Trustees roles, responsibilities and authority related to governance, accreditation and Board/CEO relations ([#IVB-32](#)). This special session was facilitated by Cindra Smith (Director Emeritus of the Community College League of California) and William McGinnis (Trustee for Butte College Board). At another special session on August 14, 2012, Special Trustee Tom Henry discussed the language of Recommendation #8 and what it means from his perspective, particularly how the College needs to respond to those concerns. On August 15, 2012, the Board reviewed the 2011-12 Board goals, discussed their 2012-13 goals and decided to put the goals on Survey Monkey along with Board self-evaluation questions. The goals will be finalized after the self-evaluation survey has been summarized. A Board self-evaluation committee was appointed ([#IVB-33](#)).

#### Analysis

This standard is substantially met and is sustainable.

IVB.1.h. *The Board of Trustees 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 (BP) 2715, with additional ethics-related policies found in BP 2710 Conflict of Interest, 2716 Political Activity, and 2717 Personal Use of Public Resources (#IVB-34). In addition, the College's Board of Trustees is 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.

Several board policies related to accreditation were revised by three Board ad-hoc policy review committees made up of three Trustees each, with input from Special Trustee Tom Henry. Each of these policies were reviewed by College Council on August 27, 2012 and sent for constituent review (#IVB-35). One of the Board Policies that was amended was 2715 to include additional Code of Ethics language, such as:

- Base decisions upon all available facts in each situation, vote their honest conviction, and abide by the final majority decision of the Board.
- Recognize that the information and deliberation of the Board in closed session must not be disclosed or discussed with anyone else without the prior approval of the Board.
- Follow the Board's policies and procedures and the orderly agenda of the District.

The following Standards of Practice were added as well:

- Shape the direction of the District through strategic planning, setting goals and priorities and annually evaluating the President/Superintendent's performance in furthering the mission of the District.
- Recognize the importance of understanding and evaluating the educational program of the District and of providing for long-term educational planning.
- Refrain from interference in administrative areas.

Additionally, the Board developed an administrative procedure to accompany Board Policy 2715. AP 2715 Board Protocols for Effective Trusteeship was adopted by the Board on September 10, 2012 to provide additional guidelines for ethical behavior and communication.

#### Analysis

This standard is substantially met and is sustainable.

IVB.1.i. *The Board of Trustees 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 ([#IVB-36](#)). Also, the Board of Trustees reviews and acts on all accreditation reports.

The Board of Trustees attended a joint technical assistance presentation on organizational communication in October 2010 from the Community College League of California and the Academic Senate of the California Community Colleges. After the presentation, the Board met the technical assistance consultants regarding accreditation concerns.

In December 2010, the Board President and Vice President of Instruction 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 at that time. This meeting resulted in the “Open Letter to the District” ([#IVB-37](#)) identifying shared commitment by institutional leadership to the accreditation process.

Shortly after his appointment, the Interim President/Superintendent in March 2011 drafted a document of principles for participatory governance. These principles went through the collegial consultation process with input from all constituency groups ([#IVB-38](#)). The principles were integrated and adopted into Board Policy (BP) 3260 in December 2011. These principles were important for setting a new tone for shared governance and an avenue for future decision-making in the accreditation process. The Board fully supports these principles in the planning and accreditation process, and has approved of many initiatives that have undergone systematic constituency review. For instance, the Board codified the institutional-planning process, produced through collegial consultation and the principles of shared governance, in BP 3250. The Board also approved of the well-vetted, new, and improved college mission and values statements in its July 2011 meeting. These have provided a foundation for the planning of the College’s 2012-17 drafts of the Strategic Plan ([#IVB-39](#)), Student Equity Plan ([#IVB-40](#)), and goals and objectives for the Education Master Plan ([#IVB-41](#)). The Board was involved and approved each one ([#IVB-42](#)).

On March 29, 2012, with the support of the Board, the Interim President/Superintendent invited Dr. Barbara Beno, President of ACCJC, to discuss the Show Cause sanctions and the Board’s responsibilities regarding accreditation and institutional effectiveness ([#IVB-43](#)). In April 2012, the Board took action to hire a new President/Superintendent. The Board through its search and interview process recognized that the new President/Superintendent had the experience, and leadership skills to administer board policy and adhere to the institution’s educational mission and commitment to achieving student learning. Additionally, the Board made its decision knowing the extensive background that the new President had in accreditation oversight and experience with chairing accreditation visiting teams, recognizing a concern and commitment to the accreditation process and Accreditation Standards, Eligibility Requirements and Commission Policies.

At the June 7, 2011 Board meeting, the Board took action to approve the 2011 Self-Study Report (#IVB-44), and on October 9, 2012, the Board approved the Show Cause Report.

The Board received instruction and recommendations from California Community College Chancellor Jack Scott on the topic of accreditation in an April 2012 Special Board Meeting, and made a decisive action in support of retaining a Special Trustee in response to the ACCJC show-cause sanction. The Special Trustee was officially contracted by the Board of Trustees On August 7, 2012. The Board has also responded with discussing research and receiving training on recommendations that pertain to itself, particularly in the area of its own performance and governance (#IVB-45).

In the September 2012 Board meeting, Board members read and discussed responses to the ACCJC recommendations in addition to first draft of “Revised Board Policies Related to Accreditation” to make necessary improvements in this area. Among the revised policies were Board Policy 1201 Philosophy Statement and BP 1202 Institutional Objectives in which language was added to strengthen the Board of Trustee’s commitment to supporting and improving SLOs (#IVB-46). The Philosophy statement includes the following intentions “to promote a culture of assessment; to engage in data informed decision making; to embrace best practices as defined by the ACCJC and other professional organizations; and to commit to continuous quality improvement.” The newly revised Institutional Objectives also include language that reflects a commitment: “To identify SLOs for courses, programs certificates, and degrees; to assess student achievement of those outcomes; and to use those assessment results to provide quality instruction to maintain effectiveness.” The proposed board policies were revised by three ad-hoc policy review committees made up of three Trustees each, with input from the Special Trustee. Each of these policies were reviewed by College Council on August 27, 2012 and sent out to college constituents for a 28-day review. The Board recognizes the importance of these matters in meeting Accreditation Standards and for ongoing quality improvement of the institution.

### Analysis

This standard is substantially met and is sustainable.

*IVB.1.j. The Board of Trustees has the responsibility for selecting the president. The Board of Trustees 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

Similar to other community colleges in the State, struggling with the state’s fiscal crisis, College of the Redwoods (CR) has endured organizational change. The College’s fourth permanent President/Superintendent left in 2006, followed by two Interim President/Superintendents. 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 Spring 2009 was a number of organizational issues, a 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. In March 2011, the College appointed an Interim President/Superintendent who also served as the Vice President of Instruction, and was well-respected. In moving quickly to fill the chief executive officer position, the Board of Trustees exerted its leadership appropriately.

The established process for conducting a search and selection of the President/Superintendent is overseen by the Human Resources (HR) Department and delineated in Board Policy (BP) 2431 President/Superintendent Selection (#IVB-47). The process involves interviews, public forums and systematic input from faculty, staff, students and community members. The Board of Trustees approved a contract for a new permanent President/Superintendent in April 2012, in which these processes were followed. In addition, Board President, Trustee Dr. Colleen Mullery invited individuals of each constituency group to write letters in support of their top candidate to send to HR, and with the option of submitting them anonymously. In addition, the Board invited the leadership of each staffing group to speak to the Board to share feedback on each candidate. In this regard, the principles of shared governance were followed, showing the Board's commitment to following its own updated principles and policies.

To better define the different roles and responsibilities of the Board and the President/Superintendent and to develop appropriate oversight procedures for holding the President accountable for the successful operation of the College, the Board engaged in the following trainings and actions:

- On May 18, 2012, the Board held a workshop with newly hired President/Superintendent Kathy Lehner to discuss Board/CEO roles and responsibilities and mutual expectations of the working relationship between the Trustees and the President/Superintendent. The Board reviewed the document entitled "Board and CEO Roles: Different Jobs, Different Tasks" (#IVB-48) published by the Community College League of California (CCLC) and sample documents regarding Board protocols provided by President/Superintendent Lehner.
- On June 13 and 14, 2012, the Board engaged Cindra Smith, former Vice-President of CCLC and statewide trainer for community college Trustees, and Bill McGinnis,

- longtime trustee at Butte-Glenn Community College District and statewide trainer for community college Trustees, to lead the Board through a discussion of Recommendation #8, that included discussion of Board/CEO responsibilities. The workshop resulted in a plan of action to create a list of Board protocols, and to revise Administrative Procedure (AP) 2435 Evaluation of President/Superintendent, to establish a schedule of review of all Board policies, and to develop a comprehensive Board calendar detailing reports to be presented on a regular basis to the Board. These regular reports will include monthly or quarterly reports from the Academic Senate, Classified Staff, Managers and Directors, Site Deans, Vice President of Instruction, Vice President of Student Development, and Vice President of Administrative Services. These reports will note how accomplishments and activities support specific Board Policies and Administrative Policies.
- The Board subcommittee on evaluation of the President/Superintendent then recommended a revision to AP 2435 Evaluation of President/Superintendent to require quarterly informal evaluations of the President/Superintendent during the first year of employment (#IVB-49). The revised AP 2435 had first review and discussion by the Board on September 10, 2012 and will complement and ensure compliance with BP 2430 which is also being revised and clearly defines delegation of administrative authority to the President/Superintendent.
  - AP 2435 was also revised to allow the annual formal written evaluation of the President/Superintendent to include input from college faculty and staff and from community members.
  - A comprehensive Board calendar was developed which details the staff reports to be presented at each monthly Board meeting (#IVB-50). By requiring specific reports at specific meetings, the Board ensures that the President/Superintendent is keeping up with tasks required by Board policy and accreditation standards. Additionally, the Board calendar details expectations and schedules of work to be accomplished by faculty and staff, thus providing a transparent link of employee work to Board policy.
  - During the July and August 2012 regular Board meetings, the Board reviewed drafts of the goals and objectives of the President/Superintendent. At the August 15, 2012 Board workshop, the Board agreed on the goals and objectives that would be used to evaluate the President/Superintendent for 2012-13 (#IVB-51).

### Analysis

This standard is substantially met and is sustainable.

*IVB.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

According to Board Policy (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 College that meets monthly to ensure that policies and procedures are developed and revised following the collegial-consultation process. College Council notes are posted online ([#IVB-52](#)). The President/Superintendent also meets regularly with the President's Cabinet and the Expanded Cabinet. The President's Cabinet consists of the Vice President of Instruction, Vice President of Student Development, Vice President of Administrative Services and the Director of Human Resources; the Expanded Cabinet consists of the vice presidents, deans, and representatives of the Academic Senate, Faculty Union, Classified Union and the Managers' Council. The Expanded Cabinet notes can be found on the President's web page ([#IVB-53](#)).

The President/Superintendent communicates regularly with all members of the College community at Convocation through general emails and by holding campus wide forums. Those who could not attend the open forums in person could watch them online ([#IVB-54](#)).

The President/Superintendent oversees the College budget, makes final budget allocations, and informs the College about budget issues. The President/Superintendent initiates and follows a fiscal budget calendar that reflects the College's integrated planning processes marked by June tentative budgets and September final budgets. Mid-year budget adjustments, such as those presented at the January 25, 2012 and April 3, 2012 Board of Trustees meetings, are overseen by the President/Superintendent, informed by the Budget Planning Committee, and presented to the Board and college stakeholders.

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 Interim 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 2012, the Interim President/Superintendent endorsed the Fine Woodworking faculty screening committee's recommendation after participating in the on-site interviews with six candidates. In August 2012, the President/Superintendent endorsed the Math faculty screening committee's recommendation.

The President/Superintendent leads the College's efforts in planning and institutional effectiveness. Under the Interim President's leadership, during 2010-11 the College Council updated the BP 1200 Mission and BP/Administrative Procedure (AP) 3250 Institutional



Planning to guide college planning processes and ensure institutional effectiveness. The Interim President/Superintendent led a kick-off of the strategic planning process during a keynote address at Convocation 2011, and he chaired the ad hoc Strategic Plan Committee that created the 2012-17 Strategic Plan. Both the Strategic Plan and Education Master Plan were submitted to the College Council for review and approval prior to ratification by the Board of Trustees. The new President/Superintendent appointed in April 2012 endorsed the College's planning and institutional effectiveness processes which are detailed in the Planning, Budgeting, and Program Review Manual.

The new President/Superintendent has garnered the support of the constituent group leadership. As evidence of the President/Superintendent's effective leadership, statements were read at the October 2, 2012 Board meeting by the presidents of both the Academic Senate and the College of the Redwoods Faculty Organization ([#IVB-55](#)).

### Analysis

This standard is substantially met and is sustainable.

*IVB.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

In March 2011, the Interim President/Superintendent reviewed the organizational structure in place and evaluated its effectiveness. 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 Managers' Council, Academic Senate, and California School Employee Association each commented on the increase in the sense of steady leadership, stability, collegiality, and trust.

The Interim President/Superintendent helped the College work toward improving 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 encouraged 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 Interim President/Superintendent also hired a Director of Planning, Grants, and Institutional Effectiveness in August 2011 to support participatory governance structures and protocols to be followed in the process of planning and educational quality.

The new permanent President/Superintendent has continued to embrace and demonstrate by her actions, the importance of participatory governance. For instance, she organized a sincere and candid Convocation presentation on August 23, 2012 in which all groups were brought up to date on accreditation issues and responses to Accrediting Commission for Community and Junior Colleges (ACCJC) recommendations, as well as current planning models and initiatives with an invitation for feedback. She also held a workshop on the same day in which all constituency groups were invited to offer input and planning (#IVB-56) for the Annual Institutional Plan (#IVB-57).

Official organizational charts identify administrative positions and areas of responsibilities. The College maintains organizational charts for the offices of the President/Superintendent, Instruction, Student Services, Administrative Services, and Human Resources. The organizational charts can be found on the College's website (#IVB-58). The Vice President of Instruction, Vice President of Student Services, Vice President of Administrative Services, and Director of Human Resources all have appropriate roles and responsibilities within a structure in which they can function. The President/Superintendent consults with her Cabinet, listens to different perspectives and suggestions, and makes decisions that are in the best interest of the students and the College. She delegates appropriate authority to her Cabinet and provides them with autonomy, direction and support.

The President/Superintendent convenes the Expanded Cabinet regularly to provide an opportunity for each administrator and constituent group representative to provide reports and receive feedback on operational aspects of their areas, such as staffing, budget, operations, progress towards goals, obstacles, etc.

### Analysis

This standard is substantially met and is sustainable.

IVB.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 recognized the importance and value of 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. The new

President/Superintendent began employment on May 14, 2012 and on May 18 joined the Board in a workshop reviewing and defining distinct Board/CEO duties and responsibilities. Additional Board workshops were held June 13-14 and August 14-15, 2012 at which the Board reviewed in detail the components of Recommendation 8 and examined their actions and practices as they relate to governance issues and holding the president accountable for operations of the College.

Over the past three years and under the direction of its President(s)/Superintendent(s), the College engaged in revising its mission, vision, and values statements. The process has been collegial, 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 a Director of Institutional Research (IR), the Interim President/Superintendent monitored the hiring and appointment of a new director. The new Director of Institutional Research (IR) now reports directly to the President/Superintendent and works closely with the Director of Planning, Grants, and Institutional Effectiveness. An example of the collaborative work of these administrators was a combined presentation at Fall Convocation 2012 which included recent evaluative data. This effort showed a commitment from the President/Superintendent to ensure that evaluation and planning relied on high quality research and analysis.

The IR Director has been active in generating, providing, and interpreting data to inform the institution in its planning processes and the institutional effectiveness (#IVB-59). Planning groups, including Program Review, Enrollment Management Committee (EMC), Basic Skills Committee (BSC), and Institutional Effectiveness Committee (IEC), have received timely and relevant data from IR. This data has also informed constituency groups in the creation of drafts for the Student Equity Plan, Strategic Plan, and goals and objectives for the Education Master Plan. In the afternoon of Fall Convocation, on August 23, 2012, the President/Superintendent, the IR Director and the Director of Planning, Grants, and Institutional Effectiveness also conducted a planning session with representative from all college groups (over 150 participants) to begin work on the Annual Institutional Plan. A first reading draft was presented and discussed with the Board of Trustees at its regular Board meeting on September 10, 2012.

The President/Superintendent ensures that the achievement of Student Learning Outcomes (SLOs) is facilitated by an integration of educational planning with resource planning and distribution. Educational planning is integrated with resource allocation through the processes described in the Planning, Budgeting, and Program Review Manual. The College's integrated planning process ensures that planning and budgeting is integrated at all levels through plan alignment and through a resource allocation process that relies upon program plans developed to meet the goals in the College's Strategic Plan and Education Master Plan.

With a concerted effort by the Director of Planning, Grants, and Institutional Effectiveness, documentation of planning, reporting, and the work of various institutional committees, including that of the Institutional Effectiveness Committee and Program Review Committee have been posted on a single website for easy review ([#IVB-60](#)). For instance, the College's current Integrated Planning Model and Institutional Effectiveness Report, as well as the Planning, Budgeting, and Program Review Manual may be found on the "Planning Resources" link of this website ([#IVB-61](#)). Current accreditation reports and work may also be found there. The site also features reports that are still in draft form for various groups to review and add input, such as the preliminary draft of the Annual Institutional Plan which came from collaborative work done on Convocation on August 23, 2012 ([#IVB-62](#)).

The President/Superintendent supports and monitors the campus culture of integrated planning that has developed over the last several years. This support is exemplified by: the 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. Under the guidance of the President/Superintendent, the first annual year-end report of institutional effectiveness was published in July, 2012, linking College vision, mission, and values with the outcomes of program review, and accomplishments of integrated planning processes, SLOs, institutional goals, and institutional effectiveness

#### Analysis

This standard is substantially met and is sustainable.

*IVB.2.c. The president assures the implementation of statutes, regulations, and Board of Trustees policies and assures that institutional practices are consistent with institutional mission and policies.*

#### Description

Board Policy (BP) 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 a 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 Interim President/Superintendent formed a Policy and Procedure Review Sub-committee to ensure College policies are consistent with statutes and regulations. This sub-committee examines existing policies for compliance with education codes and, as necessary, develop, revise, and disseminate for constituent review any new or modified policies.

Administrative Procedures (AP) 2410 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 website, 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 is consistent with the participatory governance clause in the College's values statement insofar as it helps enable all College 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 Board of Trustees 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 BP 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 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 its analysis of the effectiveness of the College's planning processes, including the annual plan and benchmarked outcomes. A new "Institutional Effective Scorecard" has also been created and populated with the most current data available (provided by the College's Office of Institutional Research). This is being used for the purposes of planning and evaluation of institutional effectiveness ([#IVB-63](#)).

Furthermore, in August 2011, the former Interim President/Superintendent created a new position and hired the Director of Planning, Grants, and Institutional Effectiveness. The purpose of this position is to provide oversight and documentation of the planning process, and to monitor policies and procedures with regard to institutional effectiveness ([#IVB-64](#)).

### Analysis

This standard is substantially met and is sustainable. 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 her or his authority and influence in coordinating College operations in alignment with the institution's mission and policies. The President/Superintendent has demonstrated effectiveness, diligence, and expedience in meeting these obligations and additionally has increased the institution's commitment to shared governance as set forth in its values statements.

IVB.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 (BPC) provides regular and transparent information regarding fiscal planning.

The BPC was formed in October 2008. Co-chaired by the Vice President of Administrative Services and a member of the faculty appointed by the Academic Senate, the BPC membership includes the Vice President of Instruction, the Vice President of Student Development, chairs from the Technology and Facilities Planning Committees, Dean of the Del Norte Education Center, President of the Managers Council, two California School Employee Association (CSEA) representatives, one faculty member from each of the Mendocino and Del Norte education center, two faculty members from the Eureka main campus, and the Director of Accounting Services and Controller. 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;
- provide early notice of structural imbalances between revenue and expenditures; and
- formulate recommendations to Cabinet for consideration of preliminary, tentative, and adopted budget.

Committee information can be found on the BPC website ([#IVB-65](#)).

Recent fiscal-year budgets have been especially challenging. As state funding for fiscal years 2011 and 2012 deteriorated, the Interim President/Superintendent and Board of Trustees held January 2012 Special Meetings to discuss budget shortfalls. To help mitigate a structural budget deficit, an employee early-retirement incentive program (SERP) was negotiated and implemented. Subsequent Board meetings in March resulted in a tentative 2012-13 budget with no involuntary layoffs.

The College was not able to fully realize some of the cost savings identified in the tentative 2012-13 budget and fiscal circumstances continued to worsen at the State level. With the appointments of a permanent President/Superintendent and Special Trustee, an examination and revision of the 2012-13 budget was a high priority. With revenue from the State continuing to decline and no equivalent expenditure reductions, a significant 2012-13 budget deficit was identified. Within weeks of the new President/Superintendent appointment, the BPC was tasked with developing options to resolve the deficit. In addition, the

President/Superintendent, followed by the assistance of the Special Trustee, began an intense investigation of the College's budget and practices. Under the leadership of the President/Superintendent, a fiscal team including the Special Trustee, Vice President of Administrative Services, Controller, and two additional consultants examined the College's fiscal status and developed a revised 2012-13 budget. Tasked with recommending additional significant budget cuts, the BPC met on April 29, 2012 and developed options for reducing the deficit. The President and Special Trustee, on September 6, 2012, presented to the College community a description and explanation of the budget issues (#IVB-66) and the BPC options for deficit reduction (#IVB-67) and (#IVB-68). The revised 2012-13 budget, with a list of budgetary options, was presented at the September 10 meeting of the Board of Trustees (#IVB-69).

### Analysis

This standard is substantially met and is sustainable. The Interim President/Superintendent initiated budget planning transparency and collaboration that began a confidence-building process. The new permanent President/Superintendent has accelerated confidence-building by her intense efforts to review and revise the 2012-13 budget. Making great effort to determine and present an accurate and honest budget and calling for stakeholder collaboration in solving the serious budget imbalance, the President/Superintendent has demonstrated critical leadership. Additionally, the efforts of the BPC enhance her ability to engage in a systematic budgeting process that responds to short- and long-term financial goals.

*IVB.2.e. The president works and communicates effectively with the communities served by the institution.*

### Description

The President/Superintendent is responsive to the needs of the different communities served by the College, and after her appointment began communicating with the College regarding all operational matters and discussing ways to better serve the College's various student populations.

- One week prior to officially starting her presidency, President/Superintendent Lehner visited to the Mendocino Coast Education Center to meet with faculty and staff. The President also initiated meetings with the Hoopa Tribe constituencies at the Klamath-Trinity Instructional Site as well as traveling to the Del Norte Education Center to meet with faculty and staff. She continues to hold regular meetings at the centers and site.
- The President met with several community constituencies and stakeholders , such as:
  - May 17 CR/Humboldt State University (HSU) Liaison Meeting;
  - May 17 Eureka Chamber of Commerce Mixer;
  - May 23 Arcata Rotary presentation;
  - June 11 Rollin Richmond, HSU President;

- July 23 Redwood Region Economic Development Committee Presentation;
- August 1 Lunch with J Warren Hockaday, President Eureka Chamber of Commerce; and
- August 13 Fortuna Chamber of Commerce Presentation.

Analysis

This standard is substantially met and is sustainable. The President/Superintendent has actively pursued relationships with stakeholders in the communities served by the College.



## **Resolution of ACCJC Recommendations**



## **Recommendation #1 - Student Learning Outcomes**

*In order to meet the standards and improve institutional effectiveness, the team recommends that the College: maintain an on-going, sustainable process of assessing student learning outcomes at the course, program, certificate, and degree levels; promote widespread dialogue on the results of the assessments; and use assessment results to improve programs and institutional processes including resource allocations. (IB.1, IIA.1.c, IIA.1.b, IIA.1.c, IIA.2.b, IIA.2.f, IIA.2.i, IIB.4, IIC.2, IIID.1, IIID.2.a, IIID.3)*

*(a) In order to meet Standard IB.1, the team recommends that the College include student learning as one component in assessing institutional effectiveness;*

*b) In order to meet Standard IIA, the team recommends that the College fully and meaningfully assesses all certificate and degree programs using student learning outcomes assessment to improve student learning and ensure that faculty and staff fully engage in the student learning outcomes assessment process. Additionally, the team recommends that the College develop a streamlined process and accountability measures for student learning outcomes assessment.*

*(c) In order to meet Standard IIB.4, the team recommends that the College complete measurable student learning outcomes for all appropriate student services programs, utilize a variety of assessment methods, and use the results to improve the delivery of support services. Analyses of the actual student learning outcomes for students support services should be fully integrated with institutional planning and resource allocations.*

### **Overview of Actions Completed to Resolve Recommendation #1**

The visiting team noted that at the time of their visit the College was in the process of “*building an ongoing, systematic and integrated process to assure the currency of and measure of student learning outcomes for courses.*” The College responded to the recommendation by accelerating these earlier efforts and instituting changes to meet the concerns described by the visiting team. The College also improved adherence to the eligibility requirements and accreditation standards.

Student learning *assessment and dialogue* at all levels is ongoing and systematic. For the past three years, the quantity and quality of assessments have increased; by Spring 2012, 90 percent of courses and at least 60 percent of programs had assessed at least one Student Learning Outcome (SLO), and during the Summer 2012 sessions at least one outcome was assessed in over 95 percent of the courses offered.

The student learning *assessment process and structures* are continuously improving. To ensure that the SLOs assessment process is streamlined and sustainable, the College has created an information management system for managing assessment data, an administrative

system for monitoring whether assessments are being done, and a Human Resources (HR) system that establishes assessment participation as part of the employment duties for all instructors. These systems encompass course, certificate, program, and degree-level assessments.

At all levels, the College and its programs *use assessment results in planning and resource allocation*. The College now includes assessment data in the Key Performance Indicator Report to ensure that student learning data is used to improve program and institutional effectiveness. This report of institutional effectiveness is presented annually to the Board of Trustees. The College has clarified the role of assessment data in its integrated planning process, and has used assessment data to help develop the College's 2012-13 Annual Institutional Plan.

### **College Response to Recommendation #1**

The College's response includes sustained actions and new initiatives undertaken prior to the receipt of the February 1, 2012 letter. These actions and initiatives confirm the visiting team's judgment that, "*College of the Redwoods is in transition to a new era that would address each and every one of these issues.*" (#R1-1)

Under the previous permanent President/Superintendent, the College experienced many challenges related to governance. Meanwhile, the College continued to build both its culture of assessment and its assessment practices and structures. But this success was overshadowed by the governance issues. In Spring 2011, these governance issues receded, allowing the College's underlying will and capacity for student learning assessment to become effective and visible.

The following serve as evidence of the College's will and capacity to sustain these improvements while experiencing transitions in leadership. Thus, these actions and initiatives show its capacity for continuous improvement.

- The Assessment Coordinator developed a method ("stoplight") to record, monitor, and document whether programs and degrees had formulated assessment plans. Assessment plans indicated which courses contributed towards which program/certificate/degree level outcomes and at what level of proficiency (#R1-2). The 5-year plans listed in this "stoplight" have since been replaced by the institution of two-year assessment plans for all programs.
- The Curriculum Committee continued to work with subject matter experts to refine the course-level SLOs on the course outline of record. The Curriculum Committee now requires subject matter experts to explain how outcomes are assessed and assessed sustainably (#R1-3).
- The Curriculum Committee improved the course outline of record. Courses qualifying as general education are now required to make more explicit how they meet the general education (GE) learning outcomes. This ensures that degree level outcomes are more assessable (#R1-4, #R1-5).
- Assessment of degree level general education outcomes continued. The Critical Thinking GE outcome was assessed in the Fall 2011 semester and the Global/Cultural

Context outcome was assessed in the Spring 2012 semester. The Director of Institutional Research (IR) worked with the Assessment Coordinator to include a broad sampling of courses and disciplines that would yield representative data. Faculty in the sample engaged in dialogue sessions to develop conclusions and identify actions to improve student learning. The third and last GE outcome, Effective Communication, was assessed in Summer 2012, with further assessment of this outcome to be conducted in Fall 2012 (#R1-6).

- The Assessment Coordinator worked with IR and Information Technology to move recording and reporting assessment data from a labor-intensive, unsustainable 'manual' system to a comprehensive, automated and sustainable system. (Standard I.B.1)
- During Fall 2011, the Student Development Division participated in a series of assessment trainings IR to review best assessment practices for service area SLOs (#R1-7).

The actions above provide evidence of the College's ongoing commitment to sustainable SLOs assessment.

*Student Learning Assessment and Dialogue at all levels is ongoing and systematic.*

By Spring 2012, over 90 percent courses offered that semester had assessed at least one course level outcome, and at least one outcome had been assessed in over 95 percent of the courses offered during the Summer 2012 sessions. In its sustained improvement of the assessment of program-level outcomes, at least one outcome in over 60 percent of all degrees and certificates were assessed in 2011-12 (#R1-8).

The Student Development Division has been active in reviewing and revising its SLOs and service area outcomes to make them more specific and measurable. In particular, the Student Development Division has improved its assessment methods and analysis to gain a better understanding of how Student Development activities contribute to student learning (#R1-9).

In continuing execution of the degree-level assessment plan, the Global/Cultural Context GE outcome was assessed in Spring 2012. Thus the College has demonstrated sustained assessment of degree-level GE outcomes through ongoing GE Assessment: Critical Thinking in Fall 2011, Global Cultural Awareness in Spring 2012, and Effective Communication in Summer 2012 (#R1-10).

There is a growing culture of assessment, as evidenced by the continually improving quality of assessments (#R1-11). The College's culture has sustained improvement in assessment activities at the course, program, certificate, and degree level.

This increased quantity and quality of assessment activity has been matched by a corresponding increase in dialogue. The following serve as evidence of the College's will and capacity to sustain institution-wide collegial dialogue about improving student learning.

- Assessment Thursday and Friday activities were held throughout Spring 2012. Topics discussed included the coordination of mathematics, English and Student

- Development Division, a review of placement and performance of basic skills students, and the results of a graduate survey (#R1-12).
- Both in response to the Accreditation Oversight Committee (AOC) work groups and spontaneously emerging from within programs, inter-program and interdepartmental dialogue has emerged. Prominent examples include the assessment dialogue between nursing and biology as well as math and business (#R1-13).
  - The College's Spring 2012 Assessment Summit included all-college forums, focused institution-wide dialogue sessions on GE, intra and cross-disciplinary assessment, and interdisciplinary dialogue forums on how each program or department could best use assessment results for quality improvement. This summit included dialogue sessions for every college degree and certificate program. The College demonstrated depth of its commitment to assessment by suspending many normal office functions and providing compensation for many employees who attended outside normal contract hours. The dialogue from this Assessment Summit has been recorded at dialogue forum (#R1-14).
  - The Student Development Assessment Group (SDAG) was created after the Assessment Summit, drawing members from staff, faculty, and management. It provided additional training and support for student service areas assessment, revising the Student Development program review annual updates and assisting Student Development Division employees in 'closing the loop' on assessments. SDAG met several times over the Summer 2012 and presented workshops for faculty and staff at the Fall 2012 Convocation (#R1-15).
  - The DE advisory committee provides a forum for dialogue comparing the effectiveness of different instructional modes (#R1-16). Since 2009 this committee has worked to assure equal quality of all instructional modes and promote best practices in instruction in new modes (#R1-17).
  - This College-wide dialogue created an opportunity for instructional faculty and non-instructional staff to review assessment across disciplines (#R1-18). The Assessment Committee has identified college-wide themes that have emerged from these dialogue sessions (#R1-19).
  - During Summer 2012, Student Development participated in a division-wide Planning, Program review and Assessment Retreat. All programs completed a two-year assessment plan, reviewed the revised program review template, and engaged in discussion about shared outcomes (#R1-20).
  - During Fall 2012 Convocation activities, the Assessment Coordinator and Assessment Committee used data and findings from the Spring 2012 assessment summit to organize interdisciplinary dialogue sessions (#R1-21).
  - During Fall 2012 Convocation activities, the Assessment Coordinator gave a presentation on formalizing the mapping of how specific course-level outcomes support particular certificate or degree-level outcomes. Then the Vice President of Instruction and Assessment Committee members helped all certificate or degree programs complete their mapping to provide a two-year cycle of course-level and program-level outcomes assessments (#R1-22).

*Student Learning Assessment Process and Structures are Continuously Improving.* At the same time, the College has developed additional institutional tools to ensure this culture of assessment is sustained. The following serve as evidence of the College's will and capacity to sustain continuous improvement of its student learning assessment processes and structures.

- Assessment participation has been formally institutionalized as part of the evaluation process for instructional employees and some non-instructional employees (#R1-23).
- After initial reviews of the assessment software and consultation with the IR Director and the Assessment Coordinator, Technology Services staff modified the assessment software to prompt assessment authors to use assessment results to reflect on how they can improve their programs (#R1-24).
- The College has acted on the evaluations of its assessment methods and Recommendation 1 by implementing software for recording and reporting assessment results. This software includes the ability to flag courses offered in variable modes of instruction. This prompts assessment authors to consider and analyze the comparative educational effectiveness of different instructional modes. It allows the College to determine whether it is using delivery systems and modes that are compatible with the objectives of the curriculum and appropriate to the needs of its students.
- The Student Development Division has entered its existing three years of backlogged assessment data into the College's new assessment software to enable assessment data to be tracked for improvement (#R1-25).
- In response to user evaluations of the assessment software, version 2.0 of the software was made available at the Fall 2012 Convocation. These improvements include more detailed information on delivery mode. This new version also includes a more standardized reporting format for data on whether students have failed, met, or exceeded the learning outcomes. This allows analytical software to compare learning success across classes and discipline. All of these changes have made the recording, reporting, analysis, and dialogue of assessment data more transparent, effective, and sustainable (#R1-26).
- After consultation with the IR Director and the Assessment Coordinator, Technology Services staff has designed the assessment software to prompt assessment authors to "close the loop." Authors thus report whether the changes suggested by earlier assessments actually led to improved student learning (#R1-27).
- Using the "Program/Discipline Assessment Worksheet," academic administrators tracked SLO assessment completion for Spring and Summer courses using the recently developed SLO Assessment Worksheet (#R1-28). In order to streamline the process and attain sustainability, this temporary process was replaced by the following system instituted at the Fall 2012 Convocation (beginning of the Fall 2012 semester). Faculty overseeing programs were presented with a default plan for course- and program-level outcomes. This default plan detailed which course-level outcomes and program-level outcomes will be assessed in each semester and year. In cases where these default plans did not efficiently match the program, subject matter

- experts submitted revised assessment plans that detailed when each course and program level outcome would be assessed (#R1-29).
- The Student Development Assessment Group (SDAG) developed an assessment and program review flow chart and calendar to promote understanding of how assessment and program review support integrated planning (#R1-30).
  - The College created a list of all programs. For each program, a contact person and overseeing administrator has been identified. Overseeing administrators will report compliance to the Vice President of Instruction or Vice President of Student Development, as appropriate. This will make the College's assessment process more sustainable by making sure assessments are on track. This is essential for both assessment and program review, thus also supports the College's efforts on Recommendation 2 (#R1-31).
  - The College has strengthened and clarified the role, duties, and support for the Assessment Coordinator. The role of an Assessment Committee and Assessment Coordinator in ensuring assessments are completed, evaluated, and summarized in the Fall and future semesters has been defined (#R1-32, #R1-33).
  - After participating in a succession of division-wide assessment trainings, The Student Development Division revitalized their assessment work to better define and measure what we want students to know or do, and to evaluate the learning that occurred as a result of the student's involvement with the program and/or service.
  - The Curriculum Committee has recommended to the Academic Senate that the process for approving Program Learning Outcomes (PLOs) be simplified and made more sustainable. In the future, faculty will have to include a review of PLOs when they submit a CCC-511 (Non-Substantial Change) form. If there are no changes in the PLOs, faculty attach a memo explicitly noting this when they submit their CCC-511 form to the Curriculum Committee. If PLOs are revised, faculty must include both the existing outcomes and the new outcomes when they submit their CCC-511 form to the Curriculum Committee. The Curriculum Committee will engage the discipline experts in dialogue if they feel the PLOs align with the course learning outcomes in the degree. This is an additional review and approval process which the College did not officially have in the past (#R1-34).
  - Assessment dialogue sessions revealed appropriate placement of under-prepared students as a persistent theme. The State Academic Senate has urged colleges to consider the increased use of prerequisites to address this problem. At its September 15 meeting, the Curriculum Committee responded to these concerns by recommending that the Academic Senate form a sub-committee of Curriculum Committee members. This sub-committee should develop a data-driven plan to systematically evaluate the use of prerequisites at the College and identify the most appropriate way to respond to the State Community College Academic Senate. The Curriculum Committee also advised that this plan explicitly make provisions for closing the loop on any newly implemented prerequisites (#R1-35).



*At all levels, the College and its programs use assessment results in planning and resource allocation. Assessment results are the best way to measure whether a program is fulfilling its educational goals and thus assessment of outcomes is essential for planning. The College will continue to use assessment results at all levels of College-wide planning and resource allocation to realize the full benefits of the assessment process.*

The following serve as evidence that the College is using assessment results in planning and resource allocation at all levels:

- The 2011-12 Institutional Effectiveness Report (IER) includes an evaluation of the College's learning outcomes assessment process and reports improvements to those processes (#R1-36).
- The 2011-12 IER includes qualitative assessment themes from a wide variety of courses discussed at the Spring 2012 assessment summit. It also includes quantitative data on successful general education degree level outcomes (#R1-37).
- Working with representatives from both Recommendation 1 and Recommendation 2 groups, the Director of Planning and Director of IR have revised the Integrated Planning Narrative section of the Planning, Budgeting, and Program Review Manual to clarify the use of assessment data in resource allocation.
- The College has adopted a Program Revitalization or Discontinuation Process Administrative Procedure (AP) 4021 which uses educational effectiveness as one of the criteria for identifying at-risk programs. Programs that are not educationally effectiveness may be either discontinued or allocated additional resources to improve their effectiveness.
- There are many examples of closing the loop at the course level. The computer information systems, art, geology, and math disciplines have instituted course changes based on assessment results (#R1-38).
- The College has made the reporting and analysis of assessment results more central to the program-review process (#R1-39). For example, the revised annual program-review process includes reporting on assessment and student-learning data and reporting progress on previous program goals and resource allocations. This process prompts authors to explain how their program plans are linked to institutional goals and/or assessment results, and justify resource requests by explaining how they will improve SLOs, service area outcomes, or institutional goals.
- After an interdisciplinary dialogue session on assessment results, faculty concluded that several Cinema courses directly addressed program level learning outcomes for the Associate of Arts degree Liberal Arts: Humanities, Language and Communication (AALA) degree. Faculty also noted that the degree only allowed one Journalism course for studying the humanities through modern media such as film. Several Cinema courses have been added as restricted electives to the Humanities Liberal Arts degree, expanding students' ability to attain program level outcomes in ways relevant to the modern world (#R1-40, #R1-41).
- Many intra-and-inter disciplinary program dialogue sessions that occurred at the Assessment Summit resulted in faculty and staff making recommendations for improved counseling and advising services. The College has responded by fast-

- tracking the replacement for the Articulation Officer who retired at the end of Spring 2012. Continuity of counseling/advising services has been maintained.
- The Program Review Committee and integrated planning process have used the impact on student learning as a tool to allocate resources. These results then flowed through the integrated planning process to decision makers who could allocate the resources (#R1-42). Programs such as agriculture and automotive which successfully established the link between learning needs and resource allocations, have been priority for resources (#R1-43).
  - The College's Annual Institutional Plan has been designed through collegial consultation and incorporates the themes from the assessment dialogue with the College's Educational Master Plan and Strategic Plan (#R1-44).
  - Starting 2012-13, the College has improved its planning process by explicitly requiring the use of assessment data as a guide in resource allocation (#R1-45).

### **Summary and Sustainability**

The College has sustained a process of assessing SLOs at the course, program, certificate, and degree levels. Over the last three years, the quantity and quality of assessments at all levels has continually improved. Since Spring 2011, the College has sustained and accelerated this trend, demonstrating its consistent will and capacity to continuously improve student learning.

The assessment process itself has continuously improved, making it more streamlined and sustainable. The College now has an information management system for its assessment results. It has strengthened the Assessment Coordinator and Assessment Committee by better defining duties and including a more comprehensive mission and membership. It has established participation in assessment as a faculty obligation. There is a well-defined structure for monitoring and reporting assessment activity. The College has moved to a two-year cycle of assessment and improvement, greatly accelerating its cycle of assessment, improvement, and closing the loop.

The College has documented widespread dialogue about the results of these assessments and has used the results and the dialogue to improve programs and allocate resources. The assessment dialogue activities that occurred throughout the Spring 2012 semester and use of assessment themes in the 2012-13 Annual Institutional Plan are examples of this institution-wide dialogue.

The College has included student learning as one of its key performance indicators that measures institutional effectiveness. Upgrading the old integrated planning narrative to a comprehensive Planning, Budgeting, and Program Review Manual has improved college-wide understanding of planning, including the use and role of assessment results in making program improvements and resource allocations.

The Student Development Division has revised its SLOs and PLOs to make authentic assessment feasible, demonstrate their contribution to student learning and enable the College

to use analysis of learning outcomes data in the institutional planning and resource-allocation process.

### **Conclusion**

The College has resolved Recommendation #1 (2011) and meets the related standards, as shown in the “Standards and Eligibility Requirements” section of this document.



## **Recommendation #2 - Strategic Planning**

*In order to attain sustainable continuous quality improvement in institutional planning, the team recommends that the College: integrate its component plans into a comprehensive Strategic Plan to achieve broad educational purposes and improve institutional effectiveness; establish and assess measurable, actionable goals to improve institutional effectiveness; include educational effectiveness as a demonstrated priority in all planning structures and processes; and promote on-going, robust and pervasive dialogue about institutional effectiveness;. (IB.1-4, IIIA.6, IIIB.1.a, IIIB.2.a, IIIB.2.b, IIIC.2, IIID.1.a, IIID.2.g, IIID.3)*

### **Overview of Actions Completed to Resolve Recommendation #2**

Starting in Spring 2011, the College revised or established plans and processes to address Recommendation 2.

The College has reviewed and revised the elements of its long-range plans: its mission, vision, strategic plan, and Education Master Plan. It has translated the broad mission and vision into specific measurable, actionable strategic planning goals that support educational and institutional effectiveness. The education master plan gives further detail and support for the educational effectiveness goals from the strategic plan. The College's Planning, Budgeting, and Program Review Manual (PBPR) integrates information that had previously been divided among several sources into one authoritative document.

The College now uses an Annual Institutional Plan to set milestones for measuring progress towards long-range planning goals. The Annual Institutional Plan incorporates themes extracted from the Assessment Summit to help establish institutional priorities for the year, ensuring that both student achievement data and SLOs data are included in the College's planning structures and processes.

The College has evaluated and improved its existing yearly integrated planning cycle. The Annual Institutional Plan provides clearer guidance on which long-range goals are immediate priorities. The College has included more information on SLOs assessment in the Program review process and requires program review authors to more explicitly link their resource requests to long-range planning goals, annual planning priorities, or data.

The College is promoting ongoing dialogue about institutional effectiveness and continuous improvement. Committees annually evaluate their contribution to institutional effectiveness and identify how they could improve those. The Institutional Effectiveness Committee (IEC) oversees both the planning process, the College's performance on its key performance indicators, and its progress towards long-range and annual-planning goals.

## College Response to Recommendation #2

At the end of the 2010-11 planning cycle, the 2010-11 Institutional Effectiveness Year-End Report ([#R2-1](#)) recognized some of the issues that prompted Recommendation 2. The 2011 Self-Study Report planning agendas ([#R2-2](#)) identified specific actions to resolve these issues.

Consequently, the College made a commitment at the highest level to implement an integrated and structured approach to planning ([#R2-3](#)). That commitment delayed the development of the Education Master Plan until the mission and vision statements were reviewed and updated and a new Strategic Plan was developed. Following the adoption of the new mission and vision statement in 2011-12, the College introduced its revised strategic planning process at a keynote session in the Fall 2011 Convocation ([#R2-4](#)).

*Integrated Long Range Planning:* The College's long-range planning process has been updated and refined in response to recommendations in the Accrediting Commission for Community and Junior Colleges (ACCJC) evaluation report. These changes also reflect the actions described in the self-study planning agendas, recommendations from the Institutional Effectiveness Year-End Report, and adherence to the College's administrative procedure (AP) on institutional planning AP 3250. A more detailed description of this updated planning process is provided in the revised Planning, Budgeting, and Program Review Manual ([#R2-5](#)).

*Mission:* The College's institutional planning process is guided by its 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."

This mission includes three components: Student success and achievement; partnering with the community; and a commitment to assessing and improving student learning and institutional performance. All of these speak to educational effectiveness. College of the Redwoods' (CR) mission statement was revised in 2010-11 to better ensure its current relevance to the College.

*Strategic Plan:* The College's 2012-17 Strategic Plan supports the College's mission by setting measurable, actionable goals for improving educational and institutional effectiveness. Following the revision of the mission in 2010-11, the College was able to use the revised mission to update its Strategic Plan in 2011-12.

The ad hoc Strategic Planning Committee chaired by the Interim President/Superintendent updated the College's Strategic Plan during 2011-12 ([#R2-6](#)). The committee conducted an environmental scan of conditions and trends, reviewed data on the College's key performance indicators (KPIs), and analyzed where the College's performance fell short of its mission, vision, values, or KPIs. Nine college-wide listening sessions were held by the ad hoc Strategic Planning Committee to gather constituent input. The plan was approved by the

Board of Trustees on April 3, 2012 (#R2-7). The plan is being used to guide planning for the 2012-13 planning cycle. The IEC is charged with calling for updates of the Strategic Plan (#R2-8).

*Education Master Plan:* The Education Master Plan (EMP) identifies goals and objectives for a five-year period based upon an evaluation of the College's progress in achieving SLOs as well as data related to the key performance indicators in the Strategic Plan (#R2-9). For example, the EMP goals of ensuring student success and maintaining technological relevance in areas of instruction support the broader strategic goals of "focusing on learners" and "technological relevance."

In September 2011, the College formed an ad hoc EMP Committee chaired by the Interim President/Vice President of Instruction which included representatives from faculty and staff. This committee updated the EMP during Spring and Summer 2012. (#R2-10). The committee identified goals and objectives for a five-year period based upon an evaluation of the College's progress in achieving SLOs as well as data related to the key performance indicators in the Strategic Plan. The EMP goals and initiatives are aligned with the goals and objectives in the Strategic Plan but are specific to educational programs and services; the EMP also informs plans regarding specific functions and programs (#R2-11). The IEC is scheduled to call for a comprehensive review and update of the Education Facilities Master Plan every five years. The completed EMP goals and objectives were approved by the Board of Trustees on July 10, 2012 (#R2-12). The goals of the Annual Institutional Plan for the 2012-13 planning cycle were selected from this updated and approved EMP.

*Functional Plans and Student Equity Plan:* Functional plans, such as Technology, Facilities, and Enrollment Management plans are specific to particular functions at the College and are also developed to carry out the College's strategic and EMP goals. The Student Equity Plan includes goals related to specific equity indicators. These indicators and goals carry out some of the broader institutional planning goals (e.g., Strategic Plan Objective 1.4), as well as equity indicators required by the California Community College Chancellor's Office (CCCCO) (#R2-13, #R2-14, #R2-15, #R2-16).

The Facilities Planning Committee updated the Facilities Master Plan during the Spring and Summer of 2012 (#R2-17). The committee reviewed the previous plan's goals and the revised Strategic and Education Master Plan goals to integrate the facilities plan with the revised institutional priorities. They also considered current budgetary conditions and institutional data related to need, access, and safety. The revised plan ensures that recommendations for new and renovated facilities and infrastructure are consistent with institutional goals, and specifically improves the quality of the teaching and learning environment and SLOs. The College implemented the updated Facilities Plan as part of the 2012-13 planning cycle (#R2-18).

The Technology Planning Committee updated the Technology Plan during Spring Summer 2012 (#R2-19). The committee reviewed the 2010-12 Technology Plan, surveys of technology users, and the revised goals and objectives of the updated Strategic and EMP to align their planning goals with these broader institutional plans. The College implemented the updated 2012-15 Technology Plan as part of the 2012-13 planning cycle (#R2-20).

The Enrollment Management Committee (EMC) updated the Enrollment Management Plan during Spring Summer 2012 (#R2-21). The committee affirmed that the Mission and the Vision Statements, Strategic Plan, and the EMP are driving forces in the development of the Enrollment Management Plan, and developed goals, objectives, and activities aligned to support statements and plans. Additionally, the EMC developed plans to address the recommendations of the Student Success Task Force, and developed guidelines to improve the data on the College's Institutional Effectiveness Scorecard (#R2-22). The College adopted the 2012-15 Enrollment Management Plan in July 2012 and implemented it as part of the 2012-13 planning cycle (#R2-23).

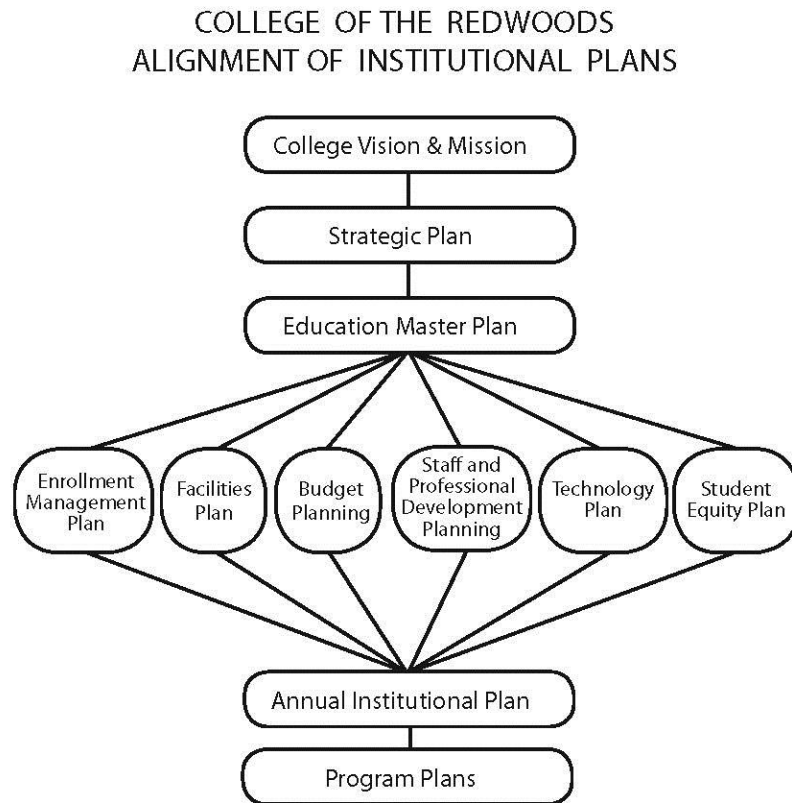
An ad hoc committee appointed by the College President/Superintendent was tasked with updating the College's Student Equity Plan. The committee reviewed the 1996 and 2005 Student Equity Plans, the guidelines from the CCCCO and the Academic Senate for California Community Colleges, and the revised Strategic Plan goals in order to develop the updated plan and initiatives. The plan is organized around five goal indicators mandated for inclusion by the CCCCO (Access, Retention, Degrees and Certificates, English for Speakers of Other Languages (ESOL) /Basic Skills, and Transfer), two additional indicators aligned with the specific goals of the Strategic and EMP (course success and campus climate), and an indicator to ensure implementation of the plan. The Board of Trustees adopted the plan in July 2012, and it is being implemented as part of the 2012-13 planning cycle (#R2-24, #R2-25).

*Annual Institutional Plan:* Each year the President/Superintendent leads the development of an *Annual Institutional Plan* that identifies specific initiatives and actions the College will prioritize that year (#R2-26, #R2-27). The annual planning initiatives derive from the Strategic Plan, the EMP, the Student Equity Plan, functional plans, assessment results, program-review summaries, and the Institutional Effectiveness Year-End Report. The Annual Institutional Plan identifies specific actions, a timeline for completing those actions, a measure of successful action, and who is responsible for meeting that measure.

The College began developing the 2012-13 Annual Institutional Plan at the Fall 2012 Convocation. The Director of Planning and Director of Institutional Research led a well-attended session that began with a review of the Strategic Plan, Education Master Plan, and Office of Institutional Research (IR) data. Participants were then divided into groups to determine what initiatives the College could use to further the goals in the long-range plans. The College then used these ideas and assessment results to draft the 2012-13 Annual Institutional Plan. This draft plan was discussion with leadership from all campus constituencies, including the Executive Cabinet and members of the Accreditation Oversight Committee (AOC).



Figure 2.1 – General Alignment of Institutional Plans: Though lower planning elements usually derive their goals from higher planning elements, information passes back and forth as part of the institutional dialogue. Note that functional area plans may draw their goals and objectives from the Strategic Plan, the EMP, and/or the Annual Institutional Plan.



The Annual Institutional Plan (#R2-28) provides a listing of linkages to show the alignment of the Strategic and Education Master Plans to the annual planning process. Specific examples of measurable, actionable goals aligned across different levels of the planning process include:

- Strategic Plan objectives 1.1 and 1.3 support the College’s student success and achievement mission and are supported by EMP objectives 1.1 and 1.2 and 1.4. 2012-13 Annual Institutional Plan initiatives IC (include educational plans in all new student orientation) and IIB (embed advisors into basic skills courses) both identify specific steps to further these strategic objectives.
- Strategic Plan objective 1.2 supports the College’s mission to continually assess and improve student learning and is supported by Education Master Plan goal 3, especially objective 3.2. 2012-13 Annual Institutional Plan initiative VIIB (better incorporate assessment planning into program review process) identifies specific steps to further this strategic objective.
- Strategic Plan objective 1.4 and Student Equity Plan Indicator II (Course Completion) and III (degree and certificate completion) support the College’s student success and

achievement mission. They are supported by EMP objective 1.6. 2012-13 Annual Institutional Plan initiatives IA (develop a first-year experience program) and IB (embed advisors into basic skills classes) identify specific steps to further these strategic objectives.

- Strategic Plan objective 3.2 supports continuous improvement by improving college operational efficiencies. 2012-13 Annual Institutional Plan initiatives V.C (reduce outstanding accounts receivable) and V.B (develop capital equipment replacement budget) identify specific steps to further these strategic objectives.

The College's response to the under-prepared student problem provides an example that illustrates the link between institutional data, assessment dialogue, and the long-range plans. Reviews of basic skills data (#R2-29) and assessment dialogue regarding preparation in mathematics and English and the role of Student Services (#R2-30) revealed a need to develop a better first-year experience in order to enhance student engagement, improve support services and ultimately improve student success (course and degree completions). This need is reflected in the Strategic Plan objective 1.4 (enhance student support and student engagement) and Education Master Plan objectives 1.2 and 1.6 (improve support for students and improve success among underrepresented populations). These observations and needs were explored at the Annual Institutional Plan Meeting (#R2-31, #R2-32) and led to the Annual Institutional Plan initiative IA that calls for development of a first-year experience program. This program will be developed and funding will be incorporated into the 2013-14 budget development. Assessment of the program's effectiveness and mechanisms of improvement will be determined through a review of performance indicators of success, retention, and persistence.

### *The Yearly Integrated Planning Cycle*

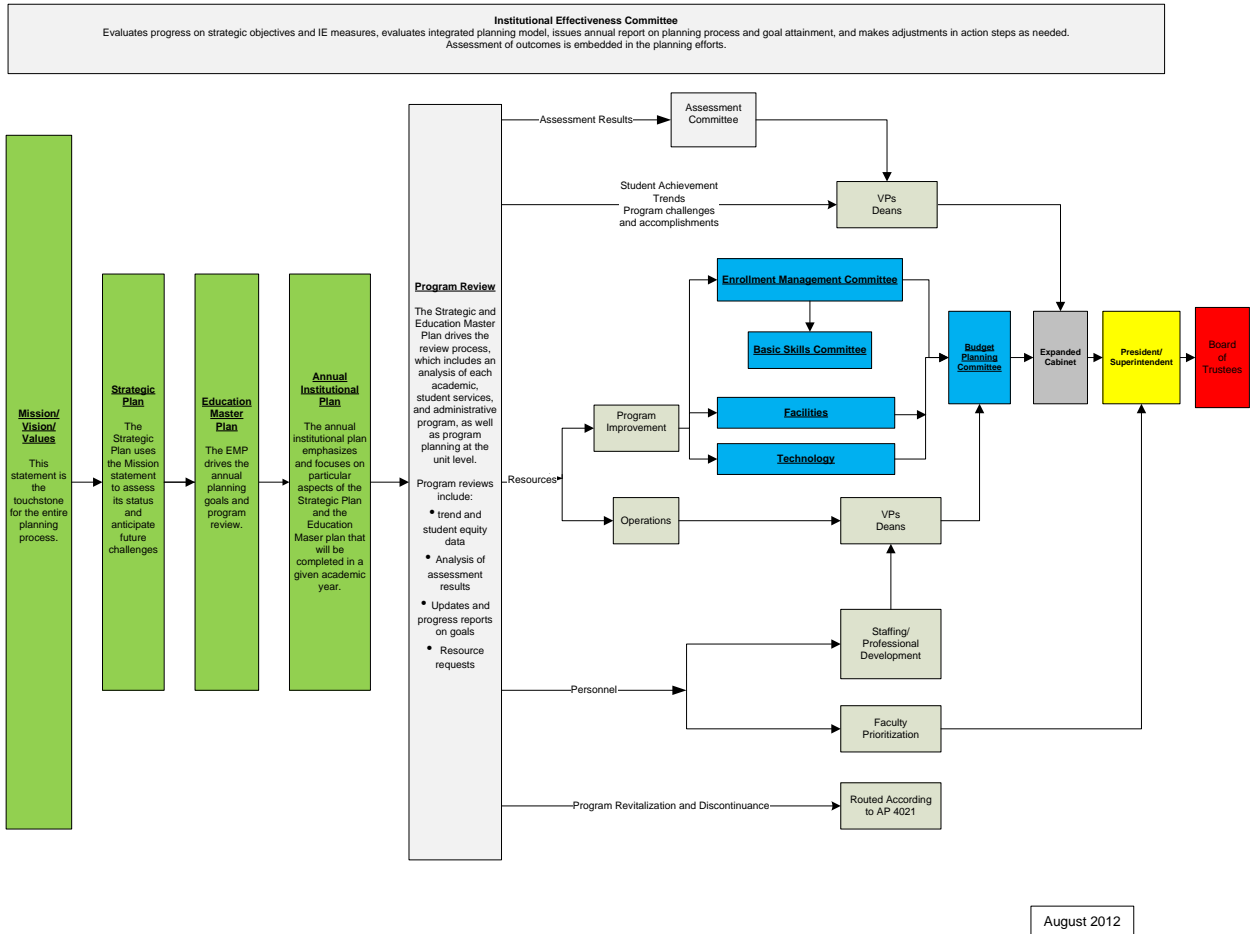
The Annual Institutional Plan is the foundation of the yearly planning cycle. Within the constraints of physical, human and financial resources, it integrates assessment data and the long-range goals of the Strategic and Education Master Plans. The Annual Institutional Plan identifies priorities for the year, metrics for measuring whether those priorities have been met, and possible actions for achieving those outcomes. Thus, the Annual Institutional Plan integrates long range planning with immediate operational decisions.

The *Program review Process* for 2012-13 has been updated based on the Program Review Committee (PRC) self-evaluation and the visiting team report. The revised annual Program Review process includes reporting on assessment and student achievement data (#R2-33) and reporting progress on previous program goals and resource allocations. This process prompts authors to explain how their program plans are linked to institutional goals and/or assessment results, and justify resource requests by explaining how they will improve SLOs, service area outcomes, or institutional goals (#R2-34, #R2-35, #R2-36). The revised process and templates were presented as part of the August 2012 College Convocation activities (#R2-37) and the templates have been distributed to programs for completion for the 2012-13 program review cycle.

The PRC also collects College-wide assessment summaries and then forwards them to the Assessment Committee for evaluation and inclusion in the institutional planning processes

(#R2-38). The Assessment Committee also facilitates institutional dialogue and makes planning recommendations to the College administration. These recommendations are summarized in the Institutional Effectiveness Year-End Report (#R2-39).

Fig 2.2 Program review and Annual Planning Cycle. The one-way arrows indicate the flow of information for resource allocation purposes. But information flows in both directions as part of institutional dialog.



The *resource allocation process* supports the goals from the Annual Institutional Plan and the program-review process. The integrated planning functional committees (e.g. facilities, technology) use the priorities from the Annual Institutional Plan to rank the resource requests that emerge from the program-review process or urgent operational needs (#R2-40). Each integrated planning functional committee relies on the expertise of its constituents to rank these requests.

The BPC integrates the ranked lists from each functional committee. It respects the expertise of the each functional planning committee by preserving the ranking those committees have established. Since 2010-11, the BPC has ranked requests based on how the requests support achievement of institutional goals and reconciled the total volume of requests to funding

sources. This ranked and reconciled list is then forwarded to the Cabinet for final review ([#R2-41](#)).

The second *Integrated Planning Summit* was held on March 24, 2012 ([#R2-42](#)). The purpose of this summit is to evaluate the effectiveness of the integrated planning process and to develop recommendations to improve the next planning cycle. The summit included chairs and members of the Program review, Enrollment Management, Budget Planning, Basic Skills, Facilities, Technology, and Small Equipment/Furniture committees. The chairs and membership of the Institutional Effectiveness Committee (IEC) facilitated the summit, and the IEC incorporated the findings of the summit into the recommendations of the IEC year-end report described above ([#R2-43](#)).

An *Assessment Summit* organized by the Assessment Coordinators, members of the Assessment Committee, and Recommendation #1 Work Group took place the week after Commencement, May 15-17. The summit consisted of opening and closing sessions open to all College employees and 39 documented dialogue sessions ([#R2-44](#)). The sessions were focused on all degrees/certificates programs, general education assessments, and Student Development areas. Full-time and part-time faculty as well as staff and administrators participated in the sessions. The results of the dialogue for each program were documented within the assessment web page ([#R2-45](#)) and themes derived from the sessions by the Assessment Committee and Assessment Coordinator are being used in the 2012-13 planning cycle ([#R2-46](#), [#R2-47](#), [#R2-48](#)) and were also used in development of the Annual Institutional Plan.

The *Institutional Effectiveness Committee* (IEC) “closes the loop” on all these efforts by tracking the implementation and ongoing assessment of the institutional planning process. For the past two years, the year-end institutional effectiveness reports have included a “Key Performance Indicator” scorecard that includes student-achievement data. The scorecard contains a longitudinal data set for educational effectiveness indicators related to the Strategic Plan with current-year estimates and suggested targets for the next academic year. More generally, the year-end report compares the College’s performance to its stated mission and strategic goals, and examines effectiveness indicators to ensure that the College is meeting Accrediting Commission for Community and Junior Colleges (ACCJC)/Western Association of Schools and Colleges (WASC) requirements ([#R2-49](#)). After this self-evaluation, the College has resolved to improve its planning process by including an analysis of indicators that correspond to the Annual Institutional Plan objectives for that year. The IEC may also make suggestions for modifications to the Strategic Plan based upon this report. The report is forwarded to the College Council and shared with the College community ([#R2-50](#)).

An important aspect of updating the College's planning structures, processes, and means of evaluation is *ensuring College-wide understanding* of the updates and procedural changes described above. Better understanding will lead to better dialogue. Better dialogue supports continuous improvement.

This has been accomplished through improvement of webpage design and web posting (#R2-51), activities during the Fall College Convocation (#R2-52), accreditation newsletters (#R2-53), distribution of planning documents (#R2-54), distribution of summary materials (#R2-55, #R2-56), and distribution of meeting times and documents to all constituents (#R2-57). The entire College was informed of updates and changes during the planning session at the Fall 2012 Convocation (#R2-58). This included a verbal and visual description and distribution of planning summary planning documents. The participants were introduced to updated web pages where they will be able to access planning and evaluation materials as well as calendars (#R2-59) showing the sequence of integrated-planning activities.

### **Summary and Sustainability**

The College has integrated its component plans by creating a structured planning process that includes measureable actionable goals at all levels of planning. At the highest level of planning, the updating of the mission, Strategic Plan, and Education Master Plan involved robust and widespread dialogue about the College's long-term goals. The second annual Institutional Effectiveness Committee Year-End Report, second Annual Integrated Planning Summit, and annual committee self-evaluations have all provoked ongoing, robust, and pervasive dialogue about planning. The planning processes made more effective, moving beyond the established use of student-achievement data to also include student learning assessment data.

The addition of the Annual Institutional Plan to the College's planning process will guarantee that the College assesses its progress towards institutional and educational effectiveness goals in a timely, collaborative, and systematic manner. If established institutional goals are missed, this annual process will provide the institutional structure and support to get these goals back on track.

The College's program-review forms and processes were revised to strengthen analysis of outcomes assessments and to ensure that annual program plans are developed and evaluated to achieve broader institutional goals. Program-review findings and program-assessment evaluations are summarized in the program-review reports and used to inform the annual planning process. Additionally, assessment results at every level of the College inform campus dialogue sessions throughout the College and are used to improve both program and institutional practices.

The revised and implemented process for assessing SLOs (see Recommendation #1 analysis) provides data and dialogue now used to inform the planning processes. Resource requests, the Annual Institutional Plan, and evaluations throughout the planning process now consider this assessment data in decision making. Student learning is now evaluated as one component of assessing institutional effectiveness at all levels. Future revisions of the Strategic Plan and Education Master Plan will include an analysis of institution-wide assessment results.

As described in the revised Planning, Budgeting, and Program Review Manual (#R2-60) the College is engaged in a regular cycle of sustained decision making that includes data-driven goals, well-defined planning processes, integrated component plans, and an ongoing system of evaluation and updating that allow for achievement of institutional goals.

### **Conclusion**

The College has resolved Recommendation #2 and meets the related standards, as shown in the “Standards and Eligibility Requirements” section of this document.

### **Recommendation #3 - Course Syllabi and Catalog**

*In order to meet the Standards and Eligibility Requirements, the team recommends that the College ensure that all students receive a course syllabus that specifies student learning outcomes and that program outcomes are published in the College catalog and other relevant college documents. (Standard IIA.6, Eligibility Requirement #10)*

#### **College Response to Recommendation #3**

The College agrees with the findings. The College reviewed its processes and implemented a number of actions to ensure continued compliance with the standards and eligibility requirements. The College first took steps to collect all Student Learning Outcomes (SLOs) and program learning outcomes in one document so that the information is readily available to instructors. (#R3-1) Program Learning Outcomes (PLOs) were then forwarded for review and inclusion in the catalog. The current 2012-13 college catalog contains PLOs for all degrees and certificates. (#R3-2)

A workgroup consisting of faculty and staff developed a standardized syllabus insert to expedite monitoring of submitted syllabi. (#R3-3) Finally, the College adopted a standardized procedure to notify faculty of their syllabi obligations and to verify submitted syllabi in a timely manner.

According to this procedure, faculty are notified in advance of their obligation to submit syllabi that comply with all relevant requirements. (#R3-4) New faculty are provided with training on how to meet this obligation. The syllabi are required to be submitted to the division offices by an established deadline. The relevant administrator (dean, vice president, or manager) ensures that the division office verifies that all faculty have submitted their syllabus using the standard template. Faculty who do not submit compliant syllabi by the deadline are contacted directly by the relevant administrator. In order to ensure 100 percent compliance, the Deans Council also review data on syllabi submissions. (#R3-5) All course syllabi are then posted to the College website and are listed by semester, section, and faculty member. (#R3-6)

According to this procedure, the Vice President of Instruction notified faculty on December 19, 2011 and January 12, 2012 for Spring 2012 semester syllabi. The Deans Council verified that 100 percent compliance was accomplished by March 2012. (#R3-7) For Summer 2012, faculty were notified by the deans; 100 percent compliance was obtained. Notifications were sent out on August 14, 2012 and the Deans Council verified on October 10, 2012 that there was 100 percent compliance.

### **Summary and Sustainability**

The College has published program outcomes for all degrees and certificates in the current catalog. The college has also adopted procedures to ensure all students receive a syllabus containing expected SLOs. As a result of the above actions, the College can now document 100 percent compliance with the relevant standards and eligibility requirement.

### **Conclusion**

The College has resolved Recommendation #3 and meets the related standards, as shown in the “Standards and Eligibility Requirements” section of this document.



## **Recommendation #4 - Student Records**

*In order to meet the standard, the team recommends that the College complete the imaging of student records and assure that these records are secure and protected. (IIB.3.f)*

### **College Response to Recommendation #4**

The response to this recommendation was overseen by the Vice President of Student Development and the Manager of Admissions and Records. The Admissions and Records staff purged all Class II and Class III documents that had reached their purge date from all student files. The staff imaged all current student records (approximately 70,000 single and multi-page documents.) into SoftDocs. The College contracted with Sherlock Records Management (#R4-1) to image Admissions and Records files for non-current students who had attended in the past eight years. These records have been migrated into SoftDocs.

All remaining Admissions and Records' student records stored in the vault, old library, and the storage unit have been inventoried and moved to Sherlock Records Management's secure, climate-controlled facility. These records are available "scan on demand" for retrievable via Sherlock Record Management's secure website and are migrated into SoftDocs.

The College entered into a contract with ViaTRON (#R4-2) to image all microfiche student records and migrate those files into SoftDocs. The microfiche has been delivered to ViaTRON and the test batch has been imported successfully into our Softdocs system. ViaTRON estimates this work will be complete by the first of November 2012.

Finally, the College is implementing eForms. After students complete an eForm, the student's record will be migrated into SoftDocs. This will be an entirely paperless process.

### **Summary and Sustainability**

All current admissions records have been imaged and stored. All non-current student records have been archived in a secure, climate-controlled facility and electronic backups are being created. The College has also contracted with Sherlock to store Financial Aid and Human Resources files.

The new eForms ensure the sustainability of the document management system by automatically establishing SoftDocs as the primary records.

The College has fully implemented the imaging technology which allows it to meet Standard I.B.3.f.

### **Conclusion**

The College has resolved Recommendation #4 and meets the related standards, as shown in the "Standards and Eligibility Requirements" section of this document.



## **Recommendation #5 - Employee Evaluation**

*In order to meet the standard, the team recommends that the College consistently apply its policies on employee performance evaluation, ensure that all employees are evaluated at intervals stated in the policies, and include student learning outcomes as a component in evaluation of those working directly with students. (IIIA.1.b, IIIA.1.c)*

### **College Response to Recommendation #5**

College of the Redwoods (CR) recognizes the importance of regular evaluations to assess the effectiveness, integrity, and quality in all instructional and non-instructional programs and services. The process encourages improvement, recognizes achievements, and reaffirms an employee commitment to student success and excellence across the College.

The College would like to note that the apparent inconsistency between the Self-Study Accreditation Report and the collective bargaining contract may be explained by the fact that the visiting team was not able to review the revised Memorandum of Understanding (MOU) of Winter 2009 (#R5-1) which changed the evaluation cycle for associate (part-time) faculty from every four semesters to every six semesters. The revised MOU was not appended to the original contract. The College has now appended all MOUs to the original contract (#R5-2).

The College took immediate steps, following the exit report of the visiting team, to implement systemic processes to ensure timely completion of evaluations. As a result of the implementation of these processes the College can now document that 100 percent of the evaluations have been completed according to the evaluation cycle. The following processes were implemented to strengthen the College's commitment to quality and timely evaluations.

Following the exit interview in October 2011, a systematic procedure to address compliance with personnel evaluation schedules was approved by Cabinet and implemented in October 7, 2011 (#R5-3). This process outlines time benchmarks for upcoming deadlines, current deadlines, and past-due deadlines. The procedure outlines regular monitoring of outstanding evaluation lists, identifying assigned evaluators, and is reviewed on a monthly basis with administrators. Completion of evaluations has been included as a metric in the Manager/Administrator evaluation form (#R5-4).

According to this procedure, the Human Resources Department (HR) produces evaluation lists regarding administrators, classified administrators and classified employees. The lists, and the appropriate forms, are sent to the appropriate supervisor (#R5-5). HR tracks completed evaluations and updates the outstanding evaluation list. The list is also reviewed by cabinet for necessary action by vice presidents to ensure completion of evaluations (#R5-6).

Similarly, according to this procedure, the evaluation lists for faculty and associate faculty are produced and updated by the Office of Instruction. The Associate Faculty Coordinator maintains a master spreadsheet and works with the deans in monitoring evaluation compliance (#R5-7). This spread sheet is set up by divisions and includes information on scheduled evaluations, completed evaluations and contracts. The names of new associate

faculty are added to the spread sheet as they are hired. If an evaluation is submitted with a “Needs Improvement” rating, the status is noted on the spread sheet for them to be evaluated in their next working semester rather than waiting for a standard evaluation cycle of six semesters. Full time faculty are tracked with a master spreadsheet (#R5-8).

At the beginning of each semester, a list is sent to the dean or area coordinator providing the names of associate faculty who will require evaluations within the given semester (#R5-9). All completed evaluations are returned to the Associate Faculty Coordinator for check off and then forwarded to the Vice President for Instruction (VPI). Once signed by the VPI, the evaluation is returned to the Associate Faculty Coordinator for filing in the employee’s personnel file.

To enhance evaluation skills, the Human Resources Department (HR) has started the process of conducting yearly employee evaluation training for supervisors to assist supervisors in conducting compliant and effective performance evaluations. This training reviews the timeline requirements, the process for evaluation, and legal and contract parameters for evaluation. The training is conducted by legal counsel from School and College Legal Services (#R5-10, #R5-11).

HR also provides assistance in completing evaluations when evaluation assignments are delivered to managers/supervisors, either on a general information basis or on a one-on-one consultation basis (#R5-12).

Since the implementation of this compliance process, evaluations of faculty, classified and management personnel are up to date and continue to be regularly monitored as outlined in the process (#R5-13).

The College has also acted on the recommendation to include SLOs, and assessment of outcomes, as a component of faculty evaluation procedures. The District and the College of the Redwoods Faculty Organization (CRFO) engaged in productive conversations for several months regarding the inclusion of student learning as a component in evaluation of those working directly with students. The result was MOU (2010-13-04) which directly incorporates SLOs, Program Learning Outcomes, and Assessment as part of faculty and associate faculty duties in the language section of the contract and revises the F-2/AF-2 forms (Faculty/Associate Faculty evaluation) and F-4/AF-4 forms (Professional Development and Self-Evaluation Inventory) (#R5-14).

The Fall 2010 MOU between the District and the CRFO outlines the establishment and duties of Area Coordinators. The duties outlined include, “Coordinating the development and implementation of SLOs and assessment at the course, discipline, and program levels,” and “Coordinating program-review at the discipline level (#R5-15).”

The Student Development Division, which encompasses all services directly responsible for student progress toward achieving SLOs, has worked with HR to include SLOs in the job descriptions of non-instructional staff (#R5-16).

The agreements described above ensure that production, and assessment of SLOs is the professional responsibility of all personnel who work directly with students.

### **Summary and Sustainability**

The College has made systemic process improvements to ensure that employee evaluations are conducted in a timely and systemic manner. It can document completion of all outstanding evaluations. The collective bargaining agreement has been expanded to include assessment of SLOs as a professional responsibility of all personnel who work directly with students. The College has satisfactorily resolved recommendation #5.

### **Conclusion**

The College has resolved Recommendation #5 and meets the related standards, as shown in the “Standards and Eligibility Requirements” section of this document.



## **Recommendation #6 - Strategic Hiring Plan**

*In order to meet the standard, the team recommends that the College develop and implement a strategic hiring plan which analyzes demographic data to address employee equity and diversity. (IIIA.4.b)*

### **College Response to Recommendation #6**

College of the Redwoods (CR) has developed and implemented a Strategic Equity in Hiring Plan that demonstrates through its practices and policies an appropriate understanding and concern for issues of equity and diversity (Standard IIIA.4). The plan was developed using demographic data supplied and interpreted by the Director of Institutional Research (IR) and in accordance with state regulation and college policy. The plan (#R6-1) requires a regular assessment of the College record of employment equity and diversity and it ties to the College's mission, strategic plan, student equity plan (Standard IIIA.4.b) and Equal Employment Opportunity Plan (EEOP).

On September 10, 2012 the College adopted an EEOP in accordance with the Chancellor's Office model plan. The EEOP includes regular analysis of demographic data and specific actions that support a campus climate supportive of diverse personnel (IIIA.4.a). An (which includes a representative from the Academic Senate's Multicultural and Diversity Committee) was instituted as part of the EEOP and this advisory group (#R6-2) is charged with reviewing the actions and effectiveness of the Strategic Equity in Hiring Plan.

The Strategic Equity in Hiring plan contains four main elements: 1) an annual practice of assessing the College record in employment equity and diversity, 2) annual implementation of actions taken to increase employment of underrepresented groups, particularly those groups with lower representation of employment at the College than in the service area, 3) annual review of the actions (second element) to determine the effectiveness of the actions, and 4) annual reporting of the data, process, and results to the Board of Trustees and an annual review and updating of the Strategic Equity in Hiring Plan and its processes.

HR, in coordination with IR, annually surveys the College's workforce composition and monitors applications to evaluate the College's progress in implementing both the Strategic Equity in Hiring Plan and the College's EEOP. This provides data needed to determine whether any monitored group is underrepresented. An analysis of the College's 2011-12 workforce data and applicant pool, as well as comparisons to the available workforce (within the service area) has been completed (#R6-3); this data was used in the development of the 2012-13 Strategic Equity in Hiring Plan.

The initial analysis of demographic data shows that most monitored groups are underrepresented with respect to one or more job categories (#R6-4). In response, the Strategic Equity in Hiring Plan is designed to achieve measurable progress towards employment equity within a reasonable period of time (three years as defined in Title 5). This change is achieved through the annual actions defined in the plan. An additional list of actions will be evaluated to determine timelines, budget implications, and responsible parties. The HR Director and HR staff will evaluate these actions in consultation with appropriate

college entities to determine if, and how each can be implemented. The resulting analysis will be used to propose the following year's list of initiatives.

### **Summary and Sustainability**

In order to maintain adherence to this strategic hiring plan, the following actions are conducted by the identified parties on an ongoing basis.

- Each fall semester the Director of HR (or designee) works with the Director of IR (or designee) to provide a survey of the demographic data for the previous academic year. The 2011-12 analysis is described above (#R6-5).
- Upon receipt of the institutional research data, the Director of Human Resources (or designee) consults with the President/Superintendent and Cabinet about the annual Strategic Equity in Hiring Plan initiatives for the following year. A proposal of actions presented to the College's EEO Advisory Committee for comment and input, and final approval will be made by College Council. This proposal will be completed by the end of the fall term each year.
- The Director of HR tracks the annual initiatives and reports to the Board of Trustees about the effectiveness of the initiatives and any required changes. This annual reporting will incorporate an assessment of the three-year period as the reasonable period of time required to affect change (as defined in Title 5). Annual reporting on the Strategic Equity in Hiring Plan initiatives as well as demographic data will be included on the Board of Trustees calendar for a spring meeting.
- The effectiveness of the Strategic Equity in Hiring Plan processes will be evaluated by the Director of HR and reported at the Annual Integrated Planning Summit. The Institutional Effectiveness Committee will evaluate the report on the Strategic Equity in Hiring Plan processes, and any recommended changes to the processes will be reported in the Institutional Effectiveness Report (#R6-6). The Director of HR will incorporate these recommendations into an update of the Strategic Equity in Hiring Plan initiatives and the updated Strategic Equity in Hiring Plan will then be submitted to the EEO Advisory Committee and Cabinet for comment and input and College Council for approval.

The College has developed and implemented a strategic hiring plan which requires annual analysis of demographic data and annual actions addressing employee equity and diversity. The plan demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity (IIIA.4) and it requires regular assessment of the College's record in employment equity and diversity consistent with its mission (IIIA.4.b). The plan is aligned with both the College Strategic Plan and the College Student Equity Plan. In addition, it complies with the requirements of Title 5 and California Educational Code.



## **Conclusion**

The College has resolved Recommendation #6 and meets the related standards, as shown in the “Standards and Eligibility Requirements” section of this document.



## **Recommendation #7 - Professional Development**

*In order to meet the standard, the team recommends that the College develop a comprehensive professional development program which is linked with the College mission and the Strategic Plan and which encourages opportunities for leadership growth within the College. The program should be regularly evaluated based on needs assessment data, outcomes, and relationship to mission. (IIIA.5.a, IIIA.5.b)*

### **College Response to Recommendation #7**

The College acknowledges that past professional development activities often occurred independently without a systematic approach to evaluating links to the College mission and goals. In response, the College has consolidated professional development activities, consistent with Board Policy (BP) 7160, into a comprehensive program coordinated by the Professional Development Committee (PDC). This is a standing committee under the leadership and responsibility of the Director of Human Resources (HR) that assesses professional development needs College-wide, coordinates program offerings to meet identified needs, and evaluates offerings for effectiveness. The PDC coordinates the various professional development efforts to provide a comprehensive program (#R7-1). The PDC has directed the following actions to make this program accessible and responsive to the professional growth needs of college employees and to ensure that professional development activities link to the mission and goals of the College. These actions include:

- Regular PDC meetings of representatives of the constituent professional development groups (#R7-2).
- Updated operating statements of all constituent professional development committees/groups that ensure professional development activities are linked to the College mission and goals (#R7-3).
- Creation of a professional development calendar that provides a comprehensive listing of professional development activities, (#R7-4).
- A revised professional development web page that allows easy access to all facets of professional development and professional development activities (#R7-5).
- Systematic evaluations of all activities by the PDC to ensure links to the College mission and goals (#R7-6).
- Annual calendared review of the comprehensive professional development program (#R7-7).
- Annual calendared surveys to ensure that the professional development program is meeting the needs of college employees (#R7-8).

*The Professional Development Committee meets monthly to coordinate planning, scheduling, needs and process assessment activities and to ensure that proposed activities are linked to the College mission and goals (#R7-9). The PDC is chaired by the Director of HR and is comprised of representatives from each of the campus committees/groups involved in professional development activities, including: Flex Committee; Faculty Professional Development Committee (Academic Senate); Distance Education; Associate Faculty; Community Education; and Classified Employee training programs. The committee also*

includes consideration of activities through the Veterans Affairs Program, Disabled Students Programs and Services, and the Multicultural and Diversity Committee. The PDC provides a comprehensive professional development program that includes assessment of needs, planning and evaluation of activities ([#R7-10](#)), and regular evaluation of program processes.

The PDC has established a master professional development calendar that is easily accessible on the College's website ([#R7-11](#)). As the PDC identifies opportunities they are submitted to HR and posted on a centralized calendar to enable easy access and to facilitate an increased awareness of opportunities. This calendar provides a means for the PDC to coordinate different professional development efforts taking place across the College and allows the PDC to evaluate the activities to ensure their linkage to the College mission and goals.

*Updating and Centralizing the Professional Development website:* An important aspect of the College's comprehensive professional development program is effective communication of the professional development program through the College website ([#R7-12](#)). The website has been updated to provide quick access to the professional development calendar, links to the constituent professional development groups and specific activities such as professional development opportunities presented at the annual College Convocation. In addition, the PDC web page lists the annual processes undertaken by the committee such as the annual survey of professional development needs, annual review of program review master summaries, annual review of constituent group process to ensure adherence to college mission and the Strategic Plan, and annual evaluation of the comprehensive professional development program.

*Annual Surveys and Professional Development Activities:* The PDC conducts an annual survey each Spring to assess the professional growth needs of the College. In the interest of continuous improvement of process, the committee refined the survey conducted by the professional development task force during the month of September, 2011, and administered the revised survey to the College in May 2012 ([#R7-13](#)). The PDC used the needs identified from the Spring 2012 survey to develop the trainings planned for the 2012-13 year. This includes activities provided at the College's 2012 Fall Convocation ([#R7-14](#)) and a professional development series ([#R7-15](#)). The professional development series is an opportunity for employees to garner leadership, technical, and supervisor skills to strengthen their opportunities to be successful in upward mobility. The program activities include sessions for classified employees in Fall 2012 and activities for Managers/Directors to be held in Spring 2013 ([#R7-16](#)). A proposal for 2013-14 professional development activities will be based on the annual Spring survey (2013) as well as a review of the 2012-13 program review master summary.

Other opportunities of the professional development program are provided through the constituent professional development groups that coordinate with the PDC. These include the Academic Senate's Faculty Development Committee, the Distance Education Committee Distance Education, Associate Faculty, Community Education, and classified employee training programs. The committee also includes consideration of activities through the Veterans Affairs Program, Disabled Students Programs and Services, the Multicultural and Diversity Committee, and the District has sponsored courses for classified staff ([#R7-17](#)). Additionally, professional development takes place through the College's sabbatical program

and through Career and Technical Education (CTE) grants including CTEA Perkins, SB 70, Department of Labor and others administered by the Dean and Grants Manager of the Career and Technical Education Division.

Both of these latter processes are mandated separately from the Professional Development Committee and thus are not coordinated directly by the Professional Development Committee. However, each of these faculty opportunities adhere to the College's mission and goals, are evaluated on a regular basis, meet professional growth needs identified by the College, and are recognized by the Professional Development Committee as part of the professional development program.

*Ensuring Links to the College Mission and Strategic Plan Goals:* Each constituent program is required to develop an operating agreement that describes how they ensure their activities are linked with the mission and goals of the College (#R7-18). The PDC conducts an annual review of constituent group activities (#R7-19), including a review of trainings provided by each of the operational area of the College (Administrative services, Student Development Services, and Instruction). The PDC reviews these summaries on an annual basis to ensure that the activities are linked with the College mission and goals, and to determine if the year's activities are meeting needs of employees as judged through the professional development survey and the needs expressed in the program review summary.

*Regular Evaluation of Professional Development Effectiveness:* The PDC has established a uniform training assessment tool to be administered after each Professional Development Committee training (#R7-20). The PDC then reviews evaluations to determine if the activity can be improved and if it should be repeated or eliminated. Additionally, the PDC requires each constituent professional development group to conduct assessments of their activities and the PDC conducts an annual review of all evaluations to identify trends in satisfying the professional growth needs of employees (#R7-21). The PDC also conducts an annual self-evaluation and requires each of the constituent groups to conduct a similar evaluation (#R7-22). These self evaluations are used to make improvement to the following year's process.

### **Summary and Sustainability**

The College has responded to this recommendation by consolidating professional development activities into a comprehensive program coordinated by the PDC and overseen by the HR Director. The mission of the PDC and the operating agreements of constituent groups require that activities are linked to the College mission and Strategic Plan, that program provides professional growth and leadership opportunities based on the assessed needs of employees, and that both the professional development activities and the committee/group processes are evaluated on a regular basis. The PDC maintains a comprehensive calendar and web page to provide college-wide access to professional development opportunities. In addition, the PDC has established an annual process for determining needs through surveys, proposing and conducting activities, and evaluating the effectiveness of the comprehensive professional development program. The details of the PDC's charge, the constituent professional development groups (and links to their web pages), and the dates of each of these processes are listed on the PDC web page. The

accessibility of the calendar and Professional Development web pages promotes a college-wide understanding of the professional development program.

**Conclusion**

The College has resolved Recommendation #7 and meets the related standards, as shown in the “Standards and Eligibility Requirements” section of this document.

## **Recommendation #8 - Board Actions and Communications; Holding President Accountable**

*In order to meet the standard, the team recommends that the Board of Trustees act in a manner consistent with its policies and practices, regularly evaluate its policies and practices (emphasis added) revising them as necessary, and demonstrate and widely communicate its actions as being within the policy framework while seeking input on such practices. In addition, the Board of Trustees must hold the president accountable for the successful operation of the College within the Board policy and procedure framework. (IVB.1.b,e,j; IVB.2.b)*

### **College Response to Recommendation #8**

Consistent with Eligibility Requirement (ER) 4 Chief Executive Officer and Standard IVB Board and Administrative Organization, the Board of Trustees embraces its policy role and has designated responsibility to the President/Superintendent for the effective operation of the institution. Specific to ER 4, after interviews, public forums and systematic input received from faculty, staff, students and community members, the Board of Trustees approved a contract for a new permanent President/Superintendent on April 3, 2012. The new President/Superintendent began employment on May 14, 2012 and on May 18 joined the Board in a workshop reviewing and defining distinct Board duties and responsibilities. Additional Board workshops were held June 13-14 and August 14-15, 2012 at which the Board reviewed in detail the components of Recommendation #8 and examined their actions and practices as they relate to governance issues and holding the president accountable for operations of the College.

In the “Public Employee Performance Evaluations/Goals” closed Board meeting session on July 10, 2012, the Board of Trustees met with the President/Superintendent to review and develop the performance goals of the President/Superintendent (#R8-1). These goals were approved by the Board of Trustees on September 10, 2012, and were made public. These goals clearly demonstrate the Board’s commitment to holding the President/Superintendent accountable for the successful operation of the College within the policy role of the Board. Pursuant to Standard IVB, the goals and objectives establish collegial and institutional procedures to sustain a transparent, participatory, decision-making process. Pursuant to Standard IB, the goals and objectives reinforce the importance of high-quality research and analysis in the decision-making process.

The Board also developed goals for the Board of Trustees for the year 2012-13. The goals adopted indicate the Board’s commitment to meeting all of the Accreditation Standards and Eligibility Requirements and to holding the President accountable, in addition to ensuring the fiscal stability of the District (#R8-2).

The new President/Superintendent quickly established a productive and trusting relationship with the Board and institutional leadership. On the President/Superintendent’s recommendation, the Board has committed itself to an extensive review of Board Policies and restructured its agendas. Individual Board members attended recent accreditation and

budget forums on campus on August 7, August 23 and September 6, 2012. Board members have voiced support of the new leadership and collegial and collaborative process. Evidence of that support includes the support of the President/Superintendent's recommendation on budget approval, policy review/adoption, Board training, hiring of an outside negotiator, and the appointment of a Special Trustee. These actions represent an ongoing faith and trust in the President/Superintendent by the Board of Trustees.

On August 7, 2012, in collaboration with the State Chancellor's Office, the Board of Trustees hired a Special Trustee experienced with best practices in fiscal and accreditation standards. Under the leadership of the current President/Superintendent and prior Interim President/Superintendent, the College has made significant and sustainable progress regarding ACCJC Standard IV: Leadership and Governance. The College President/Superintendent and Board of Trustees have committed to a comprehensive approach to addressing Recommendation #8.

On August 14, 2012, and pursuant to Standard IVB.1.b., e and j, the Board-Related Policy Committee, an ad hoc committee made up of three of the nine Trustees, met with the President/Superintendent to establish a regular and consistent review process for general Board policies and bylaws (policies and procedures numbered in the 1000s and 2000s). The three-year review cycle is attached as evidence (#R8-3).

Since the last Accrediting Commission for Community and Junior Colleges (ACCJC) Team visit, the Board-Related Policy Committee has reviewed many College policies. Through the leadership of the College President/Superintendent, it has communicated this process and recommendations to the educational community.

Additionally, College Council established a review cycle to ensure regular and timely review of all policies and procedures numbered 3000 through 7999. The College developed a standard format for the footnote section of all policies and procedures which indicates the date each policy/procedure was reviewed by College Council even if no changes were recommended on that review date. Since the last ACCJC Team visit, College Council has actively reviewed numerous College's policies and procedures (#R8-4).

Action was also taken to compare all Redwoods Community College District policies and procedures to those samples provided by the Community College League of California's (CCLC's) Policy and Procedure Service and to determine any new policies that may need to be developed. The Board either approved or is in the process of actively reviewing many of those policies most crucial to Recommendation #8 (#R8-5).

#### *Understanding and Clarifying the Intent of Recommendation #8*

To reinforce the importance of ACCJC Standard IV Leadership and Governance, especially Recommendation #8, the College's Board of Trustees and College President/Superintendent have taken the following action:

- On March 29, 2012, the Board invited Dr. Barbara Beno, President of ACCJC, to meet with groups of three Trustees to discuss the Show Cause sanction and the Board's responsibilities regarding accreditation and overall institutional effectiveness



- (#R8-6). Dr. Beno advised the Board to engage Board consultants to assist them in developing policies and protocols to guide their behavior and offered her assistance. Additionally, Dr. Beno attended meetings of the Executive Cabinet, the College Council and the Accreditation Oversight Committee (AOC), met with the Interim President/Superintendent and the incoming permanent President/Superintendent, and presented a College-wide forum to explain the Show Cause sanction and the reason for it and to answer questions from faculty, staff and students.
- On April 6, 2012, Dr. Jack Scott, Chancellor of the California Community College System, attended the Board's special meeting and provided guidance to the Trustees as to how to respond to the Show Cause sanction and how to operate effectively as a Board of Trustees. Additionally, Dr. Scott met with small groups of individual Trustees, the Academic Senate, the Interim President/Superintendent and the incoming permanent President/Superintendent. In a College-wide forum, Chancellor Scott explained the role of the Chancellor's Office in assisting colleges on Show Cause and answered questions from faculty, staff, and students.
  - On April 6, 2012, the Board adopted a resolution to appoint a Special Trustee and directed the Interim President/Superintendent to move forward with engaging EdMAC and Mr. Tom Henry to serve in this position.
  - On April 9, 2012, Tom Henry visited the College and met with the Interim President/Superintendent, the incoming President/Superintendent, Academic Senate Executive Committee, Managers Council, Cabinet, and the AOC. On April 10, 2012, Mr. Henry met with two College Board members. Mr. Henry explained the role and authority of a Special Trustee and answered questions regarding the Show Cause sanction and the required Closure Report.
  - On June 13, 2012, the Board reviewed and affirmed trustee roles, responsibilities and authority related to governance, accreditation and Board/CEO relations.
  - On August 7, 2012, the Board approved a contract engaging EdMAC and Mr. Tom Henry to service as Special Trustee. The contract is a three-way contract between EdMAC, Redwoods Community College District (CCD) and the Chancellor's Office. It is signed by Chancellor Jack Scott, EdMAC CEO Tom Henry and President/Superintendent Kathy Lehner. While the Board recognized the need for outside assistance on April 6, the delay before the August 7 approval of the contract for a Special Trustee was due to a statewide issue regarding earnings limitations for STRS retirees. The passage of Assembly Bill (AB) 178 in July 2012 made it possible for the College to engage Mr. Henry.

*Acting in a Manner Consistent with Policies and Practices*

To address the ACCJC visiting team's October 17-20, 2012 Team Report and the Commission's January 10-12, 2012 meeting recommendations, the following prescribed practices have been implemented:

- On May 18, 2012, the Board held a workshop with newly-hired President/Superintendent Kathy Lehner to discuss Board/CEO roles and responsibilities and mutual expectations of the working relationship between the Trustees and the President/Superintendent. The Board reviewed the document

entitled “Board and CEO Roles: Different Jobs, Different Tasks” (#R8-7) published by the Community College League of California (CCLC) and sample documents regarding Board protocols provided by President Lehner.

- On June 13 and 14, 2012, the Board engaged Cindra Smith, former Vice-President of CCLC and statewide trainer for community college Trustees, and Bill McGinnis, long-time trustee at Butte-Glenn CCD and statewide trainer for community college Trustees, to lead the Board through a discussion of Recommendation 8, Board/CEO responsibilities, protocols for Board meetings and communication, Board evaluation and professional development. This extensive workshop used the following documents to guide the discussion:
  - Special Meeting of the Board of Trustees official agendas (#R8-8)
  - Redwoods CCD Board of Trustees Special Meeting working agenda (#R8-9)
  - The Board’s Policy Role: A Discussion Outline (#R8-10)
  - Redwoods CCD Board Policies (BPs) 2430 Delegation of Authority to President/Superintendent (#R8-11), 2435 Evaluation of President/Superintendent (#R8-12), 2715 Code of Ethics/Standards of Practice (#R8-13), 2745 Board Self-Evaluation (#R8-14)
  - Redwoods CCD Board Administrative Procedure (AP) 2435 – Evaluation of President/Superintendent (#R8-15)
  - Sample Board policies and Board protocols from other colleges
  - The CCLC publication from Fall 2006 entitled “Board Focus: Preventing Micromanagement – Creating High Performance Boards” (#R8-16)
  - The October 2011 Visiting Team’s report regarding Standard IV.B – Board and Administrative Organization
  - The CCLC publication entitled “Board and CEO Roles: Different Jobs, Different Tasks” (#R8-17)
  - Excerpts from the June 2011 College of the Redwoods Accreditation Self-Study Report regarding Standard IV – Leadership and Governance
  - The ACCJC action letter dated February 1, 2012, placing the College of the Redwoods on Show Cause.

The workshop resulted in a plan of action to create a list of Board protocols, to revise AP 2435 Evaluation of President/Superintendent, to establish a schedule of review of all Board policies, and to develop a comprehensive Board calendar detailing reports to be presented on a regular basis to the Board. These regular reports will include monthly or quarterly reports from the Academic Senate, Classified Staff, Managers Council, Education Centers Deans, Faculty Union and Vice Presidents. These reports will note how accomplishments and activities support specific Board Policies and Administrative Policies.

- At its August 7, 2012 meeting, the Board discussed Board goals and objectives. It concluded that goals should be established after the Board conducted its self-evaluation.
- On August 14 and 15, 2012, the Board held a workshop with Special Trustee Tom Henry and President/Superintendent Kathy Lehner to finalize a first draft of Board protocols, identified as AP 2715 to accompany Board Policy 2715 Code of

Ethics/Standards of Practice. This new AP was officially adopted by the Board at their regular meeting on September 10, 2012. As a part of this discussion, the Board discussed the procedure for notification and the consequences for individual Trustees who violate the policies or protocols (#R8-18).

- At the September 10 meeting, the Board approved the President/Superintendent's 2012-13 goals and objectives (#R8-19).
- In developing the comprehensive Board calendar, the Board included an annual review of Board Policy 2200 Board Duties and Responsibilities, BP 2715/AP 2715 Code of Ethics/Standards of Practice to review best practices on Board roles and responsibilities.
- At the October 1, 2012 Special Board meeting, the Board received training on "Legal Aspects of Collective Bargaining and Operating within an Interest Based Bargaining Environment." Representatives from both College of the Redwoods Faculty Organization (CRFO) and California School Employees Association (CSEA) also attended the training.

#### *Evaluating and Revising Board Policies and Practices*

The College took the following actions to address the visiting ACCJC team's recommendation that the Board regularly evaluate its policies and practices, and revise them as necessary:

- At the July 10, 2012 Board meeting, Board President, Dr. Colleen Mullery appointed three work groups of three Trustees each to review policies on an ongoing basis, and requested the Board Related Policy Committee to establish a schedule for policy review and assignments for each of the three work groups (#R8-20).
- On August 14, 2012, the Board-Related Policy Committee developed a three-year schedule for review of all policies in the 1000s and 2000s and divided them up between the three work groups (#R8-21). Consideration was given to policies that may need review more than once every three years (such as BP 2715 Code of Ethics/Standards of Practice) and to policies that have not been revised for many years. Because some such policies have been reviewed in the last few years, but not revised, a standard format was developed for the policy and procedure footnotes that indicate dates reviewed as well as revised.
- In the Board of Trustees' annual goals for 2012-13, the Board included an objective of reviewing all policies on a regular schedule. To ensure the sustainability of this policy, the Board made a commitment to review quarterly its progress on meeting this objective (#R8-22). This quarterly review was also included on the comprehensive Board calendar.

#### *Demonstrating and Communicating the Board's Actions within the Policy Framework*

The College took the following actions to address the recommendation that the Board demonstrate and widely communicate that its actions are within the policy framework and that the Board seek input on such practices:

- At the June 13-14, 2012 workshop, the Board received input from the state-wide trainers regarding how to operate within a policy framework and how to adhere to Standard IVB.1.j by delegating “full responsibility and authority to implement and administer Board policies.” Ongoing professional development is being provided by the Special Trustee engaged on August 7, 2012.
- Board agenda items now include references to specific Board policies, Strategic Plan goals, and/or Accreditation Standards that authorize the Board to take action on each agenda item ([#R8-23](#)).
- All revisions to Board policies and bylaws, including those numbered in the 1000s and 2000s are sent to College Council for constituent review and comment ([#R8-24](#)).
- The Board self-evaluation results for 2012 will be reported out in a public Board meeting and made available for public comment ([#R8-25](#)).

### *Holding the President Accountable for the Successful Operation of the College*

To better define the different roles and responsibilities of the Board and the President/Superintendent and to develop appropriate oversight procedures for holding the president accountable for the successful operation of the College, the College has taken the following actions:

- The Board subcommittee on evaluation of the President/Superintendent recommended a revision to AP 2435 Evaluation of President/Superintendent to require quarterly informal evaluations of the President/Superintendent during the first year of employment ([#R8-26](#)). The revised AP 2435 was approved by the Board on July 10, 2012.
- AP 2435 was also revised to allow the annual formal written evaluation of the President/Superintendent to include input from college faculty and staff and from community members.
- A comprehensive Board calendar was developed which details the staff reports to be presented at each monthly Board meeting ([#R8-27](#)). By requiring specific reports at specific meetings, the Board ensures that the President/Superintendent is keeping up with tasks required by board policy and accreditation standards. Additionally, the Board calendar details expectations and schedules of work to be accomplished by faculty and staff, thus providing a transparent link of employee work to Board policy.
- During the July and August 2012 regular Board meetings, the Board reviewed drafts of the goals and objectives of the President/Superintendent. At the August 15, 2012 Board workshop, the Board agreed on the goals and objectives that would be used to evaluate the President/Superintendent for 2012-13 ([#R8-28](#)).

### **Summary and Sustainability**

College of the Redwoods has experienced a high turnover of upper and mid-level administrators over the last seven years, including six Presidents/Superintendents, five Vice Presidents of Instruction (with two vacant years), four Vice Presidents of Administration Services (with 3 vacant years), four Human Resources Directors, and over a dozen instructional Division Chairs and Deans. As a result, awareness of and compliance with

Board policy, administrative procedure, and /or Accreditation Standards has been challenging. Many individuals from various constituent groups, including the Board of Trustees, have filled the void created by a revolving door of administrators. This has blurred the roles and responsibilities of those groups.

As noted in the visiting ACCJC team's analysis of Recommendation #1 (2009), "*The departure of the previous President/Superintendent and the appointment of the vice president of instruction as interim president have enabled the College to reestablish a climate of trust, collaboration, and innovation.*" This was a first step toward the Board holding its presidents responsible for successful operation of the College within its policy and procedure framework.

With the hiring of a new permanent President/Superintendent, the Board has sustained the evolution that began in Spring 2011. The Board has continuously improved its ability to operate within its policy role and hold the President/Superintendent accountable through regular performance evaluations and adherence to the comprehensive Board calendar. Board professional development and the creation of Board protocols for trustee behavior have resulted in the Trustees having greater knowledge of what it means to operate within a policy and procedure framework.

Sustainability has been incorporated into the process through the commitment to annually review Board Policy/Administrative Procedure 2715 Code of Ethics/Standards of Practice, the development of a three-year cycle of policy review, creation of a comprehensive Board calendar to monitor compliance, and a commitment to enforce policies and procedures.

The Board has committed to participate in a quarterly self-assessment. This process in part will be used to measure its success with its own adopted goals and adherence to its role under Standard IVB and its responsibility and commitment to the Eligibility Requirements for Accreditation.

## **Conclusion**

The College has resolved Recommendation #8 and meets the related standards, as shown in the "Standards and Eligibility Requirements" section of this document.



## **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. (IIA.1a and c, IIA.2.a, IIA.2.e)*

### **College Response to Recommendation #1 2008**

As noted in the ACCJC team report, for several years the College has been including templates of student-achievement data in program-review reports and these data have been the basis for program review analyses (#R2008-1). Each year, the data sets have been evaluated. Evaluations have been used to make revisions for improved accuracy and easier interpretation. For example, each indicator in the 2012-13 program review data sets is prefaced with a detailed prompt that guides the author through the process of interpreting the data (#R2008-2).

The Office of Institutional Research (IR) has historically provided data for program review templates. IR now directly reports to the President/Superintendent, giving data a stronger role in dialogue and planning (#R2008-3). Under the leadership of the new permanent IR Director, IR staff have led faculty, staff, administrators and Board members in discussions of the use and meaning of student achievement data. The following list is evidence of these efforts:

- *Sessions held for faculty during October 2011 (October 6 and 12) - Data-informed Decision Making:* Topics included establishing and tracking student cohort groups, investigating trends over time, obtaining data from IR, and strategies for gathering data (#R2008-4).
- *Discussions of the Accountability Reporting for the Community Colleges (ARCC) Report and Institutional Effectiveness Scorecard:* IR led presentations and facilitated discussion of the ARCC Report and the Institutional Effectiveness Scorecard, which contains elements of the ARCC report.
  - February 7, 2012 – ARCC 2011 Report to the Board of Trustees (#R2008-5)
  - March 20, 2012 – Scorecard presented to the Strategic Planning Committee (#R2008-6)
  - March 29, 2012 -Institutional Effectiveness Scorecard presented to the Education Master Planning Committee (#R2008-7)
  - April 2, 2012 – Institutional Effectiveness Scorecard presented to the Enrollment Management Committee (#R2008-8)
  - April 30, 2012 -- ARCC 2012 Report presented to the Enrollment Management Committee (#R2008-9)
  - July 10, 2012 – Institutional Effectiveness Scorecard presented to the Board of Trustees (#R2008-10)
- *Enrollment Management Committee Presentations and IR led Discussions* IR led

several data-informed discussions with the Enrollment Management Committee (EMC). IR also worked with Student Development division service areas (DSPS, EOPS, and Basic Skills Committee) to summarize survey reports and discuss the results. Agendas and Minutes from the EMC reflect these discussions.

- October 17, 2011 – IR led discussion about the newly released report from the Committee on Measures of Student Success ([#R2008-11](#))
- February 6, 2012 – IR led presentation and discussion: Tracking the Progress of a Cohort in Developmental, Transfer and Career Technical Education ([#R2008-12](#))
- March 5, 2012 – Discussion of DSPS Survey Results ([#R2008-13](#))
- April 2, 2012 – Review and discussion of Basic Skills placement and achievement data ([#R2008-14](#))
- April 16, 2012 – Discussion of Extended Opportunity Programs and Services (EOPS) Survey Results ([#R2008-15](#))
- *California Partnership for Achieving Student Success (Cal-PASS) presentation* for all faculty and service area staff - May 3, 2012 Cal-PASS expert Mary Kay Patton visited the College to provide an orientation to Cal-Pass data for tracking student progress from K-12 to community college, and from community college to other colleges and universities in California ([#R2008-16](#)).

At a March 23, 2012 dialogue session the IR Director presented math and English achievement data to faculty, student services staff, and administrators ([#R2008-17](#)). Participants concluded that the data showed basic skills and at-risk students needed more support to increase course success and retention across semesters. Consequently, the College made a decision to appoint a Student Development advisor to work with students, faculty and staff to develop a first-year experience framework ([#R2008-18](#)).

As part of this sustained institutional dialogue, the College continues to require analyses of student-achievement data in its program-review process. The dialogue is carried to the highest level when the Program Review Master Executive Summaries are presented to the Board of Trustees and the Academic Senate for discussion ([#R2008-19](#)). These summaries include trends based on the analyses of student achievement data as well as Program Review Committee recommendations. For example, the 2011-12 Program Review Executive Summary provides trends concerning achievement in online learning and notes a need for further analysis. To inform planning on all levels, the Executive Summary also highlights the percentage of students placing into English and math basic skills.

Although IR has played a lead role in organizing dialogue on student achievement data, dialogue has also emerged from many other areas of the College. As data has come to play a more central role in the College's continuous improvement process, more faculty and staff have the experience and knowledge to lead these discussions. The next several paragraphs provide examples of times when both student achievement and SLOs data have been used to inform institutional dialogue.

A list of dialogue sessions held during Spring 2012 can be found on the Assessment Friday website and dialogue resulting from the May 13-15 Assessment Summit is posted on the



Assessment website ([#R2008-20](#), [#R2008-21](#)). The April 13, 2012 English and mathematics basic skills session is an example of this type of institution-wide discussion ([#R2008-22](#)). The Director of IR led a group of faculty and Student Development division staff through a discussion of basic skills data. The group evaluated the data, how the data could be improved (e.g., provide last date of attendance for students not passing courses), and how to best use the data to make program changes to improve student achievement (e.g., participation in Math Jam).

Other dialogue sessions targeted more specific discussions of student achievement data. An April 20, 2012 session focused on the achievement of nursing students and their preparation and success in biology and chemistry courses ([#R2008-23](#)). On August 3, 2012 basic skills data was presented to the Student Development Assessment Retreat to inform development of 2012-13 goals and student and program learning outcomes (PLOs) ([#R2008-24](#)).

### **Summary and Sustainability**

The examples and evidence presented above show that the College is using Institutional Research staff and others knowledgeable about the use of data to guide the College in discussions about student achievement data and how to use those data to improve programs and institutional effectiveness.

There are institution-wide discussions of student achievement data and these discussions are being guided by those knowledgeable about data and data analysis. This has been instituted as part of the College's practice and culture in several ways.

First, individual programs are prompted to discuss student-achievement data in their program reviews. At the middle level of planning, the Basic Skills Committee, Enrollment Management Committee, and Student Equity Plan all make regular use of student achievement data. At the highest level of planning, the Program Review Committee is charged with providing the College with an annual Master Executive Summary of program review analyses, including a review of student-achievement data. This summary is presented annually for discussion at the Academic Senate and at the Board of Trustees ([#R2008-25](#)). It is also included as part of the Annual Institutional Plan discussion ([#R2008-26](#), [#R2008-27](#)). At all levels, there is dialogue on what student-achievement data show about student success.

Second, the newly defined duties of the Assessment Committee include the requirement that the Assessment Committee regularly organize dialogue sessions ([#R2008-28](#)). All of these sessions will be facilitated by members of the Assessment Committee. Annually, the IR Director provides the Assessment Committee training on institutional data and its analysis ([#R2008-29](#)). Many of these sessions will include both the analysis of student achievement data and SLOs assessment data.

Third, IR presents the ARCC Report and Institutional Effectiveness Scorecard to the Board of Trustees for discussion on an annual basis ([#R2008-30](#)). In addition, IR provides sessions to engage the College in discussions of data. For example, the IR Director led the Program Review Committee through interpretation of a revised "common" data set ([#R2008-31](#)) to help update the program review templates and they held sessions for faculty and staff at the Fall 2012 Convocation to train employees on the use of these data sets Program ([#R2008-](#)

32).

The College provides student-achievement data sets to be included in program reviews and IR provides training on analysis and interpretation of these data. Moreover, the College has institutionalized regular college-wide discussions of student achievement data and provided the forums and structure to sustain a culture and practice of routinely analyzing this data for use in improving institutional effectiveness.

The College has moved beyond discussions about what student achievement data show about student success. It has integrated its discussion of student achievement data with its discussion of SLOs data. It has established and maintained processes that use student achievement data to make improvements at both the program and institution-wide basis.

### **Conclusion**

The College has resolved Recommendation #1 2008 and meets the related standards, as shown in the “Standards and Eligibility Requirements” section of this document.

## List of Evidence



## **Eligibility Requirements**

#ER-1	<u>Accreditation Statement</u>
#ER-2	<u>Board Policy 1200 District Mission</u>
#ER-3	<u>Board Policies</u>
#ER-4	<u>Board of Trustees Website</u>
#ER-5	<u>District Organizational Chart</u>
#ER-6	<u>Chancellor's Office Data Mart</u>
#ER-7	<u>College Catalog</u>
#ER-8	<u>College Catalog</u>
#ER-9	<u>Assessment Website</u>
#ER-10	<u>Faculty Handbook</u>
#ER-11	<u>Faculty Contract</u>
#ER-12	<u>Student Development Organization Chart</u>
#ER-13	<u>College Catalog (Admission Policies)</u>
#ER-14	<u>2012-13 Board and President Goals</u>
#ER-15	<u>October 2, 2012 Board of Trustees Agenda</u>
#ER-16	<u>Email from the President</u>
#ER-17	<u>Planning, Budgeting, and Program Review Manual</u>

## **Standard I: Institutional Effectiveness**

### **IB. Improving Institutional Effectiveness**

#IB-1	<u>Assessment Mapping Examples</u>
#IB-2	<u>Example Two-Year Assessment Plan</u>
#IB-3	<u>Faculty Memorandum of Understanding Regarding Assessment</u>
#IB-4	<u>Assessment Thursday Notes</u>
#IB-5	<u>Assessment Summit Agenda</u>
#IB-6	<u>Assessment Summit Sign-in Sheets</u>

- #IB-7 [Assessment Dialogue Forum](#)
- #IB-8 [Assessment Committee Charge and Operating Agreement](#)
- #IB-9 [Math Within and Across the Disciplines Presentation](#)
- #IB-10 [General Education Assessment Process and Reports](#)
- #IB-11 [2007 Student Development Retreat Agenda](#)
- #IB-12 [2007-08 Student Development Division Plans and Goals](#)
- #IB-13 [Student Development Assessment Plans](#)
- #IB-14 [Student Development Meeting Notes](#)
- #IB-15 [Assessment Thursday Notes](#)
- #IB-16 [Example DSPS Assessment Results](#)
- #IB-17 [Example CDC Assessment Results](#)
- #IB-18 [Administrative Services Program Review Template](#)
- #IB-19 [2011-12 Business Office Program Review](#)
- #IB-20 [Planning Principles in Program Review Committee Operating Agreement](#)
- #IB-21 [Instructional Program Review Template](#)
- #IB-22 [EOPS Learning Community Meetings](#)
- #IB-23 [Example Assessment Dialogue Session](#)
- #IB-24 [2011 Program Review Master Executive Summary](#)
- #IB-25 [2012 Program Review Master Executive Summary](#)
- #IB-26 [Board and Senate Items Discussing Program Review Master Executive Summaries](#)
- #IB-27 [Strategic Planning Committee Notes Discussing Program Review Master Executive Summaries](#)
- #IB-28 [Education Master Plan Committee Notes Discussing Program Review Master Executive Summaries](#)
- #IB-29 [Institutional Effectiveness Scorecard](#)
- #IB-30 [Program Review Datasets](#)
- #IB-31 [Presentation of Institutional Scorecard to Planning Committees and Board](#)
- #IB-32 [Fall 2012 Convocation Program](#)
- #IB-33 [Institutional Research-Led Training Sessions](#)

#IB-34	<a href="#"><u>Integrated Planning Model</u></a>
#IB-35	<a href="#"><u>Planning, Budgeting, and Program Review Manual</u></a>
#IB-36	<a href="#"><u>Plan Alignment Model</u></a>
#IB-37	<a href="#"><u>2011 Integrated Planning Summit Notes</u></a>
#IB-38	<a href="#"><u>2012 Integrated Planning Summit Notes</u></a>
#IB-39	<a href="#"><u>Summary of MATH 120 Assessment Work and Course Improvements Since 2007</u></a>
#IB-40	<a href="#"><u>2009-2012 Student Services Assessment Summary</u></a>
#IB-41	<a href="#"><u>Enrollment Management Committee Notes Reflecting Self Evaluation</u></a>
#IB-42	<a href="#"><u>2010 Program Review Master Executive Summary</u></a>
#IB-43	<a href="#"><u>2011 Program Review Master Executive Summary</u></a>
#IB-44	<a href="#"><u>2012 Program Review Master Executive Summary</u></a>
#IB-45	<a href="#"><u>2012 Committee Self-Evaluation Survey Results</u></a>
#IB-46	<a href="#"><u>2012 Planning and Committee Member Survey</u></a>
#IB-47	<a href="#"><u>2012 Planning Survey Summary Report</u></a>
#IB-48	<a href="#"><u>2011 Institutional Effectiveness Report</u></a>
#IB-49	<a href="#"><u>2012 Institutional Effectiveness Report</u></a>
#IB-50	<a href="#"><u>Committee Calendar Web Page</u></a>
#IB-51	<a href="#"><u>Assessment Resources Web Page</u></a>
#IB-52	<a href="#"><u>Planning Web Page</u></a>
#IB-53	<a href="#"><u>CR Internal Website (inside.redwoods.edu)</u></a>
#IB-54	<a href="#"><u>Example Committee Home Page (BPC)</u></a>
#IB-55	<a href="#"><u>Planning, Budgeting, and Program Review Manual</u></a>
#IB-56	<a href="#"><u>Plan Alignment Model</u></a>
#IB-57	<a href="#"><u>2012-2017 Strategic Plan</u></a>
#IB-58	<a href="#"><u>2012-2017 Education Master Plan</u></a>
#IB-59	<a href="#"><u>2012-2015 Enrollment Management Plan</u></a>
#IB-60	<a href="#"><u>2012-2015 Technology Plan</u></a>
#IB-61	<a href="#"><u>2012-2015 Facilities Master Plan</u></a>

#IB-62	<a href="#"><u>Instructional Program Review Template</u></a>
#IB-63	<a href="#"><u>Student Development Program Review Template</u></a>
#IB-64	<a href="#"><u>Administrative Services Program Review Template</u></a>
#IB-65	<a href="#"><u>Program Review Template Goals and Plans Page</u></a>
#IB-66	<a href="#"><u>BP 1200 Mission</u></a>
#IB-67	<a href="#"><u>2012-2017 Strategic Plan</u></a>
#IB-68	<a href="#"><u>Fall 2011 Convocation Program</u></a>
#IB-69	<a href="#"><u>Fall 2011 Convocation Strategic Planning Power Point</u></a>
#IB-70	<a href="#"><u>2012-2017 Strategic Plan</u></a>
#IB-71	<a href="#"><u>Education Master Plan Committee Web Page</u></a>
#IB-72	<a href="#"><u>2012-2017 Education Master Plan</u></a>
#IB-73	<a href="#"><u>January 2012 Flex Program</u></a>
#IB-74	<a href="#"><u>January 2012 Strategic Plan Flex Session Presentation</u></a>
#IB-75	<a href="#"><u>January 2012 Strategic Plan Flex Session Sign-in Sheets</u></a>
#IB-76	<a href="#"><u>2012-2017 Strategic Plan</u></a>
#IB-77	<a href="#"><u>2012-2017 Education Master Plan</u></a>
#IB-78	<a href="#"><u>Emails Soliciting Feedback on Draft Strategic Plan and Draft Education Master Plan</u></a>
#IB-79	<a href="#"><u>April 3, 2012 and July 10, 2012 Board Agendas to Approve Strategic Plan and Education Master Plan</u></a>
#IB-80	<a href="#"><u>2012-2015 Enrollment Management Plan</u></a>
#IB-81	<a href="#"><u>Distance Education Plan</u></a>
#IB-82	<a href="#"><u>2012-2015 Technology Plan</u></a>
#IB-83	<a href="#"><u>2012-2015 Facilities Master Plan</u></a>
#IB-84	<a href="#"><u>Student Equity Plan</u></a>
#IB-85	<a href="#"><u>Fall 2012 Convocation PowerPoint</u></a>
#IB-86	<a href="#"><u>Annual Institutional Plan Session PowerPoint</u></a>
#IB-87	<a href="#"><u>Annual Institutional Plan Session Sign-in Sheets</u></a>
#IB-88	<a href="#"><u>Annual Institutional Plan Web Page</u></a>
#IB-89	<a href="#"><u>Planning, Budgeting, and Program Review Manual</u></a>



#IB-90	<u>2012-13 Annual Institutional Plan</u>
#IB-91	<u>Institutional Effectiveness Scorecard</u>
#IB-92	<u>2011 Bookstore Program Review</u>
#IB-93	<u>Instructional Program Review Template</u>
#IB-94	<u>February 2011 Integrated Planning Model</u>
#IB-95	<u>Integrated Planning Model</u>
#IB-96	<u>Planning, Budgeting, and Program Review Manual</u>
#IB-97	<u>Institutional Effectiveness Scorecard</u>
#IB-98	<u>Strategic Plan Goals/Objectives Table</u>
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#IB-102	<u>Student Development Program Review Template</u>
#IB-103	<u>Administrative Services Program Review Template</u>
#IB-104	<u>Budget Planning Committee Needs Addendum Rankings, February 2012</u>
#IB-105	<u>Admissions and Record Program Review Needs Addendum, Fall 2010</u>
#IB-106	<u>Imaging System Funding for Admissions and Records</u>
#IB-107	<u>Administration of Justice Program Review Quality Improvement Plan</u>
#IB-108	<u>Measure Q/B Prioritization List</u>
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#IB-111	<u>Institutional Research Department Web Page</u>
#IB-112	<u>Instructional Program Review Template</u>
#IB-113	<u>2012 Committee Self-Evaluation Survey Results</u>
#IB-114	<u>2012 Planning and Committee Member Survey</u>
#IB-115	<u>2012 Planning Survey Summary Report</u>
#IB-116	<u>2012 Institutional Effectiveness Report</u>
#IB-117	<u>List of External Education Advisory Committees and Members</u>
#IB-118	<u>Email Inviting Input Into Strategic Planning Process, Sign-in Sheets</u>

#IB-119	<u>2012-2017 Strategic Plan</u>
#IB-120	<u>2012-2017 Education Master Plan</u>
#IB-121	<u>Emails Soliciting Feedback on Draft Strategic Plan and Draft Education Master Plan</u>
#IB-122	<u>Integrated Planning Model</u>
#IB-123	<u>December 2, 2010 Technology Planning Committee Agenda</u>
#IB-124	<u>April 4, 2011 Board of Trustees Agenda and Minutes</u>
#IB-125	<u>2009-10 Art Department Program Review Needs Addendum</u>
#IB-126	<u>Art Department Computer Lab Upgrade Purchase Order</u>
#IB-127	<u>Technology Services Documentation of Art Computer Lab Upgrade</u>
#IB-128	<u>Technology Planning Committee Survey Results</u>
#IB-129	<u>Planning Committee Prioritization Rubrics</u>
#IB-130	<u>Budget Planning Committee Needs Addendum Rankings, February 2012</u>
#IB-131	<u>Admissions and Record Program Review Needs Addendum, Fall 2010</u>
#IB-132	<u>Imaging System Funding for Admissions and Records</u>
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#IB-141	<u>Dining Services and Bookstore Forum Notes</u>
#IB-142	<u>Fall 2012 Convocation PowerPoint</u>
#IB-143	<u>Email Announcing All-College Budget Forums</u>
#IB-144	<u>Budget Forum Videos</u>
#IB-145	<u>Enrollment Management Committee Cancelled Sections Report</u>
#IB-146	<u>Two-Year Plan for Allocation of Teaching Load Units</u>

#IB-147	<u>Bookstore Survey Results as Reported in 2011 Program Review</u>
#IB-148	<u>Professional Development Surveys (2011 and 2012)</u>
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#IB-156	<u>Drafting Technology Closing the Loop Form</u>
#IB-157	<u>English/Grammar Dialogue Session Regarding Need for Tutoring Sessions</u>
#IB-158	<u>Nonsubstantial Program Change (511) Form</u>
#IB-159	<u>September 14, 2012 Curriculum Committee Minutes</u>
#IB-160	<u>Faculty Memorandum of Understanding Regarding Assessment</u>
#IB-161	<u>Discipline/Program Assessment Worksheet</u>
#IB-162	<u>Assessment Reporting Tool</u>
#IB-163	<u>Assessment Handbook</u>
#IB-164	<u>2011-12 Assessment Training Session Announcements</u>
#IB-165	<u>Assessment PowerPoint Presented at Convocation 2012 Session</u>
#IB-166	<u>Assessment PowerPoint Presented at Associate Faculty Workday</u>
#IB-167	<u>Assessment Committee Charge and Operating Agreement</u>
#IB-168	<u>Assessment Summit Dialogue Forum</u>
#IB-169	<u>2012 Institutional Effectiveness Report</u>
#IB-170	<u>2012 Instructional Program Review Template</u>
#IB-171	<u>Planning, Budgeting, and Program Review Manual</u>
#IB-172	<u>2011 Program Review Master Executive Summary</u>
#IB-173	<u>2012 Program Review Master Executive Summary</u>
#IB-174	<u>Presentation of Program Review Master Executive Summaries (2011 and 2012) to Board of Trustees</u>

#IB-175	<a href="#"><u>Presentation of Program Review Master Executive Summaries (2011 and 2012) to Academic Senate</u></a>
#IB-176	<a href="#"><u>Planning, Budgeting, and Program Review Manual</u></a>
#IB-177	<a href="#"><u>2012 Institutional Effectiveness Report</u></a>
#IB-178	<a href="#"><u>Presentation of Institutional Effectiveness Scorecard to Board of Trustees</u></a>
#IB-179	<a href="#"><u>Institutional Effectiveness Committee Web Page</u></a>
#IB-180	<a href="#"><u>Annual Board of Trustees Calendar</u></a>
#IB-181	<a href="#"><u>2012-13 College of the Redwoods Catalog</u></a>
#IB-182	<a href="#"><u>College of the Redwoods Catalog Web Page</u></a>
#IB-183	<a href="#"><u>Course Outlines Web Page</u></a>
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#IB-186	<a href="#"><u>Assessment Coordinator Reassign Time Form</u></a>
#IB-187	<a href="#"><u>Link to Assessment Committee Web Page</u></a>
#IB-188	<a href="#"><u>Example Two-Year Assessment Plan</u></a>
#IB-189	<a href="#"><u>Planning, Budgeting, and Program Review Manual</u></a>
#IB-190	<a href="#"><u>2009-2012 Student Services Assessment Summary</u></a>
#IB-191	<a href="#"><u>2011 Integrated Planning Surveys</u></a>
#IB-192	<a href="#"><u>2012 Planning and Committee Member Survey</u></a>
#IB-193	<a href="#"><u>2011 Integrated Planning Summit Notes</u></a>
#IB-194	<a href="#"><u>2012 Integrated Planning Summit Notes</u></a>
#IB-195	<a href="#"><u>2011 Institutional Effectiveness Report</u></a>
#IB-196	<a href="#"><u>2012 Institutional Effectiveness Report</u></a>
#IB-197	<a href="#"><u>2010 Program Review Master Executive Summary</u></a>
#IB-198	<a href="#"><u>2011 Program Review Master Executive Summary</u></a>
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#IB-200	<a href="#"><u>Office of Institutional Research Program Review</u></a>
#IB-201	<a href="#"><u>2012 Institutional Effectiveness Report</u></a>
#IB-202	<a href="#"><u>Planning, Budgeting, and Program Review Manual</u></a>

#IB-203	<a href="#"><u>2011 Institutional Effectiveness Report</u></a>
#IB-204	<a href="#"><u>2012 Integrated Planning Summit Notes</u></a>
#IB-205	<a href="#"><u>2011 Institutional Effectiveness Report</u></a>
#IB-206	<a href="#"><u>2012 Institutional Effectiveness Report</u></a>
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#IIA-4	<a href="#"><u>Assessment Committee and Coordinator Charge</u></a>
#IIA-5	<a href="#"><u>Curriculum Stoplight</u></a>
#IIA-6	<a href="#"><u>Course Inactivation Form</u></a>
#IIA-7	<a href="#"><u>2011-12 Program Review Template</u></a>
#IIA-8	<a href="#"><u>General Education Philosophy and Course Outline of Record Excerpt</u></a>
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#IIID-43	<a href="#"><u>Audit Tracking Report</u></a>
#IIID-44	<a href="#"><u>Board Audit Committee</u></a>
#IIID-45	<a href="#"><u>Business Office Reports Web Page</u></a>

## **Standard IV: Leadership and Governance**

### **IVB. Board and Administrative Organization**

#IVB-1	<u>BP 2200 Committees of the Board</u>
#IVB-2	<u>BP 2430 Delegation of Authority to President/Superintendent</u>
#IVB-3	<u>BP 2010 BP 2015 Board/Student Membership</u>
#IVB-4	<u>BP 2100 Board Elections</u>
#IVB-5	<u>AP 2220 Board Duties and Responsibilities</u>
#IVB-6	<u>BP 6300 Fiscal Management</u>
#IVB-7	<u>BP 2431, 2435 President/Superintendent Selection, Evaluation</u>
#IVB-8	<u>BP 2330 Quorum and Voting</u>
#IVB-9	<u>Institutional Effectiveness Scorecard</u>
#IVB-10	<u>Open Forums Web Page</u>
#IVB-11	<u>Integrated Planning Flowchart</u>
#IVB-12	<u>President/Superintendent Goals</u>
#IVB-13	<u>Board of Trustees Web Page</u>
#IVB-14	<u>June 13, 14 Special Board Meeting Agendas</u>
#IVB-15	<u>Board of Trustees Working Agenda, June 13, 14</u>
#IVB-16	<u>Board Policy Role Discussion Outline</u>
#IVB-17	<u>BP 2430 Delegation of Authority to President/Superintendent</u>
#IVB-18	<u>AP 2435 Evaluation of President/Superintendent</u>
#IVB-19	<u>BP 2715 Code of Ethics/Standards of Practice</u>
#IVB-20	<u>BP 2745 Board Self Evaluation</u>
#IVB-21	<u>AP 2435 Evaluation of President/Superintendent</u>
#IVB-22	<u>Board Focus, Preventing Micromanagement</u>
#IVB-23	<u>Board and CEO Roles, Different Jobs, Different Tasks</u>
#IVB-24	<u>July 2010 Minutes (August Board Meeting)</u>
#IVB-25	<u>Board Policy Workgroups</u>

#IVB-26	<u>Board Goals</u>
#IVB-27	<u>September 10, 2012 Board Agenda</u>
#IVB-28	<u>College Council Sample Agenda</u>
#IVB-29	<u>Board Self-Evaluation Forms</u>
#IVB-30	<u>Board Calendar</u>
#IVB-31	<u>BP 2745 Board Self Evaluation</u>
#IVB-32	<u>June 13, 14 Special Board Meeting Agendas</u>
#IVB-33	<u>Board Goals</u>
#IVB-34	<u>BPs 2710, 2716, 2717 Conflict of Interest, Political Activity, Personal Use of Public Resources</u>
#IVB-35	<u>September 10, 2012 Board Packet</u>
#IVB-36	<u>July 10, 2012 Board Packet</u>
#IVB-37	<u>Open Letter to District</u>
#IVB-38	<u>Participatory Governance Evidence</u>
#IVB-39	<u>Strategic Plan</u>
#IVB-40	<u>Student Equity Plan</u>
#IVB-41	<u>July 10, 2012 Board Approval of Education Master Plan Goals</u>
#IVB-42	<u>Board Approval of Strategic Plan and Student Equity Plan</u>
#IVB-43	<u>March 29, 2012 ACCJC President, Barbara Beno Schedule</u>
#IVB-44	<u>Board Approval of College of the Redwoods' Self Study</u>
#IVB-45	<u>June 13, 14 Special Board Meeting Agendas</u>
#IVB-46	<u>September 10 Board Packet, Agenda, Pages 315 - 339</u>
#IVB-47	<u>BP 2431 President/Superintendent Selection</u>
#IVB-48	<u>Board and CEO Roles, Different Jobs, Different Tasks</u>
#IVB-49	<u>AP 2435 Evaluation of President/Superintendent</u>
#IVB-50	<u>Board Calendar</u>
#IVB-51	<u>President/Superintendent Goals</u>
#IVB-52	<u>College Council Web Page and Examples</u>
#IVB-53	<u>Expanded Cabinet Notes</u>

#IVB-54	<a href="#"><u>Board Meeting Video Archive</u></a>
#IVB-55	<a href="#"><u>CRFO and Academic Senate Presidents' Report to the Board, October 2, 2012</u></a>
#IVB-56	<a href="#"><u>Convocation, Annual Plan PowerPoint</u></a>
#IVB-57	<a href="#"><u>Annual Institutional Plan</u></a>
#IVB-58	<a href="#"><u>Organizational Charts</u></a>
#IVB-59	<a href="#"><u>Institutional Research Web Page</u></a>
#IVB-60	<a href="#"><u>inside.redwoods.edu Web Page</u></a>
#IVB-61	<a href="#"><u>Planning Resources Web Page</u></a>
#IVB-62	<a href="#"><u>Annual Institutional Plan</u></a>
#IVB-63	<a href="#"><u>Institutional Effectiveness Scorecard</u></a>
#IVB-64	<a href="#"><u>Director of Planning, Grants, Institutional Effectiveness Job Position</u></a>
#IVB-65	<a href="#"><u>Budget Planning Committee Web Page</u></a>
#IVB-66	<a href="#"><u>Budget Planning Committee Forum Handout</u></a>
#IVB-67	<a href="#"><u>Budget Forum Video 1</u></a>
#IVB-68	<a href="#"><u>Budget Forum Video 2</u></a>
#IVB-69	<a href="#"><u>September 10, 2012 Board Packet</u></a>

## **Recommendation #1 – Student Learning Outcomes**

#R1-1	<a href="#"><u>Fall 2011 Visiting Team Report</u></a>
#R1-2	<a href="#"><u>Five Year Assessment Plan Stoplight</u></a>
#R1-3	<a href="#"><u>Example Curriculum Committee Assessment Discussions</u></a>
#R1-4	<a href="#"><u>Example Curriculum Proposal Prior to Revisions</u></a>
#R1-5	<a href="#"><u>Example Curriculum Proposal Following Revisions</u></a>
#R1-6	<a href="#"><u>General Education Summary and Course-Level Reports</u></a>
#R1-7	<a href="#"><u>Student Development Assessment Trainings</u></a>
#R1-8	<a href="#"><u>2011-12 Institutional Effectiveness Report</u></a>
#R1-9	<a href="#"><u>Example Student Development Assessment Forum Discussions</u></a>
#R1-10	<a href="#"><u>General Education Summary Reports</u></a>

#R1-11	<a href="#"><u>Assessment Website</u></a>
#R1-12	<a href="#"><u>Assessment Friday Agendas and Notes</u></a>
#R1-13	<a href="#"><u>Biology and Nursing Assessment Friday Notes</u></a>
#R1-14	<a href="#"><u>Assessment Summit Dialogue Forum</u></a>
#R1-15	<a href="#"><u>Student Development Assessment Group Committee and Charge</u></a>
#R1-16	<a href="#"><u>Distance Education Advisory Committee Agendas and Notes</u></a>
#R1-17	<a href="#"><u>Distance Education Workshop Schedule</u></a>
#R1-18	<a href="#"><u>Assessment Summit Dialogue Forum</u></a>
#R1-19	<a href="#"><u>Assessment Themes from Summit</u></a>
#R1-20	<a href="#"><u>Student Development Planning, Program Review, and Assessment Retreat Notes</u></a>
#R1-21	<a href="#"><u>Math Across the Curriculum Dialogue at 2012 Convocation</u></a>
#R1-22	<a href="#"><u>Assessment Mapping Presentation at 2012 Convocation</u></a>
#R1-23	<a href="#"><u>Faculty Memorandum of Understanding Regarding Assessment</u></a>
#R1-24	<a href="#"><u>Assessment Reporting Tool Form</u></a>
#R1-25	<a href="#"><u>Service Area Assessment Inventory</u></a>
#R1-26	<a href="#"><u>Assessment Reporting Tool Form</u></a>
#R1-27	<a href="#"><u>Closing the Loop Reporting Form</u></a>
#R1-28	<a href="#"><u>Program/Discipline Assessment Worksheet</u></a>
#R1-29	<a href="#"><u>Master Assessment Plan Matrix</u></a>
#R1-30	<a href="#"><u>Student Development Assessment and Program Review Flow Chart</u></a>
#R1-31	<a href="#"><u>Master List of Contact Persons for All Programs</u></a>
#R1-32	<a href="#"><u>Assessment Coordinator Reassign Time Form</u></a>
#R1-33	<a href="#"><u>Assessment Committee Duties and Responsibilities</u></a>
#R1-34	<a href="#"><u>September 14, 2012 Curriculum Committee Minutes</u></a>
#R1-35	<a href="#"><u>September 14, 2012 Curriculum Committee Minutes</u></a>
#R1-36	<a href="#"><u>Evaluation of Assessment Process in Institutional Effectiveness Report</u></a>
#R1-37	<a href="#"><u>Assessment Results in Institutional Effectiveness Report</u></a>
#R1-38	<a href="#"><u>Example Closing the Loop Forms</u></a>

- #R1-39 [Instructional Program Review Template](#)
- #R1-40 [Humanities AALA Dialogue Session](#)
- #R1-41 [Non-substantial Humanities AALA Change Form](#)
- #R1-42 [Measure Q/B Facilities Allocation](#)
- #R1-43 [BPC Needs Addendum Rankings](#)
- #R1-44 [Sign-up Rosters from Convocation Annual Institutional Planning Session](#)
- #R1-45 [Resource Allocation Linked to Assessment in Program Review](#)

## **Recommendation #2 – Strategic Planning**

- #R2-1 [2011 Institutional Effectiveness Report Planning Agenda](#)
- #R2-2 [College of the Redwoods Institutional Self Study \(July 2011\)](#)
- #R2-3 [Planning, Budgeting, and Program Review Manual](#)
- #R2-4 [Fall 2011 Convocation Keynote Address \(Strategic Planning PowerPoint Presentation\)](#)
- #R2-5 [Planning, Budgeting, and Program Review Manual](#)
- #R2-6 [2012-2017 Strategic Plan](#)
- #R2-7 [April 3, 2012 Meeting of the Board of Trustees Agenda Item](#)
- #R2-8 [Planning, Budgeting, and Program Review Manual](#)
- #R2-9 [2012-2017 Education Master Plan](#)
- #R2-10 [Education Master Plan Process Description](#)
- #R2-11 [Education Master Plan Goals/Objectives Matrix](#)
- #R2-12 [July 10, 2012 Board of Trustees Agenda Item](#)
- #R2-13 [2012-2015 Facilities Master Plan](#)
- #R2-14 [2012-2015 Technology Plan](#)
- #R2-15 [Student Equity Plan](#)
- #R2-16 [2012-2015 Enrollment Management Plan](#)
- #R2-17 [Facilities Master Planning Committee Agendas](#)

#R2-18 [2012-2015 Facilities Master Plan](#)

#R2-19 [2012-2015 Technology Plan](#)

#R2-20 [Technology Planning Committee Agendas](#)

#R2-21 [Enrollment Management Committee Agendas](#)

#R2-22 [2012-2015 Enrollment Management Plan](#)

#R2-23 [Cabinet Notes Ratifying Enrollment Management Plan](#)

#R2-24 [Student Equity Plan](#)

#R2-25 [July 10, 2012 Board of Trustees Agenda Item](#)

#R2-26 [Planning, Budgeting, and Program Review Manual](#)

#R2-27 [2012-13 Annual Institutional Plan](#)

#R2-28 [2012-13 Annual Institutional Plan](#)

#R2-29 [2012 Program Review Master Executive Summary](#)

#R2-30 [March 23, 2012 Assessment Friday Notes](#)

#R2-31 [Annual Institutional Plan Flex Session PowerPoint](#)

#R2-32 [Annual Institutional Plan Session Notes](#)

#R2-33 [Program Review Dataset](#)

#R2-34 [Instructional Program Review Template](#)

#R2-35 [Student Development Program Review Template](#)

#R2-36 [Administrative Services Program Review Template](#)

#R2-37 [Fall 2012 Convocation Program](#)

#R2-38 [Integrated Planning Model](#)

#R2-39 [2012 Institutional Effectiveness Report](#)

#R2-40 [2012 Budget Planning Committee Rankings](#)

#R2-41 [2012 Budget Planning Committee Rankings](#)

#R2-42 [March 24, 2012 Integrated Planning Summit Notes](#)

#R2-43 [2012 Institutional Effectiveness Report](#)

#R2-44 [Assessment Summit Schedule](#)

#R2-45 [Assessment Dialogue Forum Webpage](#)

#R2-46 [Instructional Program Review Template](#)

- #R2-47 [Student Development Program Review Template](#)
- #R2-48 [Administrative Services Program Review Template](#)
- #R2-49 [2012 Institutional Effectiveness Report](#)
- #R2-50 [August 7, 2012 Board of Trustees Agenda Item](#)
- #R2-51 [Link to inside.redwoods.edu Home Page](#)
- #R2-52 [Fall 2012 Convocation Program](#)
- #R2-53 [Accreditation Newsletters Link](#)
- #R2-54 [Planning, Budgeting, and Program Review Manual](#)
- #R2-55 [Assessment Flowchart](#)
- #R2-56 [Integrated Planning Quick Guide](#)
- #R2-57 [Emails of Agendas Sent to All](#)
- #R2-58 [Annual Institutional Plan Flex Session PowerPoint](#)
- #R2-59 [Planning Page Link](#)
- #R2-60 [Planning, Budgeting, and Program Review Manual](#)

### **Recommendation #3 – Course Syllabi and Catalog**

- #R3-1 [Master Outcome List](#)
- #R3-2 [Catalog \(Program Learning Outcomes\)](#)
- #R3-3 [Syllabus Insert for Student Learning Outcomes](#)
- #R3-4 [Communication from Vice President for Instruction](#)
- #R3-5 [Deans Council Agenda on Syllabus Compliance](#)
- #R3-6 [Syllabus Link on Website](#)
- #R3-7 [Deans Council Notes on Syllabus Compliance](#)

### **Recommendation #4 – Student Records**

- #R4-1 [Contract with Sherlock](#)
- #R4-2 [Contract with ViaTRON](#)



## **Recommendation #5 – Employee Evaluation**

- #R5-1 2009 Revised MOU (Evaluation Cycle)
- #R5-2 Revised College of the Redwoods Faculty Organization Contract
- #R5-3 Procedure to Assure Evaluation Schedule Compliance
- #R5-4 Manager/Administrator Evaluation Form
- #R5-5 Sample Evaluation List
- #R5-6 "Sample Communication" to Cabinet
- #R5-7 Associate Faculty Coordinator Evaluation Tracking Spreadsheet
- #R5-8 Full-Time Faculty Master Tracking Spreadsheet
- #R5-9 Associate Faculty Evaluations Communications
- #R5-10 Employee Evaluation Training Packet
- #R5-11 Training Sign-in Sheets
- #R5-12 HR Evaluation Assistance/Sample letter
- #R5-13 Outstanding Evaluations Spreadsheet
- #R5-14 Faculty Memorandum of Understanding Regarding Assessment
- #R5-15 Faculty Memorandum of Understanding Regarding Area Coordinators
- #R5-16 Revised Student Services Job Description

## **Recommendation #6 – Strategic Hiring Plan**

- #R6-1 Strategic Equity in Hiring Plan
- #R6-2 EEO Advisory Committee
- #R6-3 Analysis of District's Workforce Composition
- #R6-4 Strategic Equity in Hiring Plan
- #R6-5 2011-12 Analysis
- #R6-6 Year-End Institutional Effectiveness Report

## **Recommendation #7 – Professional Development**

- #R7-1 [Professional Development Committee Web Page](#)
- #R7-2 [Professional Development Committee Meeting Agendas](#)
- #R7-3 [Operating Statements of All Professional Development Groups](#)
- #R7-4 [Professional Development Calendar](#)
- #R7-5 [Professional Development at College of the Redwoods Web Page](#)
- #R7-6 [Professional Development Annual Review April 10, 2013](#)
- #R7-7 [Professional Development Committee Calendar](#)
- #R7-8 [Professional Development Survey Results, Fall 2011 and Spring 2012](#)
- #R7-9 [Professional Development Committee Meetings](#)
- #R7-10 [PDC Assessment, Planning and Evaluation of Activities](#)
- #R7-11 [Professional Development Calendar](#)
- #R7-12 [Professional Development at College of the Redwoods Web Page](#)
- #R7-13 [Professional Development Survey Results, Fall 2011 and Spring 2012](#)
- #R7-14 [Convocation Schedule](#)
- #R7-15 [Professional Development Committee Annual Activities](#)
- #R7-16 [Professional Development Calendar](#)
- #R7-17 [Human Resources Fee Waiver Report](#)
- #R7-18 [Professional Development Constituent Group Web Pages](#)
- #R7-19 [Professional Development Annual Review April 10, 2013](#)
- #R7-20 [Professional Development Activity Evaluation](#)
- #R7-21 [Professional Development Annual Review April 10, 2013](#)
- #R7-22 [Professional Development Committee Self Evaluation May 8, 2012](#)

## **Recommendation #8 – Board Actions and Communications; Holding President Accountable**

- #R8-1 [President/Superintendent's Performance Goals](#)

- #R8-2 2012-13 Goals of the Board of Trustees
- #R8-3 Three-Year Schedule for Board Review of Policies and Procedures
- #R8-4 College Council Minutes, Policy Reviews
- #R8-5 Board Minutes, Policy Reviews
- #R8-6 March 29, 2012 Agenda of ACCJC President, Dr. Barbara Beno's Visit
- #R8-7 Board and CEO Roles: Different Jobs, Different Tasks
- #R8-8 June 13 and 14, 2012 Special Meetings of the Board Agendas
- #R8-9 June 13 and 14, 2012 Special Meetings Working Agenda
- #R8-10 Board and CEO Roles: Different Jobs, Different Tasks
- #R8-11 BP 2430 Delegation of Authority to President/Superintendent
- #R8-12 BP 2435 Evaluation of President/Superintendent
- #R8-13 BP 2715 Code of Ethics/Standards of Practice
- #R8-14 BP 2745 Board Self Evaluation
- #R8-15 AP 2435 Evaluation of President/Superintendent
- #R8-16 Board Focus: Creating High-Performance Boards
- #R8-17 Board and CEO Roles: Different Jobs, Different Tasks
- #R8-18 AP 2715 Board Protocols for Effective Trusteeship, and September 10, 2012 Board Minutes
- #R8-19 September 10, 2012 Board Minutes
- #R8-20 July 10, 2012 Board Meeting Minutes
- #R8-21 Three-Year Schedule for Board Review of Policies and Procedures
- #R8-22 2012-13 Goals of the Board of Trustees
- #R8-23 October 2, 2012 Sample Board Agenda
- #R8-24 College Council Minutes, Policy Reviews
- #R8-25 Board Self Evaluation
- #R8-26 AP 2435 Evaluation of President/Superintendent
- #R8-27 Comprehensive Board Calendar
- #R8-28 2012-13 Goals and Objectives of President/Superintendent

## Recommendation #1 2008

- #R2008-1 [Program Review Dataset Archives](#)
- #R2008-2 [2012-13 Program Review Dataset](#)
- #R2008-3 [Program Review Dataset Presentation at 2012 Convocation](#)
- #R2008-4 [Data-Informed Decision-Making Presentation](#)
- #R2008-5 [February 7, 2012 Board Agenda, ARCC](#)
- #R2008-6 [March 20, 2012 Strategic Planning Committee Notes, IE Scorecard](#)
- #R2008-7 [March 29, 2012 Education Master Planning Committee Notes, IE Scorecard](#)
- #R2008-8 [April 2, 2012 Enrollment Management Committee Notes, IE Scorecard](#)
- #R2008-9 [April 30, 2012 Enrollment Management Committee Notes, ARCC](#)
- #R2008-10 [July 10, 2012 Board Agenda, IE Scorecard](#)
- #R2008-11 [October 17, 2012 Enrollment Management Agenda, Success Measures Report](#)
- #R2008-12 [February 6, 2012 Enrollment Management Agenda, Cohort Tracking](#)
- #R2008-13 [March 5, 2012 Enrollment Management Agenda, DSPS Survey Results](#)
- #R2008-14 [April 2, 2012 Enrollment Management Agenda, Basic Skills Data](#)
- #R2008-15 [April 16, 2012 Enrollment Management Agenda, EOPS Survey Results](#)
- #R2008-16 [Cal-Pass Presentation](#)
- #R2008-17 [March 23, 2012 Assessment Friday Notes, Basic Skills](#)
- #R2008-18 [First-Year Experience Framework Development](#)
- #R2008-19 [Board and Senate Items Discussing Program Review Master Executive Summaries](#)
- #R2008-20 [Assessment Fridays Agendas and Notes](#)
- #R2008-21 [Assessment Summit Dialogue Forum](#)
- #R2008-22 [April 13, 2012 Assessment Friday Notes](#)
- #R2008-23 [April 20, 2012 Assessment Friday Notes](#)
- #R2008-24 [Student Development Assessment Retreat Agenda and Data Presentation](#)
- #R2008-25 [Board and Senate Items Discussing Program Review Master Executive Summaries](#)
- #R2008-26 [Annual Institutional Planning Session](#)

#R2008-27	<u>Planning, Budgeting, and Program Review Manual</u>
#R2008-28	<u>Assessment Committee Charge and Operating Agreement</u>
#R2008-29	<u>Assessment Committee and Coordinator Charge</u>
#R2008-30	<u>February 7, 2012 Board Agenda, ARCC</u>
#R2008-31	<u>Program Review Committee Agenda, Dataset Interpretation</u>
#R2008-32	<u>Program Review Dataset Presentation at 2012 Convocation</u>



