EVALUATION REPORT

COLLEGE OF THE REDWOODS

Eureka, California

A Confidential Report Prepared for

The Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

This report represents the findings of the evaluation team's visit to
College of the Redwoods, October 17-20, 2011

William T. Scroggins, Chair

ACCREDITATION EVALUATION TEAM

Dr. William Scroggins (Chair)
President/CEO
Mt. San Antonio College

Dr. Terri Long (Assistant)
Dean of Instructional Services
Mt. San Antonio College

Dr. Devon Atchison
Assistant Professor of History
Grossmont College

Ms. Deborah Ludford
District Director of Information Services
North Orange County CCD

Dr. R. David Chapel
Trustee
Rancho Santiago Community College District

Ms. Crisco McCullough
Associate Vice President, Workforce
American River College

Dr. Linda Fontanilla*
Vice President, Student Services
Cuesta College

Mr. James Merrill
Professor, English/ESL Department Chair
Oxnard College

Dr. K.C. Greaney
Director, Institutional Research
Santa Rosa Junior College

Dr. Tanya Renner
Professor of Psychology
Kapiolani Community College

Mr. Michael Renzi
Vice President of Administrative Services
West Valley College

Dr. Kathryn Weiss
Dean, Arts and Sciences
San Bernardino Valley College

Ms. Sherry Rogers
Professor of Biology
Folsom Lake College

SUMMARY OF EVALUATION REPORT

DATES OF VISIT: October 17-20, 2011

INSTITUTION: College of the Redwoods

TEAM CHAIR: William T. Scroggins
President/CEO, Mt. San Antonio College

College of the Redwoods is a comprehensive college with its main campus in Eureka, California, serving Del Norte and Humboldt counties, parts of western Trinity County, and coastal Mendocino County. The district serves an area of almost 10,000 square miles along California's north coast. In 2010 Humboldt County had a population of 134,624 up 6.4% from the 2000 census. Del Norte County had 28,610 residents, an increase of 4.0% over the previous ten years. Mendocino County grew by just 1.8% over that period to a 2010 total of 87,841 only the coastal portion of which is in the Redwoods Community College District. The overall 2010 district population was 188,579.

The Redwoods Community College District was formed on January 14, 1964, by an election of Humboldt County voters. A bond issue of $3,600,000 was passed for initial construction of what is now the district's Eureka main campus. From 1965 to 1967, the district offered courses and programs on the campus of Eureka High School. Initially, 45 degree and certificate programs were offered, 15 of which were technical/vocational. More than 1,800 students registered at the college in 1965–1966. In May 1975, the residents of coastal Mendocino voted for annexation into the Redwoods Community College District. In July 1978, Del Norte County also joined the district.

The initial staff of the college consisted of an estimated 31 full-time faculty and 85 part-time faculty and administrative support staff. Today there are approximately 94 full-time and 250 part-time faculty, while the administrative, managerial and classified staff include roughly 230 employees. The college maintains 93 degree and certificate programs and has served 9,151 students in the 2010-11 academic year.

College of the Redwoods is a multi-site, single-college district offering instruction at the Eureka main campus, the Mendocino Coast Education Center in Fort Bragg, the Del Norte Education Center in Crescent City, the Klamath-Trinity Instructional Site in Hoopa, and several instructional sites known as the 101 Corridor which includes the Arcata Instructional Site in Arcata, the McKinleyville Instructional Site, and the Eureka Downtown Instructional Site in downtown Eureka.

In the 2010-11 academic year, College of the Redwoods served 9,151 students, a number that has stayed relatively constant for the last few years with the notable exception of boom years in 2008-09 and 2009-10 after which enrollment has returned to the level of previous years. The student population is divided evenly between males and females and is 66% Caucasian, 9% Hispanic, 9% Native American, 3% African American, 3% Asian, and 1% Pacific Islander with the remainder of unknown race/ethnicity. Enrollment is 66% during the day and 17% in the evening with 10% of students taking both day and evening classes and 8% of enrollment online. Two-thirds of enrollment is generated at the main campus in Eureka with the nearby 101 Corridor producing 11% of enrollment. The two centers contribute 9% at Del Norte and 8% at Mendocino. The Klamath site has 2% of district

enrollment, and 8% of attendance is generated online. College of the Redwoods lists 41% of its catalog courses as vocational, but its actual course section offerings are 27% of the total, and attendance in those courses is just 22% of overall student enrollment.

The twelve-member team, supplemented with a team assistant, conducted a comprehensive evaluation to review evidence that College of the Redwoods meets the accreditation standards of ACCJC from Monday, October 1 to Thursday, October 20, 2011. The team reviewed past evaluation reports as well as follow up and midterm reports, received and analyzed the *Self Study*, requested and reviewed additional evidence provided by the college, and extensively viewed evidentiary information provided by the college on its web site.

The previous comprehensive visit in 2005 generated seven recommendations three of which generated multiple follow up reports and visits plus additional recommendations in 2008, 2009, and 2010. The college has had several presidents and interim presidents over the last few years with an accumulation of bad feelings, poor continuity of college processes, and a general attitude of uncertainty and mistrust. This underlying climate was clear to the team in reviewing the *Self Study*. The team found that the climate had improved considerably under the current interim president who had been and continued to function as the chief instructional officer. A close reading showed that some of the *Self Study* had been written before this transition and some had been added or modified after the transition in leadership

The team found the *Self Study* to be inconsistent, incomplete and poorly documented. The team was fully prepared to find a college which had made little progress on the pervasive issues identified in previous accreditation visits and in previous recommendations. However, after considerable investigation and many interviews, a clearer picture emerged. College of the Redwoods is in transition to a new era that would address each and every one of these issues. The quandry for the team was to determine 1) how much of this change was really improvements on existing practice and so could be seen as enhancing compliance with the standards, 2) how much of this change was new, not yet fully established, and so could not be documented as meeting the standards, and 3) how much of this change was potentially transitory, effective only during this narrow window of interim leadership. Consequently, the Evaluation Report has the tone of encouraging the current path of College of the Redwoods while necessarily pointing out that the college must demonstrate that it meets the standards by completing several cycles of these planned practices.

The administrators, faculty, staff and students of College of the Redwoods were gracious hosts. The staff assigned to facilitate the work of the team were friendly, knowledgeable, and accommodating. Those interviewed responded with openness and candor. In fact, these interviews were the most useful resource to the team in parsing the three elements of compliance mentioned above. Most materials and appointments requested were fulfilled quickly and amicably, but several key documents were slow to arrive, some after the report was completed, thus frustrating the team's efforts to produce a complete and accurate evauation of all the standards.

The following recommendations are advanced with the purpose of assisting College of the Redwoods in further strengthening its operations and outcomes.

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 assess 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.

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)

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)

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. (Standard IIB.3.f)

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)

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)

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)

Recommendation #8 – Board Actions and Communication; Holding President Accountable
In order to meet the standard, the team recommends that the governing board act in a manner consistent with its policies and practices, regularly evaluate its policies and <u>practices</u> (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 governing board 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)

Eligibility Requirements

1. AUTHORITY

   The team verified that College of the Redwoods is approved as a California Community College and is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. The college is authorized to operate as an educational institution and to offer undergraduate education for transfer to four-year institutions.

2. MISSION

   The team verified that College of the Redwoods has a mission statement that was revised and adopted by the Board of Trustees in July 2011. The college mission statement is included in both print and electronic publications. The mission statement defines the constituency the college seeks to serve and states the college's commitment to student learning.

3. GOVERNING BOARD

   The team verified that College of the Redwoods has a functioning governing board responsible for the quality, integrity, and fiscal stability of the institution. The governing board is composed of nine elected members from the geographical area that comprises the district. In addition, the governing board has one student representative and is sufficient in size and composition to fulfill all of its responsibilities. The governing board is an independent policy-making body that reflects the constituent groups and public interest in its decisions.

4. CHIEF EXECUTIVE OFFICER

   The team verified that College of the Redwoods has a chief executive officer who was appointed by the governing board. The chief executive officer is responsible for administering the policies adopted by the governing board and executing all its decisions. The team noted that the college has had unexpectedly high turn-over in this key leadership position.

5. ADMINISTRATIVE CAPACITY

   The team verified that College of the Redwoods has the administrative staff to support its mission and purpose, programs, and services. All administrative personal meet or exceed the minimum qualifications for the positions they hold.

6. OPERATIONAL STATUS

   The team verified that College of the Redwoods is operational and offers courses at the main campus, at its two centers, and at various locations throughout the district.

7. DEGREES

The team verified that College of the Redwoods offers a variety of Associate of Arts/Science degree and vocational certificate programs in 93 areas of study.

8. EDUCATIONAL PROGRAMS

The team verified that College of the Redwoods degree programs are compatible with its mission, are based on recognized postsecondary fields of study, and have sufficient content and rigor. The institution is currently working on incorporating student learning outcomes at the course, program, and institutional levels.

9. ACADEMIC CREDIT

The team verified that College of the Redwoods awards credit for coursework using the Carnegie Standards.

10. STUDENT LEARNING AND ACHIEVEMENT

The team noted that College of the Redwoods is in the process of developing and assessing student learning outcomes for all its courses and programs as well as for institutional core competencies. This development has not been of sufficient scope or pace to reach proficiency in assessment and use of student learning outcomes within the next year.

11. GENERAL EDUCATION

The team verified that College of the Redwoods degree programs require the completion of general education courses in oral and written communications, analytical thinking and computational skills, natural science, humanities, and social and behavioral sciences. These courses are designed to ensure breadth of knowledge and to promote intellectual inquiry.

12. ACADEMIC FREEDOM

The team verified that College of the Redwoods faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic and educational community in general.

13. FACULTY

The team verified that College of the Redwoods employs 94 full-time faculty members. The faculty members are qualified to conduct the institution's programs and meet state-mandated minimum educational and experiential requirements, as well as requirements of the ACCJC.

14. STUDENT SERVICES

The team verified that College of the Redwoods provides adequate student support services for all students.

15. ADMISSIONS

The team verified that College of the Redwoods has adopted and adheres to admissions policies and procedures consistent with its mission that specify the qualifications of students appropriate for its programs.

16. INFORMATION AND LEARNING RESOURCES

The team verified that College of the Redwoods provides specific long term access to sufficient information, learning resources, and services to support its mission and all of its educational programs.

17. FINANCIAL RESOURCES

The team verified that College of the Redwoods documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, improve institutional effectiveness, and assure financial stability.

18. FINANCIAL ACCOUNTABILITY

The team verified that College of the Redwoods annually undergoes and makes available an external financial audit by a certified public account.

19. INSTITUTIONAL PLANNING AND EVALUATION

The team verified that College of the Redwoods provides basic planning for the development of the institution.

20. PUBLIC INFORMATION

The team verified that College of the Redwoods publishes information, in print and electronic format, in its catalog, class schedule, and other publications, concerning the college's purposes and objectives, admission requirements and procedures, rules and regulations affecting students, degrees offered, and degree requirements. The college distributes annual publications on program accomplishments and student graduates.

21. RELATIONS WITH THE ACCREDITING COMMISSION

The team verified that College of the Redwoods adheres to the eligibility requirements, accreditation standards and policies of ACCJC, describes itself in identical terms to all of its accrediting agencies, communicates any changes in its accreditation status in a timely manner, and agrees to disclose information required by ACCJC to carry out its accrediting responsibilities.

EVALUATION OF THE COLLEGE USING ACCJC STANDARDS
TEAM RECOMMENDATIONS

COLLEGE OF THE REDWOODS ACCREDITATION SITE VISIT
OCTOBER 17-10, 2011

INTRODUCTION

College of the Redwoods is a comprehensive college with its main campus in Eureka, California, serving Del Norte and Humboldt counties, parts of western Trinity County, and coastal Mendocino County. The district serves an area of almost 10,000 square miles along California's north coast. In 2010 Humboldt County had a population of 134,624 up 6.4% from the 2000 census. Del Norte County had 28,610 residents, an increase of 4.0% over the previous ten years. Mendocino County grew by just 1.8% over that period to a 2010 total of 87,841, only the coastal portion of which is in the Redwoods Community College District. The overall 2010 district population was 188,579.

The Redwoods Community College District was formed on January 14, 1964, by an election of Humboldt County voters. A bond issue of $3,600,000 was passed for initial construction of what is now the district's Eureka main campus. From 1965 to 1967, the district offered courses and programs on the campus of Eureka High School. In May 1975, the residents of coastal Mendocino voted for annexation into the Redwoods Community College District. In July 1978, Del Norte County also joined the district.

Initially, 45 degree and certificate programs were offered, 15 of which were technical/vocational. More than 1,800 students registered at the college in 1965–1966. The initial staff of the college consisted of an estimated 31 full-time faculty and 85 part-time faculty and administrative support staff. Today there are approximately 94 full-time and 250 part-time faculty, while the administrative, managerial and classified staff include roughly 230 employees. The college maintains 93 degree and certificate programs and has served 9,151 students in the 2010-11 academic year.

College of the Redwoods is a multi-site, single-college district offering instruction at the Eureka main campus, the Mendocino Coast Education Center in Fort Bragg, the Del Norte Education Center in Crescent City, the Klamath-Trinity Instructional Site in Hoopa, and several instructional sites known as the 101 Corridor which includes the Arcata Instructional Site in Arcata, the McKinleyville Instructional Site, and the Eureka Downtown Instructional Site in downtown Eureka.

In the 2010-11 academic year, College of the Redwoods served 9,151 students, a number that has stayed relatively constant for the last few years with the notable exception of boom years in 2008-09 and 2009-10 after which enrollment has returned to the level of previous years. The student population is divided evenly between males and females and is 66% Caucasian, 9% Hispanic, 9% Native American, 3% African American, 3% Asian, and 1% Pacific Islander with the remainder of unknown race/ethnicity. Enrollment is 66% during the day and 17% in the evening with 10% of students taking both day and evening classes and 8% of enrollment online. Two-thirds of enrollment is generated at the main campus in Eureka with the nearby 101 Corridor producing 11% of enrollment. The two centers contribute 9% at Del Norte and 8% at Mendocino. The Klamath site has 2% of district

enrollment, and 8% of attendance is generated online. College of the Redwoods lists 41% of its catalog courses as vocational, but its actual course section offerings are 27% of the total, and attendance in those courses is just 22% of overall student enrollment.

The twelve-member team, supplemented with a team assistant, conducted a comprehensive evaluation to review evidence that College of the Redwoods meets the accreditation standards of ACCJC visited the college from Monday, October 17 to Thursday, October 20, 2011. The team reviewed past evaluation reports as well as follow up and midterm reports, received and analyzed the *Self Study*, requested and reviewed additional evidence provided by the college, and extensively viewed evidentiary information provided by the college on its web site.

The previous comprehensive visit in 2005 generated seven recommendations three of which generated multiple follow up reports and visits plus additional recommendations in 2008, 2009, and 2010. The college has had several presidents and interim presidents over the last few years with an accumulation of bad feelings, poor continuity of college processes, and a general attitude of uncertainty and mistrust. This underlying climate was clear to the team in reviewing the *Self Study*. The team found that the climate had improved considerably under the current interim president who had been and continued to function as the chief instructional officer. A close reading showed that some of the *Self Study* had been written before this transition and some had been added or modified after the transition in leadership

The team found the *Self Study* to be inconsistent, incomplete and poorly documented. The team was fully prepared to find a college which had made little progress on the pervasive issues identified in previous accreditation visits and in previous recommendations. However, after considerable investigation and many interviews, a clearer picture emerged. College of the Redwoods is in transition to a new era that would address each and every one of these issues. The quandry for the team was to determine 1) how much of this change was really improvements on existing practice and so could be seen as enhancing compliance with the standards, 2) how much of this change was new, not yet fully establish, and so could not be documented as meeting the standards, and 3) how much of this change was potentially transitory, effective only during this narrow window of interim leadership. Consequently, the Evaluation Report has the tone of encouraging the current path of College of the Redwoods while necessarily pointing out that the college must demonstrate that it meets the standards by completing several cycles of these planned practices.

The administrators, faculty, staff and students of College of the Redwoods were gracious hosts. The staff assigned to facilitate the work of the team were friendly, knowledgeable, and accommodating. Those interviewed responded with openness and candor. In fact, these interviews were the most useful resource to the team in parsing the three elements of compliance mentioned above. Most materials and appointments requested were fulfilled quickly and amicably, but several key documents were slow to arrive, some after the report was completed, thus frustrating the team's efforts to produce a complete and accurate evauation of all the standards.

COMMENDATIONS

Commendations #1 – Updating Policies and Procedures
In the past six months, faculty and staff across the district have been energized to formalize policies and procedures to enhance institutional effectiveness. In this six month period, College Council approved twenty-one board policies and administrative procedures where only two were approved in the prior two-year period. The team learned that many of these policies and procedures had been under development for some time, but it took determination and dedication on the part of College Council and all those involved in developing and vetting these policies and procedures to address the approval backlog.

Commendation #2 – Cooperative Spirit and Dedication
The recently re-formed Institutional Effectiveness Committee has reflected deeply on quality and assessment issues and is in the process, through dialogue, evaluation, planning and improvement, of developing a sustainable continuous quality improvement model of demonstrating effectiveness. There are many more examples of these types of efforts throughout the district. The team commends the cooperative spirit and dedication of the faculty and staff at College of the Redwoods as exemplified by these major efforts.

Commendation #3 – Library and Learning Resources
The team found widespread appreciation of the support provided by the Director of Learning Resources and Eureka library staff for the varied learning resources activities at the Eureka main campus and at the Mendocino Coast and Del Norte Centers. A consistent theme discovered through faculty and staff interviews was appreciation of the energy, dedication, and commitment to support of student learning provided by the college librarian, especially in developing support materials and means of access, and in consistently striving to provide library resources within severe budget restraints. Given the scope of its service area and its limited staff, the college's addressing of students' library and learning resource needs is commendable.

Commendation #4 – Information Technology
The Information Technology Department is commended for the quality and quantity of technology enhancements that support the development, maintenance, and enhancement of programs and services accomplished in the last year. It is clear that the dedication of this department to serving the needs of students and personnel is exemplary.

MAJOR RECOMMEDATIONS

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 assess 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.

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)

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)

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. (Standard IIB.3.f)

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)

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)

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)

Recommendation #8 – Board Actions and Communication; Holding President Accountable

In order to meet the standard, the team recommends that the governing board 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 governing board 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)

Evaluation of Institutional Responses to Previous Recommendations

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 IB.1-4,6)

The team found evidence that the college is following its established policies and processes for program review, including program resource allocation. In order to sustain continuous quality improvement, the college must continue to adhere to established policies and practices. This point is emphasized in this Evaluation Report as a governance and leadership issue relating to Standard IV and has generated Recommendation #8 – Board Actions and Communication; Holding President Accountable. This recommendation has still not been fully addressed.

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

The departure of the previous superintendent/president 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. With the full participation of all constituent groups over the last six months, the college has revised policies and procedures, settled labor issues, and made major advances in improving assessment of student learning. In order to sustain these advances, the governing board must take a stronger role in assuring that existing policies and practices are followed, that open communication continues with all member groups, and that the college president is appropriately held accountable for the quality and standards of the college programs and services. This combination of past issues and future uncertainty has led to the inclusion in this Evaluation Report of Recommendation #8 – Board Actions and Communication; Holding President Accountable. This recommendation has still not been fully addressed.

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)

The team found evidence that the college has adequately addressed this recommendation in that the Office of Institutional Research provides a populated data template in instructional program reviews and has provided training in data interpretation. However, it is not clear that there is the necessary

widespread dialogue of the analyses of these data. Although there is evidence of improvement, the team suggests that college discussions of what these data show have should become fully institutionalized as part of the culture and practice of the institution. This recommendation has still not been fully addressed.

Recommendation 1 (2005)

The team recommends that the college develop and implement a means of systematic, collaborative, and evidence-driven Program Review for all instruction, student services, and institutional support areas. In order to assure maximum effectiveness, such reviews should be conducted on a regular cycle that links the findings to the annual planning process for all programs and services. (Standard IB.3, IB.4, IB.5, IB.6, IB.7, IIA.1, IIA.2, IIB.3, IIB.4, IIC.2, IIIA.6, IIIB.1, IIIB.2, IIIC.2, IIID.1, III3.2G, AND IIID.3). (2005)

The team found evidence confirming that the college has responded to the commission's recommendation in that it has an on-going, systematic program review process that is evidence-based and that effectively links resource allocation to program planning. Further, the team found evidence that the college assesses the program review process to make improvements. The program review template has been refined to provide pre-populated data to inform the narrative and enable documentation of authentic assessment of student learning outcomes, and the program review process has been firmly institutionalized at the college.

Recommendation 2 (2005)

The team recommends that the college address instructional issues that, if left unaddressed, have the potential to compromise and undermine the integrity of the curriculum, specifically outdated official course outlines, leadership in the areas of articulation and transfer of credit, and inconsistent implementation and enforcement of prerequisites. (Standard IIA.1.a, IIA.2, IIA.2.a, IIA.6)

The college has adequately responded to this recommendation by updating the great majority of course outlines, by staffing the position of articulation officer, and by using enrollment methods that have improved student preparation. The team suggests that the college establish as a priority the complete update of all course outlines of record.

Recommendation 3 (2005)

The team additionally recommends that the district engage in institution-wide dialogue on the meaning, purpose, and institutional value of student learning outcomes that includes charting a sustainable course of action to implement outcomes, assess student achievement, and use assessment results to drive improvement in instructional and student learning programs and services. (Standards IB, IB.4, IIA.1.c, IIA.2.a, IIA.2.b, IIA.2.e, IIA.2.f, IIA.2.g, IIA.2.h, IIA.3, IIA.6, IIA.6.a, IIB.1, IIB.4, IIC.1.a, IIC.2, IIIA.1.b, IIA.1.c, IVA.1, IVA2b, IVB.1.b)

The team found evidence that the college had made great progress in identifying and assessing learning outcomes at the course level, although there is not yet 100% participation. The college is beginning to assess programs, defined by the college as degree outcomes, and institutional level, defined by the college as general education outcomes. In the June 2011 *Self Study* the institution responded to the recommendation by stating that the institution had refined its program review template to ensure

documentation of authentic assessment of student learning outcomes, drawing from the Nichols and Nichols four-column model of assessment of student learning outcomes. The form was modified so that course outline of record required faculty to list the student learning outcomes at the course level when curriculum updates occurred. Modifications also included a requirement by the curriculum committee so that program-level outcomes are identified on all certificate and degree proposals. The college formed an assessment team that engaged consultants, conducted training, coordinated professional development, and provided resource support for faculty and staff to conduct authentic assessment. The assessment team has been formalized as a standing committee at the college, and a faculty assessment coordinator is provided reassigned time for directing these efforts. The college has engaged in dialogue and is making progress in regard to student learning outcomes. The instructional programs appear to be furthest along in meeting this standard. The *Self Study* indicates that faculty members are asked to address engagement in the dialogue about student learning and assessment. The college has not fully addressed this recommendation which has generated in this Evaluation Report the inclusion of Recommendation #1 – Student Learning Outcomes.

Recommendation 4 (2005)
The team recommends that the college establish a standardized process for the evaluation of part-time faculty (Standard IIIA.1.b)

The college has created the position of Associate Faculty Coordinator and assigned a former human resources technician to that position. The coordinator is responsible for monitoring adjunct faculty evaluation cycles as well as providing coordinated professional development for associate faculty. A Memorandum of Understanding was approved by the faculty union and signed in October of 2007 ensuring and establishing clear processes for the evaluation of part-time faculty. This recommendation has been fully addressed.

Recommendation 5 (2005)
The team recommends that the district improve its planning processes to include: the development of a long-range educational plan; the development of a facilities master plan; and the development of an information technology plan. It is further recommended that the district develop a long-range financial planning process to provide early notice of structural imbalances between revenue and expenditures; identify resources needed to adequately support changes in technology systems, facilities, and enhancement of student support systems; and to regulate the pace of changes consistent with available funds. (Standard IA1, IA4, IB3, IB4, IB5, IB6, IB7, IIIB2.b, IIIC1, IIIC1.C, IIIC2, IIID1.A, IIID1.B, IIID2.C, and III2.

The team found evidence that the college had developed a long-range educational plan, a facilities master plan, and an information technology plan. However, these plans have not been integrated, nor have they been effectively linked to the program review and resource allocation process. The college has thus not fully responded to this recommendation which has generated in this Evaluation Report the inclusion of Recommendation #2 – Strategic Planning.

Recommendation 6 (2005)
The team recommends that the college develop a financial plan that will accomplish the following goals:
- *Respond to declining revenue resulting from the loss of full-time equivalent students;*

- *Establish a prudent and sufficient unrestricted general fund balance reserve;*
- *Address changes in annual expenditures to assure that such expenditures are equal to or less than available resources. (Standard IIID.2.c)*

The team found that the college has satisfactorily addressed this recommendation by establishing and sustaining a balanced budget and a prudent reserve. Future financial planning would benefit from inclusion in an integrated college strategic plan and this issue is reflected in this Evaluation Report in Recommendation #2 – Strategic Planning.

Recommendation 7 (2005)
The team recommends that the college improve its capacity for collaborative and data-driven decision-making. Such decision-making should incorporate appropriate measures of effectiveness (Standards IB.3, IB.4, IB.5, IB6., IIA.1, IIA.2, IIA.2.f, IIB.3, IIB.4, IIC.2, IIIA.6, IIIB.1, IIIB.2, IIIC.2, IIID.2, IIID.3, IVA.1, IVA.2, and IVA.3)

The team found evidence that the college has effectively responded to this recommendation by improving its capacity for collaborative and data-driven decision making. The college has established a permanent institutional research department to support all planning efforts and provide appropriate data to inform decision-making. Program reviews in all areas include relevant data presented in a cohesive manner. Key integrated planning committees are comprised of representatives from constituency groups from all levels throughout the district, and their work is informed by this program review data. The team suggests that the analysis, dialogue, and application of results to improve programs and services would benefit from further development. More systematically incorporating measures of effectiveness, including wide-spread dialogue about the measures and analysis of those measures, should assist the college in achieving a higher level of effectiveness in using data and analysis to inform improvements.

Standard I – Institutional Mission and Effectiveness
Standard IA – Mission

General Observations

The 2004 mission statement was revised by the College Council in 2010 using its participatory decision-making process. There were 38 participants involved in this revision representing constituent groups from throughout the college community. Various drafts were discussed and merged, and the mission statement was finalized in April 2011. The revised mission statement was reviewed and approved by the Board of Trustees in July of 2011. This new mission statement is succinct, and all clauses are aligned clearly with the programs and services offered by the college.

The mission statement identifies the three educational programs College of the Redwoods offers: developmental education, career and technical education and transfer education. These are reflected in or demonstrated through numerous offerings at the program and course levels on the main campus, at the two education centers, and at various instructional sites distributed throughout the college's district. Student services, ranging from library to counseling and residential life, support and enhance these academic offerings. The college has 58 associate degree programs, 42 certificates of achievement, and 35 certificates of completion.

Although not mentioned in the *Self Study*, Continuing Education is also implied in the mission statement and supported by the college. There are about 2,000 continuing education students taking courses that support lifelong learning and personal enrichment. Student data regarding educational goals, enrollment patterns, achievement and learning are gathered and assessed to ensure that student needs are being supported by the mission statement. The mission statement is displayed on the College of the Redwoods Web site and is published in the college catalog. The Institutional Effectiveness Committee drafted the college's Integrated Planning Narrative, the document that describes the overall planning and budgeting process. This document affirms that the mission statement is central to planning. The Participatory Governance document, also drafted by the Institutional Effectiveness Committee, states that operating agreements for college committees include a discussion of the responsibility to work toward achieving the mission, vision, and strategic goals of the college.

Findings and Evidence

The mission statement clearly identifies the broad educational purposes, intended student populations, and commitment to student learning at College of the Redwoods. The college has demonstrated a commitment to aligning its student learning programs and services with the needs of its student population. The programs and services are developed in support of the college's educational mission. The revised Integrated Planning Narrative of March 2011 specifies that the mission will be revisited for possible revision every three years. Further, it is clear from the Integrated Planning Narrative that it is the intent of the college to ensure that the mission is central to planning and decision-making. (IA.1)

The previous mission statement was approved by the Board of Trustees in 2004. As indicated in the Board of Trustees meeting minutes, the newly revised mission statement, BP 1200 District Mission, was approved by the Board of Trustees in July, 2011. The 2011 mission statement is published on the college's website and in the 2011-2012 catalog. (IA.2)

The Integrated Planning Narrative requires evaluation and possible revision of the mission statement every three years so that the revision process corresponds to the college's planning cycle. According to the discussion in the *Self Study*, the previous mission was approved by the Board of Trustees in 2004. The current mission statement was revised in 2010. Per the Board of Trustees minutes from June and July, 2011, the current mission was reviewed and then approved in July 2011. (IA.3)

College constituents engage in dialogue about the mission statement. Interviews with individuals involved in planning, including members of the Enrollment Management Committee and members of the College Council, revealed that awareness and familiarity with the mission statement and how it is aligned with planning activities is inconsistent. Per the Integrated Planning Narrative, the mission statement guides the college's efforts to provide excellent learning opportunities and support services, and decisions are made in accordance with the mission. The centrality of the mission statement is reinforced in the participatory governance manual. Currently, integrated planning committees are revising their operating agreements to align with the college's mission. The processes are in place for the mission statement to serve a central role in college policies and practices. (IA.4)

Conclusions
The college meets the standard. Learning programs and services are aligned with the mission, character, and student population. (IA.1) The mission statement is approved by the governing board and published. (IA.2) The institution reviews its mission statement on a regular basis and revises it as necessary. (IA.3) The institution's mission is central to institutional planning and decision making and processes are in place for the mission statement to guide these efforts. (IA.4)

Standard I – Institutional Mission and Effectiveness
Standard IB – Institutional Effectiveness

General Observations
College of the Redwoods has undergone a great deal of change in the recent past with significant turnover in key administrative and staff positions. This lack of stability has hampered the college's ability to plan effectively, collect evidence of institutional effectiveness, reflect upon it, and implement change in a cycle of sustainable continuous quality improvement. Yet, in the six months prior to the team's visit, there is evidence of great progress towards establishing policies and procedures to implement an institutional effectiveness assessment model, accomplished with widespread dialogue and a high level of institutional integrity. There is evidence of a well-established program review process, including instructional, student support, and administrative programs, that has been assessed and improved regularly over the past few years. While the quality of the program reviews is uneven, the process is in place and generally appears effective and is linked to resource allocation. There is evidence of an evolving institutional planning process, and the college is in the process of collaboratively developing regional Educational Master Plans for all of its instructional sites, and of creating new college-level strategic goals. This process is still under development. There is evidence that the college has made progress on establishing and assessing student learning at the course, program and institutional level, with course assessments being the most developed and systematized. Overall, the college is becoming more adept at analyzing data and information to inform change in a cycle of evaluation, planning, and improvement. With the increased capacity to access data, the college is now poised to promote wide-spread dialogue about the analysis of data and the implications for institution and program performance.

Findings and Evidence
The team found evidence, particularly in the six month period prior to the team's visit, of collegial self-reflective dialogue about the continuous improvement of student learning and institutional processes. This dialogue was evidenced by interviews with faculty who expressed their enthusiasm about the rich, deep departmental conversations around student learning outcome course assessment results and was further evidenced by reviewing the minutes of the Institutional Effectiveness Committee which chronicle the discussion of effectiveness at the institutional level. In addition, faculty and staff resoundingly reported they feel more included in many district-wide dialogues as a result of committee and administrative information being more widely shared via regular e-mail communications and from the streamlined presentation of agendas and minutes on a centralized internal website which allows easier access to information. Through interviews, the team heard evidence that individuals feel informed and that their input is acknowledged and valued. One adjunct instructor reported that in the past, if she tried hard, she could probably chase down information, but now that information comes to her. Further, if she responds with input, her feedback is acknowledged, a welcomed change. Her experience was broadly corroborated. (IB.1)

College of the Redwoods has struggled with establishing and articulating measurable institutional goals. The "Strategic Plan for College of the Redwoods 2008-2011" exhibits goals and measurable objectives, but it does not appear the plan was fully implemented, nor was it assessed. The district-wide "2009-2020 Education Master Plan" does not include measurable goals or objectives other than the restated ones from the Strategic Plan. In January 2011, partly in response to community pressure, the district published a collaboratively developed Educational Master Plan for the Mendocino Coast

Education Center. Efforts are underway to develop additional site-specific Educational Master Plans for the Del Norte Center which is currently in draft form, for Klamath-Trinity, for Southern Humboldt, for the 101 Corridor which includes the main campus in Eureka, and for a Virtual Campus. The team learned that the future collection of potentially six site-specific Educational Master Plans will inform a subsequent new district-wide Educational Master Plan. While the current 2009-2020 Educational Master Plan provides themes for future planning without providing actionable goals, the site-specific plans are expected to contain more specific goals and objectives. However, the work completed to date on the regional plans does not contain key elements commonly found in educational master plans: detailed statement of need; population, demographic and job market forecasts and analysis; and realistic feasibility analyses. Further, the plans should be explicitly aligned with the mission of the college, and site-specific missions should be developed to ensure further alignment. Efforts to update the Strategic Plan are also underway as evidenced by meeting minutes of the Strategic Planning Committee. It is unclear how the Strategic Plan and the regional Educational Master Plans will align with each other, with results from program review, and with the other key institutional plans at College of the Redwoods including the Technology/Distance Education Plan and the Facilities Master Plan. It appears planning at the institutional level has been an ongoing challenge for College of the Redwoods, as institutional planning was found not to meet accreditation standards in both the 1999 and 2005 evaluation reports. See 1999 Recommendations 1 and 4 and 2005 Recommendations 5 and 6. (IB.2)

Without clearly articulated actionable goals, assessing progress is problematic. At College of the Redwoods, this issue appears the most pronounced at the highest level of planning, the district-wide institutional level. It was evident to the team that inconsistent administrative leadership and lack of board oversight has resulted in regular changes in approach to planning and thus negatively impacted the college's ability to effectively implement a cycle of evaluation, integrated planning, resource allocation, and re-evaluation. At the program review level, based on reviews of program review documents, minutes of meetings, and interviews of a cross-section of college members, there are more signs of effective practices. The process for reviewing instructional, student support, and administrative programs is ongoing and appears sustainable. There is a process in place, documented in the college's newest "Planning Model," that accurately depicts the flow of resource requests from program review through appropriate committees that prioritize resource requests and make recommendations to the Budget Planning Council, with further review by the Cabinet and College Council before ultimate Board approval. The team found evidence of continuous quality improvement of the program review process; this year, an electronic addendum was included to facilitate the resource request process, and every year over the past three years the data provided to instructional and student services programs has been improved based upon feedback from users. The team also found evidence of room for further improvement, as some resource allocations were made to programs without a review on file, some resource allocations were made to departments that did not have updated curriculum, and some program resource allocations were made outside of the program review process. The college produced its first ever "Institutional Effectiveness Annual Year-End Report" in 2010-2011. This report is a collection of various documents, including: the College Vision, Mission, and Values; year-end "Highlights" and Unit/Division Goals from Student Services, Instruction, and Administrative Services; Integrated Planning Committees summaries and planning agendas; Current Integrated Planning Model and results of planning assessment summits; three years' of data on key performance indicators; and the Institutional Effectiveness Planning Agenda for the 2011/2012 academic year. In subsequent institutional effectiveness reports, the team suggests that the college include analysis and discussion of the key performance indicators data, evaluation of effectiveness, and

a cohesive narrative in the report. Recommendations and/or plans to increase effectiveness based on the conclusions of the report could also be a useful addition. (IB.3)

The team found evidence that the current program review planning process is broad based and offers opportunities for input by appropriate constituencies. At the department level, faculty and staff reported involvement and a familiarity with the process, including the distributed resource request prioritization process, and indicated they may not have received all of their requested resources but that the system appeared equitable and transparent. The team heard evidence that the process worked, including a request made through the financial aid office, which was based on evidence perceived need due to high student loan default rates, to hire a person to help students understand loan debt responsibilities and basic personal budgeting and finance. Beyond the program level, the team found evidence that the recently implemented process to develop regional educational master plans and a new strategic plan is broad based and offers input by appropriate constituencies. It is unknown whether adequate resources will be allocated to support these plans, or whether they will lead to increased institutional effectiveness. Based on review of meeting minutes, analysis of budget allocations, and discussions with an array of campus leaders, the team concluded that past decisions regarding resource allocations have not substantially followed the college's stated planning processes. However, college level resource allocations in the last six months have adhered to the college's recently established planning, prioritization, and allocation process. (IB.4)

The college has become more transparent in sharing information, as evidenced by the centralized posting of committee agendas and minutes on the internal links web page. Other information has been made more available, from the videocasting of board meetings to remote sites to the posting of annotated Cabinet agendas on the President's web page to the accessibility of program reviews for all to see. On their departmental website, the Office of Institutional Research posts results of surveys and other research efforts, access to internal data reports, and external assessment information such as the Accountability Reporting for Community Colleges. It was unclear to the team that there is much analysis or dialogue about the available data and assessments to inform the improvement of student learning and institutional processes. The college will be able to share further matters of quality assurance to the public when higher level plans are implemented and assessed in an on-going cycle. (IB.5)

The team found evidence that the college has systematically reviewed and modified, as appropriate, the program review and related resource allocation process. Over the past few years, modifications have been made to the established process resulting in quality improvement, such as the new electronic resource request addendum to facilitate the routing of resource requests and the annual modifications of the data provided to instructional programs. The Institutional Effectiveness Committee, which has evolved significantly over time, has as its stated purpose "to ensure the implementation and ongoing assessment of the institutional planning process, to compare the college's performance to its stated mission and strategic goals, and to examine the effectiveness indicators to ensure that the college is meeting WASC/ACCJC requirements." The committee recently confirmed that their role in the planning process was evaluative rather than operational, that is, the Institutional Effectiveness Committee guides and evaluates the process of program review, planning, and budgeting, leaving the implementation of these processes to other committees. The committee's role is to be attentive to the entire institutional planning process, as depicted in the Revised Planning Model and Institutional Planning Narrative of March 7, 2011. In spring 2011, in an effort to assess the entire planning process,

the committee gathered both qualitative and quantitative data and information through a two-day Institutional Effectiveness Summit and an on-line survey that garnered 155 responses. The committee reviewed and analyzed the results of these assessments, and developed five thematic interests for integrated planning, that the Institutional Effectiveness Committee can now use for further evaluation and assessment. Its criteria include efficient and effective participation, trust and communication, evaluation and feedback, effective and efficient process, and flexibility. Some changes have already been implemented as a result of this assessment, including the centralized posting of committee agendas and minutes on the website, the creation of the electronic resource request addendum to the program review, and the revised purpose of the Institutional Effectiveness Committee. The Office of Institutional Research currently has 2.0 full-time equivalent employees to support all the research needs of the college, including data on the identified Key Performance Indicators and other information to help inform the assessment of institutional and program effectiveness. There had been concern, as evidenced by the Academic Senate Resolution of February 4, 2011, that the college might not adequately staff the Office of Institutional Research as obligated under the conditions of the Title III grant. At the time of the Senate resolution, there was only 1.0 full-time equivalent employee in the research office, and the college has since hired a new director to work with the research analyst to provide data, analysis and research support to committees, administration, faculty and staff in the district. In August 2011, the former Director of Special Projects was assigned a revised role and new title, the Director of Planning, Grants and Institutional Effectiveness. The description for this job indicates the Director "coordinates the development, implementation and communication of the district's planning and institutional effectiveness activities."

It appears to the team that the college has recognized the need for more effective coordination of planning, and as a strategy to address this, has assigned responsibility for implementing improvements. The absence of a current Strategic Plan and the unfinished revision to the Educational Master Plans will make it challenging at best to integrate planning and to assess the entire institutional planning cycle. It will require upper level institutional commitment to fully enact institutional planning at the college. (IB.6)

As noted above, the college has engaged in ongoing review of the program review and related resource allocation process for instructional programs, student support services, and library and other learning support services. Evaluations of higher level planning have begun to be systematically evaluated, as evidenced by the Institutional Effectiveness Summit and survey in Spring 2011. (IB.7)

Conclusion
The college does not meet Standard IB.1. This standard calls for evidence of the achievement of student learning outcomes and evidence of institutional and program performance. Regarding the assessment of student learning, College of the Redwoods has made progress in establishing and assessing learning primarily at the course level. To a lesser extent there has been progress in establishing and assessing program and service outcomes, and general education learning outcomes. The team heard evidence of rich and engaging dialogue among some departmental faculty regarding authentic course assessment outcomes. In conversation, many faculty members demonstrated an awareness of the importance of student learning outcomes and the assessment cycle and seemed engaged in the process. Most, but not all faculty and departments are fully engaged, and it was not clear to the team that student learning outcomes assessment results regularly inform resource requests and drive dialogue outside of the department, that is, at the institutional level of dialog. Upper level

institutional commitment could help extend this engagement to the program and institutional levels. In order to become proficient in demonstrating institutional effectiveness through student learning outcomes by Fall 2012, as required by the Accrediting Commission for Community and Junior colleges, the college needs to develop an on-going, sustainable process for assessing learning at the course, program, certificate and degree levels, analyze and discuss the results, and use them to inform improvement in an on-going cycle. (IB.1)

The college does not meet Standards IB.2, IB.3, and IB.4. The college does not yet articulate its goals with stated objectives in measurable terms, especially at the highest levels of planning. However, those at the college are working collaboratively toward achieving such goals and objectives. (IB.2) While it does so at the program level, at the institutional level the college has not been able to sustain its processes for assessment of progress toward achieving its stated goals as a district and has not sustained a regular decision-making process to improve its institutional, district level effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. (IB.3) The program review, institutional planning, and educational master planning processes involve broad-based input and are generally well understood. Resource allocation functions equitably based on program review input to support program needs but has not consistently followed planning processes for institutional level resource allocations until the last six months. (IB.4)

In terms of program performance, the team found that the college has a program review process in place which is linked to resource allocation and is on-going and sustainable. Program reviews the team read were uneven in quality to the point that some were found to be shallow. Despite this uneven quality, the team found evidence of widespread participation, awareness, and engagement in the process. It is unclear to the team how or if aspects of the program review beyond resource requests are discussed or reviewed outside of the department, that is, at the institutional level. The college does not substantially meet the sustainable continuous quality improvement level in program review, and to do so, it must integrate the results of program review into the college level dialogs and planning process in order to continually refine and improve both program and institutional practices resulting in appropriate improvements in student achievement and learning. In terms of institutional performance, the college lacks adequate planning at the highest levels which is generally a pre-requisite for assessing institutional effectiveness. Without stated actionable goals, it is not possible to assess whether those goals have been achieved. The team found that College of the Redwoods lacks vision and direction from the highest levels, which negatively impacts the college's ability to engage in a process of planning, assessment and improvement. While the college is developing regional educational plans, the team found no evidence of mission statements for the sites, and it does not appear that the sites undergo program review. Without adequate vision and direction from the highest levels, it is difficult for the college to demonstrate a conscious effort to refine its key processes and improve student learning in alignment with the mission, as called for by the standards. While program review is well established, and is functionally linked to resource allocation, it does not appear effectively linked with the current educational master plan nor the current strategic plan. Further, district-wide institutional plans (facilities, technology, current strategic and educational master plans) appear neither integrated nor aligned effectively with program review (other than the facilities and technology plans being indirectly aligned through the program review resource allocation process). (IB.1-4)

The college does not yet use documented assessment results to communicate matters of quality assurance to appropriate constituencies and thus does meet Standard IB.5, especially at the highest levels of planning. (IB.5)

The college meets Standards IB.6 and IB.7. The college systematically evaluates its program review and budgeting processes and makes improvement in these processes based on such evaluations. (IB.6, IB.7)

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.
Note: Specifics of this recommendation will be added as Standards IIA and IIB are evaluated.

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)

Standard II – Student Learning Programs and Services
Standard IIA – Instructional Programs

General Observations
The College of the Redwoods offers credit and community education courses at the main campus located in Eureka and in the community at numerous sites within the 10,000 square mile geographic region which includes the Del Norte Center in Crescent City, 20 miles south of the Oregon border, and the Mendocino Center in Fort Bragg, 135 miles south of Eureka.

The college offers courses in a variety of instructional modes including lecture, laboratory, directed practice, internships, field studies, and distance education utilizing online, interactive television, and hybrid instructional methodologies. Due to the numerous challenges of serving a district spread across a large segment of the California coastline, the college has developed a robust and comprehensive distance education program that provides excellent technological support and staff training resources.

The college partners with the community to contribute to the economic vitality of the region as evidenced by the participation of industry and business partners on advisory committees, contract education courses provided through the regional Business Development Center and through partnerships with regional and economic workforce agencies. Many of the career and technical programs are accredited or certified through state and national professional organizations that specify and validate course and program outcomes and requirements.

Findings and Evidence
The college mission statement approved in 2011 asserts that the college provides "outstanding developmental, career technical, and transfer education." The college has a history offering instructional programs in career technical and transfer education. The developmental and basic skills curriculum are integrated into the English and Mathematics Departments, as noted in the *Self Study*, Section IIA.2. In relation to measures of student success, the team found through review of documents and minutes and by numerous interviews that courses and programs are approved by the college curriculum committee and examined through student learning outcomes assessment and through the college program review process. The team examined college data and reports demonstrating that student persistence, basic skills progression, and degree, certificate and transfer rates are tracked by institutional research and reviewed by faculty. The team reviewed class schedules and visited both the Del Norte and Mendocino Centers and verified that credit and community education courses are offered on the main campus and in the community at various sites within the district and at the Del Norte and Mendocino Centers. In addition, the college provides technological and pedagogical support for a sophisticated distance education program. The college partners with the community to contribute to the economic vitality of the region as evidenced by the participation of industry and business partners on advisory committees, contract education courses provided through the Business Training Center and through partnerships with regional and economic workforce agencies. (IIA.1)

The college assesses students' educational preparedness through Accuplacer for English and math placement, and through meetings with counselors and advisors that include questions from the *Intake Questions for Multiple Measures* document. A task force of the Enrollment Management Committee and the Mathematics Department are both active in improving tools to assess students' educational preparedness. Table 1.01H Overall Success Rate in Courses in Major by Student's English and Math

Level and two follow-up questions in the recent 10/3/2011 draft of *Instructional-Comprehensive Program Review* provide a mechanism for information on students' educational preparedness to be incorporated into program planning. The college has no readily apparent mechanism to specifically assess students' educational preparedness for distance education programs. Results of research showing disaggregated data on student educational preparedness and progression through the institution are clearly evident in the Self Study report and on the Institutional Research webpage. More specifically, the Institutional Research webpage has research on retention and success of students in English and math, with some disaggregation by geographic location and ethnicities. The Basic Skills Committee is currently active, and the website contains longitudinal data from 2009 through 2011 along with other Basic Skills Initiative-related reporting, but the absence of minutes and reports reveals a period of relative inactivity from 2008-09 through 2010-11. The Basic Skills Committee is currently working on goals and objectives for the 2011-2012 year as reflected in the *Basic Skills Committee 2011-2012 Planning Agenda* document available on the Basic Skills Committee website.

Research on achievement of learning outcomes begins with discipline faculty. The college has implemented a *Course Section Assessment Form* and a *Course Department Assessment Form* which are both available on the Assessment Committee webpage. Per an interview conducted by members of the evaluating team with the Assessment Coordinator, the new "assessment analysis" forms are scheduled for approval on October 21, 2011. The completed course assessment forms may be viewed in the Assessment section of MyCR in a folder titled *Assessment Documents Submitted by Faculty*. Sections of the annual and comprehensive program reviews have questions embedded in them to prompt reflection on results of assessment. Research showing disaggregated data on achievement of stated learning outcomes has yet to occur at the institutional level; comprehensive assessment reports have not yet been prepared. In an interview conducted by members of the evaluating team with the Assessment Coordinator, team members learned that the focus for program level assessment is currently geared toward general education, with a plan to move into assessing basic skills next. (IIA.1.a)

The *Curriculum Proposal for Distance Education Courses*, which was approved in 2009, outlines various distance education methods, including interactive video, interactive audio, and internet based methods, that instructors use to provide distance education courses, evidencing that the institution supports multiple delivery systems and modes of instruction based on the needs of their distance education students. A random sampling of *Curriculum Proposals for Distance Education Courses*, and a spreadsheet titled *Distance Education Approvals by Method of Delivery* that was provided to an evaluation team member by the Curriculum Committee, revealed that these various distance education methods are used, although it was not clear why an instructor would choose one delivery mode over another. The college would be better able to address current and future student needs in distance education courses and programs by collecting data on the demand for different delivery modes. The *Curriculum Proposal for Distance Education Courses* also prompts proposal authors to discuss the software and technologies necessary for enrolled students to engage with the content, describe the nature and frequency of instructor-student and student-student interaction, and open access functions for students with disabilities, which are in line with the larger curriculum processes. The Curriculum Committee webpage has a clear link to the California Community College *Program and Course Approval Handbook*, which contains references for distance education instruction. The Curriculum Committee webpage also contains the *Large-Class Format Proposal* for submission by faculty to demonstrate how this mode of instruction maintains quality.

There is currently no institutional data on how instructional delivery methods are evaluated for their effectiveness in meeting the needs of student subpopulations, such as basic skills. The *Self Study* and the Institutional Research webpage have data on student achievement for distance learning, but there is no evident data on learning outcomes for varying delivery systems and modes of instruction. There is, however, dialogue about instructional delivery methods, such as distance education, and Disabled Students Programs and Services populations as evident in the *2011 Distance Education Accessibility Guidelines* posted for discussion on the Distance Education Advisory Committee webpage. The other venue where dialogue about delivery systems and modes of instruction would take place is the Center for Teaching Excellence. Unfortunately, this teaching and learning center closed in 2008 due to lack of funding. Recognizing the importance of a teaching and learning center, the Academic Senate drafted the 2/4/11 *Resolution on Faculty Development* requesting returned institutional support for this function; however, no other documentation or interviews revealed an institutional commitment to reinstating a teaching and learning center. (IIA.1.b)

The college has identified student learning outcomes for all of its courses, and those student learning outcomes are included in the Course Outlines of Record. Based on conversations with faculty and the Assessment Committee, and an examination of the MyCR Assessment Committee website and the MyCR Program Review website, faculty are engaging in the assessment process and having analysis sessions and discussions about student learning outcome assessment data, though the assessment reporting forms do not have a place where the analysis discussions from these department sessions are captured. Prompting faculty to record their departmental analysis discussions would benefit the overall outcomes process and provide a longitudinal assessment history for the department. Most departments have also completed a *Five-Year Course-Level Assessment Plan*, which plans out the assessment of every course-level student learning outcome, starting in spring 2011 and ending in fall 2015. Because the assessment process is fairly new, departments have only mapped out a first assessment plan for each student learning outcome over this five year period. However, the Assessment Committee has created a *Closing the Loop* document, which is being approved at the ~~10/21/11~~ October 21, 2011 Assessment Committee meeting, to document how faculty have used assessment results to make improvements. These forms will be due as part of an addendum to the spring program review reports. The Assessment Committee also provides workshops and one-on-one training on assessments to faculty and staff. At this point, there are only 59 courses with posted assessment results on MyCR. But in the last year, the institution has integrated the reporting of student learning outcomes assessment analysis into the annual program review update process; programs currently fill out a *Learning Outcomes Assessment Update* in their program review spreadsheet, a *Discipline Assessment Analysis Form*, and, starting next spring, a *Closing the Loop* document, which asks departments to reflect on the impact of the changes they made based on the student learning out comes assessment and analysis. The Assessment Committee believes that this will make the assessment reporting process more institutionalized and regular, and will guarantee that programs complete their assessment reports in a timely and appropriate manner. The college has defined "program" to include only those courses of study which terminate in a degree or certificate. Accordingly, those instructional departments that do not lead to a degree or certificate are grouped together into a Liberal Arts Degree with a broader scope, such as the Liberal Arts: Humanities degree and the Liberal Arts: Science degree. For example, History/Cinema and Anthropology do not have individualized program-level student learning outcomes, but instead share program-level/Degree and Certificate-level student learning outcomes with all departments in the Liberal Arts: Behavioral and Social Sciences program. All units which offer a

degree or certificate have program-level student learning outcomes, which are located on the MyCR Assessment Committee website. A random sampling of 2010-11 completed program reviews shows that although some programs have conducted assessments of one or more of their program-level student learning outcomes, particularly the Liberal Arts degrees, nevertheless many programs have not yet conducted a program-level assessment. (IIA.1.c)

The Office of Community and Economic Development, located at the Business Development Center in the business district of downtown Eureka, offers a wide range of program options to serve the community. In addition to specialized and short term contract courses for regional employers, the college offers credit and community education courses to Eureka residents and the 101 corridor. Instructional offerings include courses in addiction studies, water and waste water training, truck driving, phlebotomy, and GED preparation. In addition, the Office of Community and Economic Development has partnered with instructional programs on the main campus to develop and manage grants for smog training, clean energy, and allied health. The downtown facility provides a professional setting, including a computer lab, for providing a wide range of courses to meet the needs of the community. (IIA.2)

The Curriculum Committee, which is composed of teaching and non-teaching faculty representatives from all divisions and centers, has established and published procedures for the design, approval, administration, and delivery of courses and programs in the *Program and Course Approval Handbook* (2009), on the MyCR Curriculum Committee website, and the Inside.Redwoods Curriculum Committee website. The college published an *Assessment Handbook* in fall 2011, which outlines the established procedures for identifying learning outcomes, and the Assessment Committee, which oversees the outcomes assessment process, is composed of teaching and non-teaching faculty and staff representatives from all divisions and centers. The Program Review Committee, which is composed of teaching and non-teaching faculty and staff representatives from all divisions and centers, developed and continues to maintain and edit the *Annual Program Review Update template* and the *Comprehensive Program Review Update template*. (IIA.2.a)

The college offers a variety of career technical education programs in the areas of information science, applied sciences and technology, health occupations, and public safety. Personal interviews and review of related documents verify that the faculty in these programs actively participate in the identification, development, and assessment of student learning outcomes for courses, programs, certificates, and degrees. Moreover, the minutes of advisory committee meetings indicate that employers within the region regularly review the curriculum and approve the course content. In addition, many of these programs are accredited or certified through state and national professional organizations that specify and validate course and program outcomes and requirements. The *Comprehensive Program Review template*, section 1.03, asks career technical education areas to comment on how program advisory committee activities have helped to improve the program. (IIA.2.b)

The institution engages in an institutionalized and systematic program review process, which asks programs to report annually on student success, student learning outcomes, and retention data, and comprehensively every fifth year, on breadth, depth, rigor, sequencing, time to completion and student learning outcomes. The Curriculum Committee has created a *Curriculum Stoplight* spreadsheet, a live and frequently updated document located on the redwoods.edu Institutional Research website, which monitors and flags Course Outlines of Record which have not been revised in the past five years or

which are due for revision in the upcoming year. The Curriculum Committee uses this spreadsheet to follow up with departments and make sure Course Outlines of Record are revised in a timely manner. The Committee also advises faculty that old, unrevised courses should be inactivated based on this spreadsheet. To compel faculty to remain current on their Course Outlines of Record, the Vice President of Instruction/Interim President stated, at a meeting attended by an evaluation team member on 10/19/11, that all requests which require budgetary consideration must be accompanied by an affirmation that the program's curriculum approval process is complete. As faculty members revise Course Outlines of Record, the Curriculum Committee and the Assessment Committee provide training and assistance for those departments who plan to revise their student learning outcomes. Training and assistance is also provided for departments whose student learning outcomes appear to be immeasurable or unsustainable.. This information was reported by both the Curriculum Committee and the Assessment Committee in meetings on October 19, 2011. The Curriculum Committee's discussion board forums, located on the MyCR Curriculum Committee website, have proved particularly useful in providing frequent advice to faculty in the curriculum revision process. (IIA.2.c)

The college uses a variety of delivery modes and teaching methodologies that reflect the diverse needs and learning styles of students. Many of these are evident in official course outlines of record. A site visit to the Del Norte Center provided an opportunity for team members to observe students in the Licensed Vocational Nursing program working in a simulation laboratory for hands-on clinical practice. During the visit, the Dean of the Del Norte Center provided numerous examples of how faculty members involve students with modes and methodologies of instruction that bring students out of the classroom and into the community. The college offers Disabled Students Programs and Services, an Academic Support Center for academic skill development, and an Honors Program. In an interview with the Vice President of Student Development, the team learned that recent budget cuts have reduced services offered through the Academic Support Center, and therefore some basic skills students may have reduced access to this mode of instructional assistance. The college offers some assistance in the form of learning communities for at-risk students and courses with a variety of technology components including distance education. This section of the standard in Self Study report does not comment on how the college determines the diverse needs and learning styles of students, nor does it comment on professional development to assist faculty with appropriately matching modes and methodologies to needs and learning styles. As stated previously, the Center for Teaching Excellence closed in 2008 and there is no readily apparent presence on the college website to serve as a substitute. The 2009 *Curriculum Proposal for Distance Education Courses* outlines various distance education methods including interactive video, interactive audio, and internet-based methods. Instructors may use these methods to provide distance education courses, evidencing that the institution supports multiple delivery systems and modes of instruction. (IIA.2.d)

The institution engages in an institutionalized and systematic program review process, which asks programs to write a comprehensive program review document every five years. In this comprehensive program review document, programs are asked to review data regarding student enrollment and success and comment on how the program has responded to the data via curricular changes. Both the comprehensive and the annual program review documents ask programs to review and assess student achievement of learning outcomes. The Program Review Committee maintains and posts on the Inside Redwoods Program Review website, a *Program Review Author Calendar* for the annual program reviews and a *5-Year Comprehensive Program Review Calendar*. To compel faculty to remain current on their Course Outlines of Record, the Vice President of Instruction/Interim President stated, at a

meeting attended by an evaluation team member on 10/19/11, that all requests which require budgetary consideration must be accompanied by an affirmation that the program's curriculum approval process is complete. The Curriculum Committee has created a *Curriculum Stoplight* spreadsheet, a live and frequently updated document located on the redwoods.edu Institutional Research website, which monitors and flags Course Outlines of Record which are have not been revised in the past five years or which are coming due for revision in the upcoming year. The Curriculum Committee uses this spreadsheet to follow up with departments and make sure Course Outlines of Record are revised in a timely manner; the Committee also advises faculty that old, unrevised courses should be inactivated based on this spreadsheet. To compel faculty to remain current on their Course Outlines of Record, all requests which require budgetary consideration must be accompanied by an affirmation that the program's curriculum approval process is complete. As faculty members revise Course Outlines of Record, the Curriculum Committee and the Assessment Committee provide training and assistance for those departments who plan to revise their student learning outcomes and for those departments whose student learning outcomes appear, to the Curriculum Committee and the Assessment Committee, to be immeasurable or unsustainable; this information was reported by both the Curriculum Committee and the Assessment Committee in meetings on 10/1911. The Curriculum Committee's discussion board forums, located on the MyCR Curriculum Committee website, have proved particularly useful in providing frequent advice to faculty in the curriculum revision process. (IIA.2.e)

The institution has integrated the reporting of student learning outcome assessment analysis into the annual program review update process. Programs currently fill out a Learning Outcomes Assessment Update in their program review spreadsheet, a Discipline Assessment Analysis Form, and, starting in the spring, a *Closing the Loop* document, which asks departments to reflect on the impact of the changes they made based on the student learning outcomes assessment and analysis. The Program Review Committee reported in an October 19, 2011 meeting that they ensure that the student learning outcomes section of the program review document is filled out and provides sufficient information and narrative; an intervention is staged with any department that the Committee deems has deficiencies in their program review document. The Program Review Committee posts completed program reviews on the Inside Redwoods website.

It is not clear where student learning outcome assessment data is housed, aside from what is reported in annual student learning outcomes updates. Some faculty referenced Area Coordinators who held the data, others seemed confused about where there data was if it was kept at all, and there is no process in place to ensure that student learning outcomes assessment data is regularly maintained and passed along when leadership changes hands. The Director of Planning, Grants and Institutional Effectiveness, in an October 19, 2011 memo to the Accreditation Site Visit Team, stated that "College of the Redwoods does not have a software package to track the extent to which course-level assessment of student learning outcomes has taken place." The deans and the faculty, including the Assessment Coordinator, report, however, that every program has assessed one or more learning outcomes. The MyCR Assessment Committee website and, as of the 2009-10 program review cycle, the Inside Redwoods Program Review website house these reports, but a lack of a central location make it difficult for faculty to see progress, understand department-level outcomes assessment history, and stay on track. The college needs to have a more clear and systematic process for creating and housing department-level student learning outcome history. The institution has also created an Assessment Committee, led by a Coordinator with 40% reassigned time, to ensure the ongoing and systematic nature of student learning outcome assessments at the course, certificate and program

levels. The Assessment Committee is guided by the September 2011 *Draft Three Year Assessment Plan*, although there is not a process in place to ensure that the plans are completed. The college needs to create a process to ensure assessment plans are completed college-wide and meet the needs of faculty and staff. (IIA.a.2.f)

In some courses and/or programs requiring industry accreditation or licensure, such as nursing and the police academy, a standardized exam is required. These exams are provided and monitored by the relevant accrediting bodies. (IIA.2.g)

The evaluation team examined a Distance Education Course, History 8, U.S. History through 1877, 3.0 units; a Classroom-based Course with a Laboratory, Chemistry 1A, General Chemistry, 5.0 units; a Classroom-based Basic Skills Course, Math 372, Arithmetic for the college Student, 4.0 units; a Classroom-based Course with a Clinical, DA 156, Dental Assisting Fundamentals, 5.0 units; and a class that converts clock hours to credit hours for purposes of awarding credit, English 350, Reading & Writing Skills, 6.0 units, and found that the institution adheres to the federal regulations in conforming to the Carnegie Unit of awarding credit hours and schedules class hours accordingly. (IIA.2.h)

The institution has defined a program as those courses of study which terminate in a degree or certificate. All units which offer a degree or certificate have program-level student learning outcomes, which are located on the MyCR Assessment Committee website. A random sampling of 2010-11 completed program reviews shows that while some programs have conducted assessments of one or more of their program-level student learning outcomes, particularly the Liberal Arts degrees, many programs have not yet conducted a program-level assessment. Spot checks of some of the Program Review Committee executive summaries revealed feedback to program review authors about the lack of authentic program learning outcomes for some career and technical programs, even though the Self Study report says that program learning outcomes for career and technical programs are well established. Per an interview by an evaluation team member of the Dean of Health Occupations and Public Services, these career and technical education programs are already geared toward documenting outcomes, have embraced the assessment culture, and are working well with the Assessment Coordinator to move forward with documenting how student achievement of a program's learning outcomes lead to awarding of degrees and certificates. Regarding other types of programs, the *Self Study* states, "However, developing program learning outcomes for transfer programs has posed a challenge because of the need for interdisciplinary dialogue and collaboration." The planning agenda for this section of the standard states, "By Fall 2012 the college will develop a standardized way to communicate program learning outcome information to students." In an interview by evaluation team members with members of the Assessment Committee, the Assessment Coordinator explained how assessment of program learning outcomes for general education has a revised timeline, and will begin spring 2012 with the critical thinking outcome. (IIA.2.i)

From review of the *College of the Redwoods 2011-2012 Catalog* it is evident that the institution requires a component of general education of all academic and vocational degree programs. While the *Self Study* references some past turmoil and divergent understandings of the philosophy and outcomes for the college's general education pattern, the team found that the philosophy is carefully considered and that learning outcomes are structured around the three categories of effective communication, critical thinking, and global/cultural context. The *Self Study* provides evidence of how the Curriculum Committee and discipline faculty, in the 2010-2011 year, developed and implemented a process for

reviewing course outlines of record to certify that existing general education courses and newly proposed general education courses are carefully considered. According to the *Self Study*, assessment of general education learning outcomes has not yet occurred. This was verified through an interview with the Assessment Coordinator who explained that assessment of general education learning outcomes will begin in spring 2012 with assessment of the critical thinking outcome. (IIA.3)

From review of the *College of the Redwoods 2011-2012 Catalog* it is evident that major areas of knowledge including the natural science, social sciences, and humanities are included in the general education requirements for all students intending to obtain a degree from the college. General education outcomes, listed under the major headings of Effective Communication, Critical Thinking, and Global/Cultural Context, are applicable to the basic content and methodology of the major areas of knowledge. A sampling of course outlines of record for multiple disciplines suggests that most courses have identified student learning outcomes. The curriculum committee has developed and implemented a process for reviewing and ensuring that one or more of the course student learning outcomes meets the general education learning outcomes in order for a course to be included in the general education pattern. (IIA.3.a)

From review of the *College of the Redwoods 2011-2012 Catalog* it is evident that general education requires completion of courses that have student learning outcomes related to 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, and that these course student learning outcomes are consistent with the program level learning outcomes in the areas of effective communication, critical thinking, and global/cultural context. A sampling of course outlines of record for multiple disciplines suggests that most courses have identified student learning outcomes. The Curriculum Committee has developed and implemented a process for reviewing and ensuring that one or more of the course student learning outcomes meets the general education learning outcomes in order for a course to be included in the general education pattern. (IIA.3.b)

From review of the *College of the Redwoods 2011-2012 Catalog* it is evident that general education requires completion of courses that have student learning outcomes related to developing recognition of what it means to be an ethical human being and effective citizen, and that these student learning outcomes are consistent with the program level learning outcomes in the areas of effective communication, critical thinking, and global/cultural context. A sampling of course outlines of record for multiple disciplines suggests that most courses have identified student learning outcomes. The curriculum committee has developed and implemented a process for reviewing and ensuring that one or more of the course student learning outcomes meets the general education learning outcomes, in order for a course to be included in the general education pattern. (IIA.3.c)

From review of the *College of the Redwoods 2011-2012 Catalog* the team determined that the college requires a minimum of 18 units in a selected area of emphasis including either agriculture, behavioral and social science, business, fine arts, humanities and communications, mathematics, science, or science exploration for the Associate Degree in Liberal Arts, or completion of requirements specified for the program area in order to earn an Associate of Science degree. (IIA.4)

The college offers numerous career technical education programs that meet the requirements for external certification or accreditation, including programs in automotive, construction, dental assisting, drafting, early childhood education, emergency medical technician, law enforcement, nursing, solar technology, water and wastewater treatment, and welding. In addition to meeting professional, state, and/or national standards, career technical education programs at the College of the Redwoods gather support from the business community within the region through representatives who serve on employer advisory committees and provide donations, faculty, and curriculum recommendations. In many of the career technical education programs, the college has provided advanced technology and sophisticated instructional equipment to prepare students for employment. The simulation lab for the nursing program at the Del Norte Center and the dental assisting and the manufacturing technology laboratories at the Eureka Center were particularly impressive. The Interim President/Vice President of Instruction confirmed that since the last accreditation visit a number of career technical education programs have been inactivated, or the course offerings significantly reduced, including diesel, horticulture, culinary and hospitality management. In July 2011, the Board approved Administrative Procedure 4021, Program Revitalization or Discontinuation, that should provide an agreed upon method in the future. The co-chair of the Academic Senate indicated that the college was also developing a new administrative procedure for program initiation. (IIA.5)

The *College Catalog*, which is available both in print and online versions, provides students with clear and accurate information about educational courses, on pages 80-149 of the *Catalog*, programs, on pages 30-43 of the *Catalog*, and about transfer policies, on pages 31, 34 and 39-43 of the *Catalog*. The *College Catalog* also describes its degrees and certificates in terms of their purpose, content and course requirements, though the *Catalog* does not describe expected student learning outcomes. Additionally, while some course syllabi contain the student learning outcomes consistent with the college's officially approved course outline of record, a random sampling of syllabi taken from the MyCR website and the syllabi provided as evidence to the evaluation team showed that student learning outcomes were specified on only seven out of seventeen course syllabi. In a meeting with the Assessment Committee on 10/19/11, the Assessment Coordinator confirmed that while faculty are reminded that they should be putting the student learning outcomes on syllabi, there is no control measure in place to ensure that this is done; faculty submit syllabi to their dean's administrative assistant at the start of each semester, but neither the administrative assistants nor the Assessment Committee members ensure that student learning outcomes are on course syllabi. (IIA.6)

The college provides information in the catalog and also online informing students how to request credit for college work completed at prior institutions of higher education. The catalog indicates that the college "accepts most lower-division course work that students have completed at another regionally accredited college." Similar information is available to students who are interested in transferring to four year colleges and universities. The college Transfer Center maintains a webpage, publishes a semester calendar of events, and offers activities to inform students about the transfer process. The college works closely with the local state university promoting transfer opportunities. A very impressive online course guide provides a cross-walk by major for students interested in transferring to Humboldt State University from the College of the Redwoods. However, the college does not grant college credit for military service. This is an unusual practice considering the many veterans currently entering the California Community colleges. At the time of the *Self-Study* report, the college did not have an articulation officer. However, recently the Director of Counseling was

appointed to serve in this capacity. The college regularly updates its articulation information on the statewide articulation system, ASSIST. (IIA.6.a)

Through interviews with faculty, administration, department staff, representatives from the academic senate, and the Interim President/Vice President of Instruction, the team determined that during the past three years degree and certificate programs in diesel, horticulture, plant science, and culinary and hospitality management were inactivated by the college. These actions were taken following the college's procedure in place at the time, namely, action by the Curriculum Committee. These programs have not been removed from the college catalog or from the inventory of programs at the state chancellor's office. In March 2011, the Interim Dean of Careers and Technology, after consulting with "colleagues and the agricultural advisory committee," submitted a request to the college curriculum committee which resulted in the approval of the inactivation of four degree and certificate programs in the horticulture and plant science programs. There was no documentation located on the approval of the inactivation of the other instructional programs.

According to the Interim President/Vice President of Instruction, there were very few students enrolled in these programs at the time of their closure and some lecture courses continue to be offered online in culinary and hospitality management after the closure of the culinary labs. He indicated that program participants in the culinary program were provided opportunities in the summer session to complete their program coursework, and that some students participated in directed study courses. Interviews with other staff and faculty clearly established to team members that these programs enrolled numerous students and that sufficient measures were not provided to ensure that the students had an opportunity to complete their course of study.

According to the Data Mart information posted on the state Chancellor's Office webpage, during the past four years, 11 horticulture students, 17 plant science students, 9 culinary students and 15 diesel students received certificates and degrees from the College of the Redwoods. In comparison, similar programs in automotive and agriculture awarded a combined total of 10 certificates and degrees during the same time period. These programs were not inactivated. Furthermore, according to faculty representatives in a forum held with members of the evaluation team, other instructional programs have been inactivated during the past three years including baseball and education. There was no information available as to whether the students in these programs were provided an opportunity to complete their instructional coursework. In July of 2011 the Board of Trustees approved Administrative Procedure 4021 for program revitalization or discontinuation. (IIA.6.b)

The college provides information to current and prospective students through a variety of print and electronic formats with the primary sources being the college catalog, the schedule, and the college webpage. These resources are well designed and provide clear and concise information on the college instructional programs and services. Program information listed in the catalog includes both course requirements and a suggested sequence for course completion. However, it was determined through interviews with faculty, staff, representatives from the Academic Senate, and the Interim President/Vice President of Instruction that some of the instructional programs listed in the college catalog have been inactivated and are not currently being offered by the college. The team suggests that these programs be either identified as inactive in the catalog or utilized by the newly approved board Administrative Procedure 4021 on Program Discontinuance and Revitalization. During the past six months, the college updated its mission statement. The revised statement has been included in the

catalog and on the webpage. The programs presented in college print media appear to be in alignment with the college mission statement. (IIA.6.c)

From review of the *College of the Redwoods 2011-2012 Catalog* and the Board Policies on the Board of Trustees webpage, it is evident that the college has public and clear policies on the institution's commitment to the free pursuit and dissemination of knowledge. (IIA.7)

The policy on Academic Freedom, Board Policy 4030, provides clear information consistent with accepted academic intuition policies on academic freedom, responsibility of faculty to distinguish between personal conviction and professionally accepted views in the discipline, and responsibility to present data and information fairly and objectively. Information on Board Policy 4030 is also readily accessible in the *2010-2011 Faculty Handbook* and the *College of the Redwoods 2011-2012 Catalog*. Ensuring faculty adherence to this standard occurs through peer review during the faculty performance review process, as outlined in the College of the Redwoods Faculty Organization contract. (IIA.7.a)

The college policy on Standards of Conduct, Board Policy 5500, provides clear expectations concerning student academic honesty and the consequences for dishonesty. The *College of the Redwoods 2011-2012 Catalog* also has an extensive section on Student Code of Conduct Standards, and the *2010-2011 Faculty Handbook* has a section on Student Conduct Code and Disciplinary Procedures. According to the *Self Study* report, disciplines such as health occupations, public safety, and early childhood have additional codes of conduct that are identified within program handbooks. In addition, during an interview with the Dean of Health Occupations and Public Safety, an evaluation team member witnessed the college's adherence to student codes of conduct, since the Dean of Health Occupations was just finishing with a student conduct-related dismissal from a program when the team member arrived for an interview. (IIA.7.b)

The college policy on Nondiscrimination, Board Policy 3410, requires conformity of conduct of staff, faculty, administrators, and students. The *College of the Redwoods 2011-2012 Catalog* has a clear section on Non-Discrimination – Equal Opportunity. The *2010-2011 Faculty Handbook* also contains sections on Equal Opportunity/Nondiscrimination/Programs and Compliance, and Sexual Harassment. The policy on Consensual Relationships, Board Policy 343/440, is also readily accessible in the *2010-2011 Faculty Handbook*. The catalog section on Student Code of Conduct Standards has information on Appeals of Formal Hearing Decisions. Additionally, the Student Code of Conduct Standards section describes the process for Student Complaints Other Than Unlawful Discrimination. Student complaints related to unlawful discrimination or sexual harassment are not outlined in the catalog but a contact number is provided for these types of complaints. These policies and procedures are also not readily available on the College of the Redwoods website. The *Self Study* report also makes reference to a draft policy on an institutional code of ethics, Board Policy and Administrative Procedure 3050, that will be viewed by all college constituencies fall 2011. Evidence provided during the team visit confirmed the existence of the new institutional code of ethics. (IIA.7.c)

The college is not currently offering curricula in foreign locations. (IIA.8)

Conclusions
The college partially meets Standard IIA.1. The college's instructional programs, regardless of location or means of delivery, address and meet the mission of the institution. The renewal of the college Basic

Skills Committee in 2011 should provide important support, review, and opportunities for continuous improvement for the college developmental education program. (IIA.1) The college demonstrates evidence of identifying and seeking to meet varied educational needs of students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The resumption of Basic Skills Committee activity demonstrates a commitment to identifying and meeting the needs of this population. With the current institutional priority given to research, the college will henceforth be in a better position to rely upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes. (IIA.1.a) The institution provides multiple delivery systems and modes of instruction that are compatible with the curriculum. The college does not yet meet Standard IIA.1.b, however, with the current institutional priority given to research, the college will henceforth be in a better position to assure that delivery systems and modes of instruction are appropriate to the current and future needs of its students. (IIA.1.b) At the course level, the institution has done a good deal of work to get assessment efforts underway including dialog about and use of assessment to improve teaching and learning. The assessment reporting process, however, is still fairly new and requires multiple, cumbersome assessment reports. Assessment at the program level is just beginning, and so the college does not currently meet Standard IIA.1.c. The *Closing the Loop* document has not been fully implemented, therefore the institution has not demonstrated the sustainability of its process of assessment and use of student learning outcomes. (IIA.1.c)

The college partially meets Standard IIA.2. The program review and curriculum review processes allow the institution to assure the quality and improvement of collegiate instructional courses and programs. After touring the Business Training Center, interviewing the Director, and reviewing the program offerings, the evaluating team found that the Eureka site offers a diverse array of courses that serve the business community, meets workforce needs for the region, provides credit instructional programs, and offers community education opportunities. (IIA.2) The Curriculum Committee, the Assessment Committee and the Program Review Committee are all faculty-centric committees which ensure that faculty members are at the heart of establishing and maintaining quality instructional courses and programs, and all three committees prompt departments to assess and improve their instructional courses and programs. None of the three committees have a self-evaluation plan in place to ensure that they continue to evaluate and update their procedures. (IIA.2.a) Within the career technical education programs, the team determined that the college relies on faculty expertise and the professional advice of members of the program advisory committees. The career technical education programs are unique in that they provide many opportunities for authentic assessment whereby students can demonstrate both the technical knowledge and skills acquired during the program. (IIA.2.b) The college has made significant achievements in developing and maintaining curricular currency and high-quality instruction from the curriculum standpoint. (IIA.2.c) The institution provides multiple delivery systems and modes of instruction that are compatible with the curriculum. With the current institutional priority given to research, the college will henceforth be in a better position to assess which delivery modes and teaching methodologies best serve the diverse needs and learning styles of its students. (IIA.2.d) The college's program review and curriculum review processes provide an on-going systematic review mechanism of all courses and programs. (IIA.2.e)

The college is at the developmental stage of building an ongoing, systematic and integrated process to assure the currency of and measure of student learning outcomes for courses. However, the college is not fully at the developmental level for assessment of learning outcomes for certificates, degrees, and

programs. The college does not meet Standard IIA.2.f. The college does not yet have a clear and systematic process for creating and housing department-level student learning outcome history, nor does the college have in place a process to ensure that college-wide assessment plans are completed and meet the needs of faculty and staff. (IIA.2.f)

The institution's use of course and/or program examinations is limited to those from licensure bodies that have gone through their own approval and accreditation processes. (IIA.2.g) The institution adheres to the federal regulations in conforming to the Carnegie Unit of awarding credit hours and schedules course hours accordingly. (IIA.2.h)

The college has started, and has the mechanism in place for, the assessment of program-level student learning outcomes assessment, but the process is still fairly new, so the institution has not yet demonstrated established campus-wide strategies for assessments at the program and institutional levels. Without clear program learning outcome assessment, there is no evidence available to the team to assess the alignment of program learning outcomes with course student learning outcomes and therefore that degrees and certificates are being awarded based upon achievement of student learning outcomes. With the current institutional priority given to research and assessment coordination, the college will henceforth be in a better position to assure that the institution awards degrees and certificates based on student achievement of a program's stated learning outcomes. (IIA.2.i)

There is sufficient evidence that 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 general education component includes an understanding of the arts, humanities, literature, science, and society, as well as acquiring critical thinking skills, information competency, and scientific inquiry. 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. (IIA.3, IIA.3.a, IIA.3.b) There is sufficient evidence that general education has comprehensive learning outcomes for the students who complete it, and that those outcomes 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. (IIA.3.c)

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. (IIA.4) The college has made a substantial and visible commitment to the provision of high quality career technical education programs to support the regional economy and to prepare students for high wage/high skills jobs. Administrative Procedure 4021, Program Revitalization or Discontinuation, adopted July 2011, and the new administrative procedure for program initiation, being developed by the Academic Senate in fall 2011, should provide an agreed upon method for program discontinuance and initiation in the future. (IIA.5)

The institution does not meet Standard IIA.6 in that it is not ensuring that students in every class section receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline. (IIA.6)

The college offers transfer-of-credit procedures for both entering students and those who are matriculating to other institutions of higher education. (IIA.6.a) Based on interviews, review of data,

and reports, the team concludes that in some instances when college programs have been inactivated the college did not make appropriate arrangements for students to complete their education in a timely manner with a minimum of disruption.(IIA.6.b) Based on review of documents and interviews, the team concludes that the college publications, including those in electronic format, with the exception of inactivated programs printed in the catalog, clearly, accurately, and consistently represents its programs and services to students and the community. (IIA.6.c)

There is sufficient evidence that the college assures academic integrity of the teaching and learning process, through using and making public governing board-adopted policies on academic freedom and responsibility, and student academic honesty. (IIA.7) The college has well established and easily accessible statements related to personal versus professional views and fair and objective presentation. Thee college maintains a competent and professional faculty who would hold themselves and others accountable to distinguish between personal conviction and professionally accepted views and to present data and information fairly and objectively. (IIA.7.a) There is sufficient evidence that the college has established and published clear expectations concerning student academic honesty and the consequences for dishonesty. (IIA.7.b) There is sufficient evidence that the college provides clear prior notice about conformity to specific codes of conduct. The college would benefit from improved access to processes for filing complaints against any codes of conduct. (IIA.7.c)

The college is not currently offering curricula in foreign locations. (IIA.8)

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 assess 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.
Note: Specifics of this recommendation will be added as Standard IIB is evaluated.

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)

Standard II – Student Learning Programs and Services
Standard IIB – Student Support Services

General Observations
The Vice President of Student Development oversees the Student Services and Learning Support area for the college. He is served by one Administrative Assistant and has ten direct reports. Programs and activities under his responsibility include: Residential Life; Athletics; Career Development Center; California Student Opportunity and Access Program; Financial Aid; Counseling and Advisement; Admissions and Records; Scheduling; Student Conduct; Learning Resource Center; Academic Support Center; Disabled Students Programs and Services; Transfer and Career Center; Upward Bound Program and Special Programs including Extended Opportunity Program and Services and the Cooperative Agencies Resources for Education. All Student Services programs are housed on the Eureka campus and education centers, and a variety of programs and services are being offered on the other campuses and instructional sites. The team had an opportunity to interview the Vice President of Student Development and many of his direct reports. When the administrator, managers and staff were asked, "Is there anything else you would like to say to me or thoughts you would like to leave me with regarding Student Support Services?" The responses were overwhelming, "We are hard working dedicated individuals who care about our students and care about our work. Despite being in a remote location we do our best to offer every possible service we can for our students. We would like to get back to the College of the Redwoods when we had students participating in competition all across the country and being recognized for their great accomplishments in academic achievement and sports."

Findings and Evidence
The institution has a high regard for and ensures the quality of all of its student support services. Review of the information provided in the *Self Study* for this standard left the evaluators with concerns for the colleges' ability to provide adequate student services at all sites. A comprehensive listing of services on pages 129-132 of the *Self Study* showed that remote campuses and sites lacked many of the services offered at the main campus. Additionally, an analysis documenting the decision-making process for allocating services to different sites was not provided. However, further investigation and feedback from staff during site visits conducted at both the Mendocino and Del Norte campuses revealed that student services are being provided by a few staff who possess the necessary skills and abilities to provide multiple services normally offered by individuals who work in different departments on the main campus, for example, counseling, advising, financial aid, and admission and records information. During the visit to the Mendocino campus staff reported that funding was lost and tutoring services were no longer available at the campus. In a discussion held with the Vice President of Student Development he indicated there were no future plans for bringing on additional student support services to the sites. (IIB.1)

A review of the current catalog confirmed that the institution does provide a catalog for its constituencies with precise, accurate, and current information concerning general information, requirements, major policies affecting students and locations or publications where other policies may be found. However, the team found that the catalog did not reflect recent elimination of courses and programs. A review of the *Self Study* confirmed previous concerns that the code of conduct was hard to locate. In the 2011-2012 Catalog the Student Conduct Code and Disciplinary Procedures are located on pages 157 to 167. The Student Complaints section was updated and is located on page 170. The Student Conduct Code and Disciplinary Procedures on page 157-167 in the 2011-2012 Catalog are

highly detailed and prescriptive. The code and procedures are cumbersome and could be a deterrent for most faculty, staff and students to review and comprehend. (IIB.2)

The institution utilizes a limited number of surveys to determine the learning support and student services needs of its student population. The instruments used in research of the data include the student scheduled surveys, the Noel Levitz Student Satisfaction Survey, and surveys developed by some of the student support services programs, for example, Extended Opportunity Programs and Services, Residence Halls, Trio Support Services at the Del Norte campus, and Disabled Students Programs and Services. (IIB.3)

As noted in Standard IIB.1, the institution has done an adequate job in providing student services at the Mendocino and Del Norte campuses as well as the Eureka campus. The college offers a variety of support services, some of which are unique to a specific campus or site. The college does ensure that Admissions and Records, Financial Aid, and Counseling are offered throughout the district. Staff are crossed-trained to provide information on a variety of subjects. There is an advisor available to students taking online courses, but, as this population of students increases, one advisor will not be adequate to fulfill their needs. (IIB.3.a)

Data reviewed in the *Self Study* noted that the institution provides several programs and activities that encourage personal growth and development. In 2009 the college revised and reestablished the Campus Life Department with the specific goal of encouraging personal and civic responsibility. The program was developed to support co-curricular experience through student clubs as well as recreational and other events**.** Unfortunately, The Vice President of Student Development informed the team that the Campus Life program has been discontinued due to budget cuts and limited staffing. He also informed the team that the Student Governance and Leadership program was strong. One class, Leadership and Guidance 41, was currently being offered. The Vice President also noted that the Residential Life Program houses 155 students, primarily athletes and international students. The program has five Residential Assistants and one Assistant Director. A team member visited the dorms with the intent to review available technology. Her report revealed that the dorms were well maintained and very appealing. A significant challenge for the program is oversight during the weekends. Campus security maintains high visibility near the dorms throughout the weekends. (IIB.3.a)

The institution has three full-time counselors and six advisors to service the entire district. One full-time counselor is on a reduced workload as she prepares for retirement. Another full-time counselor assumes part-time responsibilities as the articulation officer. As a consequence, the ratio of counselors to students on the Eureka Campus is 3,000:1 which is well above the dismal state average of 1,900:1. The Counseling Department, led by a veteran employee of forty years, is very much aware of the program review process and values the feedback received from the process. One advisor is assigned to a growing veteran student population. The counselors and advisors have been responsible for and highly supportive of the development of the First Year Experience Program and a number of learning communities. (IIB.3.c)

The district's values statement listed in the catalog on page seven includes "Honoring Diversity: We value all members or our community and strive to create a diverse, nurturing, honest, and open environment." The mission of the Multicultural and Diversity Committee is to assist in the

development of strategies to create campus environments and promote inclusiveness as an institutional and community value. According to the *Self Study* the Multicultural Diversity Committee promotes student equity and academic success through multicultural and diversity education. The Multicultural Diversity Committee recognizes a recipient of the Multicultural and Diversity Award each year. A number of college events are promoted each year by the college's language department, by Humboldt State University, and by Disabled Students Programs and Services. (IIB.3.d)

The college has devoted regular attention to the currency and appropriateness of its admissions and placement processes. According to the manager of the Admission and Records Department the college will be moving away from the use of the CCCApply online application and moving to a home grown application developed by a consultant and promoted by the former president. When asked if she felt this would be a more efficient and effective system for the college, the manager stated that it was going to be a lot of work and she was not sure how it was going to happen given the current workloads and budget constraints. According to the *Self Study* the college currently uses the standardized and normed Accuplacer tests for English and math placement testing and participates in the Early Assessment Program that is used by the California State Universities and others. Working closing with the Director of Institutional Research, the math and English Departments have reviewed and revised their multiple measures. (IIB.3.e)

According to the *Self Study* and verified by the Manager of Admission and Records Department, the current storage system for student records has improved with the purchase and implementation of a document imaging system. Many documents have been scanned, and the college is developing forms for different programs; however, there has been limited training on the system. The Manager of Admissions and Records indicated that she has several boxes of documents that need to be scanned but limited staff to perform the duties, therefore it will take time before the institution will reap the full benefits of the system. According to the Manager of Admissions and Records, a recent event resulted in water damage to many documents. She reported that it took several days and many staff hours to gather the documents and ensure their safety. (IIB.3.f)

The team examined documented student learning outcomes for the following programs: Extended Opportunity Programs and Services, Cooperative Agencies Resources for Education and the California Work Opportunity and Responsibility to Children Program; Athletics; Admissions and Records; Financial Aid; Child Development Center; Counseling/Advising/Career; Disabled Students Programs and Services; Residential Life; and the Library and Academic Support Center. Based on this evidence, the team determined that the college is still at the developmental level as described in the Accrediting Commissions' *Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes*. According to the *Self Study*, program review is an established practice within the student services areas. All student services programs participated in the 2006-2007 and 2010-2011 comprehensive program review process. An analysis of the most recent program reviews shows that the student learning outcomes are often superficial or lacking in measurability. Student learning outcomes reviewed for Admissions and Records, Financial Aid, Veterans and Scholarship; and Counseling indicated that limited assessments where conducted, and often the team observed that the assessments were incomplete. Assessment tools were limited to student satisfaction or Noel Levitz's surveys. Satisfaction surveys are not adequate measures of student learning. In several of the programs assessments were not conducted, and results were not available for implementing change or improvements to the programs. (IIB.4)

Conclusion

Based on the interviews and data provided in the *Self Study*, the college is marginally meeting the standard for assuring quality in student support services, regardless of location or means of delivery. The team suggests that the college particularly address the under staffing in counseling. It was noted that staff at remote locations do not produce separate program reviews, rather they are considered members of the program as defined at the district level. As a result, individuals in programs at remote sites whose home campus is typically in Eureka provide input into the program review process at the district level in order to give feedback on services provided and services need at the remote locations. (IIB.1)

Based on a review of the data provided in the 2011 Self Study the college generally provides accurate and complete information in its catalog and thus meets Standard IIB.2. However, the team suggests that college complete the process of eliminating from the catalog courses and programs that have been discontinued. The district may want to review the policy and procedures for Student Code of Conduct to ensure they are user-friendly and accessible to faculty, staff, and students. The institution should provide training on the different and varied sections of the Student Code of Conduct to ensure understanding and compliance for all who might participate in the process. (IIB.2)

Based on documentation located in the student services program review template the institution substantially meets Standard IIB.3. The team suggests that the staff work more closely with the Director of Institutional Research to identify other surveys that will provide greater resources in quantitative, qualitative, and longitudinal data to better analyze more specific needs of students as it relates to services provided by student support services. (IIB.3) The college currently provides adequate access to services despite location or delivery method. Existing student services programs function with limited staff to provide services throughout the district. In support of the Strategic Plan and Educational Master Plan goal of supporting student access, it is suggested that the institution address staffing needs that develop as the student population grows in order to continue providing adequate access to support services in the future. (IIB.3.a) The college provides a positive environment for its students. The institution is committed to maintaining a strong Student Life and Leadership Program by saving or transferring as many components of the Campus Life Program into the Leadership Program. (IIB.3.b) The college provides minimally sufficient counseling and advising services. (IIB.3.c) The college provides programs and services that support and enhance student appreciation of diversity. The team suggests that the college review and update the student equity plan. (IIB.3.d) The college has appropriate, valid, and unbiased assessment and placement processes. *(*IIB.3.e)

The college has not been able to protect and secure student records and has not fully implemented a new imaging technology which the college maintains will enable the college to meet this standard. The college should move deliberately to provide staff with training on the newly acquired document imaging technology and assure that student records are imaged, protected, and secured. (IIB.3.f)

The college does not consistently and thoroughly evaluate the extent to which support services contribute to the achievement of student learning outcomes. Overall, the assessment and use of student learning outcomes to improve student support services is at the developmental level as described in the *Rubric for Evaluating Institutional Effectiveness.* The team suggests that staff in the student services

departments be given additional training in order to meet the standard, particularly to reach the sustainable level by Fall 2012. (IIB.4)

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 assess 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.

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. (Standard IIB.3.f)

Standard II. Student Learning Programs and Services
Standard IIC. Library and Learning Support Services

General Observations
College of the Redwoods serves its large geographical area with a comprehensive Library/Learning Resource Center at the Eureka main campus and with modest library facilities at its Mendocino Coast Education Center and Del Norte Education Center. Each library holds a collection of hard copy texts with the Eureka holding the most extensive collection of circulating and reserve books, periodicals, and other media materials and each of the centers holding smaller collections. The circulating collections are available for loan among all three campuses. In addition, faculty and students at all three centers, at other sites, and studying online have access to the college's holdings of e-texts, periodical databases, and other electronic resources such as JSTOR and ARTstor.

The Eureka library is staffed by one full-time librarian and two adjunct faculty librarians as well as other staff fulfilling the functions that fall under the learning resources services housed in its modern, attractive facility which is under the supervision of the Director of Learning Resources. The Mendocino and Del Norte libraries are staffed by library technicians who report to the deans of those respective centers and who receive support from the Director of Learning Resources on the Eureka campus and from the full-time librarian and Eureka library/learning resources staff. Responsibilities and activities vary among the sites. The Eureka librarian provides information and professional reference assistance to students throughout the district through web-based "Ask-a-Librarian" service and an online blog and Twitter feed.

Findings and Evidence
The college relies on the expertise of its full-time librarian, in consultation with other library staff and with faculty, for annual review of the adequacy of learning resources. The librarian regularly reviews the college's collection for recommended additions and circulates catalogs to discipline faculty members for recommended acquisitions subject to available funding. The template for annual program review of instructional programs includes a section dedicated specifically to library/learning resource needs the contents of which are provided to the library/learning resources staff via a tear-off section of the program review template. The process for providing this program review input has been improved as a result of the library's own evaluation of the program review process. Examination of the templates for comprehensive program reviews did not reveal a library/learning resources needs field. For all three library sites, the college commits to physical and technological accessibility including adaptive work stations. The college recently used its integrated planning process to address two specific areas of need: A new integrated library management system (Koha) and upgraded faster computers at student work stations in the main campus library and at the Mendocino and Del Norte centers. Interviews with library staff from all three library sites as well as with teaching faculty at all three sites confirmed the value of the college's commitment to online resources to support student learning and enhance the achievement of the institution's mission, especially given its broad geographical dispersion. A consistent finding was that access to e-books and especially to online databases and archives is especially valuable to promoting student learning regardless of location or means of delivery. (IIC.1.a)

A faculty librarian is available at the Eureka campus to provide library orientation both in the library and in the classroom for specific course sections upon faculty request, for reference assistance, and for ongoing instruction, as documented by interviews with both the librarian and teaching faculty. At the

Del Norte and Mendocino sites, interviews with staff and faculty affirmed that library technicians assist faculty and students and provide library orientation. The library technicians contact the faculty librarian at the Eureka campus for additional assistance as needed for challenging reference inquiries in support of information skills competency development. In addition, the faculty librarian provides the library technicians at the centers with reference documents that can be adapted to the resources at the individual sites. The college's library web site provides telephone and email access to the faculty librarian and includes a college-developed "Ask a Librarian" inquiry function, providing asynchronous yet timely responses to inquiries submitted through a user-friendly interface. The college offers a course, Library 5 Research Skills, both fully online as well as in face-to-face mode on the main campus. In addition, the library's website includes many pages and documents designed to assist students in improving their understanding of reference sources and information competency. (IIC.1.b)

Access to library and other learning support services is robust at the Eureka campus. The college has adequate physical resources at the Del Norte and Mendocino Coast Education Centers, though the Del Norte Education Center is not currently offering library hours after 5:00 pm, a circumstance that the center's dean, the library technician, and teaching faculty all confirmed limits access to library and learning support services to for evening students. Through the college's adoption of online resources such as e-books and online databases, as well as linkage with other online resources, the college otherwise addresses access to the learning resources needs of students studying at other sites or fully online. Responsibility for delivery of tutorial services is disparate among the college sites, under the purview of the Learning Resources division at the Eureka campus, but not at the Mendocino and Del Norte sites. Availability of personal tutoring varies among the sites. The college addresses the needs of students throughout the district with free student access to an external tutoring provider, Tutors.com, available to students 24/7. (IIC.1.c)

The library/learning resources staff report no serious concerns about the adequacy of maintenance services provided by the college's technology support services department for the Eureka and Mendocino campuses. The Del Norte Center is supported by a part-time technical support position, reduced from a previously full-time position, and this individual is also responsible for technical support throughout the campus. This leads to demands upon this staff member's time that can exceed capacity during times of peak need. The main campus library/learning resource center has the most developed security system, including alarm systems, 24-hour campus security, and a magnetic strip anti-theft system. Security at the other two library sites relies on supervision by personnel, sometimes student workers, or necessary closures when student workers or other center staff are not available during library staff break times. The library technicians at the education centers nevertheless report minimal inventory losses of hard copy and other media materials. (IIC.1.d)

The college does not maintain cooperative agreements with other libraries but does provide links on its website to public libraries, catalog search engines, and the Humboldt State University library, though students do not have borrowing privileges at Humboldt State University. In order to provide information access to students throughout its service area, the college purchases access to databases through the Community College League, in partnership with the Council of Chief Librarians, both of which affiliations contribute to quality assurance. The adequacy of such externally provided resources is addressed through instructional program review as well as through the library's bi-annual surveys of students. (IIC.1.e)

The adequacy of library and other learning support services in meeting student learning needs is assessed directly by a student survey conducted every two years and has also been assessed in a more extensive student satisfaction survey conducted by the institutional research office. The bi-annual survey, however, has been conducted only via hard copy, administered to patrons using the physical library or other on-campus sites, and therefore excludes online users or those with limited or no access to the library sites because of transportation or schedules, a gap in overall evaluation. There is evidence that survey results have led to improvements in services, directly in the form of equipment upgrades and indirectly in enhancement of library management software. On an annual basis, the adequacy of library and learning resources is addressed by each instructional program completing an annual program review template but not, as noted in IIC.1.a, as directly addressed in the comprehensive program review format.

Library staff and teaching faculty do, nonetheless, report satisfaction with the library's efforts to maintain dialogue about library/learning resources needs in support of achieving student learning outcomes. The results of instructional program review data are collected and addressed within the limitations of the library's budget. The most consistent finding in interviews of library staff and instructional faculty regarding library resources was support for maintaining and expanding the breadth and depth of online resources. In addition, the librarian conducts surveys immediately following orientations to assess their contribution to student learning; there was no finding about how those assessments were used to improve services. The library/learning resources program, as a vital resource to student learning, prioritizes many of its resource services and resource requests based on the needs identified by survey data and legitimate informal evaluation of the needs identified through dialogue with instructional faculty. The program has established its own extensive list of outcomes in support of student learning, as identified in its most recent comprehensive program review. The format of the program review template leads to the initial impression that those outcomes could be driven by objectives, though the outcomes do stand on their own in support of student learning. The team found that the assessment measures for some identified outcomes appeared to be primarily quantitative rather than qualitative. The Director of Learning Resources suggested that a review of the program's outcomes might lead to a more limited, focused set of outcomes. (IIC.2)

Conclusions
The college's full-time librarian makes a commendable and concerted effort to inform discipline faculty and seek their input on recommended additions to the libraries' holdings, and the annual program review process facilitates the faculty's opportunity to address library/learning resources needs. Limited funding limits the ability to expand upon holdings based upon those recommendations. The comprehensive program review template might be improved by a specific library/learning resources field parallel to the annual review template. It is especially noteworthy that the library has directed its limited resources to maintaining and expanding its online resources which serve students throughout the district regardless of location or means of delivery. (IIC.1.a) Through the concerted efforts of the college's librarians, the library staff at the Mendocino and Del Norte centers, and the instructors of the Library Research Skills course, the college provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency. (IIC.1.b) Given limited resources for acquisitions, the college's emphasis on maintaining and expanding online resources is an efficient and contemporary approach to providing adequate access to library and other learning resources, regardless of instruction's location or means of delivery. (IIC.1.c) Maintenance support at the Eureka campus and Mendocino Center is effective, while limited

technical support hours and the remote location may lead to less than effective maintenance at the Del Norte Center. Lack of student hourly or other backup creates challenges for supervision and security at the Mendocino Center. (IIC.1.d) Library staff and instructors at all three library sites confirmed that the online resources available in part through agreements with other sources are adequate, if not ideal, for the institution's purposes and are easily accessible an utilized for students with online access. (IIC.1.e)

As a learning resource program, the library's objectives and identified outcomes are driven primarily by its efforts to identify the adequacy of student-learning support as ascertained by the expressed needs of its users. This responsiveness to student-leaning needs is a hallmark of the college's library services. Identification of a focused, program-identified, ongoing set of outcomes and their assessment may assist the library program in advocating for resources to sustain and enhance its services in addition to responding to immediate needs. (IIC.2)

Recommendations: None.

Standard III – Resources
Standard IIIA – Human Resources

General Observations
The college's Human Resources Department is currently led by an interim director. This function was formerly performed by a vice president. The director oversees a staff that includes two human resources analysts and a receptionist. The office maintains a website which provides information about current job listings, application and hiring information, information on salary and benefits for employees, a nondiscrimination policy, organizational charts, and contact information.

Since the accreditation evaluation in 2005, the college has implemented an integrated planning and program review process and has made substantial improvements in this area. Further, an interest-based problem-solving approach has been adopted in an effort to build communication and trust. The college recently updated many policies and procedures that affect hiring and evaluation procedures. Because these processes are new, communication with the campus regarding these changes is not complete. In discussions with the faculty and staff, it is evident that they embrace the institutionalization of new processes and understand the value of an integrated planning model.

The economic downturn has affected key programmatic needs, including staffing, professional development, equipment and facilities. The college is addressing the shortfalls through collegial processes and shared decision making.

Findings and Evidence
The Human Resources office reviews official transcripts to assure that applicants meet the qualifications for open positions. Screening processes identify candidates with appropriate education and experience in addition to determining fit within the college. Screening committees, made up of representative constituents establish screening criteria and interview questions to assure that candidates have appropriate education and skills to perform required tasks. (IIIA.1)

The college maintains a subscription with the Community College League of California's Policy and Procedure Service which provides policy and procedure templates. 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. No evidence is readily available to demonstrate progress on these updates. Through review of documents and interviews with the Director and faculty leaders, the team affirmed that job descriptions for staff and academic positions are developed in consultation with the respective departments. Screening committees develop criteria for identifying the most qualified applicants, based on criteria from the job announcement and brochure. Qualified candidates must have degrees from accredited institutions or meet the established equivalencies. Board Policy 305 calls for the hiring of faculty who are discipline experts as well as skilled teachers. It further calls for sensitivity to the needs of a diverse population. The policy calls for faculty, represented by the Academic Senate, to develop and implement policy and procedures for hiring that "ensure the quality of its faculty peers." The district policy indicates that the selection of individuals is "shared cooperatively by faculty and college administrators" in all phases of the hiring process. Through interviews with the Director, Department Chairs, and Academic Senate leaders, the team affirmed that these policies and procedures are regularly followed. Candidates are recruited locally as well as regionally as well as state-wide and nationally. The college utilizes services such as HigherEdJobs.com to assist in recruiting. All positions

are advertised for a minimum of four weeks. Candidates are screened for minimum qualifications by Human Resources prior to screening committee review. Applicants who ask for review of qualifications equivalent to the minimum degrees are referred to subject matter experts who make a recommendation to the Faculty Qualifications Committee on the qualifications of an individual to teach in a specific discipline. The evaluation of qualifications for currently employed faculty to teach in an additional discipline is performed by the Vice President of Instruction. In cases where equivalency must be established, the Faculty Qualifications Committee reviews such documents as transcripts, other evidence of mastery such as portfolios, publications, or other appropriate experiences or eminence. In all cases, subject matter experts make recommendations on equivalency. Candidates for faculty positions are typically asked to participate in a teaching demonstration during the interview process as a means of evaluating effective teaching according. The college website provides a listing of available positions which include job descriptions. A brief statement of the selection process, which indicates that a screening committee reviews applications and selected candidates will be invited for interview, is publicly available on this site. The college has a newly approved Equal Employment Opportunity policy as found in Board Policy 809. Efforts have been made to train Equal Employment Opportunity monitors, who sit on all screening committees. These monitors are charged with ensuring fair and consistent hiring processes. A sample recruitment brochure, for an Assistive Media Specialist, dated June of 2011, provides criteria and qualifications. A clear job description is included, although the job description and representative duties do not specifically link to the college mission. The College Catalog lists faculty and includes information about degrees held. Faculty hold appropriate degrees, from accredited institutions reflecting expertise within their disciplines. (IIIA.1.a)

As found in the 2005 accreditation visit, there is evidence that evaluation of personnel may not be occurring at contractually stated intervals. The *Self Study* report states, "Unless requested through the evaluation process, subsequent evaluations [of associate faculty] currently take place every six semesters." However, the collective bargaining agreement *Article XI Section 11.2.4 Associate Faculty Evaluation* states, "Thereafter, the associate faculty member will be evaluated every 4th semester under contract with the District…" History of irregular associate faculty evaluation intervals that is beginning to be addressed was confirmed during an interview with the Dean of Health Occupations and Public Safety whose area includes a high proportion of associate faculty. Further, the team could find no clear evidence of how area faculty coordinators are evaluated and therefore no evidence of how they contribute to ensuring progression with student learning outcomes and program review related activities.

The evaluation of management is conducted by the supervisor and includes input from a peer and a faculty representative. The cycle of evaluations is once within the first six months, then biannually. The management evaluation process includes an opportunity to discuss progress on objective accomplishments as well as establishment of future objectives. While efforts have been made to complete all evaluations in a timely manner, it is evident that this has not been a systematic process. Evaluation timelines are managed by the supervisors.

Human Resources is working to notify supervisors when they have past due evaluations to complete. Faculty evaluations are established through the faculty bargaining agreement. Established cycles require evaluation in the first two semesters then annually through the remainder of the tenure process. Tenured faculty are to be evaluated once every three years, and the team found that they are evaluated according to the established cycle. Associate faculty are to be evaluated during their first semester then

every six semesters. By reviewing a college report on the status of evaluations, the team affirmed that associate faculty have not been evaluated according to the policy. In order to address this issue, the college has established the new position of Associate Faculty Coordinator reporting to the office of instruction. The coordinator is assigned the responsibility of monitoring compliance. An audit has been completed, and area deans are involved in the process of bringing all associate faculty into compliance. According to Article II of the Redwoods Community College District/California School Employees Association agreement, classified employees are evaluated twice, at the second and fifth months, during their probationary period and annually after the probationary period. This process includes outlining goals and strategies for measuring improvement. Supervisors are responsible for monitoring evaluations and ensuring that they are completed on time. 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. (IIIA.1.b)

The *Self Study* report indicates faculty are engaged in the assessment of student learning outcomes and participate in dialogue to improve teaching and learning. No documents are presented to support this claim although an interview with the co-president of the Academic Senate indicate that dialogue has occurred and that annual meetings have occurred within disciplines to evaluate results and establish improvement strategies. Based on the self-study, this engagement is documented in the forms required for program review. Program review documents require the identification of student learning outcomes. A review of several program reviews indicates that assessment results are archived in the divisions and departments. The *Self Study* reports that the faculty contract has been updated to incorporate engagement with the assessment process. No updated contract or Memorandum of Understanding was provided, and current faculty evaluation forms found in the faculty contract do not include this evaluative tool. Workshops have been conducted in support of the college strategic plan which has a goal to "build a culture of assessment" and an objective to "increase student learning performance through student learning outcomes." The college review process calls for inclusion of student learning outcomes and states that outcomes are evaluated for clarity, measurability, and links to the strategic plan objectives. Article XI Section 11.2 Faculty Evaluation of the *2007-2010 CRFO Collective Bargaining Agreement* states, "Evaluation of faculty should be…based on how effectively the faculty member is…fulfilling the professional responsibilities as established in the "Faculty Professional Responsibilities" (Schedule F-1)." Item 9. in *Schedule F* states, "…uses teaching methods…consistent with departmental curriculum…" From these documents it is clear that the college expects faculty members to teach to the course outline of record, that the course outline of record contains student learning outcomes, and that the department is assessing achievement of student learning outcomes. This process would then provide information to determine faculty effectiveness in producing those outcomes. The language of the evaluation section of the faculty union agreement, however, does not explicitly tie effectiveness in producing learning outcomes to the faculty evaluation process, for either teaching or non-teaching faculty. Additionally, the *Schedule F-6 Optional Instructor Self-Evaluation Form* does not contain the concept of "effectiveness in producing learning outcomes" among the itemized self-appraisal list. (IIIA.1.c)

The faculty evaluation in the collective bargaining agreement includes an examination of the faculty member's conduct in terms of ethical standards of the profession, and the team found that such a review is typically incorporated into the peer review and administrator reports. The management

committee has drafted an institutional code of ethics into Board Policy 3050 which is under review by constituent bodies and the College Council. The draft includes 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. The code of ethics as embodied in Board Policy 2715 dated October 10, 2011 is under review. (IIIA.1.d)

The college has had substantial administrative turnover and has had several unfilled positions for varying lengths of time due to current fiscal realities. According to the Human Resources Program Review, the college employs 94 faculty, 20 administrators, 36 managers, 7 confidential employees, 264 temporary workers, and 167 classified staff. In an interview with the College Council, the College President indicated that faculty requests are prioritized based on criteria in each of three categories: replacement, growth and new programs. Problems occurred in the prior faculty prioritization process as several positions were given the same priority. As a result, the process has been modified to more clearly delineate need. This process is documented in the "Faculty Prioritization Committee and Process" which identifies committee members, charge, and rubrics for evaluating requests. The *Self Study* indicates that the college budget committee provides guidance as to the number of tenure track faculty to hire. The *Self Study* also states that, due to current budget constraints, the college has been unable to fill all vacant positions. The college is working to fund key administrative and support positions to meet its need as determined by the integrated planning and program review processes. A variety of organizational charts indicate substantial change over a brief period in which key administrators are being transferred to new positions with increased responsibility. A lack of training for new roles is evident. (IIIA.2)

In a meeting with the College Council, the process of policy development and revision was explored. The college prioritized current agenda items based on accreditation standard needs. The revisions were developed based on templates provided by the California Community College League of California and were given 30, 60, or 90 day constituent review prior to College Council adoption and submission to the Board of Trustees for approval. Analysis of committee minutes indicated that policies were reviewed by appropriate committees. The college has written an Equal Employment Opportunity plan which is currently under review by the College Council and has developed a policy on non-discrimination which has been recently approved as Board Policy 3410. Employees have been trained in the new processes to ensure fair hiring with the most recent training of monitors occurring on February 9, 2011. While numerous policies and procedures are documented in the various locations outlined above, in many instances policies, procedures, and forms are either not fully developed, not explicit, or scattered and therefore not easily accessible. (IIIA.3, IIIA.3.a)

In interviews with the interim Director of Human Resources the storage and security of personnel documents were discussed. Current documents are housed in the Human Resources office, and employees may make appointments to review these documents. When an appointment is made, a Human Resources staff member pulls the file, removes documents which are not to be viewed, such as peer evaluation forms, and records that the file has been viewed. Older files are housed in a storage location in the old library building which is only utilized for storage and can only be accessed with a security escort. (IIIA.3.b)

The institution has policies in place to ensure fair hiring practices. Regular training occurs for screening committees and Equal Employment Opportunity monitors as indicated by Human Resources training outlines and sign-in sheets. Student and employee satisfaction surveys dated in 2011 indicate that diversity is appreciated, and faculty, staff, and students are supported. Board Policy 3414 on Nondiscrimination, revised 5/3/2011, states, "The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities." Administrative Procedure 3410 provides information regarding whom to contact to file a complaint. The *2010-2011 Faculty Handbook* contains information on equal opportunity and non-discrimination program compliance. The College of the Redwoods Values Statement, listed prominently in the College of the Redwoods 2011-2012 Catalog, includes a section entitled Honoring Diversity. The Campus Policies & Regulations section of the Catalog contains a Non-Discrimination-Equal Opportunity Statement and the sample recruitment brochure provided to team members illustrates placement of the equal opportunity statement. Portions of the Human Resources budget go to hosting events, accommodations for employees, and training for Human Resources staff. Faculty evaluation processes include components related to equity and diversity. The college Master Plan Values Statement indicates an understanding and concern for equity and diversity. Activities are reviewed as part of the strategic planning process. The campus has a Multicultural and Diversity Committee charged with supporting diversity at the college. The committee website indicates current events and activities, curricular support, and resource information. The website also quotes the non-discrimination policy statement. The committee has a clear charge which supports the mission of the college and addresses planning for programs that support diversity initiatives. The committee has reviewed the non-discrimination policy and the Equal Employment Opportunity plan as documented in its minutes of September 9, 2011. Faculty evaluations address that each faculty member "values the diversity of ideas on campus, demonstrates respect to students and colleagues/staff, and follows ethical standards of the profession." (IIIA.4, IIIA.4.a)

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. (IIIA.4.b)

The College of the Redwoods philosophy posted on its webpage and prominently in the Catalog states, "We recognize the dignity and intrinsic worth of the individual and acknowledge that individual needs, interests, and capacities vary." Collective bargaining agreements have language that complements this and are themselves a testament to integrity in the treatment of the constituents they represent. Components of the evaluation process for all employee groups include opportunities to assess integrity in the treatment of others. The *Student Satisfaction Survey Report, Spring 2010*, located on the Institutional Research webpage, contains data showing that the college has higher satisfaction ratings, compared to community colleges nationally, in the following areas: faculty are fair and unbiased in their treatment of students; it is an enjoyable experience to be a student on this campus; and students are made to feel welcome on this campus. Another outcome of the strained college-employee relations was the development of a participatory governance document which will be implemented Fall 2011. There is no classified senate and no readily available information from which to ascertain the classified

perspective. The college advocates integrity and ethical behavior through its code of faculty professional responsibility as delineated in Schedule F-1 of the Faculty Bargaining Agreement, and Board Policy 809 prohibits sexual harassment and discrimination. This policy was revised in 2003, and training on sexual harassment prevention and reporting is held twice per year. Board Policy 3410, approved May, 2011, covers complaints of unlawful discrimination. A recent satisfaction survey showed a need to improve college-employee relations. The college is partially addressing this need through the adoption of the Interest Based Agreement. Professional development has occurred to begin this process of implementation. Twenty-five college personnel have been trained in the interest-based process. (IIIA.4.c)

There are many areas within the college that would benefit from regular, systematic training. Faculty and staff are not regularly provided professional development opportunities to support new job responsibilities. Employee handbooks, policy manuals, and other documents are not readily available to support employee learning opportunities. The college could benefit from internal leadership training in support of upward mobility opportunities. The college has a professional development program that consists of funding for faculty conferences and sabbatical leaves plus a flex program which supports instructional improvement. Due to current economic situations, the college Center for Teaching Excellence has been discontinued. The college no longer has a coordinated, comprehensive professional development program. The college has created an associate faculty coordinator who addresses associate faculty training along with other duties. The President's Office offers training for administrators. The classified employee union provides funds to support college courses related to improving employees' skills or furthering professional goals. There is no evidence to support the offering of professional development to employees at the centers. A needs assessment survey was conducted in September of 2011. The Professional Development Committee reports that they are meeting to create a plan based on the survey results. There is significant evidence of training opportunities for technology implementation. Workshops are held weekly to support faculty using the Sakai system. There have been training opportunities to support the development of student learning outcomes and the program review process. Additionally, management training was conducted during the summer of 2011 on such topics as planning and governance, interest-based planning, grant processes, and emergency response. Associate faculty are now provided training opportunities through the Associate Faculty Coordinator. In the Staff Development link on the main Human Resources page, almost all of the information references 2009 faculty development activities, and the folders for classified staff, administrators, managers, and confidential employees are completely empty. No resources listing upcoming or planned professional development activities were found among the resources available to the team. A Professional Development Task Force was appointed to look at professional development needs across all constituencies and to coordinate opportunities. Interviews with the Dean of Academic Affairs and the Dean of Health Occupations and Public Safety corroborate that there is no apparent institutionally organized training and tracking of environmental health and safety related professional development. (IIIA.5, IIIA.5.a)

Many professional development activities include evaluations by participants at the end of sessions, and sabbatical recipients are required to make a presentation to the Board. The *Self Study* planning agenda for this standard states that the Human Resources office and the Professional Development Task Force, in consultation with the Flexible Calendar Committee, will coordinate with the Institutional Research Department to assess training needs for faculty and staff. Interviews with employees in all classifications indicate that the college does not systematically evaluate professional

development. The *Self Study* indicates that the activities reported as professional development do not have effective evaluation tools in place. (IIIA.5.b)

Contrary to what is stated in the *Self Study*, Human Resources did participate in the recent cycle of program review and as a result received a needed staff addition. The program review submitted, however, is not thorough or complete, and therefore not effective for the significant institutional planning in which Human Resources clearly needs to be engaged. It is not clear how assessment of human resources issues on a broader scale, such as what drove the organizational rearrangements seen recently, is integrated with institutional planning. Because systematic assessment of effective use of human resources has been minimal, there are currently no results to inform improvements related to human resources. The new program review model is expected to ensure processes are connected with planning for human resources. The program review process has yielded prioritized lists for staff and faculty positions. Because the process is new, it is reported that communication has not been complete, and the processes for replacement of positions have been unclear to some constituents interviewed by the team. A satisfaction survey indicated that employees are satisfied with communications with the Human Resources office. Because the college has not systematically implemented integrated planning, data has not yet been used for improvement. Recent program review documents for Human Resources exist on the program review web site. Recent support needs have been met by reassignment of duties. Interviews suggest that it may be necessary to reevaluate positions based on new expected duties. Of note, there are 264 temporary employees. Some questions were raised by employees about the need to replace positions if temporary employees are being utilized longer than contracts stipulate. (IIIA.6)

Conclusions
The institution employs qualified faculty and staff to ensure the integrity of educational programs and services offered. (IIIA.1) The college provides evidence through its catalog, board policy, job descriptions and recruitment strategies that it employs qualified personnel to support its academic programs. Further, it has clear hiring processes in place that rely on faculty participation. Appropriate board policies support fair hiring practices. The team suggests that clear links to institutional mission should be more evident in the selection processes and that procedures related to selection of personnel including, equivalency determination, and selection for interim positions should be more clearly and publically stated. (IIIA.1.a)

The college does not meet Standard IIIA.1.b. The college does have processes for evaluating all employees which measure performance according to role, and these processes vary by job classification. However, though there is a cycle of evaluations and a timeline in policy, it is not consistently applied. Employees are not systematically evaluated at stated intervals. (IIIA.1.b) The college does not meet Standard IIIA.1.c. The college is in the early stages of this program review process and, while this process includes assessment of student learning outcomes, data is not yet available for analysis and improvement of teaching and learning. While there is evidence of faculty and dean involvement in this process, there is limited evidence that tutors and others directly responsible for student progress are involved in dialogue associated with evaluating student learning outcomes. The team found that faculty and others directly responsible for student progress toward achieving student learning outcomes do not have, as a component of their evaluation, effectiveness in producing those learning outcomes. (IIIA.1.c)

The college takes seriously its expectation of ethical behavior of employees. Faculty have, as a component of their contract, an obligation to practice ethical behavior. The institutional code of ethics has recently been forwarded from College Council to the Board of Trustees. (IIIA.1.d)

The college partially meets Standard IIIA.2.) The college does have sufficient faculty to meet student need. The college is managing funding barriers to hire by reorganizing and adding responsibilities to existing employees including the current interim Director of Human Resources. However, when employees are placed into different positions, training and professional development for those positions is not occurring on a consistent basis. (IIIA.2)

Current hiring brochures and job announcements indicate processes are being followed. The team suggests that the college revise language about fair hiring practices and policies to assure consistency across all documents including the Employee Selection Manual, Board Policies, and the Equal Employment Opportunity Plan. (IIIA.3, IIIA.3.a) The college secures its human resources documents and provides employees access to their own records as stated in the self-study. (IIIA.3.b)

The work of the Multicultural and Diversity Committee is extensive. The website is current a variety of activities, and resources are available including links to curriculum. (IIIA.4, IIIA.4.a)

The college does not meet Standard IIIA.4.b. The college has not used sufficient resources to recruit underrepresented employees and has not fully analyzed data and trends as needed. (IIIA.4.b) A common theme in interviews with college staff is that there has been a shift towards an environment that values employees and promotes trust. Recent policies adopted have supported integrity in the treatment of employees and students. The Interest-Based Agreement may further assist in institutionalizing improvements noted. The college meets the standard. (IIIA.4.c)

The college does not meet Standard IIIA.5. Training activities are not specifically linked to the college mission or to the strategic plan. The college would benefit from training that supports leadership development and internal growth. (IIIA.5, IIIA.5.a) The college has no formal professional development program. A newly re-constituted Professional Development Committee has recently conducted a needs analysis survey, though data has not been shared publicly, and training opportunities have not been planned as a result of analysis of this data, although such training is planned. Because there is no coordinated program, evaluation has not occurred. (IIIA.5.b)

The college partially meets Standard IIIA.6. There is substantial evidence that human resource planning, specifically requests for faculty and staff, is integrated with the institutional program review. However, there is no evidence of a long-range hiring plan tied to institutional goals and mission. The college is making efforts to improve its planning and program review processes. It has recently developed and/or revised many policies and procedures based on model policies. The faculty are involved in the shared decision making processes as established. There is little evidence in the *Self Study* supporting staff involvement in these processes; however, in interviews with a cross-section of classified staff, there is evidence that staff are invited to participate in all processes. (IIIA.6)

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)

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)

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)

See Recommendation #2 – Strategic Planning
(IIIA.6)

Standard III – Resources
Standard IIIB – Physical Resources

General Observations

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

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

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

Pursuant to the college district's work on the Educational Master Plan and the Facilities Master Plan, the encompassing participation and process, and the revitalization of leadership and constituent empowerment, the campus is clearly now making progress and implementing facility improvements and construction.

The main campus has begun its construction projects of the one-stop student services and administration building, and the main academic building has broken ground. The Learning Resource Center is completed and fully occupied. Students appear to be fully utilizing this Center. Existing buildings on the main campus appear to be aging and need modernization. Most instructional technology equipment appears to be up to date. While the main campus conducted an efficient lighting retrofit, some of the seating and fixtures are dark and aged. The existing buildings also appear to be non-energy efficient.

The Mendocino Center is currently undertaking renovation within its science lab funded by Measure Q. While some of the existing structure clearly appears aged, the inside of some of the classroom facilities have been-updated. The Del Norte site appears to be functional for the needs of the programs, but clearly the facility needs to be updated to current standards. Some maintenance needs are apparent and appear to be on queue within the centralized work order system. The roof has a reoccurring leak, and the ADA ramp needs repair. Additional instructional sites are currently in planning at locations within downtown Eureka and Garberville.

Findings and Evidence
In April of 2009, the college adopted its Educational Master Plan. The process began with the assistance of an ad hoc team known as the Coordinated Planning Team, chaired by the college president and Scott Epstein, a quality planning executive advisor with Datatel's Center for Institutional Effectiveness. In August 2007, Mr. Epstein met with the Coordinated Planning Team to discuss a provisional model, and the group subsequently shared this initial model with constituent groups on campus. While progress had been made in understanding what the conceptual framework of an institutional planning model might look like and how the components would work together, the group recognized that the college did not have the time, personnel, or expertise to develop a complete plan on its own. Thus, in September of that year, the college contracted with Mr. Epstein to aid in drafting a plan.

The Accreditation Steering Committee identified 18 individuals to work with Mr. Epstein in developing a first draft of a new Educational Master Plan for the college. The goal of the team was to develop a plan that integrated all functional and unit-level planning processes across the district and to pilot a collaborative process of data-informed, ongoing planning as is explained in the Educational Master Plan itself.

Since November 2008, the Assessment Committee has concentrated on moving the college from awareness and development of student learning outcomes to proficiency in the assessment and use of student learning outcomes by laying the groundwork for general education assessment and liberal arts degree assessment for the 2009–2010 academic year. In addition, the Assessment Committee is responding to the faculty's request for user-friendly materials for compiling and analyzing course- and discipline-level assessment results. Although much work and institutional support will be necessary for the college to realize the Assessment Committee's plans, nonetheless, the committee has drawn up a roadmap for large- and small-scale academic assessment that will stand as significant progress toward achieving, first, proficiency and then, ultimately, sustainable quality improvement. Even more important, the implementation of authentic, faculty-driven outcome assessment is the only way the college will successfully build a culture in which educators work together in a continuous process of improvement as defined in the Educational Master Plan. The assessment of student learning outcomes will need to develop to this point of the future planning and construction of facilities is to truly be driven by the learning needs of students.

Both the Educational Master Plan and the Facility Master Plan processes began in academic year 2008–2009. The purpose of the Facility Master Plan was to guide the future physical development of the campuses. Therefore, the college asserts that the Facility Master Plan and the Educational Master Plan are directly connected. For instance, future enrollment growth is included in the various projected

models used while developing the Educational Master Plan, so facility limitations were also considered. Based on interviews with campus constituents, the team concluded that members of the Eureka campus community relate to the Mendocino and Del Norte Centers as extensions of the main campus. For example, in the district enrollment management strategy, the district assigns faculty teaching loads in accordance with the main campus' academic performance target. This observation is based on interviews with Enrollment Management Co-Chairs, the Vice President of Administrative Services, the Director of Facilities Construction, and comments made in the open forum. In contrast, the communities served by the two centers view the centers as local resources. For example, the Educational Master Plan of the Mendocino Center, developed with significant input from the community it supports, appears to be unrealistically ambitious in creating future expansion plans that do not match the planned future development or available resources of the entire district.

In both the *Self Study* and in interviews, college leaders made several assertions that the Educational Master Plan provides the framework for integrated, strategic planning. Based on reviews of the various plans the college is using and the decision making framework in place, the team found that there is not sufficient evidence that the college has fully integrated such strategic planning within its culture since the previous accreditation visit in 2005. Furthermore, the Educational Master Plan has not served as the basis any recommendations on facilities or other matters thus questioning whether the college's integrated planning process is yet effectively in place, although this may be because of its infancy. In addition, it is unclear whether recent facility improvements have enhanced the quality of student learning because such an analysis of student learning outcomes has not been done. Also, as mentioned above, there are serious questions as to whether the Educational Master Plan supports the needs related to opening further educational sites or expanding existing centers without a full understanding of funding to support such sites. The data appears to the team to be weak and unsubstantiated because little analysis is provided as to the realistic growth or programs needed within the areas served by the existing centers and by expansion sites under consideration. Last, Educational Master Plan and interviews, the team observed that the college has yet to establish a planning agenda for the determination of the future of the existing buildings that were taken out of services after they were determined to be unusable as instructional facilities. (IIIB)

While the *Self Study* describes how the college maintains ~~college~~ facilities, the *Self Study* was silent as to how the college addresses the previous recommendation as it relates to the area of facilities. Further, the *Self Study* asserts that by Spring 2013 the Director of Facilities in conjunction with the Facilities Planning Committee and engineers will develop a plan to accomplish needed infrastructure projects as funding becomes available. During 2010-11 the Facility Planning Committee developed a prioritized list and identified tentative funding sources for capital and deferred maintenance projects. A subcommittee was formed to review a list of projects submitted through program review. After reviewing the projects, the subcommittee then presented them to the entire Facilities Planning Committee for approval after which the list of projects was forwarded to the Budget Planning Committee for funding consideration. The Facilities Planning Committee also took part in investigating the possibility of purchasing the old Jefferson School site to replace the current downtown site. At the conclusion of the investigation a report was presented by the co-chair of the committee to the Board of Trustees stating that the committee could not give a recommendation to purchase the Jefferson School site at this time as more data was needed from the Educational Master Plan to guide a final decision on this facility.

Team member interviews with constituents at the centers and the main campus revealed that the district practices a centralized work order priority of facilities maintenance system. However, the team observed that the centralized system does not consistently address physical maintenance of facilities at the centers in a timely manner. For example, one maintenance position at the Del Norte center was eliminated without adequate communication as to the impact or an understanding of the new response time of the maintenance calls. One team member discovered that the Del Norte Center had a leaky roof and an ADA ramp that needed some repair, but the response time to address these needs did not meet the expectation of the Center's staff. On the other hand, the Mendocino Center has received some support on maintenance when the work order reached a level of a safety issue or potential hazardous material issue. (IIIB.1)

The college's work order system covers Facilities and Maintenance, Technology Services, and the Student Support Helpdesk. This system provides feedback to each department's customers by allowing them to check the status of their work order and review comments posted by the responding staff member. The college has added new instructional sites and is building new facilities with state funding to replace existing facilities that are located within the region of an active fault, but current staffing levels and budget for maintaining additional instructional equipment and building systems are not adequate. The college's planning process for maintenance and capital projects has resulted in careful documentation and prioritization of the district's deferred maintenance needs in support of a funding request. If a community college facilities bond measure is passed in November 2012, the college will receive $28 million for deferred maintenance projects, effectively resolving the college's outstanding utility infrastructure issues. The college community understands that with low classroom and facilities utilization rates, further new construction projects are unlikely to receive state funding. (IIIB.1.a)

Based on a March 2001 report by the Division of State Architect, the college identified several access improvements needed both at the main campus and the centers. The college responded to this need by including accessibility project funding in the Measure Q/B bond which passed in 2004. Further accessibility needs are identified in the Education Master Plan, and the college asserts that it is ready to implement projects to meet these needs once the state awards funding. Interviews with the Director of Construction and the Director of Maintenance clearly revealed that the district does have a work order system that is prioritized and part of the funding process of the Budget Planning Committee. (IIIB.1.b)

The development of the college's Facilities Master Plan relied on space utilization and efficiency data found in the Five-Year Construction Plan submitted to the State Chancellor's Office. The college conducts surveys with faculty, staff, and students regarding health, safety, and use and satisfaction with facilities and equipment throughout the district. The faculty area coordinators collaborate to develop schedules to meet the educational needs of students, and the Scheduling Manager uses the college's enterprise system, Datatel Colleague, to match class schedules with room availability for all instructional sites and education centers within the District and then communicates that back to the faculty area coordinators for better schedule planning in the next cycle. (IIIB.2)

The college planning process is centered on a comprehensive program review process that includes input on facilities and equipment. This input is communicated to the Budget Planning Committee.

Based on interviews, the Budget Planning Committee intends this fall to review the total cost of ownership for new campuses and instructional sites. This includes not only construction or remodel

costs but utility, staff, and any other fees associated with new instructional locations. Those interviewed agreed that the college needs to improve on the process used to determine the operational costs of new facilities. Further, the interviews revealed that the college has not used the Facilities Planning Committee to help develop institutional facility standards for the instructional and service programs. This is likely because of the changes in senior leadership at the college. The team found that, since 2004 and the passage of its bond and 2008 and the update April 2009 Facility Master planning, there is little information or data as to the total cost of ownership. In fact, the College has entered into more lease arrangements for purposes of educational outreach. Clearly, the college Educational initiatives are not always closely coordinated with facilities and maintenance staff resources, sometimes resulting in an increased staff workload in order to meet project timelines.

Furthermore, since the passage of Measure Q, there is little clear evidence that the college used an integrated planning process to make such decisions. For example, the $1M used in bond funds for repairing the swimming pool when such a project was not in institutional plans. Lastly, the Budget Book presented to the Board of Trustees does not indicate the fixed costs or operational costs at each Center. All operational costs are lumped together within the general fund as it is presented to the Board. This is a concern coupled with the fact that the college has no long-term plan for keeping existing buildings that are on the earthquake fault and thus cannot be used for instructional purposes. Therefore, it is unclear whether the institutional has created a long-range understanding of the new facilities and equipment. (IIIB.2.a)

The college's planning documents represent the efforts of program and service units, the Facilities Department, and district wide planning committees to respond to college's physical resource needs. Facilities Planning Committee's recommendations are forwarded to the Budget Planning Committee for further analysis and prioritization with respect to available resources and other institutional needs. Prioritized planning needs are sent to the Academic Senate and the administrative cabinet for their review. After consultation with the President's Cabinet and other groups as needed, the president/superintendent forwards recommendations for action to the Board of Trustees. Planning for major maintenance projects on the deferred maintenance list follows a different process. The list of projects is identified by department directors and administrators and is prioritized by the Maintenance Department based on the department's criteria. Health and safety projects are prioritized at the top of the list and every attempt is made to resolve and complete these projects or at least provide a temporary repair or solution making the facility safe and accessible. The team substantiated that these processes are in place by reviewing *IIIB-53 Facilities Rankings and Update to Academic Senate*. However, the team observed that the Facilities Committee appears to be a body that simply vets requests and is more operational than strategic. Team interviews revealed that the campus has known for at least one planning cycle the outcome of not renovating the old buildings which are not seismically compliant. These buildings were originally scheduled for renovation under Measure Q. Yet, the campus has already committed itself to not demolishing the existing old buildings from the voiced opinions by numerous members of a non-college-affiliated group known as the Friends of CR. When asked, the college leadership clearly had no plan to meet its commitment to the community group. Further, there is no clear understanding within its participatory governance of the dynamics for keeping such buildings because there has been no analysis in order to formulate a long range planning recommendation. (IIIB.2.b)

Conclusions

While the physical resources, which include facilities, equipment, land and other assets, appear to support student learning programs and services, the data and necessary analysis to determine whether such physical resources to improve institutional effectiveness is weak. The physical resource planning needs to be better linked and integrated with institutional planning with data and broadly disseminated analysis. Therefore, the college partially meets this standard, the deficiency being a lack of integration into institutional planning. (IIIB)

The college meets Standard IIIB.1. The college has many operational systems in place to assure safety and has planned and implemented facility improvements to address sufficiency of facilities for college needs. The team suggests that the college include in its program review process the collection and analysis of data to assure that these improvement have, indeed, provided safe and sufficient physical resources that support and assure the integrity and quality of its programs and services. The team further suggests that the college address the timeliness of its responses to facilities work orders, particularly at the centers. (IIIB.1) Through effective use of state and local bond funds, the college has extensively improved its physical resources and effectively used these resources to improve programs and services. (IIIB.1.a) Within the scope of available funding, the college has made reasonable progress to assure access, safety, security, and a healthful learning and working environment. The college meets the standard. (IIIB.1.b)

The college partially meets Standard IIIB.2. The college has regularly updated its Facilities Master Plan and Five-Year Construction Plan based on district enrollment data and facility capacity and condition. The team suggests that its facilities satisfaction survey data and its scheduling room availability data could be better utilized in future updates of these plans. The college meets the standard. (IIIB.2) The team found that long range capital plans are not well integrated into institutional planning and found that such long range capital plans only generally support institutional improvement goals. Further, the college has not yet made or acted upon projections of the total cost of ownership of new facilities and equipment. The college does not meet the standard. (IIIB.2.a) The college has in place processes to use program review results and institutional facilities planning processes to inform institutional decision-making, and thus it has the potential to integrate physical resource planning with institutional planning, However, the college actions show considerable gaps between physical resource planning and its integration with institutional planning and decision-making. Therefore, the team concludes that the institution does not systematically assess the effective use of physical resources and thus does not use available data as the basis for improvement as reflected in its decisions to allocate funds to enhance facilities and equipment. Therefore, the institution only partially meets the standard. (IIIB.2.b)

See Recommendation #2 – Strategic Planning
(IIIB.1.a, IIIB.2.a)

Standard III – Resources
Standard IIIC – Technology Resources

General Observations
Technology services and professional support for both instruction and administrative users are
provided by a staff of eleven which includes a Director, Communications Technician, Operator,
Network Analyst, Website Developer, two Application Support personnel, and four PC Support
personnel. In addition, there are staff which report to other deans and managers who support
technology at the remote sites and in student lab areas. Examples include a half-time technician at both
the Mendocino and Del Norte centers, and a technician in the Disabled Student Programs and Services
lab and the Computer Assisted Design lab in Eureka. There is also a twenty-hour per week student
worker funded by Extended Opportunity Programs and Services available to assist students in the
library. The college has more than 1500 computers at all sites and approximately 65 servers to support
learning and administration applications.

The Technology Planning Committee is responsible for making recommendations on the development
and use of instructional and information technology at the College of the Redwoods. The committee is
composed of sixteen members including four representatives from Information Technology Services,
three faculty, eight staff from across the campus, and a student. The committee is co-chaired by the
Director of Information Services and a faculty member.

College of the Redwoods operates systems to support learning and administrative functions across the
campus. The college operates systems for distance education, teaching and learning, college
communications within and between the various college centers, administrative functions and the
infrastructure to support these systems including a voice, wireless and wired data network.

Internet bandwidth in the local area is limited resulting in performance issues with connectivity and
systems that depend on internet access. This situation is beyond the control of the college but will be
remedied during the next six months as the college connects with the local school districts via a higher
bandwidth connection being routed into the area. In addition, the main hub for communications to the
internet will be relocated during this effort to better serve the campus and redundancy will be provided
by having two connections to the internet once the network upgrade is completed.

Technology resources also provide tools for faculty and staff to assess student learning and for use in
program reviews. In addition, the Institutional Research Department provides a set of reports regarding
institutional effectiveness which are available on the Institutional Research Department website.

Training has been provided in the area of distance education for both students and staff via face-to-
face, audio workshops and online tutorials. Occasional training is done in general technology tools
such as excel, access and Datatel as needed. Students can get technology assistance in the library on
the use of basic applications during certain hours of the week.

The planning process used to identify and implement technology solutions has improved over the last
two budget cycles where there is evidence that an integrated process has been formulated and work has
begun. Elements of technology planning are integrated especially in the identification of technology
needs across the campus using the program review process and the ranking of those needs by the

Technology Planning Committee. These technology needs are considered by the Budget Planning Committee along with needs identified in the Three-Year Technology Plan 2010-2012.

Findings and Evidence
Based on interviews, site visits, and minutes of the Technology Planning Committee, the team finds that College of the Redwoods uses new technology initiatives along with the maintenance and upgrade of current systems to provide for technology that supports the needs of learning as evidenced by the upgrade of smart classrooms and computers for student labs at the main campus and remote sites; teaching as evidenced by the move to a new distance education system, myCR, and the two-way video connection to the Mendocino Coast Center used for instruction; college-wide communications including the upgrade to the network and remote sites; research as evidenced by the Institutional Research Department website which contains assessment data for planning and continuous improvement; and operational systems such as the new document imaging system for Admissions and Records, Financial Aid, and Counseling. Technology Planning Committee meeting minutes and interviews confirmed the *Self Study* claims regarding current technology initiatives underway at the college. College of the Redwoods should be commended for the use of available technology resources to support student learning programs and services and to improve institutional effectiveness efforts. The instructional and administrative systems in which the college has invested have enhanced the learning environment. Examples of instructional systems which have enhanced the learning environment include a new distance education platform, termed myCR, which is based on the Sakai open source product; a conversion to a cloud-based email and collaboration tool provided by Google; a new system for tracking student and staff help requests and providing answers to frequently asked questions called AskCR; and additional print stations for students. In addition, administrative systems have been enhanced to better serve students and assist staff in being more efficient and effective in serving students. Examples of this include a debit card distribution system for financial aid provided by Higher One; an upgraded network with faster speeds for easier access to technology services; and a web site system, *Contribute*, which allows for easier web site update. Projects which are in progress that will support student learning programs and services include; a campus portal to deliver services to staff and students based on uPortal; an authentication system to insure access to appropriate services; and an effort to provide wireless access integrated with upgraded wired access throughout the campus which is being done in phases as construction is completed. Disaster recovery processes are not documented, but a systematic process for the backup of systems is in place. Further, the backup process does not include offsite storage so the college is at risk should a major disaster occur. (IIIC.1)

The team has found, based on the organizational charts presented in the *Self Study* and the organizational charts provided in the team room at the time of the visit, that the leadership of information technology and distance education has been changed a number of times in the recent past. Interviews with the Director of Distance Education and the Director of Information Technology indicate that a Dean of Distance Education was in place previously. Sometime after that person was hired, that individual also took on the duties of Chief Technology Officer, and at that time the Instructional Designer became the Director of Distance Education. The Director of Information Technology and the Director of Distance Education reported to the new position of Dean of Distance Education/Chief Technology Officer who reported to the Vice President of Instruction. The Dean of Distance Education/Chief Technology Officer left the district after the *Self Study* was completed but before the visit occurred. This resulted in the Director of Information Technology reporting to the Vice President of Administrative Services and the Director of Distance Education reporting to the Vice

President of Instruction. Because the *Self Study* was written during the time the two directors reported to the Dean/Chief Technology Officer, much of the technology resources section of the *Self Study* includes descriptions of the distance education processes. There was no evidence that these professional support changes were discussed or designed to enhance the operation and effectiveness of the institution but rather occurred as a result of one person leaving the institution.

During visits to several classrooms and during interviews the team found that classrooms have varying levels of hardware and software, each well designed to enhance the operation and effectiveness of technology services provided in specific classrooms. Some classrooms have computer equipment provided for each student, and others have projection, DVD, assistive technology, audio, video, document cameras, and smart board technology which are all designed to enhance student learning based on course needs. This has resulted in effective use of technology services, facilities, hardware and software. (IIIC.1.a)

Interviews with support personnel indicate that student labs are in the form of discipline specific labs as well as open general usage labs. In a tour of the library the team found that computers are also available for student use in the library study areas. Select visits to various labs demonstrated to the team that student's usage of these labs is high and the hardware and software available to them is operational and supports students in their learning. Survey results indicate 91% of students who use labs are satisfied with their availability and 85% are satisfied with the quality of the equipment provided in the labs. (IIIC.1.a)

Interviews with staff indicate that administrative needs are being met by the use of the Datatel and other associated systems. Needed reports and data are available to the departments, and the Information Technology Department does a good job in meeting user needs. One concern observed is that the sole operator in the Information Technology Department is a single point of failure if not available when certain functions such as a check run are required. (IIIC.1.a)

Based on an interview with the staff in Residential Life and a tour of the dormitory, the team found that technology services are provided in the residence halls including four computers and a printer in a study room, wireless access availability throughout the dorms, and wired access in each dormitory room. The dormitories use a separate network for access to the internet to protect college systems. Students also have cable television access in each room. This support for students is designed to enhance the dormitory operation and the learning experience for students. (IIIC.1.a)

Based on flyers, emails, interviews and web site resources the team found that faculty and staff training in the area of distance education is very robust and comprehensive. Faculty and staff can choose face-to-face, online, and audio-based training options in a multitude of topics. In addition, there is a two week online non-credit course for students, Distance Education 101, which prepares them to take distance education courses. There is also an online resource, AskCR, which is available to students and is a knowledge base system that answers common questions and results in training in specific areas. In myCR, the distance education systems there are self-service tutorials for students. Based on emails provided, the team observed that there is adequate training in common applications such as Excel and Access, as well as specific good quality training in the use Datatel provided to personnel as needs arise. Datatel training is generally offered when a new release or new features are made available. In

addition, as new systems are acquired training in the use of those systems by the vendor is provided. An example is training in the use of the new document imaging system. Proper training provided in the use of these technologies insures effective use by staff. Usage logs provided by the college indicate that the student worker housed in the library to assist students with technology related questions provides good quality one-on-one training to students using common applications. (IIIC.1.b)

A document entitled Computer Replacement and Retirement Policy was developed in 2008 to address the systematic planning, acquisition, maintenance, upgrade and replacement of computers on the campuses. Based on interviews, the team found that this policy was used for the first $300,000 allocation in 2009-10 to determine which computers would be upgraded or replaced. In the second year there was no funding to continue this replacement process. Since that time, the process has been changed. Now the departmental technology needs are identified through the program review process and district-wide needs via the Technology Plan which is revised every three years. Bond fund monies were allocated in 2011-12 as identified on Board Agenda Item #7.20, $212,160 was allocated for technology hardware and $55,120 for classroom technology to continue the systematic upgrade of equipment as identified by the program review process. Another $728,000 was allocated to projects identified in the Technology Plan including infrastructure upgrades for wireless and network bandwidth, identity management, a portal, document imaging, and web enhancements. The new allocation processes will result in a more systematic acquisition and replacement of technology to meet institutional needs and even in years when funding is short needs will remain prioritized and transparent. The program review template includes a section to identify technology needs at the departmental level, the cost of the technology, and the importance of the technology to the department. The Technology Planning Committee compiles the technology requests from the program reviews and ranks them. This was done in 2009 and 2010. The process for 2011 is underway, and a draft list has been produced. Based on the spreadsheets provided, the team found that priority for new computers is given to identified student use, safety, compliance, and budget savings. This process is well liked by staff as it keeps needs at the forefront and allows for a fair, transparent process that everyone understands. (IIIC.1.c)

The Technology Plan identifies those needs that are district-wide in nature. In the current plan, fifteen items were identified. Those items were considered and ranked by the Budget Planning Committee and five of the items were funded by the Board in April 2011 as noted above. Dialogue about the need for a new Technology Plan has been noted in the minutes of the Technology Planning Committee, and the Technology Planning Committee website indicates that revision of this plan is one of the objectives for 2011-12. This process makes sure that technology and equipment needs are addressed in a very systematic way to meet institutional needs. Based on interviews the team found that Datatel and related technologies including upgrades, hardware maintenance, and related software are funded with ongoing dollars. This insures that the system is upgraded systematically based on a cycle set by the vendor. Hardware and network upgrades associated with the system are one-time expenditures and are not systematically planned for and allocated, but rather requested via program review or the Technology Plan. (IIIC.1.c)

Documents and interviews indicate that the technology resources are allocated based on appropriate factors including student use and need, safety issues, instructional use, student service needs, state funding, grant funding, compliance requirements, and cost savings. Items are requested via the program review process by the individual departments who evaluate their needs to support the

development, maintenance, and enhancement of their programs and services. In the program review process, items which meet Educational Master Plan or Strategic Plan goals are given higher weight by the Technology Planning Committee as they evaluate the requests from all program reviews and rank them. Once the Technology Planning Committee ranks all the requests, they are sent to the Budget Planning Committee and ranked with the requests from other areas including facilities requests. The Budget Planning Committee produces a ranking of all budget requests. No evidence was found that the Strategic Plan, the Educational Master Plan, or Technology Plan are used in the evaluation or ranking of the requests either by the Technology Planning Committee or the Budget Planning Committee. Interviews with those who participate directly in this process indicate great satisfaction and a real sense of fairness with this process. Further, since this process is in the third cycle, the process is well known and participants feel that their requests are heard and indicate satisfaction even if their requests are not funded because they are given feedback as to what other projects had higher priority and why. (IIIC.1.d)

Based on documents provided, the team found that funding is initiated through the program review process, prioritized by the Technology Planning Committee and forwarded to the Budget Development Committee for final funding recommendations. Much work has been done to integrate technology planning with budget allocation via this program review process. In addition, the Technology Plan has been used to determine district wide funding for technology initiatives. The identification of needs and the prioritization of those needs through both processes has occurred. However, the team can find no evidence that evaluation and assessment of the effectiveness of the technology that is implemented is systematically done and there is no evidence that the assessment results are used as a basis for improvement of the process for selection of technology investments. The linkages between the Educational Master Plan, the Strategic Plan, and the Technology Plan are not clear. (IIIC.2)

Conclusions
The technology used at College of the Redwoods meets the needs of learning, teaching, college-wide communications, research, and operational systems in an exemplary manner. The team suggests that the college develop a disaster recovery/business continuity plan. (IIIC.1) Changes in the professional support structure were done without analysis as to whether or not they were designed to enhance the operation and effectiveness of the institution. Classroom, lab, dormitory and desktop services, support, facilities, hardware and software provided for students and staff is designed to enhance the operation and effectiveness of the institution. (IIIC.1.a) Training for faculty and students in the distance education program is comprehensive and very well developed. Training for students and staff in common applications provided by the college is adequate. (IIIC.1.b)

The current processes of program review and technology planning insure that the institution systematically plans, acquires, maintains and upgrades or replaces technology infrastructure and equipment to meet institutional needs. (IIIC.1.c) There is widespread agreement from those interviewed that the processes currently used for the distribution and utilization of technology resources support the development, maintenance, and enhancement of programs and services. (IIIC.1.d)

The college does not meet Standard IIIC.2. The institution does not systematically plan for technology needs but rather develops a list of needs, prioritizes that list, and funds what it can annually. Technology planning is not completely integrated with institutional planning. The institution does

systematically allocate technology resources based on needs identified in program review. The institution does not systematically assess the effective use of technology resources and does not use the results of evaluation as the basis for improvement. Technology planning is not fully integrated with institutional planning. (IIIC.2)

See Recommendation #2 – Strategic Planning
(IIIC.2)

Standard III – Resources
Standard IIID. Financial Resources

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

The college's Budget Book also asserts that the Planning and Budget Committee has played a significant role in linking the unfunded action plans that were identified through the district's program review, integrated planning committee recommendations, and facility master planning processes. This past summer, the Planning and Budget Committee has continued to meet for the purpose of reviewing and prioritizing action plans that were not funded in the tentative budget but were identified as important to the district's operations and programs. As a result, many of the items identified in the action plans have been added to the final budget. This final step in the budget review process is a new critical component to the integrated planning process. It reflects how the district's planning and budgeting processes, through the various committees that oversee specific components of the organization, are integrating planning and improving communication and decision making linkages.

The open forums and interviews with campus constituents have revealed that the college has created a budget development model from program review. The college has published a 2011-12 budget calendar that provides a budgeting process that includes important timelines and due dates. The college has program review templates online along with flow charts of integrated planning and descriptions of how the process works. While there is some information about assessment in the documents which appears to help determine funding priorities, it is not always clear as to how the institution analyzes funding requests in the context of program review and or how the institution communicates such findings to departments.

Interviews with campus constituents also revealed that the linkages between resource allocations, program review, and assessments are not always clear. While there is an Institutional Effectiveness Committee, there is little analysis at the end of the planning cycle to assist the college in understanding whether global allocations resulted in intended planning objectives or improved student learning outcomes. While the college clearly has a proficient and sustainable program review process where there is linkage between such reviews and resource allocations, there is little evidence as to whether the college, as a matter of practice, conducts a review or an assessment of the outcomes after the allocation is made in order to better inform the next planning cycle. Such analysis would help the college better understand as how effectively it allocates limited resources in critical areas.

While the team recognizes that the college has made significant progress in its integrated planning efforts, the planning process is not fully integrated across the college or the district. The budget book is a perfect conduit to help communicate and illustrate integrated planning as it is developed and recommended to the Board of Trustees. However, the budget book provided to the Board is lacking in important detail and analysis. There is no information within the budget book to help the Board

understand the allocations made to the Centers or the full cost of the various instructional and service areas.

While the Budget Planning Committee does have membership from the Centers and the various constituent groups, simply participating in committees is not integrated planning. To help the college district understand the planning model, it would be useful for the budget book to illustrate the internal allocation model in accordance with the college's developed planning model, stated goals of education and enrollment. The Board, the President, and the campus/center communities would have a better understanding as to the categories of funding and the process of developing the budget from an integrated or global perspective.

The college is actively engaged in operational planning and links the needs identified through program review with planning and budget. It has processes in place to ensure appropriate budget allocations to meet enrollment targets. However, it is not clear how the college's integrated planning model links to institutional plans such as the strategic plan and the Education Master Plan. There is no assessment or analysis to help communicate with the district/college community the outcomes of such resource allocations in accordance with the stated plans. The integration of financial planning with institutional planning are simply narratives or statements that these processes were followed, but little information is provided as to whether the plan assisted the institution in modifying or improving plans in the yearly cycle.

Findings and Evidence
The 2009-10 auditor's report and the college's follow up report were used to help assess this standard. Interviews were also conducted with the Vice President of Administrative Services, the Controller, the Enrollment Management Committee, and the Academic Senate. According to the college's response to the commission's recommendations of 1999, 2005, and 2009, the follow up contained several actions that the college committed to in the areas of planning and improving communication and trust. The college underwent a college study with the help of Noel Levitz and identified several gaps in order to address the follow up reports. The study recommended that the college identify roles and responsibilities, organizational structures, board policy and procedure revisions, improvements to planning processes, and establishment of a manager's constitute group. The college recognized that addressing these factors would help improve communication and trust within the district's community and would result in a better understanding of the institutional mission and goals. Team interviews with various key leaders of the campus revealed that the campus community and the Centers have a new positive outlook as to its institutional planning model in relation to program review and allocating needs in accordance with program review. More faculty and the Academic Senate are participating in various key committees, including the Budget Planning Committee to help ensure such processes are stable and reliable. However, while there has been an increase in constituent participation, there is no substantive understanding among the campus groups of the district's internal allocation model among the various locations, Centers, or cost centers. It is unclear whether the campus has a full understanding of the overall district budget beyond the discretionary-operating sector of the general fund or how each Center's allocation relates back to the institutional mission and goals. While the college recognizes that it may need to develop a documented funding process in order to elicit broad strategic planning, this may also help illuminate the institutional mission and goals in relation to resource planning. Clearly the district has several communication challenges beyond that of the college's effort to centralize information on their website. While the college is making efforts to

address this standard in the areas stated within the follow up report of October 11, 2010, the college does not clearly substantiate its efforts with documentation. However, the growing trust, communication, and assurance that the college is distributing its resources in reliance of its mission, and managing its financial affairs in a manner that ensures fiscal stability and integrity is beginning to permeate throughout programs of the college. Meeting the standard would be clearly substantiated if the improvements in these processes were better documented. (IIID.1)

The college asserts that the Redwoods Education Master Plan, completed in April 2009, provides guidance for district-wide initiatives and a basis for evaluating budgetary goals and allocations. To create a more locally applicable planning process, since 2009, the college's constituents have participated in the budget development process through the Budget Planning Committee in accordance with the college's principles guiding resource allocation. The Budget Planning Committee evaluates and assesses the ranked priorities coming from each of the appropriate integrated planning functional committees as well as initiatives from the administration, student government, and the Academic Senate regarding potential programmatic changes and faculty prioritizations. The Budget Planning Committee reconciles the ranked requests and recommends final funding priorities. Projects are funded to the extent allowed by available funds. The Integrated Planning Model appears to be a comprehensive illustration of the college integrated planning. Unit-level program review occurs in the spring. The Program Review Committee evaluates unit-level plans upon submission and forwards appropriate needs information to integrated planning functional committees. The Program Review Committee compiles an executive summary of their recommendations which is delivered to authors. The functional committees prioritize program needs in the fall and forward their recommendations to the Budget Planning Committee by December. The process also provides for a call for updated immediate operational needs in November that go directly to the Budget Planning Committee. The Budget Planning Committee works in January, February and March to make funding decisions about immediate operational needs as well as to begin to prioritize needs for the following year's budget. There may be an additional call in March for updated needs for the following year. The budget is developed in May and June, incorporating annual program review information, needs addenda, and up-to-date state allocation information. Despite significant progress in improved communication efforts, faculty and staff who do not directly serve on integrated planning functional committees may not be fully aware of the college's planning efforts or the results of those efforts. Outreach efforts must be undertaken to demonstrate how the integrated planning model works and provide examples of how to find information, solve problems, and accomplish the work of the college. The college must continue to work on improving communication among committees and between committees and constituents. To begin this work, two planning summits were held in April 2011 that aimed to clarify the components of an effective planning process, identify impediments to planning effectiveness at the college, and outline specific improvements. Results of these summit meetings included specific solutions such as standardized committee reporting, both in online reports and scheduled face-to-face meetings, scheduled communication between committees and constituents, and more streamlined and accessible Web site design. Efforts to more broadly educate constituents about the planning process are being prepared. It is also imperative that college constituents give the model time to complete its cycles. Some parts have worked well, and others are new and untested. A stable model with full buy-in by the college community is needed in order to assess the effectiveness of the model. The college is actively engaged in operational planning and links the needs identified through program review with planning and budget. It has processes in place to ensure appropriate budget allocations to meet enrollment targets, but there is little substantive dialogue as to the effects of resource allocations in

relation to the support it provides from an integrated perspective. In other words, some aspects of student learning outcomes are yet to be fully integrated within the current planning model in order to achieve the college's mission statement of continually assessing student learning and institutional performance and practices to improve upon the college's programs and services. (IIID.1.a)

Since 2009, the college's constituents have participated in the budget development process through the Budget Planning Committee in accordance with the college's principles guiding resource allocation. The Budget Planning Committee evaluates and assesses the ranked priorities coming from each of the appropriate integrated planning functional committees as well as initiatives from the administration, student government, and the Academic Senate regarding potential programmatic changes and faculty prioritizations. The Budget Planning Committee reconciles the ranked requests and recommends final funding priorities. Projects are funded to the extent allowed by available funds. According to the budget book, the college appears to ensure that revenues and expenses are balanced with adequate minimum prudent reserve as required by the State Chancellor's office. The college has reacted effectively to the State's inability to fund the full potential of enrollment generated by the college. In other words, the college effectively planned a workload reduction for fiscal year 2011. The enrollment management committee appears to have a fully participatory body from the Centers and the programs of the main campus. This body helps ensure it can formulate an enrollment plan within the resources available to the district. Such resources are allocated to help meet the schedule offerings at the various locations. There is dialogue between the Enrollment Management Committee and the Budget Planning Committee which helps in assessing the development of the current year's plan. (IIID.1.b)

The college asserts that provisions were made within the budget to address known short- and long-term obligations. For example, when GASB-45 indicated an unfunded liability arising from previously promised postretirement health benefits, the college set aside more than $5 million to address this liability. This information can be found in the college annual audited financial statements, IIID-81 2010 & 2009 Auditors Report. According to the 2010 audit, the Redwoods Community College District Health Plan is a single employer defined benefit healthcare plan administered by the District. The District provides medical, dental, and vision insurance coverage to all employees who retire from the District and meet the age and service requirement for eligibility. Group medical coverage is provided for academic retirees hired before January 1, 2008, classified retirees hired before July 1, 2006, and administrative, managerial, and confidential employees hired before September 1, 2006. Group medical coverage is also provided for board members meeting certain eligibility requirements. Membership of the plan consists of 75 retirees currently receiving benefits and 220 eligible active plan members as described in the 2010 and 2009 Auditors Report. The contribution requirements are established and may be amended by the district and the district's bargaining units. The required contribution is based on projected pay-as-you-go financing requirements with an additional amount to prefund benefits as determined annually. For the years ending June 30, 2010 and 2009, the district contributed $791,496 and $719,864, respectively, to the plan. Amounts determined regarding the funded status of the plan and the annual required contributions of the employer are subject to continual revision as actual results are compared to past expectations and new estimates are made about the future. The last actuarial was completed in 2009 and the district is due for another study shortly. The yearly contribution for the district's Other Post-Employment Benefits has reached $1.8 million, and it practices a pay as you go type method. Accordingly, GASB-45 requires a set aside plan. The team suggests the college reviewing the recommendations provided within the 2010 audit and develop a plan to ensure financial stability. (IIID.1.c)

The college has a budget development process that allows for involvement of constituents in the development of plans and budgets; moreover, it monitors and evaluates budgets to ensure effective use of resources. The college is investigating ways to engage faculty during the summer term so they are included during planning and budgeting decision making processes that occur when faculty are otherwise off-campus. The budget development process exhibited some timing issues over the last two years because of employee turnover in both the senior administrative and mid-level management levels. This problem is being resolved as new employees become more knowledgeable about college processes.

Concerns related to the appropriate implementation of AB 1725 guidelines and processes resulted in the commission findings excerpted above. All constituencies accept the commission's findings and recommendations and embrace the need to develop shared governance roles and responsibilities. While the college clearly has an established the foundation of financial planning and budget development using the program review process, it is not clear that all constituencies are aware of all the facets of the planning model of the district. The budget book provided to the Board of Trustees contains sparse information as to the process or calendar of budget development. Further, there does not appear to be an established internal allocation model for the centers, even though the Board has received a report of the costs related to each Center. Interviews with the members of the Academic Senate clearly revealed that the Academic Senate has not been appropriately involved in the budget process or in providing input to the funding model of the district. The Academic Senate's appointment of a faculty member as co-chair the Budget Planning Committee should assure that more procedural standards will be implemented to help the district with institutional planning and budget development. This will also help define the role and responsibilities of the constituencies and the necessity for broad communication and outreach. While the fact that constituencies participate within specific committee is clear, it is also clear the college struggles to clearly define and follow 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. The college needs to continue its effort to provide consistent information and pursue an internal communications and outreach plan that provides the opportunity for the district community to respond. Also, the college needs to assess not only whether its allocations are effective, but also assess whether bilateral communication of the budget development process also assures effective planning in all areas. (IIID.1.d)

The college's last independent audit report was conducted by Nystrom & Company LLP. The auditors focused on the following areas: (1) State General Apportionment Required Data Elements; (2) Salaries of Classroom Instructors and the 50 Percent Law; (3) GANN Limit Calculation; (4) Residency Determination for Credit Courses; (5) Concurrent Enrollment of K-12 Students in Community College Credit Courses; (6) Apportionment for Instructional Service Agreements/Contracts; (7) Enrollment Fee; (8) Students Actively Enrolled; (9) Open Enrollment; (10) Instructional Materials and Health Fees; (11) Uses of Matriculation Funds; and, (12) Use of State and Federal TANF Funding.

Team interviews within the Business Services office revealed a general awareness of and importance in addressing exceptions within the audit. Further, there was general understanding that simply adopting a procedure or the recently written plan would not be enough. (IIID.2.a)

The college asserts that it meets the standard because periodic budget and actual reports are presented to the Board of Trustees, and management reports can be prepared at any time in the college's financial system. While the college provides a website with selected budget information, it is unclear whether the budget is presented in venues outside of the website. The team conducted interviews with the Vice President of Administrative Services, Controller, the Faculty Co-Chair of the Budget Planning Committee, and the Academic Senate. Interviews revealed that there is a concerted effort to communicate the discussion and outcomes of the Budget Planning Committee among campus constituents within the committee. The Budget Planning Committee proudly communicates its members as containing several members, some among the Centers. There is a growing improvement in sharing information within the committee.

However, there appears to be a disconnect between the documentation and the assertions made during the interviews. For example, the final budget document has an opportunity to be a key resource to communicate the process, the outcomes, the key factors, and the distribution of resources between units of the district. However, the document is very superficial and does not specifically speak to internal users as to how to plan for the following year. In other words, it would be helpful to integrate the outcomes of the enrollment management committee planning and how it ties within the process of developing the budget. However, that information is not within the budget book document. Information and evidence is diffused over several places when it could help communicate to the district key connections if it were all located centrally. This would help communicate that there is integration between committees and the programs within and outside the main campus. (IIID.2.b)

The college currently has adequate funds to meet its cash flow obligations. In addition, the college also participates in tax and revenue anticipation notes as needed, as it did in 2009 and has proposed to do in 2011-12, to bridge the timing of cash flow. The college has insurance, fund balances, and cash flow to maintain stability and meet financial emergencies. The district maintained adequate resources during this financially difficult period. In each of the last four years, the district's unrestricted general fund balances have met or exceeded the minimum guideline of five percent of general fund unrestricted expenditures and are projected to remain above five percent in the three-year budget forecast. According to the 2010 auditors report, there was no recommendation or finding that suggested that the district was without sufficient cash flow to meets its general obligations. The district appears to have little contingent funding for an emergency or unforeseen occurrence. (IIID.2.c)

The planning agenda in the *Self Study* calls for widely distributing guidelines ensuring uniform reporting of grants in compliance with federal guidelines. This assertion appears to be in direct conflict with five significant deficiencies relating to the audit of the major federal award programs reported in the Independent Auditors' Report on Compliance with Requirements That Could Have a Direct and Material Effect on Each Major Program and on Internal Control Over Compliance in Accordance with OMB Circular A-133. Three of these deficiencies are reported as a material weakness as shown on page 83 of the Comprehensive Annual Financial Report, Years ending 2009 and 2010. Furthermore, the *Self Study's* assertions seem to be in conflict with its claim to audit criteria as stated within the planning agenda. The college has planned by spring 2012 that the Business Office will develop and implement grant review procedures to ensure that departments are able to meet grant-funded obligations; that the Business Office is fully apprised of the potential district commitment of resources, including personnel, facilities, and financial, for the period of the grant and beyond; and that any requests to continue a program beyond the expiration of the grant will be considered through the

integrated planning process and ranked by the Budget Planning Committee. According to the 2010 Audit, pages 85 to 89, the auditors recommended the following actions:

1) The District should implement procedures whereby the Program Director obtains approval from the Department of Education for proposed changes to the budgeted expenditures.
2) The District should implement procedures whereby the Program Director obtains approval from the Department of Education for proposed changes to the budgeted expenditures.
3) The District should implement procedures during the annual budget process to plan the expenditure of non-federal amounts in furtherance of the grant objectives and then take advantage of their general ledger account number structure to record and monitor these expenditures throughout the year to assure compliance with the grant agreement budget.

Team interviews revealed that the college has developed a planning process and procedure for grant applications and management. However, it was clear that the college is still within its infancy as to ensure the procedures have some follow through actions given the new leadership within the business office. The team suggests adopting the recommendations provided by auditors, along with practicing training opportunities or follow up that ensures all oversight procedures are being followed to assure effective accountability. (IIID.2.d)

Standard IIID.2.e would be fully met if the college addressed many of the concerns cited by the district's auditors. Many of the assertions made within this standard should have been addressed as far back as the 2009 and 2010 annual audit report. However, there appears to be some sort of delay on implementing policies or procedures. The college asserts it partially meets the standard based on the continuing development of appropriate procedures for tracking and monitoring compliance with grants from agencies such as the Department of Education or various non-profit organizations. Many of the practices have been adopted within the last six months. Taking those changes into consideration, the college substantially meets the standard. However, the team suggests that the college not only adopt many of the recommendations provided within the last two annual audit reports, but also conduct an internal assessment as to whether the procedures are clear and are being practiced. (IIID.2.e)

The college enters into a variety of contractual agreements to further its institutional mission and goals. The majority of contractual expenditures are for construction and renovation of campus facilities. The Board has delegated to the president/superintendent the authority to enter into contracts on behalf of the district and to establish administrative procedures for contractual agreements. Large dollar amount contracts are discussed and approved by the Board of Trustees at their monthly meeting. The auditors reviewed district contracts to include instructional service agreements and other grant type agreements the college has bargained for or sought within its internal processes as described on page 83 of the Annual Audit Report, 2010. Several audit findings were cited within the college's 2010 annual audit report for deviations from the terms of the grantor's agreement. For example, the auditors found that the college did not follow proper regulations as required by the granting agency. Furthermore, the auditors found that the district is not allowed to limit enrollment for courses for which FTES are claimed for apportionment purposes. This appears to be a special course offering or instructional service agreement within PE-15 Women's Self Defense not offered to the general public but FTES apportionment was claimed. The team suggests assessing whether newly adopted procedures within the area of contracts will result in an effective change within its previous audit findings. (IIID.2.f)

The college uses the annual independent audit reports, other external audits and reviews, and internal business process analysis to assess the effectiveness of its financial management systems. While service to students, managers, administrators, faculty and trustees have top priority, safeguards against fraud and abuse are also examined and evaluated. Internal processing is streamlined whenever such changes do not compromise internal controls. The college responds to audit recommendations in a timely manner and implements them as soon as practical. Further, in the 2010-11 year, the Business Office reported survey results indicating 54 percent of faculty, administrative, and classified respondents were very satisfied with the Business Office and 82 percent were very satisfied with the Payroll Office. Evaluating the *Self Study*, the follow up report, and the district's audit report holistically, it appears that work still needs to be done to fully address IIID.2.g. While the college asserts that it evaluates its financial management processes, there is little evidence, at least within its 2009 to 2010 audit report, that enhancements have been made to improve financial management systems. Interviews with business office staff and administration revealed that the leadership is new to the operation but committed to seeing this standard through. It has already developed a practice and procedure addressing the audit findings but the team suggests that the business office develop an articulated plan, with responsible parties, to address the deficiencies articulated not only by the audit report, but also the survey conducted by the Business Office's program review. (IIID.2.g)

The college asserts that its Budget Planning Committee has adopted models, processes, and timelines for the development of annual and multi-year budgets. Furthermore, the college asserts that it developed and implemented an effective program review process in which all instructional, student services, and administrative areas conduct program review on an annual basis and comprehensive reviews every five years. The program review template has been refined to provide pre-populated data to inform the narrative and enable documentation of authentic assessment of student learning outcomes, and the program review process has been firmly institutionalized at the college. The Program Review Committee evaluates unit-level plans upon submission, forwards appropriate needs information to integrated planning functional committees, and compiles an executive summary of their recommendations which is delivered to authors. The functional committees prioritize program needs in the fall and forward their recommendations to the Budget Planning Committee by December. There is also a process to identify immediate operational needs in November, and these requests go directly to the Budget Planning Committee. The Budget Planning Committee works in January, February and March to make funding decisions about immediate operational needs as well as to begin to prioritize needs for the following year's budget. There may be an additional call in March for updated needs for the following year. The budget is built in May and June, incorporating annual program review information, needs addenda, and up-to-date state allocation information. Despite significant progress, faculty and staff who do not directly serve on integrated planning functional committees may not be fully aware of the college's planning efforts or the results of those efforts. To begin this work, two planning summits were held in April 2011 that aimed to clarify the components of an effective planning process, identify impediments to planning effectiveness at the college, and outline specific improvements. Results of these summit meetings included specific solutions such as standardized committee reporting, both in online reports and scheduled face-to-face meetings, scheduled communication between committees and constituents, and more streamlined and accessible Web site design. Assessment of outcomes should be imbedded in the planning efforts for the next cycle.

Despite significant progress, faculty and staff who do not directly serve on integrated planning functional committees may not be fully aware of the college's planning efforts or the results of those

efforts. Outreach efforts must be undertaken to demonstrate how the integrated planning model works and provide examples of how to find information, solve problems, and accomplish the work of the college. Because the college is within its early in its adoption of an integrated planning model, the system of assessment is too young to clearly ascertain whether it has been an effective use of financial resources or whether its results of the evaluation as the basis for improvement. Clearly the foundation is present; it is the data for the basis of assessment that is not clearly present or widely understood. (IIID.3)

Conclusions
The institution relies upon its mission and goals as the foundation for financial planning and thereby meets the standard. (IIID.1)

While the program review process is clearly established and a proficient method of financial planning exists within departments, financial planning is not fully integrated with and thus does not fully support all institutional planning across the district. Therefore, the college does not meet Standard IIID.1.a.

The college meets Standard IIID.1.b. The current institutional planning reflects realistic assessment of financial resources availability, development of financial resources, partnerships, and expenditure requirements.

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 liability and furfure obligations and thereby it meets Standard IIID.1.c.

The institution does not clearly define and follow 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, because such processes are not fully illustrated within processes. (IIID.1.d)

Because there is no assurance that established procedures are inculcated within the culture of the college, the college only partially meets Standard IIID.2.a. While College of the Redwoods has responded to the findings, it appears that the exceptions cited within its last audit contained repeat findings questioning whether the financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. While the institutional responses to external audit findings are comprehensive, timely, and communicated appropriately, there is little in practice or routine within the campus that would substantiate these processes are being followed district wide.

The college meets Standard IIID.2.b.The financial information is provided throughout the institution. The team suggests that this communication could be improved if the information were provided within one key document such as the budget book.

The college has cash flow and reserves to maintain stability and to meet financial emergencies and unforeseen occurrences and therefore meets Standard IIID.2.e. (IIID.2.c)

The institution partially meets Standard IIID.2.d because, while practices and procedures are in place, they are too new to realistically evaluate whether they represent an effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

The institution partially meets Standard IIID.2.e because not 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. The institution is in an early stage of adoption of a process to ensure the linkage is present.

The college partially meets Standard IIID.2.f because it has not fully adopted the recommendations as provided by its auditors as to assure the integrity of the institution is maintained. There appears to be some contractual agreements with external entities that may not be consistent with the mission and goals of institution, or adequately governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

The college does not meet Standard IIID.2.g. While the institution evaluates the financial systems regularly with audits, The team found little evidence that improvements were made in the college's financial management practices.

The institution does not meet Standard IIID.3. While results regarding resource allocations are communicated in a systematic way, there is little to no analysis as to whether the allocation of resources is evaluated to determine whether the allocations result in improvements. While the level of financial resources provides a reasonable expectation of both short term and long term financial solvency, the financial resource planning is not fully integrated with institutional planning in order to assess whether the financial resources are sufficient to support student learning and services to improve institutional effectiveness. While the distribution of resources appears to supports the development, maintenance, and enhancement programs and services, there have been issues as to whether the institution plans and manages its financial affairs with integrity and in a matter that ensures financial stability after such planning resulted in implementation strategies with little or no analysis.

See Recommendation #2 – Strategic Planning
(IIID.1.a, IIID.2.g, IIID.3)

Standard IV – Leadership and Governance
Standard IVA – Decision-Making Roles and Processes

General Observations
Board Policy 2510, Participation in Local Decision Making, identifies the roles and responsibilities of the faculty, staff, and students in the governance of the college and how this policy is implemented. The college maintains a web site with descriptions of administrative, staff, faculty, and student organizations. Committees and other decision-making bodies have their membership, agenda, and minutes posted on the web site. The College Council approved the Integrated Planning Process. Key planning committees make recommendations to the Budget Planning Committee and the College Council to be integrated and forwarded to the President's Cabinet. The College Council directs the college's mission, vision, and values statements as a guide to other planning and governance processes.

Revisions of policies and procedures specific to the roles and responsibilities of the Academic Senate are submitted to the College Council by the Academic Senate. In addition, an audit of all policies and procedures related to the Academic Senate's roles and responsibilities has been drafted by the Academic Standards and Policies Committee and reviewed by the Academic Senate leadership.

Classified staff members participate in decision-making through their reporting and organizational structure, through participation on college committees, and through the California School Employees Association local chapter that regularly makes reports to the Board of Trustees. The Managers Council was recently organized and has since adopted a charter that establishes bylaws and procedures that describes their role in governance at the college.

Board Policy 203 establishes the responsibility and authority of faculty and academic administrators in making recommendations regarding student learning. Board Policy 4020 Program and Curriculum Development was recently reviewed and revised by the Academic Standards and Policies Committee, a standing committee of the Academic Senate. This proposed policy underwent appropriate constituency review and was subsequently forwarded to the college's Board of Trustees for adoption. The Curriculum Committee is active in reviewing and revising curriculum. Faculty and instructional administrators consult collegially to create, review, and revise curriculum. The Academic Senate approves all curricula recommended to the Board of Trustees.

The Associate Students at College of the Redwoods increased their participation in college governance by appointing a representative to the College Council and including a non-voting representative on the Academic Senate. The Associate Students at College of the Redwoods appoints student representatives to the Board of Trustees, Academic Senate, and other college committees.

The Board of Trustees has regular meetings open to the public and with published agendas, minutes, and supporting documents available through the college's Web site. Governance committees are open to the public, and agendas and minutes are published online. An organizational communications Web page contains videos of informational presentations.

The college has positive relationships with external agencies. The college has prepared and submitted change proposals related to distance education, new programs, and new locations as required by the Commission.

The District has actively reviewed and is in the process of revising all board policies and Administrative Procedures. Over the summer of 2010, administrators, managers, and directors were charged with revising non-board related policies using templates from the Community College League of California and other California Community Colleges. Policy drafts go before the College Council, a widely representative body, before they are disseminated to all stakeholders for a 30 to 90 day review. The College Council then submits revised Board Policies and Administrative Procedures to the Board.

In spring 2010, the college administered the Employee Satisfaction Survey regarding workplace climate. The results of the survey were posted publicly on the college Web site. In spring 2011 the Institutional Effectiveness Committee assessed the college's effectiveness. Although the college initially formed an Institutional Effectiveness Committee (IEC) in 2007, its goals and scope were altered several times, and it was temporarily discontinued between 2008 and 2010. In fall 2010 the Institutional Effectiveness Committee was reconstituted with the charge to provide oversight, coordination, analysis and reporting on the effectiveness of the college. Serving as a neutral clearinghouse for program review and planning information, this committee uses the mission and goals of the college as the means for evaluating program reviews and college plans.

Findings and Evidence
The college has improved its development and implementation of the integrated planning process. During the 2010-11 academic year several committees were redesigned and all function effectively. The model was reviewed and refined, and a narrative description of the process was drafted by the Institutional Effectiveness Committee. The integrated planning model and narrative as well as the college's participatory governance document will be implemented in the 2011-12 year and will codify systematic participative processes. (IVA.1)

Members of the college's various constituency groups could be better informed about college decision-making processes if the college's internal web site was kept current and made more easily navigable. The college's participatory governance document will be in place by fall 2011 and will codify systematic participative processes. Committees are provided with templates and training to ensure a consistent format for publishing information on the college's internal Web site. (IV.A.2.a.)

The college relies on the faculty for decisions regarding student learning and services. The policies and processes followed in determining how to improve student learning programs and services are defined and engage academic personnel at all levels. One example of engagement is the institution's response to requests initiated by the Academic Senate as described by its December 2010 Senate resolution regarding Basic Skills Initiative governance which called for an increased role for faculty in recommending improvement in student learning programs and services for basic skills students. In the 2010-11 academic year, the college's Basic Skills Initiative Committee was reinvigorated to include a faculty co-chair and was granted authority for planning and budgeting. (IVA.2.b.)

Although the results of the 2010 Employee Satisfaction Survey were posted on the college Web site, the college could have more clearly and expediently communicated how this survey would be used as a vehicle for evaluating its governance structures and processes. Action plans to respond to the major themes and concerns expressed in the survey responses were developed and included goals for the 2010-11 and 2011-12 academic years. (IVA.3)

The Comprehensive Annual Financial Report for 2009-10 found that the college had met most of its reporting obligations but noted that the college utilized funds derived from its Title III grant without following the procedure for obtaining approval for those uses. The district concurs with the auditor and has addressed the recommendations of the auditor. (IVA.4)

There have been gains in identifying and establishing governing structures and identifying roles and responsibilities. There has been a renewed effort at transparency, participative governance, and trust-building by college leadership. The college has expanded training and collaboration related to planning, decision-making, and participatory governance. The college's participatory governance document is now in place and will codify systematic participative processes. There was considerable effort to address the ACCJC sanctions during the 2007-08 academic year. An additional recommendation was addressed in October 2010. A new recommendation was identified in January 2011. (IVA.4.)

The college has made an effort to review and revise the board policies and administrative procedures. The Ad Hoc Board-Related Policy Committee developed an 11-step process and invited comments from the community to be included in the review and revision process; the activities and procedures of this committee have been publicly posted on the college Web site. The review was completed during the 2010-11 academic year. (IVA.5)

Conclusions
The college meets Standard IVA.

Recommendations
None

Standard IV – Leadership and Governance
Standard IVB – Board and Administrative Organization

General Observations
The Board of Trustees is comprised of nine elected officials and one non-voting student member. 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 that approximately one half of the trustees shall be elected at each cycle. The Board includes representatives from nine different trustee areas that span the communities served by the District. Board Policy 2200, Board Duties and Responsibilities, articulates the Board's responsibility to establish policies that maintain excellence in student learning programs and ensure the fiscal stability of the district.

The Board relies upon faculty experts and the judgment of the Academic Senate. Administrative Procedure 2220, Committees of the Board, requires the Board to form the Audit Committee to advise the full board on fiscal matters and recommends the outside auditing agency to complete the District's annual audit. Although the president/superintendent has the primary responsibility of ensuring the sound fiscal management of the college, Board Policy 6300, Fiscal Management, requires the submission of a monthly financial report to the Board.

Board Policy 2010, Board Membership, requires that Board members shall not hold any office that is incompatible with the duties of an independent policy-making body, including serving as an employee of the district during the term of office. Board Policy and Administrative Procedure 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 Board Policy 2715, Code of Ethics/Standards of Practice. 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 as stated in Board Policy 2305. Once the board makes a decision, it acts as a whole. Board Policy 2330, Quorum and Voting, states, "Regardless of the division of votes during this process, the board acts in unison once an action has been voted on."

The Board establishes policies to ensure educational quality, financial integrity, and for all legal matters involving the district. This authority is outlined in Board Policy 2410, Policy and Administrative Procedures. The Board also has ultimate responsibility for educational quality, legal matters, and financial integrity, as noted in Board Policy 2200, Board Duties and Responsibilities. All board policies and procedures are available on the college's Board of Trustees web page. Starting December 2010, the district began posting video archives of Board meetings on the district's Web site. New members of the Board of Trustees participate in orientations in which they meet with other trustees as well as the college president/superintendent. New members attend the Community College League of California New Trustee Orientation workshop which is offered each January. In addition, new members are provided a local orientation that includes an introduction to the policies and procedures of the district. The expected attributes of and guidelines for the conduct of board members are clearly laid out in Board Policy 2715, Code of Ethics/Standards of Practice, which, among other points, indicates that trustees must devote adequate time to board work.

The Board of Trustees receives regular updates about the accreditation process at its public meetings. Also, the Board of Trustees reviews and acts on all accreditation reports. The Board of Trustees

attended the joint technical assistance presentations on organizational communication in September 2009 and October 2010 from the Community College League of California and the Academic Senate of the California Community Colleges. After both presentations, the Board met the technical assistance consultants regarding accreditation concerns.

The Board set goals during an August 2010 retreat which allowed the leadership of the various groups to begin goal-setting and team building and provided an opportunity for explanation and discussion of the major initiatives of the college. In December 2010, the Board president and vice president met with the Academic Senate co-presidents and the former president/superintendent to discuss ways to move the college forward despite the challenges and differences in opinions about participatory governance. This meeting resulted in the Open Letter to the District identifying shared commitment by institutional leadership to the accreditation process. In addition to these updates and meetings, and in response to the Accrediting Commission requirements set forth in January 2011, the Board increased its involvement in clarifying institutional roles and responsibilities and strengthening communication between the college constituencies.

The interim president/superintendent convenes the Expanded Cabinet regularly to provide an opportunity for each administrator to provide reports and receive feedback on operational aspects of their areas, such as staffing, budget, operations, progress towards goals, obstacles, etc.

The organizational charts identify administrative positions and areas of responsibilities. The college maintains organizational charts for the offices of the president, instruction, student services, administrative services, and human resources. The organizational charts can be found on the college's Web site. At the end of spring 2011, the revised mission, vision, and values statements were adopted by the college.

Findings and Evidence
Board Policy 2431, President/Superintendent Selection, and Board Policy 2435, Evaluation of President/Superintendent, ensure processes for selection and evaluation of the president/superintendent. The terms set forth in the president/superintendent's employment contract, board policies, the president/ superintendent's job description, and any performance goals and objectives developed by the Board and president/superintendent are used to determine the evaluation criteria of the president/ superintendent. (IVB.1, IVB.1.e, j)

The team found through review of minutes, interviews, and direct observation that the Redwoods Community College District Board is an independent policy board that acts as a whole and acts on behalf and in the best interest of the district. The board has ultimate responsibility for educational quality. Policies and procedures of the Board of Trustees are in place and are published on the college web site. The Board members are elected in staggered terms. The range of Board member tenure is useful in orienting new members and assuring vigorous Board development. (IVB.1.a-d,f)

The self-evaluation processes of the Board of Trustees are defined in Board Policy 2745, Board Self-Evaluation. The Board has met in a special session to conduct a board self-evaluation and to set goals for the 2010-2011 year. The Board of Trustees set four goals for themselves as a Board for 2010 – 2011. The team found that the self-evaluation process did not adequately address the problems and concerns caused by the previous president/superintendent. (IVB.1.g, 1h.,1h-j)

The Board of Trustees' Code of Ethics/Standards of Practice is clearly described in Board Policy 2715 with additional ethics-related policies found in Board Policies 2710, Conflict of Interest; 2716, Political Activity; and 2717, Personal Use of Public Resources. In addition, the college's Board of Trustees is also bound by relevant sections of the California Government Code and the California Code of Regulations, which further describe elements of ethical conduct in government and stipulate the prescribed sanctions when standards of conduct are violated. Board members, including the student trustee, are provided with a number of opportunities for orientation to their positions and are prepared for their work as Board members. Staggered terms allow for continuity of membership and orderly replacement. Standard IVB.1.h)

Through the many accreditation team visits and evaluation reports from the Accreditation Commission, each of the College of the Redwoods Board members has been actively engaged in attending information meetings, debating drafts of the Self Study and other reports to the Commission, and participating in discussions held with visiting experts and consultants. In interviews with all of the Board members, it was clear that the Board was aware early on of the problems stemming from the actions of the previous superintendent/president and moved deliberately to address the problem. The focus on accreditation compliance was a major factor in the Board's actions. (IVB.1.i)

The Board establishes the qualifications for the president/superintendent and a timeline for the search. The Board of Trustees entrusts the president/superintendent with the full responsibility for the implementation and administration of board policies. It has been the practice of the Board's Ad Hoc Committee on Evaluation of the President to contract with the presidential evaluation services provided by the Association of Community College Trustees. The trustees complete a survey on the president/superintendent's performance, based on the following criteria: leadership on campus and in the community; communication with the Board; representation of the Redwoods Community College District; administrative and management skills; fiscal management; and personal attributes, including trust and integrity. The Association of Community College Trustees then prepares a summary of survey responses. The Board's evaluation of the president/superintendent is conducted annually at a retreat. The last evaluation occurred at the May 2010 retreat. (IVB.1.j)

According to Board Policy 2430, Delegation of Authority to the President/Superintendent, the Board delegates to the president/superintendent the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. The president/superintendent chairs the College Council, a participatory decision-making group with representation from constituencies across the District. The College Council also reviews the actions of the President's Cabinet, the Academic Senate, the Budget Planning Committee, and the Enrollment Management Committee. College Council notes are posted online. The President's Cabinet consists of the vice presidents and the chair of the Managers Council. The Expanded Cabinet notes can be found on the president's Web page. The president/superintendent communicates regularly with all members of the college community at convocation and through informal President's Hour visits and regular broadcasts. 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. (IVB.2)

The president/superintendent guides the process for college planning and institutional improvement by overseeing the college's strategic planning process, institutional planning in the three major service areas of instruction, student services, and administration; program planning; unit planning; and resource allocation. The college's policies and procedures establish the president/superintendent's responsibility to assure the implementation of statutes, regulations, and board policies; moreover, they clearly delineate institutional processes through which the president/superintendent can assert his authority and influence in coordinating district operations in alignment with the institution's mission and policies. (IVB.2.a, IVB.2.d)

It was clear to the team through examining the *Self Study*, conducting interviews, and reviewing documents that, prior to the last six months, the college did not function under a collegial governance model, did not set priorities through an evidence-based planning and budgeting process, did not support the use of student learning outcomes as a driver of resource allocation, and did not follow established processes to evaluate planning and implementation efforts.

The newly installed interim president/superintendent has established an environment of collegiality, has initiated many policies and procedures that involved dialog and collegiality in decision making, and has begun planning processes that have the potential to provide an integrated, data-driven decision making process for the college, although these latter efforts are too new to evaluate their impact and the leadership of the interim president/superintendent is not established as being able to continue these efforts pending the outcome of the current search for a permanent president/superintendent. (IVB.2.b)

Board Policy 2430, Delegation of Authority to the President/Superintendent, requires the president/superintendent to ensure compliance with all relevant laws and regulations and that required reports are submitted in timely fashion. Through the College Council, the president/superintendent formed a policy and procedure review sub-committee to ensure district policies are consistent with statutes and regulations. AP 2410, Policy and Administrative Procedures, and Administrative Procedure 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. Administrative Procedure 2410, Policy and Administrative Procedures, identifies appropriate roles related to the development of the college's policies and procedures: the governing Board is responsible for policy changes that pertain to Board authority and governance while the Academic Senate, senior staff, and associated students may make recommendations related to other policies and administrative procedures. Also at its May 2, 2011 meeting the College Council approved Board Policy 3250, Institutional Planning, which directs the president/superintendent to ensure that the college's broad-based and ongoing planning process is consistent with the college's mission, and that the process is inclusive and engages the appropriate constituencies. The team found that the president/superintendent's role was not effective in assuring that institutional practices are consistent with the institution's mission and policies. (IVB.2.c)

Conclusions
Evidence from reports files and interviews establishes that the college meets Standard IVB with four exceptions. The governing board has not established 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. (IVB.1.b) The Board regularly evaluates its policies and practices and revises them as necessary. However, the governing board has not acted in a manner consistent with

its policies and bylaws. (IVB.1.e) The governing board has the responsibility for selecting and evaluating the district/system chief administrator, here the president/superintendent. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference. However, the governing board failed to hold the previous president/superintendent accountable for the operation of the district to improve institutional effectiveness. (IVB.1.j) As a result, prior to the last six months, the college did not set priorities through an evidence-based planning and budgeting process, did not support the use of student learning outcomes as a driver of resource allocation, and did not follow established processes to evaluate planning and implementation efforts. (IVB.2.b)

Recommendation #8 – Board Actions and Communication; Holding President Accountable
In order to meet the standard, the team recommends that the governing board act in a manner consistent with its policies and practices, regularly evaluate its policies and <u>practices</u> (emphasis added) revising them as necessary, and demonstrate and widely communicate its actions as being within the policy framework seeking input on such practices. In addition, the governing board 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)