COLLEGE OF THE REDWOODS

INSTITUTIONAL SELF-EVALUATION REPORT

IN SUPPORT OF REAFFIRMATION OF ACCREDITATION

SUBMITTED BY:
COLLEGE OF THE REDWOODS
7351 TOMPKINS HILL ROAD
EUREKA, CA 95501

SUBMITTED TO:
ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES, WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

JULY 2017

Institutional Self-Evaluation Report –Certification Page

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

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

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

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

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INTRODUCTION

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

The Redwoods Community College District (RCCD) was formed on January 14, 1964, by an election of Humboldt County voters. A bond issue of $3,600,000 was passed for initial construction of what is now the district's Eureka main campus. From 1965 to 1967, the district offered courses and programs on the campus of Eureka High School. Initially, 45 degree and certificate programs were offered, 15 of which were technical/vocational. More than 1,800 students registered at the College in 1965–1966. The initial staff of the College consisted of 31 full-time faculty, 85 part-time faculty and administrative support staff. Today there are approximately 80 full-time and 250 part-time faculty, while the administrative, managerial and classified staff include roughly 230 employees. In May 1975, the residents of coastal Mendocino voted for annexation into the RCCD. In July 1978, Del Norte County also joined the district.

An elected Board of Trustees governs the district, 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 Del Norte Education Center in Crescent City, the Klamath-Trinity Instructional Site in Hoopa, and an instructional site in Garberville. The College also offers residents of this sparsely populated, large district a robust selection of online course and degree offerings.

Major Developments

In June 2014, the College entered into an agreement with the Mendocino-Lake Community College District to begin the process of transferring the Mendocino instructional site to that community college district. The College of the Redwoods filed a substantive change proposal with the Commission that it approved, and the full transfer of the site to Mendocino College took place on June 30, 2017.

Around 2007, the College received information that many of its present buildings posed hazards to students because of their location atop fault lines. With financial assistance from the state, and in response to geological reports, the College opened its new Administration Building and Theater in 2012, Humanities Building in 2013, and Sciences Building in 2013. In the upcoming years, it will also be building a new Creative Arts Building and Physical Education Complex. These two projects are scheduled to be completed in 2020 and 2021 respectively.

Since 2011 the distance education (DE) infrastructure and staffing have been significantly improved. Six years ago a dean of distance education and an instructional technologist recruited from Oregon staffed the DE area. Their unfamiliarity with institutional, California Community College (CCC), and Commission processes led to program stagnation. In the spring of 2014, past President Kathy Smith tasked a DE committee to identify and address infrastructure needs. As a result CR established a transition year (2014-15) with an interim faculty DE director and faculty DE coordinator who, with institutional support (especially from the vice president of instruction and student development (VPISD) and director of institutional research) accomplished the following: hired a new permanent half-time director of distance education and new fulltime instructional technologist; submitted to the ACCJC a total of 33 substantive change proposals; adopted the LMS Canvas; created an Online Teaching and Learning Training (OTLT) to support faculty contract language requiring specialized training for online instructors; and purchased, installed, and implemented TelePresence, a state-of-the-art interactive video system for live video courses at the College's instructional sites.

The College has also begun to offer instruction to prisoners in the maximum-security Pelican Bay State Prison in Crescent City. Prior to the passage SB 1391 in 2014, community colleges were restricted from offering face-to-face classes in California state prisons. During this period of time, the College made several attempts to start correspondence programs at Pelican Bay State Prison (PBSP). The last attempt stalled in 2011/2012, after the state cut the budget to incarcerated student education programs in the California Department of Corrections and Rehabilitation (CDCR).

After the passage of SB 1391 the College of the Redwoods resumed conversations with CDCR. CDCR requested an associate's degree with the ability to transfer to the California State Universities. A taskforce was formed in the summer of 2015 and identified the degree to be offered as the Liberal Arts – Behavioral and Social Sciences. The College began offering face-to-face, noncredit, college-readiness courses in November of 2015 inside the prison. In the spring 2016 semester, the first college-level course was offered. The course was GS 6 (First Year Experience) and 21 students were enrolled at census. During the spring 2017 semester, the College offered ten sections of college-level, degree-applicable courses at PBSP to 100 individual students. The majority of students there take several courses at a time. Total seats at census for college-level courses in spring 2017 amounted to 148. In addition to expanding college-level course work in the prison, the College of the Redwoods continues to offer noncredit, college-readiness courses and is providing academic counseling and other student services for the student prisoners.

Since its last self-study, the College has pioneered efforts to reduce the amount of time students spend in remedial mathematics and English courses. In 2012-13, the College sent a team of English faculty to the first California Acceleration Project (CAP) Leadership Institute. The team returned to the College and designed English 102, an open-placement accelerated class from which students move directly into English 1A, the transfer-level English composition course.

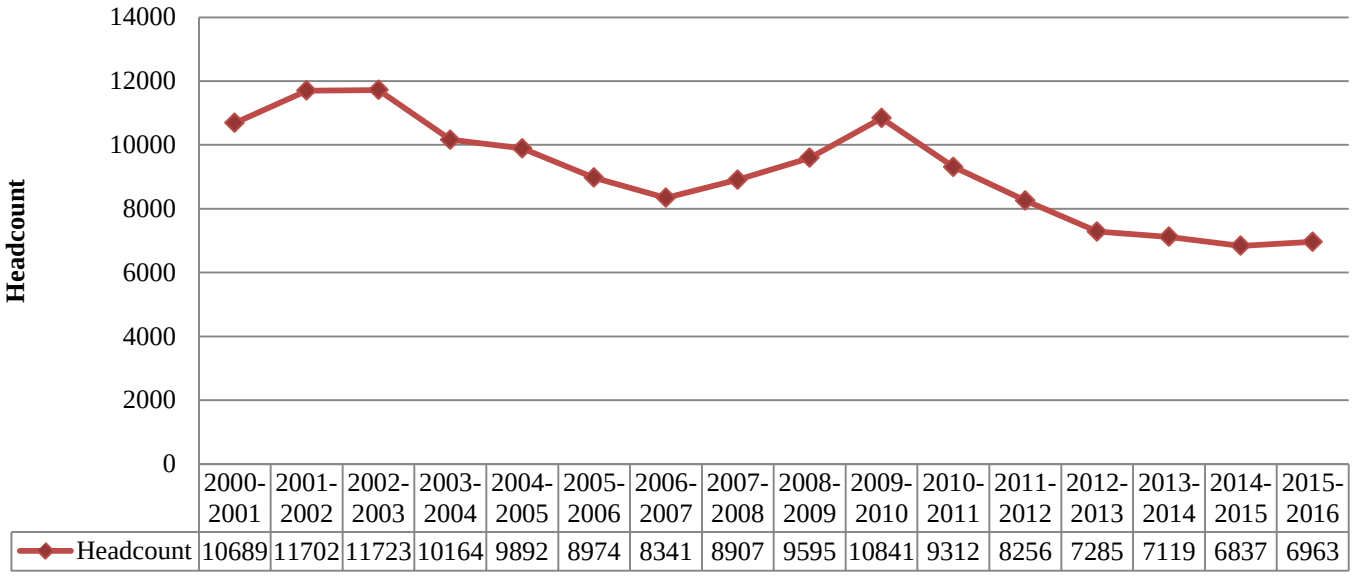
During the 2014-15 academic year, the College sent a team of mathematics faculty to three CAP leadership conferences, which led to the creation of the Math 102 course that moves students more efficiently into Math 15 (Introduction to Statistics). The College remains committed to these acceleration efforts and continues to send faculty to CAP conferences for training. In March 2016, the College received a Community Colleges Basic Skills and Student Outcomes Transformation Grant that will allow the College to continue these acceleration efforts and, ultimately, reduce the students' time to degree.

Since the last accreditation review, the College's student enrollment has declined from around 5000 FTES to approximately 3900 FTES and has stabilized at that number. The College is aware that this trend is similar to almost all other rural colleges in the system and parallels economic developments in the region. To fulfill its transfer mission, the College has developed 15 associate degrees for transfer in that time. Humboldt State University, the region's major university, closed its nursing program in 2012, leaving the College as the only provider of registered nursing and licensed vocational nursing graduates for one of the fastest growing industry sectors in the service area. The College also has specialized, nationally or regionally accredited programs in Automotive Technology, Drafting and 3D Modeling, Construction Technology, Manufacturing Technology, CAD/CAM Manufacturing, and its Law Enforcement Academy. Recent labor market data indicates that various construction trades are one of the projected areas of employment growth through 2024.

Service Area and Student Demographic Data

Annual Student Headcount

The number of individual students in the classroom each academic year[1] (annual headcount) peaked in 2002-2003 and again in 2009-2010 when a poor economy led to more students entering community colleges across California. Headcount declined from 2009-2010 through 2014-2015. During this time, the economy grew stronger and unemployment in Humboldt County fell from over 10 percent to less than 5 percent. Similarly, unemployment in Del Norte County fell from over 12 percent to less than 7.5 percent.



	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Headcount	10689	11702	11723	10164	9892	8974	8341	8907	9595	10841	9312	8256	7285	7119	6837	6963

[1] Credit students are counted if enrolled on census day, and noncredit students with at least eight hours of attendance during an academic year

Annual Full-Time Equivalent Students (FTES)

Enrollments at the College in terms of FTES also reached a high in 2009-2010. Enrollment has been stable over the last two years. Noncredit enrollments contributed to this stabilization. Noncredit enrollments have steadily increased since 2013-2014.

Academic Year	Credit	Noncredit	Total
2015-2016	3,870.40	134.06	4,004.46
2014-2015	3,889.40	99.52	3,988.92
2013-2014	4,169.13	35.2	4,204.32
2012-2013	4,396.27	0	4,396.27
2011-2012	4,941.57	2.2	4,943.77
2010-2011	5,429.21	2.44	5,431.65
2009-2010	6,084.56	1.46	6,086.02

Community Demographics & Proportionality

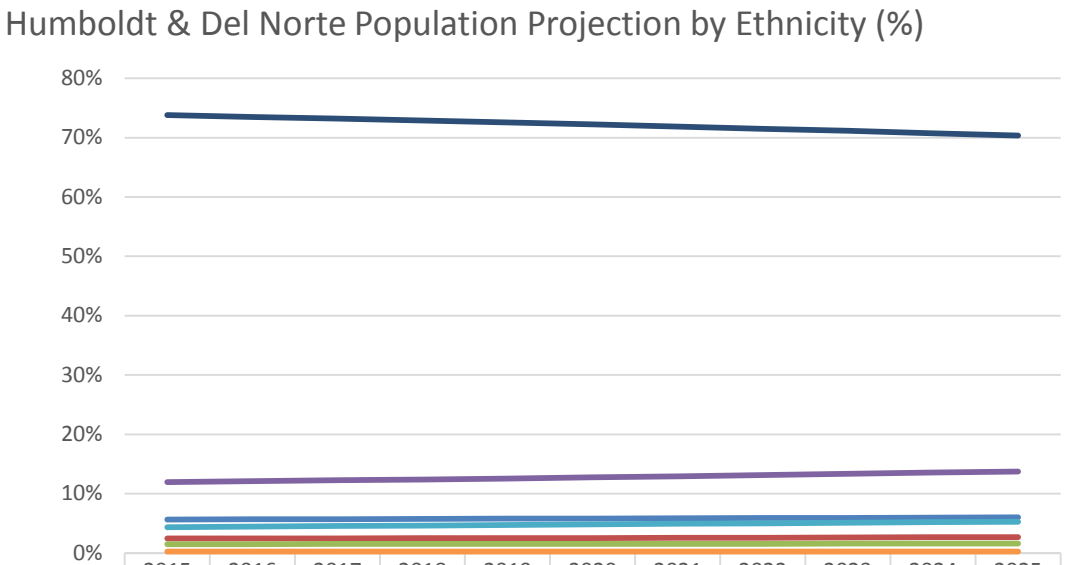
The table below compares the demographics of College of the Redwoods' student population to the demographics of the school's service area. Ethnic minorities are represented to a greater extent at the College than in the general populations of Humboldt and Del Norte counties. This is especially true of Hispanic students who make up almost 19 percent of the College's students compared to approximately 10 percent of the county's adult population. Female students are also represented at a slightly higher rate at the College compared to the adult population of the counties.

Population	% of CR's total enrollment	% of adult population within service area[1]	Percentage difference*
American Indian	6.0%	4.8%	1.2%
Asian	2.5%	2.1%	0.4%
Black or African American	3.1%	1.1%	2.0%
Hawaiian/Pacific Islander	1.0%	0.2%	0.7%
Hispanic	18.9%	9.0%	9.9%
Two or More Races	6.4%	3.6%	2.8%
Unknown	6.3%	0.0%	6.3%
White	55.8%	79.1%	-23.3%
Total	**100%**	**100%**	
Female	52.5%	50.3%	2.2%
Male	47.5%	49.7%	-2.2%
Unknown	1.7%		
Total	**100%**	**100%**	

*Calculated by subtracting the % of the adult population within the service area from the % of CR's total enrollment. A positive value indicates that a given population group has greater representation at the College than it does in the community.

[1] - Source: *California Department of Finance*

The total 2015 population of Humboldt and Del Norte counties is about 166,000, and the California Department of Finance projects that count to increase by 3 percent, to 171,000, by 2025. During that time, the ethnic distribution is projected to change slightly--the most notable change is a 4 percent decrease in the percentage of Caucasians and a 2 percent increase in the percentage of Hispanics.

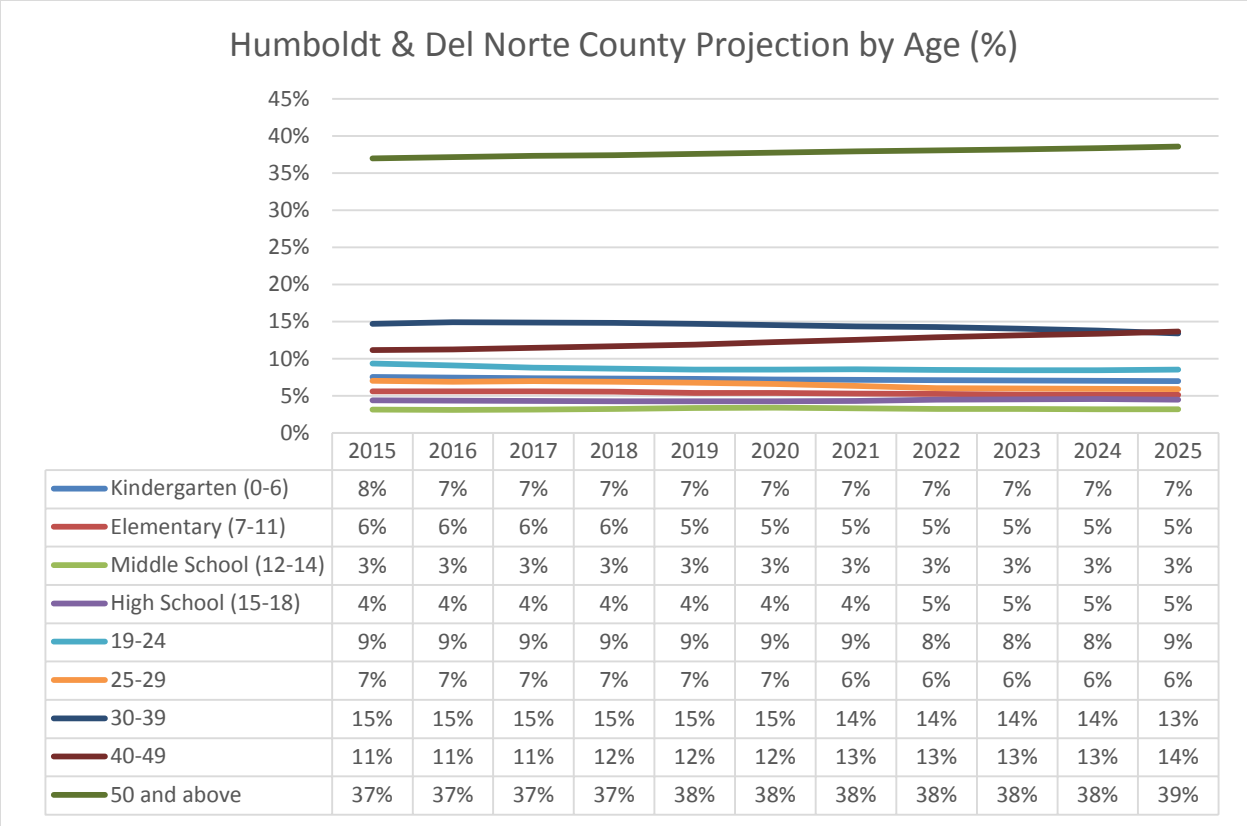


	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
American Indian	6%	6%	6%	6%	6%	6%	6%	6%	6%	6%	6%
Asian	2%	2%	2%	3%	3%	3%	3%	3%	3%	3%	3%
Black	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%
Hispanic	12%	12%	12%	12%	13%	13%	13%	13%	13%	14%	14%
Multi-Race	4%	4%	5%	5%	5%	5%	5%	5%	5%	5%	5%
Pacific Islander	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
White	74%	73%	73%	73%	73%	72%	72%	72%	71%	71%	70%

Source: *California Department of Finance*

The most populated age group within the College's service area is the 50 and older group, by a significant margin, and their percentage of the total population is projected to rise from the current 37 percent to 39 percent by 2025. The most significant change in proportion is expected from the 40-49 age group, which is expected to increase from 11 percent to 14 percent by 2025, overtaking the proportion of 30-39 year olds as their percentage decreases from 15 percent to 13 percent.

The percentage of high-school aged children will increase by 1 percent, and the remaining age groups will either remain the same, or will decrease by 1 percent.



	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Kindergarten (0-6)	8%	7%	7%	7%	7%	7%	7%	7%	7%	7%	7%
Elementary (7-11)	6%	6%	6%	6%	5%	5%	5%	5%	5%	5%	5%
Middle School (12-14)	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%
High School (15-18)	4%	4%	4%	4%	4%	4%	4%	5%	5%	5%	5%
19-24	9%	9%	9%	9%	9%	9%	9%	8%	8%	8%	9%
25-29	7%	7%	7%	7%	7%	7%	6%	6%	6%	6%	6%
30-39	15%	15%	15%	15%	15%	15%	14%	14%	14%	14%	13%
40-49	11%	11%	11%	12%	12%	12%	13%	13%	13%	13%	14%
50 and above	37%	37%	37%	37%	38%	38%	38%	38%	38%	38%	39%

Source: *California Department of Finance*

Thirty-five percent of the College's fall 2015 student body lives within Eureka postal zip codes, mostly from 95501 (18%). Other major zip codes correspond to the cities of Arcata, Fortuna, Crescent City, McKinleyville, Hoopa, and Ferndale. The following table shows the zip codes from which CR's fall 2015 students came. The largest city within each zip code is shown in the table, as well as the proportion of students within each zip code as compared to CR's fall 2015 total headcount.

Top ZIP Codes (fall 2015)

Zip Code	Primary City	#	% of Total
95501	Eureka	948	18%
95503	Eureka	727	14%
95521	Arcata	601	11%
95540	Fortuna	544	10%
95531	Crescent City	486	9%
95519	McKinleyville	419	8%
95546	Hoopa	114	2%
95536	Ferndale	88	2%
95502	Eureka	87	2%
95551	Loleta	78	1%
95562	Rio Dell	73	1%
95570	Trinidad	39	1%
95567	Smith River	34	1%
95524	Bayside	34	1%
95518	Arcata	33	1%
Total Top Zip Codes		4305	80%
Total All Others		1048	20%
Total		5353	100%

Feeder High Schools

The following table displays high schools from which students of College of the Redwoods' fall 2015 student body originated. Ethnic distribution per "feeder" high school is also presented. The 15 high schools listed represent the source of about 40 percent of the College's fall 2015 students. Ten percent of students graduated from Eureka Senior High School. The largest equity group from each high school is Caucasian, except Hoopa Valley High School, from which 81 percent of students who attended the fall 2015 semester were American Indian. Other notable populations are from Fortuna Union High School (19% Hispanic), Del Norte County High School (26% Hispanic), Castle Rock Charter School (15% American Indian and 17% Hispanic), South Fork High School (15% Hispanic), Ferndale (21% Hispanic), Sunset High School (18% American Indian), and Zoe Barnum High School (18% Hispanic).

High School	Total #	American Indian %	Asian %	Black or African American %	Hawaiian /Pacific Islander %	Hispanic %	Two or More Races %	Unknown %	White %
EUREKA SENIOR	541	3%	9%	2%	1%	12%	9%	8%	57%
FORTUNA UNION	306	2%	0%	0%	0%	19%	6%	5%	68%
DEL NORTE COUNTY	255	7%	6%	0%	0%	26%	6%	4%	50%
ARCATA	248	4%	1%	1%	1%	12%	8%	5%	68%
MCKINLEYVILLE	198	10%	1%	1%	1%	8%	6%	9%	66%
HOOPA VALLEY	108	81%	0%	0%	0%	3%	5%	3%	8%
OREGON	74	7%	0%	7%	0%	11%	1%	3%	72%
CASTLE ROCK CHARTER SCHOOL	65	15%	5%	0%	0%	17%	3%	3%	57%
SOUTH FORK	65	3%	2%	0%	0%	15%	9%	5%	66%
FERNDALE	63	0%	0%	0%	0%	21%	6%	8%	65%
ACADEMY REDWOODS	54	0%	7%	0%	0%	11%	13%	6%	63%
SUNSET	45	18%	4%	0%	0%	11%	7%	2%	58%
ZOE BARNUM	45	4%	0%	7%	0%	18%	11%	7%	53%
FOREIGN SECONDARY SCHOOL	43	0%	7%	5%	2%	35%	0%	28%	23%
MATTOLE VALLEY CHARTER SCHOOL	42	5%	0%	0%	0%	7%	14%	2%	71%
Total Feeders	2152	9%	4%	1%	0%	15%	7%	6%	58%
Total All Others	3201	3%	2%	4%	1%	22%	6%	6%	56%
Total	5353	5%	3%	3%	1%	19%	7%	6%	57%

Shown below are the rates at which students from each high school accept the BOG and Pell grants. BOG and Pell grant acceptance rates provide insight to the socioeconomic variations within the College's service area. Sixty-four percent of students from the top 15 feeder high schools accepted the BOG, and 39 percent accepted the Pell grant. Of the students from all other high schools (those not specifically listed above), a smaller proportion of students accepted the BOG and Pell awards.

Feeder High Schools by BOGG and Pell Grant (fall 2015)

Feeder High School	Total #	Accepted BOGG	Accepted Pell
EUREKA SENIOR HIGH SCHOOL	541	65%	42%
FORTUNA UNION HIGH SCHOOL	306	64%	37%
DEL NORTE COUNTY HIGH SCHOOL	255	69%	43%
ARCATA HIGH SCHOOL	248	55%	32%
MCKINLEYVILLE HIGH SCHOOL	198	64%	41%
HOOPA VALLEY HIGH SCHOOL	108	81%	52%
OREGON HIGH SCHOOL	74	47%	43%
CASTLE ROCK CHARTER SCHOOL	65	85%	66%
SOUTH FORK HIGH SCHOOL	65	46%	20%
FERNDALE HIGH SCHOOL	63	56%	25%
ACADEMY REDWOODS	54	50%	19%
SUNSET HIGH SCHOOL	45	82%	49%
ZOE BARNUM HIGH	45	73%	27%
FOREIGN SECONDARY SCHOOL	43	60%	40%
MATTOLE VALLEY CHARTER SCHOOL	42	69%	48%
Total Feeders	2152	64%	39%
Total All Others	3201	51%	34%
Total	5353	56%	36%

The next two tables disaggregate mathematics and English placements per feeder high school. Of students from the College's top 15 high school feeder institutions, slightly more students place into mathematics and English courses that require remediation prior to taking a course that is applicable to an associate's degree.

Feeder High School	Mathematics Placement			
	Total #	Associate Applicable	Less than Associate Applicable	No Placement
EUREKA SENIOR HIGH SCHOOL	541	33%	42%	25%
FORTUNA UNION HIGH SCHOOL	306	30%	46%	23%
DEL NORTE COUNTY HIGH SCHOOL	255	37%	37%	26%
ARCATA HIGH SCHOOL	248	37%	38%	25%
MCKINLEYVILLE HIGH SCHOOL	198	33%	46%	21%
HOOPA VALLEY HIGH SCHOOL	108	23%	56%	20%
OREGON HIGH SCHOOL	74	31%	41%	28%
CASTLE ROCK CHARTER SCHOOL	65	17%	58%	25%
SOUTH FORK HIGH SCHOOL	65	28%	32%	40%
FERNDALE HIGH SCHOOL	63	38%	33%	29%

Feeder High School	English Placement			
	Total #	Associate Applicable	Less than Associate Applicable	No Placement
EUREKA SENIOR HIGH SCHOOL	541	33%	50%	16%
FORTUNA UNION HIGH SCHOOL	306	36%	48%	16%
DEL NORTE COUNTY HIGH SCHOOL	255	30%	58%	12%
ARCATA HIGH SCHOOL	248	38%	42%	20%
MCKINLEYVILLE HIGH SCHOOL	198	38%	48%	14%
HOOPA VALLEY HIGH SCHOOL	108	19%	66%	15%
OREGON HIGH SCHOOL	74	34%	45%	22%
CASTLE ROCK CHARTER SCHOOL	65	20%	74%	6%
SOUTH FORK HIGH SCHOOL	65	31%	34%	35%
FERNDALE HIGH SCHOOL	63	25%	56%	19%

Changes to the College's placement processes, including adjustments to Accuplacer cut-scores and the use of multiple measures have resulted in a much higher percentage of all students placing directly into transfer-level English and mathematics in 2014-2015, a trend that continued in 2015-2016.

	New students assessing into:			
	Transfer-level English	Developmental	Basic Skills	
Cohort Year	All transfer ENGL courses	ENGL-150	ENGL-350	READ-260/360
2015 - 2016	48%	29%	18%	5%
2014 - 2015	50%	28%	16%	6%
2013 - 2014	24%	38%	30%	8%
2012 - 2013	27%	39%	26%	8%
2011 - 2012	27%	38%	27%	8%

	Transfer-level Math	Developmental, Degree Applicable	Basic Skills		
Cohort Year	All transfer MATH courses	MATH-120/194	MATH-380	MATH-276/376	MATH-372/272
2015 - 2016	29%	18%	31%	22%	
2014 - 2015	23%	19%	21%	20%	18%
2013 - 2014	11%	10%	35%	34%	10%
2012 - 2013	15%	11%	36%	33%	5%
2011 - 2012	14%	10%	35%	35%	5%

Student Achievement Data & Institution-Set Standards

College-Wide Student Achievement

Course success and retention rates have slightly increased from the 2012-13 through 2015-16 academic years.

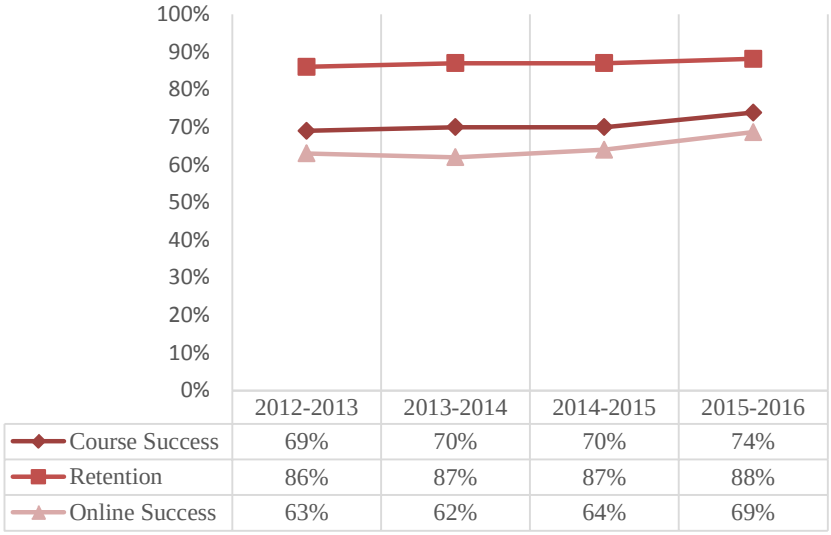
Data Element	2012-2013	2013-2014	2014-2015	2015-2016	Institution Set Standard	Stretch Goal	4-Year Average
Course Success[1]	69%	70%	70%	74%	68%	70%	71%
Retention[2]	86%	87%	87%	88%	86%	90%	87%
Online Success[3]	63%	62%	64%	69%	60%	65%	64%
Degree Completion[4]	420	389	452	630	337	400	473
Certificate Completion[5]	211	146	294	228	162	200	220

1. The percentage of students enrolled in a course on Census Day who complete the course with a successful grade (A, B, C, P, CR).
2. The percentage of students enrolled on Census Day who remained enrolled in that course through the last day and received any grade other than a W.
3. The percentage of students enrolled in an online course on Census Day who complete the course with a successful grade (A, B, C, P, CR). Source: CCCCO's Data Mart.
4. The number of degrees awarded in the specified year.
5. The number of certificates awarded in the specified year.

Success in online courses has improved the most during this timeframe, with a five-percentage point increase. The success in online courses can be attributed to a concerted effort by the College to make online student success a priority, with the 2012-17 Education Master Plan including goal 4.3, "Enhance distance education or eLearning." Programs college-wide have participated in meeting this goal:

- The College has developed improved online student services, such as an orientation to the College.
- Online sections of courses are assessed by disciplines through the outcomes assessment process to ensure that the students meet the same learning outcomes as students in sections offered via traditional delivery methods.
- The distance education website, CR-Online, has been redesigned to provide easy-to-find resources for online students emphasizing online readiness and skills for online success.
- Tools provided through the state's Online Education Initiative (OEI), such as online tutorials on various student readiness topics, are embedded in the CR-Online website and can be linked to by instructors from their courses.

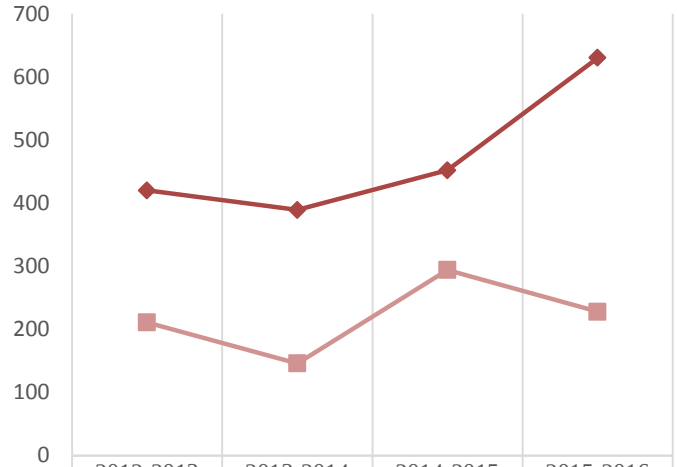
RETENTION & SUCCESS TRENDS



	2012-2013	2013-2014	2014-2015	2015-2016
Course Success	69%	70%	70%	74%
Retention	86%	87%	87%	88%
Online Success	63%	62%	64%	69%

The number of degrees earned was noticeably higher in 2015-16 compared to 2012-13. The number of certificates earned was highest in 2014-15 and declined slightly in 2015-16. The overall increase in degree and certificates earned in recent years is attributed to the introduction of new Associate Degrees for Transfer and streamlining the awarding process so that students were awarded all the degrees and certificates for which they met the requirements.

DEGREE & CERTIFICATE TRENDS



	2012-2013	2013-2014	2014-2015	2015-2016
Degree Completion	420	389	452	630
Certificate Completion	211	146	294	228

Retention & Success

Displayed below are the College's retention and success rates of all for-credit enrollments during the 2015-16 academic year. African American students' success rates, at 62 percent, are lower than the institution-set standard of 68 percent; however, every other disaggregated group shows success rates at or above the standard. In addition, all groups--except American Indian students and students of two or more races, who show retention rates of 84 percent and 85 percent, respectively--show retention rates at or above the institution's set standard of 86 percent.

The College's Student Equity Plan also shows a disproportionate impact for African Americans for a number of achievement indicators, including course completion and degree/certificate completion. The College is carrying out actions specified in its Student Equity Plan, such as cultural sensitivity training opportunities for faculty, supervised tutoring opportunities for student athletes, and retention alert processes, to address these equity gaps.

College-wide Retention & Success

Ethnicity	Enrollment #	Success %	Retention %
American Indian	1293	68%	84%
Asian	727	75%	90%
Black or African American	749	62%	86%
Hawaiian/Pacific Islander	220	73%	91%
Hispanic	4294	68%	87%
Two or More Races	1940	68%	85%
Unknown	1442	76%	89%
White	14507	77%	89%
Age			
< 25	16101	71%	88%
25-34	5650	78%	88%
35-49	2465	80%	89%
50 and a	955	76%	86%
Gender			
Female	13369	75%	88%
Male	11675	72%	88%
Unknown	128	72%	90%
Pell Eligibility			
Eligible	12930	73%	89%
Not Eligible	12242	74%	88%
DSPS Status			
In Program	2462	71%	87%
Not in Program	22710	74%	88%

Location Comparisons

The table below shows retention and success rates, by campus, for the 2015-2016 academic year. Although the Eureka Campus has the majority of enrollments, success and retention rates are comparable among all three locations. In addition, each location performs above the College's institution-set standards of course success and retention.

Retention & Success by Campus

Location	Enrollment #	Success	Retention
Eureka	20404	74%	88%
Del Norte	2830	72%	90%
Klamath-Trinity	585	72%	87%

Shown below are the rates at which the degree/certificate-seeking cohort from the 2013-14 academic year finished their goal of earning a certificate or associate degree by the end of spring 2016. On average, 21 percent of those seeking a degree or certificate finished that goal within three years.

Degree/Certificate Completions by Campus

Location	Degree/Cert Seeking Cohort	Completers	Completion rate
Eureka	3330	671	20%
Del Norte	539	147	27%
Klamath-Trinity	153	34	22%

District-wide, about 48 percent of degree/certificate- or transfer-seeking cohorts persisted from one fall to the next. Persistence rates at the Klamath-Trinity site are slightly lower for these cohorts than the district average. Persistence has been the ongoing theme of the College's Annual Plan. Actions to improve persistence have been carried out, including a comprehensive evaluation of the College's placement process. This has resulted in lowering Accuplacer cut scores and participation in the Multiple Measures Assessment Pilot. These changes have resulted in more students placing into transfer-level English and mathematics, and fewer students placing into lower-level basic-skills courses.

Fall-to-Fall Persistence by Campus

Location	Cohort Total	Persisted	Persistence Rate
Eureka	1428	688	48%
Del Norte	205	98	48%
Klamath-Trinity	36	15	42%

The above persistence rates are for the fall 2013, fall 2014, and fall 2015 cohorts who had the goal of either transferring or obtaining a degree/certificate. Persistence is defined as when a student enrolls for two consecutive fall terms, and rates are calculated by dividing the number who persisted by the cohort total within that group.

Student Success by Mode of Delivery

The next series of tables compare disaggregated 2015-16 retention and success rates of online students to the non-distance education students. Success is similar to that across the state; average success rates are lower in distance education courses than in face-to-face instruction. Success is consistently lowest in basic-skills face-to-face courses and highest in CTE face-to-face courses. Given that overall success is lower in distance education courses vs. face-to-face, and in basic skills vs. non-basic skills, one can understand why the College does not offer basic-skills courses in the distance education modality.

Online vs Face-to-face by Status (2015-16)

Method	Status	Enrollment #	Success %	Retention %
Distance Ed	CTE	1080	68%	83%
	Transferable	2976	69%	84%
Face-to-Face	Basic Skills	533	62%	84%
	CTE	4935	81%	92%
	Transferable	18392	75%	89%

Source: CCCCO's Data Mart

Of non-distance education students, both male and female basic-skills students have a lower success rate than the institution-set standard, but only male students are retained at an average rate that falls below the institution-set standard.

The following table shows that among non-distance education basic-skills students, only twenty-five to thirty-four year olds have success rates above CR's set standard, and only thirty-five to forty-nine year olds have above-standard retention rates.

Online vs Face-to-face by Gender (2015-16)

Method	Status	Gender	Enrollment #	Success %	Retention %
Distance Ed	CTE	Female	777	69%	84%
		Male	301	65%	80%
		Unknown	< 10		
	Transferable	Female	2051	71%	85%
		Male	918	65%	82%
		Unknown	< 10		
Non-Distance Ed	Basic Skills	Female	271	65%	88%
		Male	259	58%	80%
		Unknown	< 10		
	CTE	Female	2187	82%	92%
		Male	2729	80%	92%
		Unknown	19	79%	84%
	Transferable	Female	9146	76%	89%
		Male	9136	74%	89%
		Unknown	110	71%	91%

Source: CCCCO's Data Mart

In 2015-2016, the College began using an Embedded Peer Instructional Cohort (EPIC) program to provide additional support for basic-skills students. The program is expanding in the courses and sections it serves, and initial data shows that the peer mentors are aiding in greater student success.

Fall to Fall Persistence

American Indian students have the lowest persistence rate among equity groups, followed by Black or African American students, and Asian students have the highest persistence rate. Students below twenty-five years old are more likely to persist than those of other age groups. Male students show a lower persistence rate than females, and although no significant difference is shown between students by PELL eligibility. DSPS students show a substantially higher persistence rate than students not in the program.

The following fall-to-fall persistence rates are for students with the goal of transferring or earning a degree/certificate. Cohorts are new students in fall 2013, fall 2014, and fall 2015 semesters and count as persisted if they enrolled in courses the following fall term.

Fall-to-fall Persistence

Ethnicity	Total	Persisted	Persistence Rate
American Indian	103	37	36%
Asian	68	42	62%
Black or African American	62	24	39%
Hawaiian/Pacific Islander	16	7	44%
Hispanic	340	160	47%
Two or More Races	150	60	40%
Unknown	87	50	57%
White	945	449	48%
Age			
< 25	1551	759	49%
25-34	153	49	32%
35-49	49	16	33%
50 and above	17	5	29%
Gender			
Female	801	401	50%
Male	962	425	44%
Pell Eligibility			
Eligible	906	432	48%
Not Eligible	865	397	46%
DSPS			
In Program	92	64	70%
Not in Program	1679	765	46%

Basic-Skills Progression

The College's basic-skills progression rates, disaggregated by population groups, for both mathematics and English are shown below. The basic-skills progression rate is defined as "the ratio of the number of students by population group who complete a degree-applicable course after having completed the final basic-skills course compared to the number of those students who complete such a final course." Cohorts are composed of basic-skills students from the 2013-2014 academic year and count as progressed if they move on to a degree-applicable course within three years.

Multi-ethnic and Hispanic students have the lowest progression rates among equity groups, and Asian students show the highest. Among age groups, twenty-five to thirty-four-year-old students progress at the highest rate (46 percent), while students aged 50 and older progress at a much lower rate (11 percent). Female basic-skills completers progress to degree-applicable mathematics courses at a slightly higher rate than male students. Students who are eligible for the

PELL grant progress to degree-applicable courses at a considerably higher rate than those who do not qualify, and students in the DSPS program progress at a higher rate than those who are not in the program.

Basic-Skills Mathematics Progression

Ethnicity	Completed Basic Skills Math	Progressed	Progression Rate
American Indian	61	24	39%
Asian	17	11	65%
Black or African American	19	5	26%
Hawaiian/Pacific Islander	< 10		
Hispanic	89	34	38%
Two or More Races	52	18	35%
Unknown	42	17	40%
White	398	174	44%
Age			
< 25	418	174	42%
25-34	170	78	46%
35-49	66	29	44%
50 and above	28	3	11%
Gender			
Female	369	161	44%
Male	313	123	39%
Pell Eligibility			
Eligible	389	176	45%
Not Eligible	293	108	37%
DSPS Status			
In Program	75	33	44%
Not in Program	607	251	41%

Counts of students who completed basic-skills English are low when disaggregated by some population groups, so the corresponding progression rates should be interpreted with caution. Of the shown rates, however, American Indian students have the lowest rate among ethnic groups, closely followed by Hispanic students. Similar progression rates are shared across age groups and gender, while students not eligible for the Pell grant progress at a higher rate than those who are eligible. Students in the DSPS program show a slightly higher progression rate than those not in the program.

Basic-Skills English Progression

Ethnicity	Completed Basic Skills English	Progressed	Progression Rate
American Indian	19	8	42%
Asian	12	7	58%
Black or African American	< 10		
Hawaiian/Pacific Islander	< 10		
Hispanic	35	15	43%
Two or More Races	16	9	56%
Unknown	13	10	77%
White	71	46	65%
Age			
< 25	133	77	58%
25-34	27	15	56%
35-49	10	6	60%
50 and above	< 10		
Gender			
Female	101	57	56%
Male	72	42	58%
Pell Eligibility			
Eligible	121	65	54%
Not Eligible	52	34	65%
DSPS Status			
In Program	13	8	62%
Not in Program	160	91	57%

To increase progression through the basic-skills sequence and eliminate possible exit points, the College developed accelerated English and mathematics courses. Preliminary data shows that students in the accelerated English pathway are progressing to transfer-level English at a higher rate than the non-accelerated pathway. The success of the accelerated path-to-statistics that started after accelerated English is currently under evaluation.

Degree & Certificate Completers

Shown below are completion rates of the degree/certificate seeking cohort from the 2013-14 academic year. Students from this cohort who complete a degree or certificate within three years (by the end of spring 2016) are counted as completers, and rates are calculated by dividing the number of completers by the cohort count within that population group.

Degree & Certificate Completion

Ethnicity	Degree/Cert Seeking Cohort	Completers	Completion rate
American Indian	333	73	22%
Asian	122	29	24%
Black or African American	104	< 10	< 10%
Hawaiian/Pacific Islander	44	< 10	< 20%
Hispanic	662	119	18%
Two or More Races	285	56	20%
Unknown	278	63	23%
White	2585	567	22%
Age			
< 25	2614	466	18%
25-34	1144	296	26%
35-49	472	127	27%
50 and above	183	33	18%
Gender			
Female	2346	554	24%
Male	2067	368	18%
Pell Eligibility			
Eligible	1740	432	25%
Not Eligible	2673	490	18%
DSPS Status			
In Program	266	68	26%
Not in Program	4147	854	21%

African-American students completed degrees/certificates at a disproportionate rate–below 50 percent the rate of Caucasian students. Hawaiian/Pacific Islander students had the second-lowest completion rate. These student groups also made up the smallest cohorts. Hispanic students completed at 82 percent the rate of Caucasian students, and all other ethnic groups complete at

over 90 percent the rate of Caucasians. Within age groups, students between 25 and 49 years completed at the highest rates.

The College has carried out specific actions in its Student Equity Plan to address degree and certificate completions. A position was filled in fall 2016 to coordinate equity-related activities. In 2015-16 and 2016-17, the College enhanced professional development. Institution-wide sessions were held that focused on promoting student equity and inclusion.

Organization of the Self-Evaluation Process

College of the Redwoods has maintained an active engagement with the accreditation process since it submitted its Self-Evaluation Report in 2011 and received an order to Show Cause from the Commission. In response to this action, the College convened an Accreditation Oversight Committee (AOC) that consisted of members from the administration, faculty, classified staff and student body and established specific workgroups to address the College's deficiencies in meeting the standards and recommendations. Since that time, the College has maintained an ongoing awareness of the standards in relation to College policies, procedures and practices.

In terms of this specific Self-Evaluation Report, evidence collection and widespread discussion of the Commission's Standards were well under way in 2014-15. In 2014, the College drew up a "Responsibility Matrix," that included the parties responsible for addressing each of the Standards and for providing evidence of compliance. In 2015-16, the accreditation liaison officer frequently visited key planning and operational committees, including Instructional Council and Student Development Advisory Group (SDAG), to identify evidence related to each of the Standards pertinent to the committee's charge. The College officially reconvened an AOC during the 2016-17 academic year to finalize the effort of writing the report. The committee includes representatives from each constituent group at the College and is co-chaired by the accreditation liaison officer and the report writer. The AOC then created four subcommittees, each charged with drafting the Standards and collecting the evidence in each of the four sections. As they were completed, the subcommittees sent their drafts to the AOC for review. After its review, the AOC sent the drafts to all committees representing all the constituent groups at the College (including the Academic Senate, Managers Council and California School Employees Association), and to the Board of Trustees for further review and to ensure that everyone at the College had the opportunity to offer input into the construction of the Self-Evaluation Report and to check the self-study process for accurate and honest representation. Students hold seats on the Academic Senate and the Board of Trustees, where they also had the opportunity to evaluate the self study and the individual Standards. The complete Self-Evaluation Report then went to the Board of Trustees for final review prior to being sent to the Commission.

Specific membership on the AOC and each of the subcommittees is as follows (along with committee experts, collaborators, and key contributors).

Accreditation Oversight Committee:

Dr. Angelina Hill, Vice President of Instruction and Student Development (co-chair)
Dr. George Potamianos, Faculty History and Cinema Studies (co-chair)
Dr. Peter Blakemore, Faculty English
Tami Engman, Administrative Office Coordinator
Sheila Hall, Director of Counseling and Student Development
Dr. Mark Winter, Faculty Psychology (former VPISD)
Connie Wolfsen, Faculty Nursing, Academic Senate co-president

Standard I:
Dr. David Bazard, Dean Math, Science, Social Science
Paul Chown, Manager Information Systems and Applications
Dr. Angelina Hill, Vice President of Instruction and Student Development (Leader, Standard I)
Dr. Darius Kalavaitis, Faculty Early Childhood Education
Dr. Ed Macan, Faculty Music
Shannon Sullivan, Faculty Art (Assessment Coordinator)

Standard II:
Dr. Trish Blair, Faculty Lead Learning Disability Specialist
Dr. Peter Blakemore, Faculty English and Environmental Studies
Catherine Cox, Director Library and Technology Enhanced Instruction
Marla Gleave, Dean Career Technical Education
Sheila Hall, Director of Counseling and Student Development
Joe Hash, Dean of Students and Health, Physical Education and Athletics
Ruth Moon, Librarian
Dr. George Potamianos, Faculty History and Cinema Studies (Leader, Standard II)
Hillary Reed, Faulty Dental Assisting
Mike Richards, Faculty Automotive Technology
Lisa Sayles, Faculty Communication (Distance Education Coordinator)
Angela Stewart, Counselor
Shannon Sullivan, Faculty Art (Assessment Coordinator)
Erin Wall, Dean Arts and Humanities

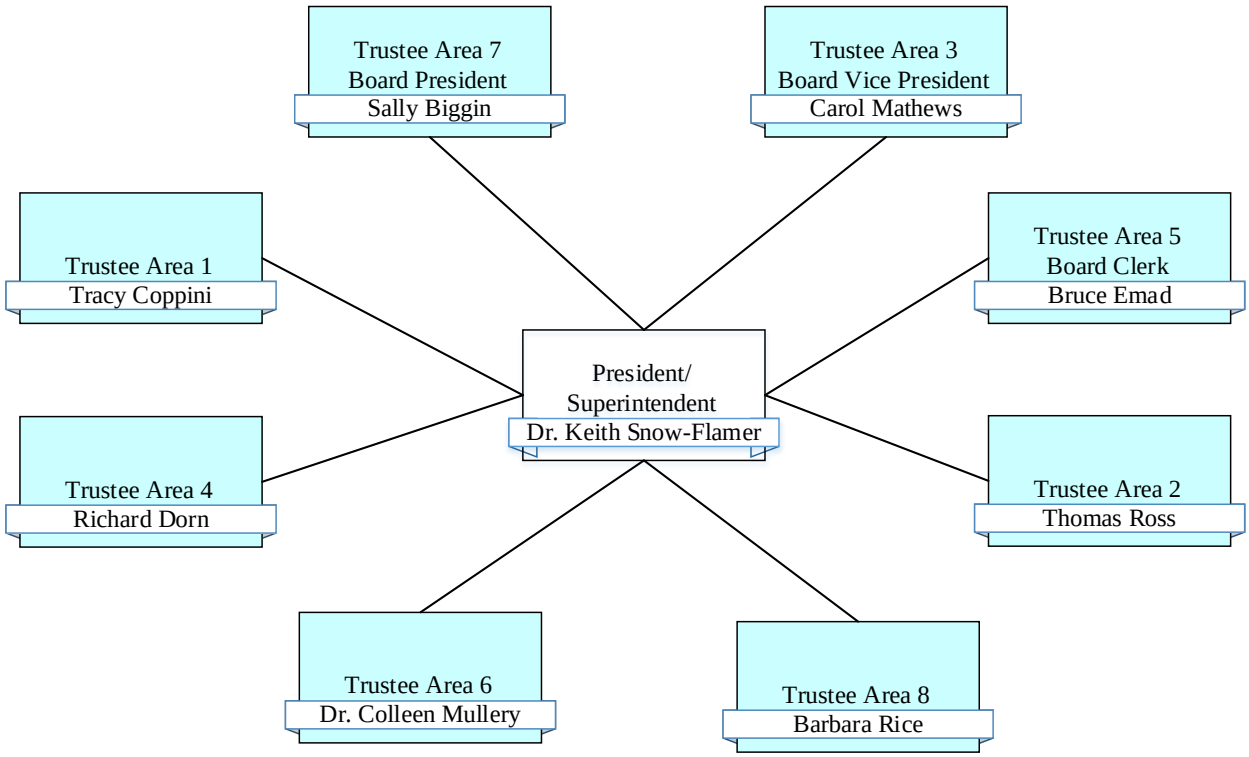
Standard III:
Wendy Bates, Director Human Resources
Dr. Peter Blakemore, Faculty English (Leader, Standard III)
Catherine Cox, Director Library and Technology Enhanced Instruction
Doug Edgmon, Senior Account Manager
Reno Giovanetti, Instruction Technologist
Lee Lindsey, Vice President Administrative Services/Business Services
Steven Roper, Director of Information Technology and Facilities Planning
Tina Wahlund, Human Resources Analyst

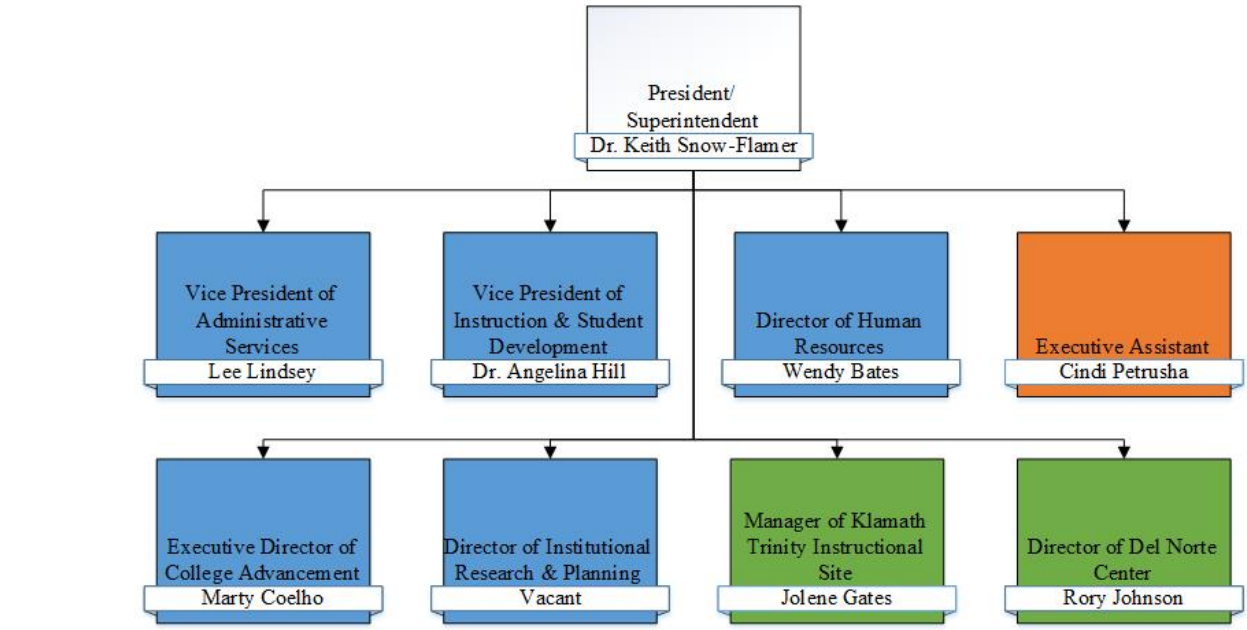
Standard IV:
Sally Biggin, President Board of Trustees

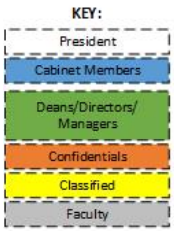
Mike Haley, Faculty Mathematics (College of the Redwoods Faculty Organization president)
Carol Mathews, Trustee
Crystal Morse, Veterans Program Coordinator
Todd Olsen, Faculty Mathematics (Academic Senate co-president)
Quang-Minh Pham, Student Trustee
Dr. George Potamianos, Faculty History and Cinema Studies (Leader, Standard IV)
Dr. Keith Snow-Flamer, President
Ron Waters, Director Administration of Justice (and evidence collector at large)
Dr. Mark Winter, Faculty Psychology (former VPISD)

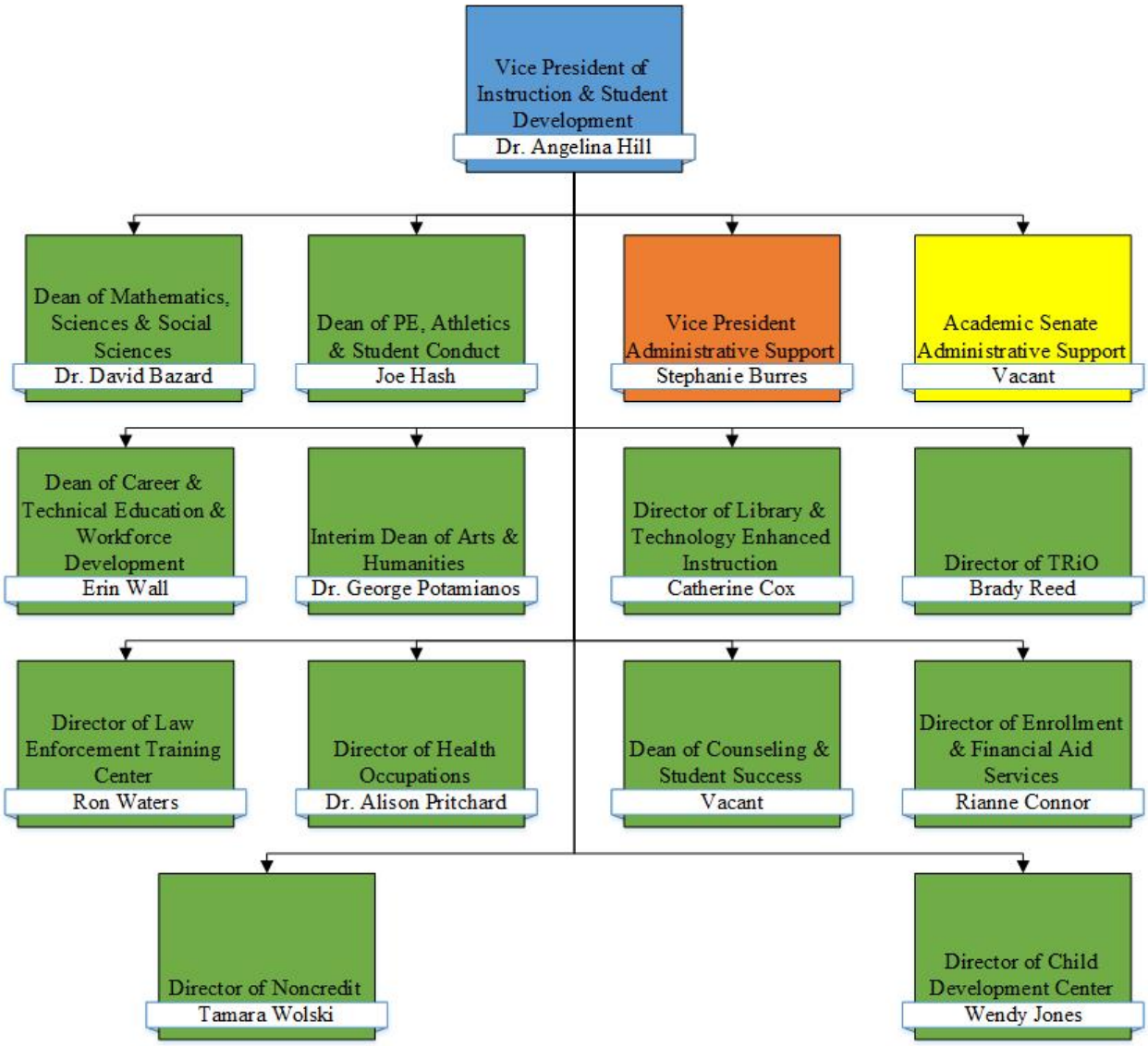
In addition to meeting face-to-face with the core members of the Standard subgroups, these people also engaged in several conversations with College personnel, conducted countless smaller meetings, emailed, and held phone conversations in an effort to check College compliance with the Standards and gather evidence pertinent to each substandard. All of the people involved in these efforts are too numerous to mention specifically under each Standard, so only the College personnel who played a central role are listed above. Accreditation and maintaining a focus on the Standards that improve the quality of operations and education have become an integral aspect of the campus culture at the College of the Redwoods.

Organizational Information




President/
Superintendent
Dr. Keith Snow-Flamer
Vice President of Administrative Services
Lee Lindsey
Vice President of Instruction & Student Development
Dr. Angelina Hill
Director of Human Resources
Wendy Bates
Executive Assistant
Cindi Petrusha
Executive Director of College Advancement
Marty Coelho
Director of Institutional Research & Planning
Vacant
Manager of Klamath Trinity Instructional Site
Jolene Gates
Director of Del Norte Center
Rory Johnson


KEY:
President
Cabinet Members
Deans/Directors/ Managers
Confidentials
Classified
Faculty


Vice President of Instruction & Student Development
Dr. Angelina Hill
Dean of Mathematics, Sciences & Social Sciences
Dr. David Bazard
Dean of PE, Athletics & Student Conduct
Joe Hash
Vice President Administrative Support
Stephanie Burres
Academic Senate Administrative Support
Vacant
Dean of Career & Technical Education & Workforce Development
Erin Wall
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Dr. George Potamianos
Director of Library & Technology Enhanced Instruction
Catherine Cox
Director of TRiO
Brady Reed
Director of Law Enforcement Training Center
Ron Waters
Director of Health Occupations
Dr. Alison Pritchard
Dean of Counseling & Student Success
Vacant
Director of Enrollment & Financial Aid Services
Rianne Connor
Director of Noncredit
Tamara Wolski
Director of Child Development Center
Wendy Jones

Vice President of Administrative Services
Lee Lindsey
Manager of Dining Services
Ashley Mitchell
Manager of Public Safety
Burk McBride
Vice President Administrative Support
Lorie Walsh
Director of Technology Services & Facilities
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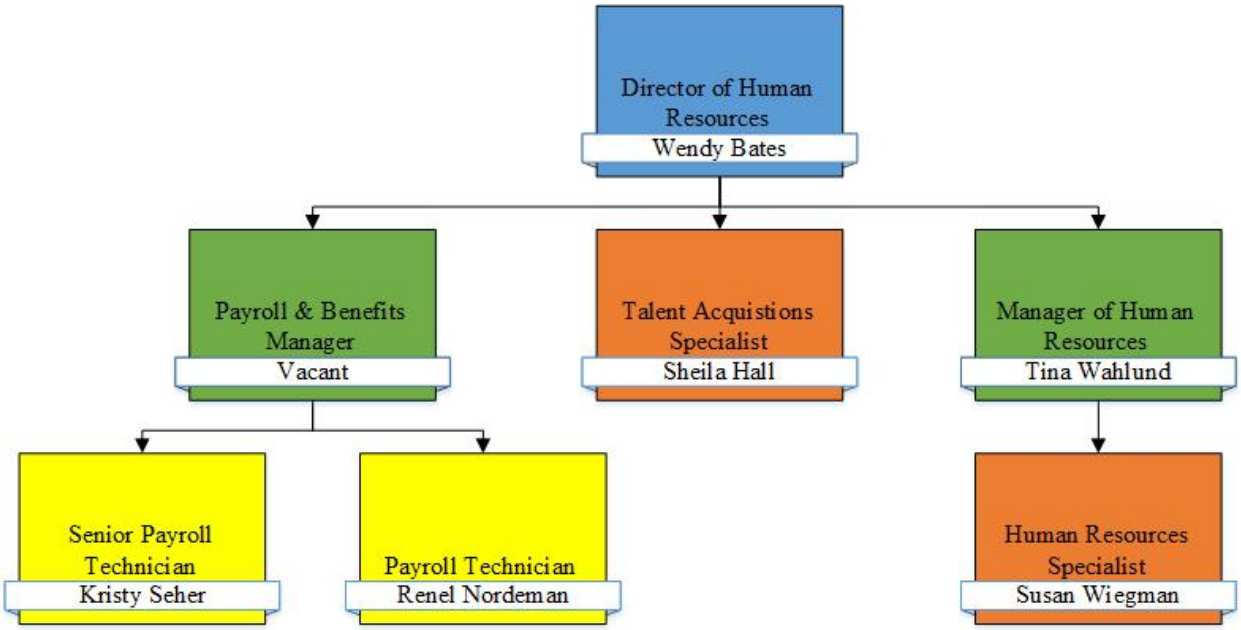
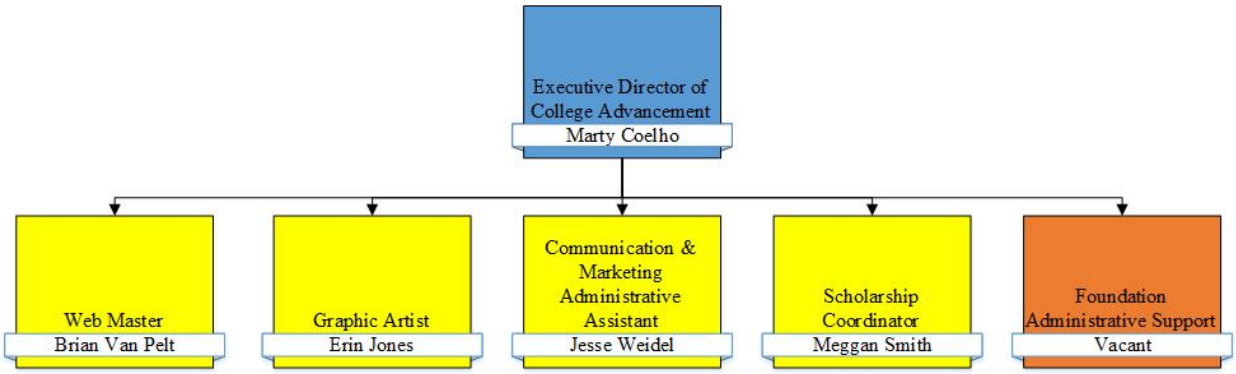
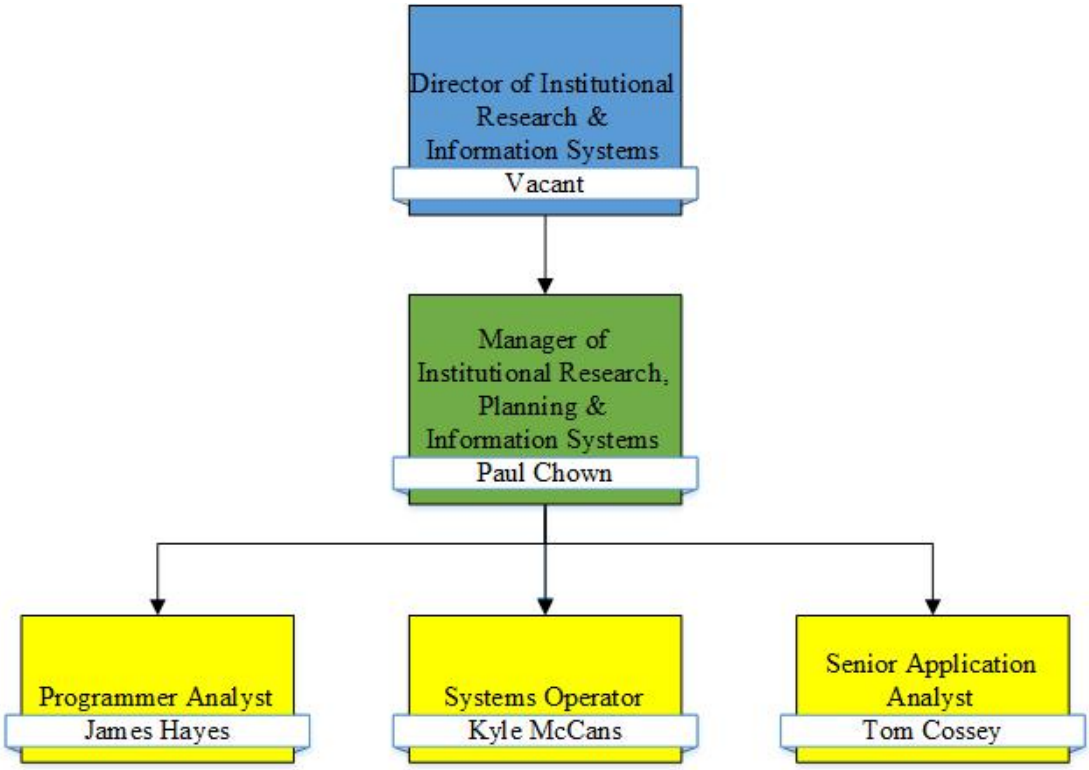
Account Clerk III
Holly Cunningham
Account Clerk II
Kristin Chorbi
Account Clerk II & Purchasing Agent
Laura Meglemre
Budget Technician
Lindsey Gaddis
Lead Cashier
Alexandra Baker
Administrative Support
Sandra Macias
Grants & Special Program Coordinator
Sandra Macias


Director of Human Resources
Wendy Bates
Payroll & Benefits Manager
Vacant
Talent Acquistions Specialist
Sheila Hall
Manager of Human Resources
Tina Wahlund
Senior Payroll Technician
Kristy Seher
Payroll Technician
Renel Nordeman
Human Resources Specialist
Susan Wiegman


Executive Director of College Advancement
Marty Coelho
Web Master
Brian Van Pelt
Graphic Artist
Erin Jones
Communication & Marketing Administrative Assistant
Jesse Weidel
Scholarship Coordinator
Meggan Smith
Foundation Administrative Support
Vacant


Director of Institutional Research & Information Systems
Vacant
Manager of Institutional Research, Planning & Information Systems
Paul Chown
Programmer Analyst
James Hayes
Systems Operator
Kyle McCans
Senior Application Analyst
Tom Cossey

Certification of Continued Institutional Compliance with Eligibility Requirements

As directed by the *Manual for Institutional Self Evaluation*, this section contains information about how the College meets Eligibility Requirements 1–5. The institutional analysis addresses the remainder of the Eligibility Requirements within the appropriate "Evidence of Meeting the Standards" sections.

Eligibility Requirement 1. Authority
The institution is authorized and licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

College of the Redwoods is a public, two-year college in the California Community College system (ER.1.a). College of the Redwoods is authorized to operate as a post-secondary, degree-granting intuition by all appropriate governmental organizations and agencies as required by each of the jurisdictions in which it operates based on continuous accreditation by the Accrediting Commission for the Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) (ER.1.b). The most recent reaffirmation of accreditation was conveyed in a letter from the ACCJC dated February 7, 2014 (ER.1.c).

Evidence Sources:

ER.1.a California Community Colleges Education Code 70900
ER.1.b College of the Redwoods Accreditation Webpage
ER.1.c ACCJC Action Letter Reaffirming Accreditation

Eligibility Requirement 2. Operational Status
The institution is operational, with students actively pursuing its degree programs.

College of the Redwoods has been in continuous operation since 1964, with students actively pursuing degrees. In 2015-2016, College of the Redwoods had a headcount of 8,405 (ER.2.a). The College offers relevant developmental, career technical, and transfer education. In 2015-2016 the College awarded 630 degrees and 228 certificates (ER.2.b).

Evidence Sources:

ER.2.a Headcount by Year and Term
ER.2.b Degree and Certificate Completions by Year

Eligibility Requirement 3. Degrees
A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant portion of its students are enrolled in them. At least one degree program must be two years in length.

College of the Redwoods offers 26 Associate of Arts and Associate of Science Degrees. The College also offers 15 Associate Degrees for Transfer to the California State University (CSU) System (ER.3.a). Degree requirements, listed in the catalog, show that the Associate of Arts and Associate of Science degrees require satisfactory completion of a minimum of 60 semester units with a "C" average or higher (ER.3.b). This includes the semester units required to fulfill the Colleges general education (GE) requirements, CSU GE or Intersegmental General Education Transfer Curriculum (IGETC). Associate Degrees for Transfer require a minimum of 60 CSU-transferable semester units with an overall grade of "C" or higher, 12 of which must be completed at the College. Students enrolled full time can complete the requirements in two academic years.

The catalog provides a suggested program sequence for most degrees that shows how the program can be completed in two years. Students are directed to a counselor/advisor for suggested sequences for the remaining degrees (ER.3.c).

Evidence Sources:

ER.3.a Degrees Awarded in the Catalog
ER.3.b Degree Unit Requirements in the Catalog
ER.3.C Suggested 2-year Sequence in Catalog

Eligibility Requirement 4. Chief Executive Officer
The institution has a chief executive officer appointed by the governing board whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district /system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The president/superintendent of the College, Dr. Keith Snow-Flamer, serves as the chief executive officer with full-time responsibility to the College and the district. He has been appointed by the College's Board of Trustees and he has the requisite authority to administer board policies. The president/superintendent does not serve as the chair of the governing board (ER.4.a). The Board of Trustees has the responsibility for hiring and evaluating the chief executive officer of the College. The Board of Trustees delegates full authority to the president/superintendent to oversee the general operations of the institution (ER.4.b).

Evidence Sources:

ER.4.a BP 2200 Board Duties and Responsibilities
ER.4.b BP 2430 Delegation of Authority to President/Superintendent

Eligibility Requirement 5. Financial Accountability
The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

College of the Redwoods undergoes external audits by certified public accountants, in accordance with the requirements of the California Community College Chancellor's Office. Annual external financial audits reports are presented to the Board of Trustees at regularly scheduled meetings during public session (ER.5.a). The College files audit reports with the Department of Education and all other public agencies as required. The College makes each final audit report available to the public by posting the audited financial statements on the College website (ER.5.b).

An independent firm conducts audits of the College's financial aid programs on an annual basis.

Evidence Sources:

ER.5.a Board of Trustees review of Annual Financial Audit
ER.5.b Audited Financial Statements on CR Website

Certification of Continued Institutional Compliance with Commission Policies

This section demonstrates how the College complies with Commission Policies as defined in Appendix A of the *Manual for Institutional Self Evaluation*. A discussion of each Commission Policy is accompanied by a summary of the College's performance related to each component of the Accrediting Commission for Community and Junior Colleges (ACCJC) Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies (Appendix K).

Policies on Rights and Responsibilities of the Commission and Member Institutions
The Commission is committed to partnering with a member institution in a voluntary nongovernmental accreditation process that results in a mutual commitment to self-regulation, quality assurance to the public, and continuous institutional improvement. The Commission and its member institutions share rights and responsibilities to develop and promulgate Accreditation Standards and an agreed-upon accrediting process for comprehensive review. The institutional Chief Executive Officer is the chief representative of the institution to the Commission. The Commission communicates to the institution primarily through the Chief Executive Officer.

The College partners with the Commission on a voluntary basis as a commitment to self-regulation, quality assurance to the public and continuous institutional improvement. The College's president/superintendent, administration, and the Academic Senate share the responsibility for the process. The Accreditation Oversight Committee (AOC), consisting of constituents from across the College, coordinates the process of internal accreditation activities and collaborates with the wider College community to produce the Self-Evaluation Report (CP.1.a). The AOC is co-chaired by the faculty-led accreditation writer and the accreditation liaison officer (ALO). The president/superintendent and the ALO provide the primary means of communication between the ACCJC and the College.

Public Notification of an Evaluation Team Visit and Third-Party Comment
Regulation citation: 602.23(b)

The College solicited third-party comment in advance of the 2017 comprehensive evaluation visit verbally and in writing. The Board of Trustees was presented the Self-Evaluation Report during which public comment was invited (CP.1.b). The Academic Senate reviewed and provided comments on all the standards in the Self-Evaluation Report prior to the comprehensive visit in October 2017. Other constituent groups, including the classified staff as organized by the Classified Union and the Management Council, also reviewed the Self-Evaluation Report.

The College will cooperatively address any follow-up required by the external evaluation visiting team regarding third-party comments.

College of the Redwoods has provided the College community and the public the opportunity to submit third-party comments through an invitation from the president/superintendent to comment on the College website and a press release to the community.

Evidence Sources:

CP.1.a Accreditation Oversight Committee Meetings

CP.1.b April 2017 Board of Trustees Meeting with ISER Review

Policy on Institutional Degrees and Credits
An accredited institution conforms to a commonly accepted minimum program length of 60 semester credit hours or 90 quarter credit hours awarded for achievement of student learning for an associate degree and 120 semester credit hours or 180 quarter credit hours for a bachelor's degree. Any exception to this minimum must be explained and justified.

An accredited institution must have in place written policies and procedures for determining a credit hour that generally meet commonly accepted academic expectations and it must apply the policies and procedures consistently to its courses and programs.

College of the Redwoods conforms to a commonly accepted minimum program length of 60 semester credit hours awarded for achievement of student learning for an associate degree. Administrative Procedure (AP) 4100, "Graduation Requirements for Degrees and Certificates," codifies minimum accepted program length for an associate degree as at least 60 semester units of college work (CP.2.a). The requirement is also stated in the catalog in the section titled "Associate Degrees & Certificates" (CP.2.b).

College of the Redwoods follows the Chancellor's Office *Standard Formula for Credit Hour Calculations* (CP.2.c). Procedures for determining a credit hour are published in the Chancellor's Office *Program and Course Approval Handbook*. The College Academic Senate, in cooperation with the State Academic Senate, has established a curriculum approval process that takes into consideration the Federal Regulations and Title IV expectations for financial aid. The catalog contains a definition of the basis of a unit (CP.2.d).

Credits, Program Length, and Tuition
Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9

College of the Redwoods conforms to a commonly accepted minimum program length of 60 semester credit hours awarded for achievement of student learning for an associate degree. Procedures for determining a credit hour have been determined by the California Community Colleges Chancellor's Office and are published in the *Program and Course Approval Handbook*.

College of the Redwoods publishes policies and procedures used to determine a credit hour that generally meet commonly accepted academic expectations. The College's Academic Senate, in cooperation with the State Academic Senate, has established a curriculum approval process that takes into consideration federal regulations and Title IV expectations for financial aid. The College's Curriculum Committee reviews all new degree proposals and degree revisions and confirms that the degrees meet minimum unit requirements.

Tuition at College of the Redwoods is consistent across degree programs. Resident tuition is $46 per unit, and non-resident tuition is $212 (CP.2.e).

College of the Redwoods follows the Chancellor's Office *Standard Formula for Credit Hour Calculations.* The College's policy for determining a credit hour meets the academic expectations and the California Code of Regulations: 54 total hours must be completed for each unit of credit awarded. For lecture courses, one hour of classroom or direct faculty instruction and two hours of out-of-class student work per week is required for the normal semester. For laboratory courses, three hours of laboratory work per week is required for the normal semester for one unit of credit.

Standard and Performance with Respect to Student Achievement
Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e)

The College has defined elements of student achievement performance. These elements are defined and presented in the College's "Institutional Effectiveness Scorecard" (CP.2.f). The Scorecard includes a variety of elements including course completion, degree and certificate completion, and persistence. Each of these elements is accompanied by an adopted Institution-Set Standard and an aspirational target. The College has also set short- and long-term goals within the Chancellor's IEPI Goals Framework. The Goals Framework is published on the College website (CP.2.g).

Institution-set standards have been set for licensure examinations where passage rates for licensure are required and for job placement rates for programs with a sufficient number of completers (CP.2.h). Instructional program reviews provide data related to student achievement, and programs are asked to indicate when their program falls below that of the district average. Programs are also required to set a standard for the number of completers they find acceptable as part of their comprehensive program review (CP.2.i).

Institution-set standards are used to guide self-evaluation and institutional improvement. Student achievement indicators included in instructional program reviews are used to guide programs to consider areas of necessary improvement. Program plans within program review provide a mechanism for needed changes and resource requests are linked to those plans (CP.2.j). At the institutional level, the results of institution-set standards are reported regularly in the Institutional Effectiveness Scorecard. Institutional performance is analyzed each year, and a summary of this analysis is presented to the campus via the annual Institutional Effectiveness Report (CP.2.k).

The College evaluates student achievement and institution-set standard performance annually. The College has codified the measures to be taken when performance is not at the expected level in AP 3225, "Institutional Effectiveness" (CP.2.l). AP 3225 was followed in 2016-2017 when the College fell below the institution-set standard for transfers to a four-year institution. In response, the president/superintendent created a task force to recommend actions to increase transfers to be included in the upcoming Annual Institutional Plan (CP.2.m).

Evidence Sources:

CP.2.a AP 4100 Graduation Requirements for Degrees and Certificates
CP.2.b Associate Degree Requirements in Catalog
CP.2.c Chancellor's Office Hour and Units Calculations
CP.2.d Unit Defined in Catalog
CP.2.e Cost of Attendance
CP.2.f Institutional Effectiveness Scorecard
CP.2.g IEPI Goals Framework
CP.2.h Institution-set standards for licensure and job rates
CP.2.i Program Review Completion Standard
CP.2.j Program Review Planning & Resource Requests
CP.2.k Institutional Effectiveness Report
CP.2.l AP 3225 Institutional Effectiveness
CP.2.m Transfer Task Force

Policy on Transfer Credit
Accredited institutions have a responsibility to provide for effective transfer of credit that minimizes student difficulties in moving between institutions while assuring the high quality of their education. Each institution is responsible for determining its own policies and practices with regard to the transfer and award of credit including transfer of credits from non-accredited institutions. Institutions shall establish policies on the transfer of credit that are clearly stated and that function in a manner that is fair and equitable to students. At the same time, institutions shall be responsible for careful evaluation of credits that students wish to transfer. Institutions must balance responsiveness to students' preferences about transfer of credit and institutional commitment to the value and quality of degrees, certificates, or other credentials that the receiving institution awards**.**

College of the Redwoods makes students aware of transfer-of-credit policies upon entry through new student orientations, counseling appointments, and the development of a student education plan for their major and intended transfer institutions. These policies are published on the College's website (CP.3.a) with specific procedures about how a student can submit for an evaluation of educational transcripts from other institutions (CP.3.b).

The "Articulation & Transfer" section of the catalog provides students with transfer-related policies including CSU GE and IGETC requirements, and articulated transfer agreements (CP.3.c). The College also follows BP 4050 and AP 4050, titled "Articulation," to support articulations with other institutions.

The College's courses are listed on the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) online statewide articulation database so that students, faculty, and staff can verify transferability of course offerings to public institutions in California. New courses are also entered into the Online Services for Curriculum and Articulation Review (OSCAR) for

consideration by the University of California, the California State University, and other programs required by the state universities.

Learning outcomes for transfer courses are certified as comparable to learning outcomes of the College's courses by utilizing the Course Identification Numbering System (C-ID). The C-ID system allows for ease of transfer and articulation to other CSUs and CCCs throughout California.

Transfer Policies
Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii)

Transfer policies are disclosed to students and the public. Procedures and policies related to articulation (CP.3.d) and credit by examination (CP.3.e) are posted on the College website. Policies with specific procedures about how a student can submit for an evaluation of educational transcripts from other institutions and the criteria used to accept credits for transfer are also published on the College's website. The College's catalog describes transfer requirements and articulated transfer agreements.

Evidence Sources:

CP.3.a Prerequisites and Evaluations
CP.3.b Transcript Evaluation Form
CP.3.c Articulation & Transfer in Catalog
CP.3.d BP 4050 Articulation
CP.3.e AP 4235 Credit by Examination

Policy on Distance Education and on Correspondence Education
Commission policy specifies that all learning opportunities provided by accredited institutions must have equivalent quality, accountability, and focus on student outcomes, regardless of mode of delivery. This policy provides a framework that allows institutions the flexibility to adapt their delivery modes to the emerging needs of students and society while maintaining quality. Any institution offering courses and programs through distance education or correspondence education is expected to meet the requirements of accreditation in each of its courses and programs and at each of its sites.

Distance Education and Correspondence Education
Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38

College of the Redwoods does not currently offer any courses which could be considered correspondence education. All courses approved for offering via distance education (DE) are required to meet the same standards as traditional face-to-face offerings of the course, and must demonstrate that they provide regular and substantive contact between the instructor and the student, including regular contact initiated by the instructor (CP.4.a). These requirements are outlined in the College's procedure on distance education, AP 4105 (CP.4.b).

Approval of courses for DE is done through the College's Curriculum Committee. Approval requires completion and review of a separate DE approval form to ensure that the course will comply with established district policies and procedures and with the Academic Senate-approved policy "Distance Education Regular Effective Student Contact," which specify the requirements for instructor-initiated contact and for the instructor to maintain an active presence in the course (CP.4.c).

Faculty submit each course for approval for DE and regulatory requirements prior to approval by the Curriculum Committee (CP.4.d).

DE approvals are required to be renewed on a regular cycle, and the approvals are tracked using the College's "Curriculum Stoplight" database (CP.4.e). Learning outcomes for courses are the same for all offerings of a course, regardless of delivery method, and are assessed by faculty as part of the College's outcomes assessment process on a regular cycle (CP.4.f).

The Canvas Course Management System (CMS) used by the College is hosted by Instructure and is available to students and faculty on an uninterrupted basis, from any computer connected to the internet, providing full access to online courses on all days and at all times. The College provides appropriate technology for faculty to develop and maintain their online courses, and for staff to provide appropriate instructional and student services support to online learners. The College's servers have been upgraded to ensure stable access to resources. For example, in November 2016 the file server used for the library's online systems was replaced with a Cisco UCS server with a RAID 5 disk array and 32G of RAM, which is fully backed up to another server and is tied to two uninterruptable power supplies and two different power circuits. The wireless capacity of the College's instructional sites is reviewed regularly and upgraded as necessary to ensure that students have adequate bandwidth to support instruction. Internet access to the Del Norte Educational Center is being upgraded in summer 2017 to provide greater bandwidth for faculty and students using that facility.

All students are required to log into the CMS to access course materials. Login requires the students to use a unique identifier and password to verify their identity (CP.4.g). Faculty are encouraged to require proctored tests to ensure academic integrity, and proctoring options include both on-campus and off-site proctoring in person as well as the use of electronic proctoring through a contact with Proctorio.com.

While the College does not offer any programs exclusively via DE, there are numerous programs in which 50% or more of the required units can be completed through that modality. These programs have all been submitted to the Commission for approval through the substantive change process, and the most recent Substantive Change Proposal for Distance Education was approved by the Commission on April 21, 2017 (CP.4.h). Three substantive change proposals

have been approved by the Commission since October 2014 allowing for 33 degrees and 19 certificates to be delivered 50% or more via distance education course offerings (CP.4.i).

Evidence Sources:

CP.4.a Regular Effective Contact for DE
CP.4.b AP 4105 Distance Education
CP.4.c Distance Education Curriculum Course Outline of Record
CP.4.d Faculty DE Coordinator Curriculum Review
CP.4.e Curriculum Stoplight by Modality
CP.4.f Assessment Report for Online Course
CP.4.g Canvas Password Screen
CP.4.h ACCJC Action Letter DE Substantive Change
CP.4.i Distance Education Substantive Change Proposals

Policy on Representation of Accredited Status
... institutions on probation, show cause, or termination status must disclose that information to students and prospective students and in any publication where the institution makes reference to its accredited status. An institution must post information for the public concerning its accredited status online, no more than one page (one click) from the institution's homepage. That information will include the representation of accredited status noted below, reports and documents concerning accreditation activities and related data required to be available to the public, and information concerning programmatic accreditation.

College of the Redwoods posts its accredited status on the website one click away from the homepage. The accreditation website includes a representation of the College's accredited status, reports and documents concerning accreditation activities (CP.5.a). The website provides the following statement:

> College of the Redwoods (CR) is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), located at 10 Commercial Boulevard, Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

The accreditation website refers the public to the ACCJC website for more information about accreditation, including the filing of complaints against member institutions. Specific information about programs accredited by other accrediting organizations are also available on the accreditation section of the College's website, via a link to a website. This site lists information relating to the accreditation, licensure, and approval of specific programs at the College (CP.5.b).

The accredited status of the College is also published in the College catalog (CP.5.c).

Evidence Sources:

CP.5.a Accreditation Website
CP.5.b Program Accreditation Website
CP.5.c Accreditation Statement in Catalog

Policy on Student and Public Complaints against Institutions
The Commission requires that each accredited institution have in place student grievance and public complaint policies and procedures that are reasonable, fairly administered, and well publicized. A complainant filing a complaint with the Commission should demonstrate that a serious effort has been made to pursue all review procedures provided by the institution.

College of the Redwoods has clear policies and procedures for responding to student complaints. Policies and procedures are presented on the College website, the College catalog, and in other relevant program publications.

Student Complaints
Regulation citations: 602.16(a)(1)(ix); 668.43

The College's catalog has clear policies and procedures for handling student complaints regarding:

- Grade challenges in the context of mistake, bad faith, fraud, or incompetence. Students are referred to Administrative Procedure (AP) 4231, "Grade Changes," that contains specific steps about how a student can challenge their grade (CP.6.a). This procedure also covers how a student can go about petitioning for a withdrawal after the deadline, and how the district implements security measures for student records.
- Lodging a complaint other than academic complaints or unlawful discrimination. AP 5530, "Student Complaints other than Academic Complaints or Unlawful Discrimination," informs students how to lodge complaints about matters such as: complaints about College staff, a challenge to a student's academic record, or complaints about a service or program (CP.6.b).
- Filing a sexual harassment complaint. Students are provided the phone number of the director of human resources to file a complaint. The catalog also contains information about who is responsible for compliance with Title IX, Title VI, and Title VII (CP.6.c).

Student complaints are filed in the Office of Instruction and Student Development. The initial complaints concerning student conduct, student discipline, and unjust treatment are on file for the last six years. All complaints follow prescribed policies and procedures. Personnel-related complaints, including harassment and discrimination complaints, are referred to the Office of Human Resources.

The College lists all the required information from the ACCJC on the College's main accreditation page. In addition to the ACCJC, College of the Redwoods is under the authority of the following bodies that accredit, approve, or license the College's programs:

- Association of Technology, Management, and Applied Engineering (ATMAE)
- Board of Registered Nursing
- Board of Licensed Vocational Nursing and Psychiatric Technicians
- California Commission on Peace Officer Standards & Training (POST)
- Certified Nurse Assistant Program (CNA)
- Commission on Dental Accreditation (CODA)
- Commission on Accreditation of Allied Health Programs (CAAHP)
- Committee on Accreditation of Education Programs for the Emergency Medical Services Professions
- Dental Board of California Practice
- National Automotive Technicians Education Foundation (NATEF)

Contact information for each of the above agencies can be found in relevant handbooks, program websites, and on posters presented in classrooms (CP.6.d). In addition, the address and phone number for all of the governing bodies is located in a central location on the College's "Program Accreditations" website (CP.6.e)

Outside of instruction, the College's Athletics Program is governed by the California Community College Athletic Association (CCCAA). A link to CCCAA can be found on the athletics webpage.

Evidence Sources:

CP.6.a AP 4231 Grade Changes in Catalog
CP.6.b AP 5530 Student Complaints other than Academic Complaints or Unlawful Discrimination in Catalog
CP.6.c Sexual Harassment and Title IX in Catalog
CP.6.d Commission on Dental Accreditation Flier
CP.6.e Program Accreditation Website with Contact Information

Policy on Institution Advertising, Student Recruitment, and Representation of Accredited Status
All accredited institutions, or individuals acting on their behalf, must exhibit integrity and responsibility in advertising, student recruitment, and representation of accredited status. Responsible self-regulation requires rigorous attention to principles of good practice.

College of the Redwoods exhibits integrity and responsibility in advertising, student recruitment, and representation of its accredited status. The College strives to make all publications and advertising disseminated to the public clear, accurate, and free of misrepresentations. The

executive director of college advancement is responsible for ensuring that clear and accurate advertisements are disseminated to the public.

The College catalog is available online. The College catalog is updated every year. Accurate information regarding the College's accreditation status is published on the website, along with access to accreditation documents dating back to 2005 (CP.7.a).

The vice president of instruction and student development oversees high school outreach. The director of enrollment and financial aid services, with the assistance of the Student Services Outreach Team, coordinates this outreach. All outreach is carried out by trained employees of the campus.

Student recruitment of athletes is primarily conducted by coaches. All employees recruiting athletes are required to take a compliance test each year to verify that they understand and will abide by the constitutional articles and by-laws of the California Community Colleges Athletic Association (CCCAA).

Institutional Disclosure and Advertising and Recruitment Materials
Regulation citations: 602.16(a)(1)(vii); 668.6

The College provides accurate, current, and appropriately detailed information to students and the public about its programs, locations, and policies on the web and in print. The College's catalog describes the College's program offerings, locations of program offerings, and policies that impact students. The catalog is reviewed by College personnel and updated each year to maintain accuracy and currency of information.

The College's website also provides detailed information about all programs and services (CP.7.b). The College homepage has links to websites with more detail about the programs and services offered at each campus and instructional site (CP.7.c)

Evidence Sources:

CP.7.a Accreditation Reports on Website
CP.7.b Programs and Services on the Website
CP.7.c Location Information on Website

Policy on Contractual Relationships with Non-Regionally Accredited Organization
When an institution contracts certain functions to a related entity, the institution is responsible to the Commission for presenting, explaining, and evaluating all significant matters and relationships involving related entities that may affect accreditation requirements and decisions at the time of eligibility review, candidacy review, initial accreditation, comprehensive review, follow-up and special reports, and all other times deemed relevant by the Commission. Although a related entity may affect an institution's ongoing compliance with the Accreditation Standards, the Commission will review and hold responsible only the applicant, candidate, or accredited institution for compliance with the Accreditation Standards. The Commission will protect the confidential nature of all information submitted by the institutions or by related entities except as otherwise required by law or other Commission policies.

If an institution is part of a district/system with shared facilities or processes (e.g., library) or centralized information (e.g., strategic plan), the institution may use documents prepared by the district/system in its report to the Commission.

If an institution is part of a district/system with shared facilities or processes (e.g., library) or centralized information (e.g., strategic plan), the institution may use documents prepared by the district/system in its report to the Commission.

College of the Redwoods does not contract responsibilities for programs and services with any non-regionally accredited organizations.

College of the Redwoods submitted a substantive change proposal to the ACCJC to change responsibility for the Mendocino Coast Education Center from Redwoods Community College District to Mendocino-Lake Community College District (CP.8.a). On May 7, 2015, the Commission approved this proposal, and a proposal from Mendocino College to offer programs outside the geographic region it currently serves and within the boundaries of the Redwoods Community College District service area was also approved.

Evidence Sources:
CP.8.a Substantive Change Proposal for Transfer of Control to Mendocino

Policy on Institutional Compliance with Title IV
Institutions participating in the Title IV programs under the HEA and designating the Commission as their gate-keeping agency must be able to demonstrate diligence in keeping loan default rates at an acceptably low level and must also comply with program responsibilities defined by the U.S. Department of Education. Institutions that have a default rate requiring a default reduction plan should provide a copy of their plan to the Commission. Commission staff shall review the plan to determine its appropriateness, and to determine if any follow-up action is needed. Excessive default rates in the student loan program may be cause for a special report or evaluation.

College of the Redwoods is Title IV eligible and complies with the Title IV federal financial aid regulations and guidelines and with its program responsibilities under the Higher Education Act.

The College's default rates are at acceptable levels. Three-year draft default rate on student loans for the 2014 cohort is 13.8%, down from 24.7% in 2011. This is below the federal requirement of 30%. These rates are made public on the financial aid website (CP.9.1). There was an article on the President's Blog celebrating this continued decline (CP.9.2). The College has made significant reductions in default rates and strives for improvement through the assistance of a full-time financial literacy specialist and follow-up services.

The Financial Aid Office (FAO) regularly completes self-audits of selected student files and processes to ensure accuracy and compliance. An annual program review on the FAO is completed and submitted to the district through the annual program-review process (CP.9.3).

Title IV Compliance
Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

College of the Redwoods had a program review audit in 2014 performed by the Department of Education. This audit resulted in findings with repayments totaling $6,678 and non-monetary findings. The repayments were resolved during the 2015-2016 academic year and the College significantly improved its internal controls and implemented corrective actions. All the findings from this audit are made available to the public on the College's website (CP.9.4).

To address the findings that resulted in repayments, the FAO made a number of small improvements, including increased training activities around verification and student documentation and changes to the processes related to clock hour program award calculations. To address the non-monetary findings, the vice president for administrative services also initiated a restructuring and consolidation of the College's two safety committees to focus the combined committee's charge on ensuring compliance and reviewing policies, required reports, and disclosures. A dedicated Consumer Information page was created on the College's website along with a footer on the website's "home page" (CP.9.5). The Consumer Information page was modeled from a report from the National Postsecondary Education Cooperative (NPEC) regarding information required to be disclosed under the Higher Education Act of 1965 that

included suggested titles for HEA Student Consumer Information of Institutional Web Portal Page.

Evidence Sources:

CP.9.1 Loan Default Rates on Website
CP.9.2 President's Blog on Loan Rates
CP.9.3 Financial Aid Program Review
CP.9.4 Financial Aid Audit on Website
CP.9.5 Consumer Information Webpage

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

Student in ART-17, College of the Redwoods

Standard I.A: Mission

Standard I.A.1
The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.
(ER 6)

Evidence of Meeting the Standard:

a. College of the Redwood's mission (E.I.A.1.a) speaks to the educational purpose with which the institution serves the community:

"**Mission**
College of the Redwoods puts student success first by providing accessible and relevant developmental, career technical, and transfer education.

The College partners with the community to contribute to the economic vitality and lifelong learning needs of its service area.

The College continually assesses student learning and institutional performance and practices to embrace diversity, to encourage a healthy community environment and to improve upon the programs and services we offer, all to promote student learning."

b. The mission clearly identifies the educational purpose of the College as providing developmental, career technical, and transfer education, as well as addressing the lifelong learning and economic vitality needs of the community. The mission statement defines the intended student population as community members in the College's service area. The open-access policy of the California Community College system also allows international and out-of-state prospective students to apply, although they are not the College's primary demographic base.

c. The College determines how to partner with the community to offer relevant education and contribute to economic vitality by analyzing regional demographics and labor market trends. Demographic and labor market data are analyzed as part of the Educational Planning Process (E.I.A.1.b) and in the program-review process (E.I.A.1.c).

d. The mission also indicates that education be accessible. The College has its main campus in Eureka, a campus in Del Norte, and instructional centers in Klamath-Trinity and Garberville. Courses are also offered online and via interactive television (telepresence) to reach a wider audience. The College develops partnerships with K-12 schools, jails, Pelican Bay State Prison, Humboldt County Office of Education, and Humboldt State University (E.I.A.1.d).

e. The College engages in ongoing assessment of the Institutional Learning Outcomes (ILOs): Academic & Career and Technical Objectives, Personal and Professional Development, and Community and Global Responsibility (E.I.A.1.e). Evidence included as a part of other Standards in this report will demonstrate a commitment to assessment of course, program, service area, and ILOs and demonstrates the College's commitment to student learning and institutional performance.

f. The mission informs the planning of the institution in all aspects. The College's education master planning process begins with the mission. The Education Master Plan contains goals related to student success in transfer, career technical and developmental education (E.I.A.1.f). These goals drive institutional decision making through specific planning actions in each year's annual plan (E.I.A.1.g).

g. The Board of Trustees reviews the mission each year. A review of the mission is on their annual calendar in April (E.I.A.1.h).

Analysis and Evaluation:
College of the Redwood's mission describes the institution's broad educational purposes, intended student population, the types of degrees and credentials offered, and a commitment to student learning and achievement. The College has developed and assesses ILOs based on the mission. The mission informs all levels of planning. The College meets the Standard and the Board of Trustees annual review of the mission ensures ongoing compliance.

Evidence Sources:

E.I.A.1.a BP 1200 - District Mission
E.I.A.1.b Analysis of Demographics in Service Area
E.I.A.1.c Analysis of Labor Market Data in Program Review
E.I.A.1.d CR Partnerships with Community Agencies
E.I.A.1.e Assessment of ILOs
E.I.A.1.f Integrated Planning Model
E.I.A.1.g Annual Plan - 2016 - 2017
E.I.A.1.h Board of Trustees - Review Mission

Standard I.A.2
The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students. **(ER 6)**

Evidence of Meeting the Standard:

a. Accomplishment of the mission is evaluated by looking at data from a variety of sources. The College's Institutional Effectiveness (IE) Scorecard (E.I.A.2.a) was developed to align with each aspect of the mission. For example, the IE Scorecard uses cohort tracking to present the success of students in developmental education by looking at course

success and progression through basic skills sequences. The Student Success Scorecard provided by the Chancellor's Office (E.I.A.2.b) provides evidence of student success outcomes related to transfer, career technical and developmental education. Reports from the California State University System (CSU) are analyzed to determine transfers to each CSU (E.I.A.2.c).

b. The College analyzes data in greater detail when necessary to inform decision making. For example, in spring 2014 the Office of Institutional Research held an assessment dialogue session with the English and mathematics departments to review English and mathematics placement data before and after the College moved to Accuplacer (E.I.A.2.d). This analysis showed an increasing number of students placing into basic-skills courses. The English and mathematics departments acted to adjust their Accuplacer cut-scores. The College has looked for the impact of these adjustments by analyzing placement outcomes. A larger percentage of students have placed into transfer-level English and mathematics after the faculty lowered cut scores (E.I.A.2.e).

c. The College participates in ongoing surveys to evaluate the mission. The CTE Outcome Survey Consortium, through Santa Rosa Junior College, is used to evaluate career technical employment after job search, and increases in wages and employment following education (E.I.A.2.f). Two Noel-Levitz surveys are used: Student Satisfaction Inventory (E.I.A.2.g) and Employee Satisfaction Survey (E.I.A.2.h) to compare student and employee satisfaction with national benchmarks.

d. The Office of Institutional Research presents the IE Scorecard every November, and an overall analysis assessing mission accomplishment to the Board of Trustees. The IE Scorecard is also reviewed by the Institutional Effectiveness Committee, Expanded Cabinet, and other groups (E.I.A.2.i).

e. Decision making based on the mission statement is operationalized by action plans in the institution's Annual Plan. The mission drives all strategic planning, which results in specific action each year. The progress and impact of these actions are presented annually in the Institutional Effectiveness Report (E.I.A.2.j).

f. The mission drives education master planning and annual action plans, and these plans drive the planning actions of instructional, student services, and administrative services through the program-review process. Through program review, each program demonstrates how their action plans supports the mission and institutional plans. For example, in 2016-2017 the art department aligned its plan of determining and encouraging effective course sequencing to the Education Plan Goal of providing structured pathways (E.I.A.2.k). The English department also aligned its plan of inactivating several courses to the goal of providing structured pathways (E.I.A.2.l).

g. Student achievement data is disaggregated in program review (E.I.A.2.m) so that each program can evaluate the extent to which their program is leading to student success for all student groups. In the 2016-2017 mathematics department program review, the program identified the lower success rates of Hispanic and African-American students when compared to Caucasian students as a major concern. The department had instituted an accelerated path to statistics course which has been shown to close equity gaps at other community colleges. The mathematics department noted that it needs to continue to work with the Office of Institutional Research to analyze the long-term impact of its new accelerated path to statistics course.

Analysis and Evaluation:

The College consistently uses data to determine how effectively it is accomplishing its mission. The mission directs institutional priorities by driving strategic planning goals and program goals. The evaluation of the mission, the institution's Annual Plan, and program plans on regular cycles ensures ongoing compliance with the Standard.

Evidence Sources:

E.I.A.2.a Institutional Effectiveness Scorecard
E.I.A.2.b Student Success Scorecard
E.I.A.2.c Report on Transfers to California State Universities
E.I.A.2.d Accuplacer Assessment Dialogue Session
E.I.A.2.e Placement Data Following Cut-Score Change
E.I.A.2.f CTE Outcome Survey Results
E.I.A.2.g Student Satisfaction Inventory results
E.I.A.2.h Employee Satisfaction Survey Results
E.I.A.2.i Committee Reviews of the IE Scorecard
E.I.A.2.j Institutional Effectiveness Report - 2015 - 2016
E.I.A.2.k Fine Arts Program Review Plans - 2016 - 2017
E.I.A.2.l English Program Review Plans - 2016 - 2017
E.I.A.2.m Student Equity Data in Program Review

Standard I.A.3
The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard:

a. All programs align their mission with the mission of the College (E.I.A.3.a). Each year programs indicate how their functions support the College mission as part of annual and comprehensive program review. As discussed in Standard I.A.2, programs also demonstrate how their action plans support the mission and institutional plans.

b. The mission informs planning of the institution in all aspects. The College's education master planning process begins with the mission. The 2012-17 Education Master Plan contains goals related to student success in transfer, career technical and developmental education (E.I.A.3.b). These goals drive institutional decision-making through specific planning actions in each year's annual plan (E.I.A.3.c).

c. The Academic Senate and Curriculum Committee oversee course and program development and assure that new and existing programs align with the College's mission. Standard II.A.1 of this report provides a detailed account with evidence of how the Curriculum Committee process ensures this alignment. The College develops new programs using Administrative Procedure (AP) 4020, "Program, Curriculum and Course Development." This AP lists alignment with the College's mission in the first bullet of indicators to be considered for the initiation of a new program (E.I.A.3.d). In 2016-2017, faculty and staff used AP 4020 to carefully consider the development of new degrees such as a pre-nursing certificate, a biology degree for transfer, and a police academy degree (E.I.A.3.e).

d. AP 4021, "Program Revitalization, Suspension, or Discontinuation," includes non-alignment of the program with the College mission as one of the indicators that can trigger the initiation of a program through this process (E.I.A.3.f). In 2015-2016, AP 4021 was used to carefully look at the College's Honor's Program. The committee made a recommendation to the president/superintendent to revitalize the program with specific recommendations for making this happen (E.I.A.3.g).

e. Distance education is congruent with the College mission. The curriculum proposal for distance education courses requires authors to describe how the course design will address student accessibility. The College has a Distance Education Advisory Committee (DEPC) with the purpose of recommending innovative and creative opportunities that use distance learning to meet the diverse needs of students. The DEPC, for example, has provided information sessions about the CCC Online Education Initiative Course Exchange, and the DEPC has surveyed faculty to determine their interest in becoming part of the Course Exchange (E.I.A.3.h).

f. The Board of Trustees approved a revision of the mission at its June 7, 2016 meeting (E.I.A.3.i). The revisions came about after the Board of Trustees engaged in broad dialogue about the current mission after reviewing the missions of other colleges (E.I.A.3.j). Discussions focused on access given an ongoing need for education to the large service area. Commitment to diversity was included in the new mission to drive the College's increased focus on diversity and student-equity initiatives to enhance student success.

g. The College's Institutional Learning Outcomes (Academic and Career Technical Objectives, Personal and Professional Development, Community and Global Responsibility) directly align with the mission.

h. The College's Integrated Planning Model, which is widely published, illustrates that the mission informs all levels of planning (E.I.A.3.k).

Analysis and Evaluation:
The mission of College of the Redwoods is the foundation of all decision making, planning, and resource allocation, and informs institutional goals for student learning and achievement. The institution's programs and services are aligned with the mission through the College's policies and integrated planning process that includes effective program planning within program review. The mission informs institutional goals for student learning and achievement and its effectiveness in this regard is measured by the regular assessment of institutional learning outcomes.

Evidence Sources:

E.I.A.3.a Program Review - Program Mission Alignment
E.I.A.3.b Education Master Plan Goals - 2012 - 2017
E.I.A.3.c Annual Plan - 2016 -2017
E.I.A.3.d AP 4020 - Program, Curriculum and Course Development
E.I.A.3.e Notes from Pre-Nursing 4020 Meeting
E.I.A.3.f AP 4021 - Program Revitalization, Suspension, or Discontinuation
E.I.A.3.g Honors AP 4021 results
E.I.A.3.h DEPC Survey of Instructional Modalities
E.I.A.3.i Mission BP at June 2016 Board Meeting
E.I.A.3.j Board of Trustees Discusses Mission
E.I.A.3.k Integrated Planning Model

Standard I.A.4
The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.
(ER 6)

Evidence of Meeting the Standard:

a. The College's mission is widely published in the College catalog (E.I.A.4.a). The College's vision and mission are presented on the College website (E.I.A.4.b). The mission statement can be found in most meeting rooms and classrooms across the district. New poster copies of the mission were printed when the mission was updated in July 2016 to replace existing posters. The mission statement also appears at the top of each meeting agenda of the Board of Trustees.

b. As part of the 2015 Employee Satisfaction Survey, faculty and staff were asked to rate their satisfaction with "The mission, purpose, and values of this institution are well understood by most employees." The modal response was satisfied using a five-point scale ranging from "not at all satisfied" to "very satisfied" (E.I.A.4.c). Ratings were significantly higher than when the survey was administered in 2010, when the average rating was between "not very" and "somewhat" satisfied (E.I.A.4.d).

c. The Board of Trustees reviews the mission each year. A review of the mission is on its annual calendar in April (E.I.A.4.e). In June 2016, as a part of the 2015-2016 review, the board decided to revise the mission to better reflect the College's commitment to diversity and equal access.

   The previous mission statement was:

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

   It was revised to:

   "College of the Redwoods puts student success first by providing accessible and relevant developmental, career technical, and transfer education. The College partners with the community to contribute to the economic vitality and lifelong learning needs of its service area. The College continually assesses student learning and institutional performance and practices to embrace diversity, to encourage a healthy community environment, and to improve upon the programs and services we offer, all to promote student learning."

Analysis and Evaluation:
The College's mission is widely published in print and on the web. The Board of Trustees review the mission each year. This review is part of the board's annual calendar. The Board of Trustees revised the mission in 2015-2016 to reflect institutional priorities better.

Evidence Sources:

E.I.A.4.a Mission - In Catalog
E.I.A.4.b Mission - On College Website
E.I.A.4.c Employee Satisfaction Results on Mission 2010
E.I.A.4.d Employee Satisfaction Results on Mission 2015
E.I.A.4.e Board of Trustees Agenda Calendar

Standard I.B: Assuring Academic Quality

Standard I.B.1
The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard:

a. The College's assessment process necessitates broad dialogue about how to improve student's attainment of course and program learning outcomes. Program assessment dialogue sessions are scheduled for each program outcome (E.I.B.1.a). Faculty involved in assessing course learning outcomes come together from across a program to discuss how students can better meet program learning outcomes. The assessment committee developed a program assessment worksheet to help programs keep track of the courses that fulfill each program outcome (E.I.B.1.b). These meetings involve a review of data from past assessments, and dialogue is recorded in the online assessment reporting tool to track improvements (E.I.B.1.c).

b. The College regularly meets to discuss how well students are attaining the College's Institutional Learning Outcomes (ILOs). All faculty and staff are invited to participate in an ILO dialogue session for each ILO during an assessment cycle (E.I.B.1.d). ILO sessions begin with an analysis of all data the College has collected that aligns with the outcome, and ILOs were developed with sources of assessment data for each outcome contained explicitly in the Statement of Philosophy adopted by the Academic Senate (E.1.B.1.e). ILO discussions have led to suggestions for improvement that have been included in the institution's Annual Plan (E.I.B.1.f).

c. The program-review process leads to broad dialogue across departments. Programs analyze student achievement data, including a detailed analysis of student achievement by student equity group, campus location, and face-to-face vs. online modalities (E.I.B.1.g). Programs also analyze their student learning assessment findings. Plans for program improvement must be linked to an analysis of student performance (E.I.B.1.h).

d. The Board of Trustees regularly reviews student learning and achievement data. The College's Institutional Effectiveness Scorecard, Institutional Effectiveness Report, and Student Success Scorecard are presented for board discussion each year (E.I.B.1.i). At each meeting, the Board of Trustees is also presented more in-depth reports on student achievement that delve into issues such as student success and equity gaps (E.I.B.1.j).

e. Before proposals are examined by the College's Curriculum Committee, the curriculum routing process ensures faculty departmental discussion of outcomes, academic quality, course content, and the like (E.II.A.2.r, E.II.A.2.s). The curriculum routing process gives all faculty stakeholders an opportunity to evaluate and discuss each curriculum document

appropriate to their discipline (E.II.A.2.x). Additionally, the course outline of record contains a specific section titled "Methods of Instruction" within which faculty authors explain instructional methodologies and their appropriateness to the course content and achievement of outcomes, regardless of the modality.

f. The Academic Senate regularly discusses issues relevant to academic quality. For example, on April 15, 2016 the Academic Senate passed "AB 798 College Textbook Affordability Resolution" (E.I.B.1.k). The resolution resulted from reports from discipline faculty to the Academic Senate about the high-quality alternatives that open educational resources provide that can increase student success.

g. Annual College-wide convocation, FLEX workshops, and seminars also allow faculty to collegially discuss issues relevant to academic quality. For example, in January 2016 several faculty and staff attended a session on how to more effectively teach men of color (E.I.B.1.l).

h. In addition to assessing course and degree/certificate outcomes, faculty regularly assess general education outcomes. Assessment of general education outcomes follows a published four-year cycle (E.I.B.1.m). The assessment coordinator arranges a dialogue session for each outcome to be assessed. All faculty teaching a course that meets the outcome are asked to attend and discuss the extent to which their students meet the outcome and offer ideas for improvement. These discussions are reported in the online assessment tool (E.I.B.1.n).

Analysis and Evaluation:
The College engages in many forms of dialogue regarding student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The College's assessment process necessitates broad dialogue about how to improve students' attainment of course and program learning outcomes. The College regularly meets to discuss how well students are achieving the College's Institutional Learning Outcomes. In addition to assessing course, degree/certificate, and institutional learning outcomes, faculty regularly assess general education outcomes and meet to discuss the results

Discussions about academic quality and institutional effectiveness take place at Academic Senate meetings, in FLEX workshops, and at the annual Institutional Effectiveness Summit. Through the program-review process, programs engage in discussions about narrowing achievement gaps across student equity groups.

Evidence Sources:
E.I.B.1.a Program planning tool examples
E.I.B.1.b Example program assessment worksheet
E.I.B.1.c Program assessment report
E.1.B.1.d 4-year GE & ILO assessment cycle

E.1.B.1.e Institutional Learning Outcome & Statement of Philosophy
E.1.B.1.f ILO session notes
E.1.B.1.g Program Review Dataset with Student Equity Breakdown
E.1.B.1.h Program Review Plans Linked to Assessment Data
E.1.B.1.i Board of Trustees Calendar
E.1.B.1.j Native American Student Achievement Report to Board of Trustees
E.1.B.1.k AB 798 College Textbook Affordability Resolution
E.1.B.1.l FLEX Session: Teaching men of color
E.I.B.1.m GE assessment 4-year schedule
E.I.B.1.n Natural Sciences GE Assessment Report

Standard I.B.2
The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard:

a. Faculty and student service staff have established student learning outcomes for all courses, degrees, certificates, and student service programs (E.I.B.2.a). Student learning outcomes have been established for general education (E.I.B.2.b) and for the institution (E.I.B.2.c). The College publishes student learning outcomes for all areas, including student service programs, on the assessment website. Degree and certificate learning outcomes are published in the academic catalog (E.I.B.2.d).

b. The Curriculum Committee reviews and approves all course (E.I.B.2.e), program (E.I.B.2.f), and general education student learning outcomes (E.I.B.2.g). The assessment committee assists student development area personnel with the creation and revision of student learning outcomes (E.I.B.2.h).

c. The College follows a four-year assessment cycle during which all outcomes are formally assessed. Programs identify the semester(s) they will perform assessment during the cycle in the online planning tool (E.I.B.2.i). Guidelines are in place so that at least twenty-five percent of all outcomes are assessed each semester until they have all been assessed (E.I.B.2.i). This guideline allows time for closing the loop follow-up evaluations to take place following changes to improve student learning outcome attainment.

d. The assessment process promotes the improvement of course, program and student services by automatically prompting assessors with their suggested improvements from past reports and prompting follow-up on the implementation and evaluation of the change. For example, success rates improved in an Anthropology course after changes were made to an exam (E.I.B.2.j).

e. Beginning in spring 2016, the College piloted the use of Canvas to obtain SLO attainment at the student level. This allows performance to be matched with student

demographics so that performance can be disaggregated by student group. At the request of any instructor teaching a course, the College's Canvas administrator will upload student learning outcomes into the course section in Canvas so that the faculty member can utilize a consistent rubric to record the learning outcome attainment for each student (E.I.B.2.k). The distance education coordinator is holding professional development sessions (E.I.B.2.l) to train faculty to use the rubric and learning mastery tools in Canvas so that they can participate in this data gathering.

f. Assessment reports distinguish the modality of course delivery. This allows the Office of Institutional Research to compare outcome attainment in online vs. face-to-face courses. Analysis in the past several years reveals comparable performance across modalities (E.I.B.2.m).

g. The College regularly meets to discuss how well students are attaining the College's Institutional Learning Outcomes. All faculty and staff are invited to participate in an ILO dialogue session for each ILO during an assessment cycle (E.I.B.2.o). ILO sessions begin with an analysis of all data the College has collected that aligns with the outcome, and ILOs were developed with sources of assessment data for each outcome contained explicitly in the Statement of Philosophy adopted by the Academic Senate (E.I.B.2.p). ILO discussions have led to suggestions for improvement that have been included in the institution's Annual Plan (E.1.B.2.q)

Analysis and Evaluation:

Faculty and student service staff have established student learning outcomes for all courses, degrees, certificates, and student service programs, including general education. The College follows a four-year assessment cycle during which all outcomes are formally assessed. Faculty and staff close the loop on what they learn with a reporting process that automatically prompts assessors with their suggested improvements from past reports and prompting follow-up on the implementation and evaluation of the change.

Student service programs assess learning outcomes according to the same cycle and using the same reporting system as is used in instruction. The College also assesses Institutional Learning Outcomes by analyzing a wide dataset and through broad dialogue.

Evidence Sources:

E.I.B.2.a Student Learning Outcome Assessment Tool
E.I.B.2.b GE - Learning Outcomes
E.I.B.2.c Institutional Learning Outcomes
E.I.B.2.d Degree and Cert Outcomes in the Catalog
E.I.B.2.e Curriculum Committee approval of course SLOs
E.I.B.2.f Curriculum Committee Approval of Program SLOs

E.I.B.2.g New GE Outcomes at Senate
E.1.B.2.h Assessment committee helping craft an SLO for student services
E.I.B.2.i 25 percent Guideline on Assessment Website
E.I.B.2.j Closed Loop Report in Anthropology - 2014 - 2015
E.I.B.2.k SLOs uploaded into Canvas
E.I.B.2.l DE Coordinator facilitated Sessions on Rubrics and Learning Mastery
E.I.B.2.m October 2016 Board Report on SLO Attainment by Modality
E.1.B.2.o 4-year GE & ILO assessment cycle
E.1.B.2.p Institutional Learning Outcome & Statement of Philosophy
E.1.B.2.q ILO session notes

Standard I.B.3
The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard:

a. The College has established institution-set standards for student achievement. The Institutional Effectiveness Committee (IEC) developed criteria for setting the standards that began with an analysis of past student achievement. Institution-set standards were set by using a seven-year minimum criteria (E.I.B.3.a). The chair of the Institutional Effectiveness Committee took the criteria through the participatory governance process for consensus, including approval from the Academic Senate and the Board of Trustees (E.I.B.3.b).

b. The IEC added the institution-set standards to the College's existing Institutional Effectiveness Scorecard to bring them wider attention and to present them alongside an aspirational target (E.I.B.3.c).

	2012-2013	2013-2014	2014—2015	Institution-Set Standard	Target
Fall to Fall Persistence: *Full-time*	46%	46%	52%	46%	50%
Part-time	39%	34%	35%	34%	40%
Student Success Scorecard Cohort	64%	67%	66%		
Retention	86%	87%	87%	86%	90%
Course Success	69%	70%	70%	68%	70%
Basic Skills Course Success	56%	57%	62%	54%	60%
Online Course Success	63%	62%	64%	60%	65%
Degree Completions	420	389	452	337	400
Certificate Completions	211	146	294	162	200

c. The accreditation liaison officer reports the institution-set standards to the ACCJC each year in the Annual Report. Every Annual Report is presented to the Board of Trustees for discussion (E.I.B.3.d). In 2013-2014 the College determined that the number of certificate completers had fallen below the institution-set standard. Significant work took place in 2014-2015, which led to an approximate 100 percent increase in certificate earners. For example, the form to petition to earn a certificate was simplified for students to encourage completers, and full-time faculty engaged in more outreach to part-time faculty and students to encourage applications (E.I.B.3.e).

d. In 2015-2016 the number of students transferring to four-year institutions fell below the institution-set standard. The College took steps to address this by strengthening relationships with Humboldt State University (HSU). On February 10, 2017 the College met with several members of HSU's administration and came up with a set of actions to improve transfers. Actions included greater presence of HSU Admissions Office personnel and the transfer articulation officer at the College (E.I.B.3.f). The College worked with HSU to review transfer trends to identify majors with a declining number of transfers.

e. In addition to having institution-set standards, the College adopts a framework of indicators that are approved by College stakeholders including the Academic Senate and the Board of Trustees (E.I.B.3.h). The framework, which was structured by the Chancellor's Office, provides short-term and long-term goals related to student performance outcomes.

f. Administrative Procedure 3225, "Institutional Effectiveness," was revised in March 2017 to include institution-set standards to ensure institutional effectiveness through planning. In the event that the College falls below an institution-set standard, the president forms a task force to develop a plan to improve performance, and that plan is included in the institution's Annual Plan (E.I.B.3.i).

g. In 2016-2017, programs completing a comprehensive program review were asked for the first time to set the "floor" and "target" number of completers for each degree and certificate (E.I.B.3.j). The floor was the fewest number of completers that the program finds acceptable. This process was established so that programs could develop their own institution-set standard. Programs will monitor the number of completers in future program reviews and develop action plans if they fall below their floor.

h. The same standards are in place for distance education instruction as for all other instruction.

Analysis and Evaluation:
The College has established institution-set standards for student achievement. The College added the institution-set standards to the College's existing Institutional Effectiveness Scorecard as one

means of engaging the College in annual assessment of the standards. AP 3225, "Institutional Effectiveness," was revised to include a process of what to do in the event the College falls below an institution-set standard. Programs have developed institution-set standards for degree and certificate completions.

Evidence Sources:

E.I.B.3.a Criteria for Setting Institution-Set Standards
E.I.B.3.b Senate Approval of Institution-Set Standards
E.I.B.3.c Institution Effectiveness Scorecard
E.I.B.3.d ACCJC Annual Report presented to BOT
E.I.B.3.e Goals Framework with Institution-Set Standards
E.I.B.3.f Ideas to increase transfers to HSU
E.I.B.3.h Goals framework at Senate
E.I.B.3.i AP 3225 revision
E.I.B.3.j Program Completer Floor

Standard I.B.4
The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard:

a. As mentioned in Standard I.B.1, the program-review process leads to broad dialogue across departments about how to improve student achievement. Instructional programs analyze student achievement data, including a detailed analysis of student achievement by student equity group, campus location, and face-to-face vs. online modalities (E.I.B.4.a). Student services programs evaluate changes in program indicators, and discuss initiatives related to increasing outreach, retention, and student success of underrepresented students in the program (E.I.B.4.b).

b. Programs also provide a critical reflection of assessment activities as part of program review for which they identify changes made to the program based on assessment findings. Key assessment findings resulting in plans for program improvement must be linked to an analysis of student performance. Program plans must be tied to their relationship to assessment and the expected impact on student learning (E.I.B.4.c). A demonstration that plans are tied to assessment is also required for programs to request resources. For example, an assessment of PHYS-2 and PHYS-4A showed that students needed more lab experience with rotation to meet learning outcomes. An action and resource request for lab equipment was linked to this assessment in program review, which resulted in the lab equipment being funded (E.I.B.4.d).

c. The College uses Institutional Learning Outcome assessment results by engaging in analysis and broad discussions about steps the College can take to improve, and these actions are included in the institution's Annual Plan. For example, an ILO dialogue

session resulted in the inclusion of enhanced professional development in the 2015-2016 Annual Plan (E.I.B.4.e).

d. Faculty from a variety of disciplines come together to discuss student attainment of general education outcomes and review data to support outcome attainment (E.I.B.1.f). These discussions have resulted in a major reform to the general education outcomes (E.I.B.1.g).

Analysis and Evaluation:
The program-review process leads to broad dialogue across departments about how to improve student achievement. Programs provide a critical reflection of assessment activities as part of program review for which they identify changes made to the program based on assessment findings.

Student services programs evaluate changes in program indicators, and discuss initiatives related to increasing outreach, retention, and student success of underrepresented students in the program.

Evidence Sources:

E.I.B.4.a Program Review Student Achievement Datasets
E.I.B.4.b Student services program review: Program Indicators
E.I.B.4.c Program review plans linked to assessment data
E.I.B.4.d Physical Sciences Program Review & Funding Decisions
E.I.B.4.e Annual Plan highlighting Professional Development - 2015 - 2016
E.I.B.4.f GE Data for group discussion
E.I.B.4.g GE Discussion of Global/Cultural Context

Standard I.B.5
The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard:

a. Accomplishments of the mission of the College are assessed each year by having every program carry out a program review. Separate program review templates are used by instructional programs (E.I.B.5.a), administrative programs (E.I.B.5.b), and student services programs (E.I.B.5.c). The templates have been developed so that they require an evaluation of data and reflection on assessments that are most relevant and effective given the role of the program.

b. Program reviews begin with a demonstration of how the program functions to support the College's mission (E.I.B.5.d). Programs are asked to critically reflect on their assessment activities, and how their discoveries have resulted in changes to the program (E.I.B.5.e).

c. All programs participate in an annual or comprehensive review each year. A four-year cycle has been established so that all instructional programs engage in a comprehensive program review once every four years (E.I.B.5.f). The comprehensive program review includes the following datasets for program analysis: enrollments by program, location, and course and equity group; program majors, success and retention rates by program, location, course and equity group; persistence rates, completions, and faculty efficiencies (E.I.B.5.g). Disaggregation by location breaks out distance education courses for comparison to face-to-face courses. Datasets have a prompt for faculty to analyze the data and address rates that fall below the district average (E.I.B.5.h). This typically requires more fine-grain analysis of the data to identify causes and areas to improve.

d. The evaluation of program outcomes, student learning outcomes, and achievement data in program review results in program action plans. All programs describe their actions to be taken in program review, and must link their actions to institutional plans, and to assessment. Programs also review their program plans from the past year and provide an evaluation of the status of the proposed plan and the impact of taking this action (E.I.B.5.i).

e. The program-review process is used to allow programs to submit resource requests. The online program review template requires that programs make resource requests that are tied to an action plan that is linked to institutional planning and assessment (E.I.B.5.j). Resource requests are then prioritized through the integrated-planning process.

f. The program review committee uses a rubric to evaluate each program review. The rubric is provided to authors ahead of time, and the committee provides feedback to each program for each section of the template to improve program evaluation. The program review committee publishes an annual executive summary that highlights areas of improvement, themes in planning actions across programs, and plans to improve the process (E.I.B.5.k).

Analysis and Evaluation:
Accomplishments of the mission of the College are assessed each year by having every program carry out a program review. The comprehensive program review includes datasets and requires analysis of quantitative and qualitative data. Datasets are disaggregated by mode of delivery and by student equity groups. The evaluation of program outcomes, student learning outcomes, and achievement data in program review results in program action plans.

Evidence Sources:

E.I.B.5.a Instructional Program Review Template
E.I.B.5.b Administrative Program Review Template
E.I.B.5.c Student Services Program Review Template
E.I.B.5.d Mission alignment in Program Review Template

E.I.B.5.e Assessment Prompt in Program Review Template
E.I.B.5.f Comprehensive Program Review Schedule
E.I.B.5.g Instructional Program Review Datasets
E.I.B.5.h Analysis Prompts in Program Review Datasets
E.I.B.5.i Evaluation of Past Plans in Program Review
E.I.B.5.j Resource Requests Linked to Assessment
E.I.B.5.k Program Review Executive Summary - 2015 - 2016

Standard I.B.6
The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard:

a. Instructional programs analyze student achievement data that is disaggregated by gender, age, ethnicity, disability, and placement into basic skills English and mathematics (E.I.B.6.a). Programs are required to discuss their discoveries as part of this analysis as part of program review. For example, the physical sciences program included a planning action to acquire professional development for faculty regarding strategies to support and improve success among underrepresented students based on success data in physical science classes. A resource request for professional development was attached to this plan (E.I.B.6.b). This resulted in the Professional Development committee offering sessions for the program, and open to all instructors, on topics including: Achieving Equity with Results Based Accountability, Strategies for Latino Student Success & Completion, and Increasing Persistence of Minority Male Students (E.I.B.6.c).

b. The College follows a Student Equity Plan to reduce disparities and disproportionate impacts in student success that exist for student equity groups. The plan includes a thorough analysis of disproportionate impacts for many student success indicators. Data are provided based on gender, age, ethnicity, disability status, financial need, and foster youth status, and veteran status. The College includes aspirational numeric goals in the plan to reduce disparities in student success across equity groups. The College assesses the plan to determine how planning actions improve student success (E.I.B.6.d).

c. The 2015-2018 Student Equity Plan includes the following goal related to course completion: "'Cap and Gown' in the Student Equity Plan: Move forward the 'Cap and Gown' program." This goal was included in the plan because an initial analysis of the program showed higher success and retention rates of student athletes (E.I.B.6.e).

d. The Office of Institutional Research makes success rates by ethnicity available to each instructor for the sections they teach (E.I.B.6.f). This data was previously available only at the program level, but faculty and the director of student equity and success

highlighted the need for instructors to be aware of gaps in student achievement in the individual classes they teach.

e. At each board meeting, a report that includes student success and/or demographic data is presented for the board to analyze (E.I.B.6.g, E.I.B.6.h). To help evaluate the extent to which the College accomplishes the new mission statement about embracing diversity, several data reports to the Board of Trustees have provided an in-depth look at subpopulations of students. In July 2016, the Board of Trustees discussed a report about the outcomes of African-American students (E.I.B.6.g), and in August 2016 they reviewed a report about the outcomes of Native-American students (E.I.B.6.h).

f. The College started using Canvas to disaggregate student learning outcome data by subpopulations. The College's Canvas administrator uploads student learning outcomes into the course section in Canvas so that a consistent rubric can be used to record the learning outcome attainment for each student. The College can pull out that data for these sections and link it to student characteristics.

Analysis and Evaluation:
The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. In program review, instructional programs analyze student achievement data that is disaggregated by gender, age, ethnicity, disability, and placement into basic-skills English and mathematics. Identified performance gaps are addressed using action plans in program review, action plans in the Student Equity Plan, and action plans in the institution's "Annual Plan." Program plans are evaluated through program review, and institutional plans are assessed each year to determine the effectiveness of the plans.

Evidence Sources:

E.I.b.6.a Student Equity Program Review Datasets
E.I.b.6.b Physical Sciences Program Review - 2016 - 2017
E.I.b.6.c Professional Development Offerings related to Student Equity
E.I.b.6.d Goals in 2015-18 Student Equity Plan
E.I.b.6.e Goal B.3 in the Student Equity Plan
E.I.b.6.f Office of Instruction Student Equity Data Announcement - October 2016
E.I.b.6.g Outcomes of African American Students in July 2016 Board Report
E.I.b.6.h Outcomes of Native American Students in August 2016 Board Report

Standard I.B.7
The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard:

a. Board policies and administrative procedures are taken to College Council. The scope of College Council is as follows: "College Council helps ensure that policies and procedures are developed and revised following the collegial consultation process and all relevant constituent input is given due consideration. College Council receives drafts of policy and procedure from the appropriate constituents, reviews and suggests revisions when appropriate, and either sends these documents back to the constituent group that wrote it for any necessary revision or can, if deemed appropriate, create an ad hoc committee (or a subcommittee) for revisions to drafts or resolution of competing drafts. College Council shall seek all constituent's input on the proposed board policy (BP) and/or administrative procedure (AP) before making a final recommendation by majority vote. Final recommendations by the College Council are sent to the [p]resident/[s]uperintendent." College Council reviews and updates policies according to a four-year cycle (E.I.B.7.a). This cycle of review ensures that board policies and administrative procedures are effective.

b. The Academic Senate's Academic Standards and Policies Committee (ASPC) has an established process for regular evaluation of policies and practices related to the Senate's purview. Once the Academic Senate reviews and acts upon the policy recommendations from the ASPC, they go to College Council for wider review (E.I.B.7.b).

c. The College's district and Academic Senate committees participate in an annual survey to evaluate the effectiveness of committees, and how well the committees operate to effectively facilitate integrated planning and governance. The results of this survey are analyzed and discussed by committee members at the annual Institutional Effectiveness Summit. For example, when results showed low ratings about the way that feedback was given to the campus regarding resource request funding decisions, the College restructured the budget planning committee, and worked with the Budget Planning Committee to make improvements to the operational process of tracking resource request rankings and funding decisions (E.I.B.7.c).

d. The annual Institutional Effectiveness Summit is also a venue to collect broad feedback about the strengths and weaknesses of the integrated planning and budgeting process, which results in a set of actions for improvement. Participants at the 2014-2015 Institutional Effectiveness Summit expressed a weakness in terms of how key information and decisions of committees is communicated to faculty and staff. Some

believed there was not enough communication, and others felt overwhelmed by the amount of emails they received. This dialogue resulted in the development of a "Committee Digest" that highlights important committee work in a succinct manner (E.I.B.7.d). In 2015-2016, many participants at the summit expressed a desire for more training and knowledge of how student learning outcome assessment takes place in student services. This resulted in a series of workshops about student services student learning assessment and assessment in program review (E.I.B.7.e).

e. The outcomes from the Institutional Effectiveness Summit are reported in the annual Institutional Effectiveness Report (E.I.B.7.f). This report provides an analysis of how the institution is doing related to all aspects of the College mission. Actions in the institution's Annual Plan are evaluated in this report, and an analysis of data related to each aspect of the plan is provided (E.I.B.7.g). This report is presented annually to the Board of Trustees and sent to faculty and staff.

f. The program-review process is used to evaluate program effectiveness. The program review template contains questions to gather input from programs about the value that program review adds in planning for ongoing improvement and the usefulness of the analysis of data (E.I.B.7.h). This data, combined with open-ended feedback, is used to improve the process.

g. An evaluation of the College's assessment process was performed in 2014-2015. A survey was administered to faculty and staff to improve the effectiveness of the College's outcomes assessment process (E.I.B.7.i). The results showed that the College's process for reporting "closing-the-loop" information was less than clear. The Assessment Committee then changed the process from one that existed outside of the course/program reporting template to reporting closing-the-loop results within the course/program reporting template (E.I.B.7.j).

Analysis and Evaluation:
The institution regularly evaluates its policies by having them reviewed by a committee with representatives from each stakeholder group. The Academic Senate has also established process for regular evaluation of policies and practices related to the Senate's purview. Faculty and staff evaluate the institution's practices such as resource management and governance at the annual institutional effectiveness summit. Instructional and student service programs evaluate their effectiveness through the program-review process.

Evidence Sources:

E.I.B.7.a BP/AP four-year review cycle
E.I.B.7.b Academic Senate Policy Committee
E.I.B.7.c Results of the Committee Self-Evaluation Survey
E.I.B.7.d Committee Digest

E.I.B.7.e SLO Training Workshop to Student Development Leadership
E.I.B.7.f 2015-2016 Institutional Effectiveness Report
E.I.B.7.g 2015-2016 Annual Planning Progress
E.I.B.7.h Input section of Program Review Template
E.I.B.7.i Assessing SLO Assessment Survey Results
E.I.B.7.j Revised Assessment Reporting Template with CTL

Standard I.B.8
The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard:

a. The results of assessment and evaluation activities are communicated to the institution in a variety of reports, presentations, and discussion sessions. As mentioned in section I.B.1, the College regularly meets to discuss how well students are attaining the College's Institutional Learning Outcomes. ILO sessions begin with the Office of Institutional Research presenting all of the data the College has collected that aligns with the learning outcome, and ILOs were developed with sources of assessment data for each outcome contained explicitly in the Statement of Philosophy adopted by the Academic Senate (E.1.B.1.e). The College publishes data and data analysis, to support the strengths and weaknesses related to the ILOs, on the assessment website (E.1.B.8.a).

b. The results of assessment and evaluation activities are reported in the annual Institutional Effectiveness Report (E.I.B.7.f). This report provides an analysis of how the institution is doing related to all aspects of the College mission. Actions in the institution's Annual Plan are evaluated in this report, and an analysis of data related to each aspect of the plan is provided (E.I.B.7.g). The report also contains the results of the self-evaluation that each planning and Academic Senate committee performs annually. The report highlights strengths and weaknesses of the committees, and provides suggested improvements that are discussed and monitored at the annual Institutional Effectiveness Summit. This report is presented annually to the Board of Trustees and sent to all faculty and staff.

c. An evaluation of the program-review process is published each year. The Program Review Committee publishes an annual executive summary that highlights areas in which the process can continue to improve, themes in planning actions across programs, and the strengths and weaknesses of programs in their ability to engage in an effective program review (E.I.B.5.k). This report is presented to and discussed by the Board of Trustees, and is disseminated to the institution via the Institutional Effectiveness Report.

d. The development of the 2017-2022 Education Master Plan resulted in widespread communication of evaluation and assessment activities to the institution (E.I.B.8.g). A

variety of evaluative reports were presented to the Education Master Planning Steering Committee and subcommittees, and were shared in planning and visioning sessions (E.1.B.8.b). The input from faculty, staff, and students (SWOT analyses, committee discussions) resulted in a set of emerging focus areas. The emerging focus areas were used by the Education Master Planning Committee to create a survey in which top priorities were indentified. Tables were set up to gather input from students to gather what they though should be the College's top priorities for the next five years. This input was essential to developing the new Education Master Plan. Once approved, the president presented the Education Master Plan to the Board of Trustees and all stakeholders, to inform all levels of planning.

e. The Professional Development Committee reports the findings of their needs assessment survey each year (E.I.B.8.c). This survey informs the priority of professional development offerings at FLEX and throughout the year.

f. The Office of Institutional Research publishes and presents the Institutional Effectiveness Scorecard each year (E.I.B.8.d). The scorecard aligns with each section of the Education Master Plan, including the results of the College's engagement in SLO assessment in instructional and student service programs. Presentations of the scorecard have resulted in dialogue with the Board of Trustees and administration about ways to enhance participation to increase student success.

g. Programs delve into discussions about the results of their student learning outcome assessments during programmatic learning outcome dialogue sessions. The results of these discussions are shared with the institution via the submission of program assessment reports published on the College's website (E.I.B.8.e). Program members also discuss key assessment findings and delve into standardized data to facilitate the tracking of trends over time. The results of this discussion are tracked in program review and shared with the Program Review Committee (E.I.B.8.f).

Analysis and Evaluation:
The results of assessment and evaluation activities are communicated to the institution in a variety of reports, presentations, and discussion sessions. The results of assessment and evaluation activities are reported to a wide audience in the annual Institutional Effectiveness Report. Actions in the institution's Annual Plan are evaluated in this report, and an analysis of data related to each aspect of the annual plan is provided. The results of course, degree/certificate, and student service learning outcome assessment discussions are shared with the institution via the submission of published program assessment reports.

Evidence Sources:

E.1.B.1.e ILO Statement of Philosophy
E.I.B.7.f ILO Data Presentation

E.I.B.7.g Annual Planning Progress Report
E.I.B.4.l Program Review Executive Summary
E.I.B.8.b Education Master Planning Meeting Minutes
E.I.B.8.c Professional Development Survey Results
E.I.B.8.d Institutional Effectiveness Scorecard
E.I.B.8.e Program-level Assessment Report Results
E.I.B.8.f Assessment Reviewed in Program Review Template
E.I.B.8.g 2017-2022 Education Master Plan

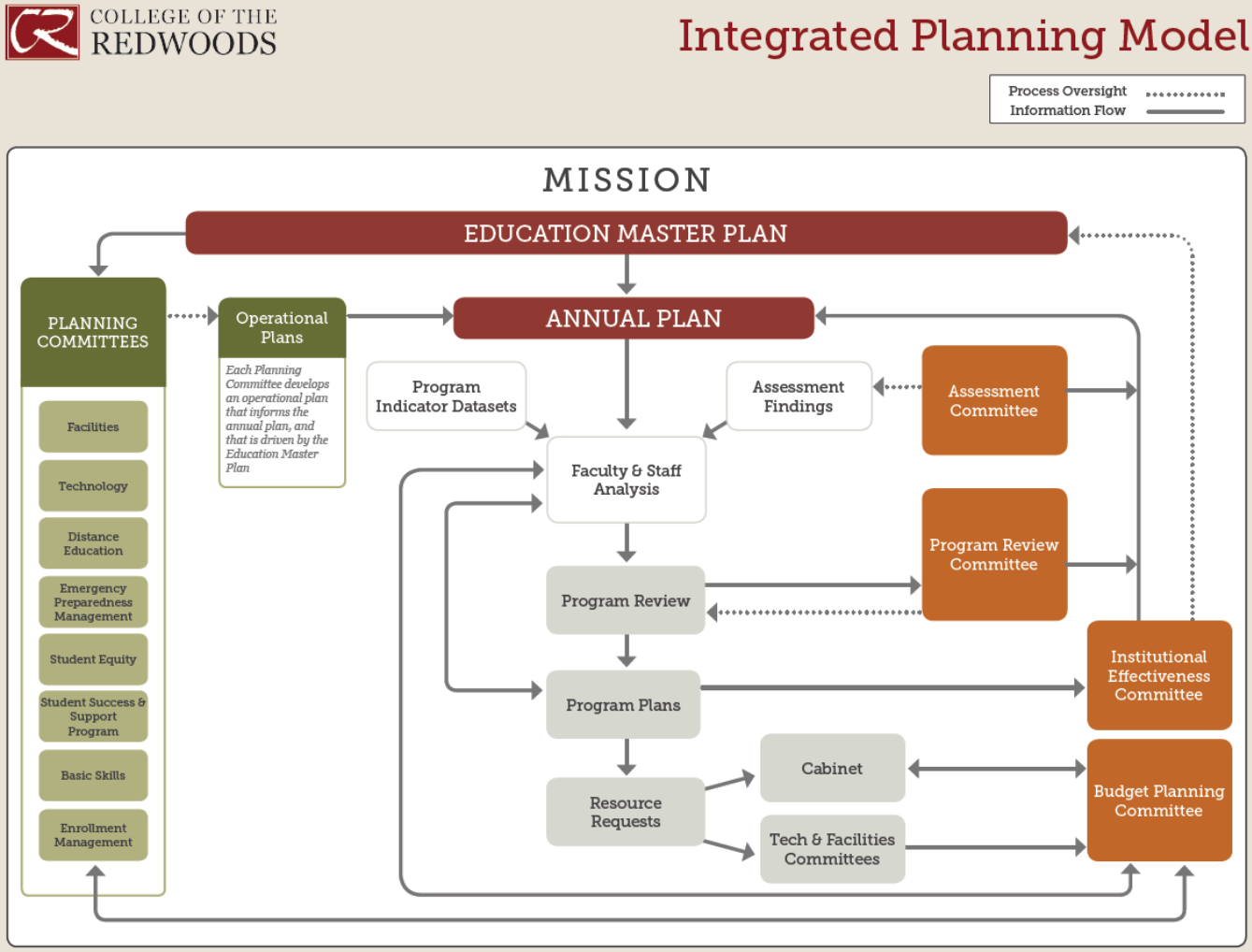
Standard I.B.9
The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard:

a. The Integrated Planning Model below illustrates the process and information flow by which the College engages in systematic evaluation and planning. The mission informs planning at every level. The Education Master Plan informs the operational plans developed by the College's planning committees. The Education Master Plan includes a ten-year vision that informs long-range planning, and goals and objectives that drive the College for the next five years (E.I.B.9.a).

b. The College engaged all stakeholders to develop the vision statement and Education Master Plan. An Education Master Plan Steering Committee was formed, along with four subcommittees to explore specific aspects of the institution's mission. Meetings took place for two years where data was reviewed (E.I.B.9.b), a SWOT analysis was conducted, and all employees and community members were invited to provide input (E.I.B.9.c). The emerging focus areas were used by the Education Master Planning Committee to create a survey in which top priorities were indentified. Tables were set up to gather input from students to gather what they though should be the College's top priorities for the next five years (E.I.B.8.g).

c. Key action items in the operational plans to be carried out in the next year are included in the institution's Annual Plan. The Institutional Effectiveness Committee reviews the annual plans to ensure that they cover every aspect of the Education Master Plan over the course of its duration (E.I.B.9.d).



d. The institution's Annual Plan is sent to all faculty and staff at the start of each year, and it is linked to in the program review template so that programs can connect their own action items to actions in the plan. The Institutional Effectiveness Committee tracks the progress of actions in the plan each semester, and publishes the results in the Institutional Effectiveness Report. Responsible parties are directed to include an update on the progress and an evaluation of the impact of the action (E.I.B.9.e). Items not fully completed by the end of the year are carried forward to the next year's plan.

e. As part of the program-review process, programs analyze their assessment findings and student achievement data trends to develop action plans to improve their program. Programs must align their plans with institutional plans and assessment findings (E.I.B.9.f) Program plans are key to moving the program forward in a way that promotes the overall direction of the College. Programs will only have resource requests funded if their requests are linked to plan. The online program review tool does not allow for stand-alone requests.

f. Programs complete a program review every year so that they can plan and request resources for improvement. Once every four years, programs engage in a comprehensive program review where they analyze trends showing the long-term effectiveness of their program regarding student success (E.I.B.9.g). The English program, for example, developed a plan to participate in the Multiple Measures Assessment Project (MMAP). This plan was motivated by assessment data showing gains for all equity groups in increased access to college-level courses following changes to the placement process. They linked this plan to items in the Education Master Plan: 1.6: Improve success among underrepresented populations, and 1.4: Increase transfers and degree and certificate completion. They asked for resources to support professional development for the implementation of MMAP (E.I.B.9.h).

g. Following the submission of all program plans and resource requests through program review, the program review committee reviews each program using a rubric developed for instruction (E.I.B.9.i), student services (E.I.B.9.j), and administrative services (E.I.B.9.k). Feedback is provided to the program by the program review committee following each review. The resource requests submitted through program review are gathered and prioritized. Members of Executive Cabinet work with leadership to prioritize operational items to be funded with discretionary budgets. The chairs of the Technology Planning and Facilities Planning committees review items not funded with discretionary budget to determine which ones ought to be ranked by those respective committees. Then the Technology and the Facilities Planning committees use a shared rubric (E.I.B.9.l) to rank the relevant items. Once the requests have been ranked, they are sent to the Budget Planning committee. The Budget Planning committee ranks items not appropriate for technology or facilities using the same rubric, and determines the overall rank order of all requests (e.g., technology planning's #1 ranked request will have a final rank of #1 and facilities planning's #1 ranked request will have a final rank of #2). The Budget Planning committee then sends ranking recommendations to the Cabinet to determine the number of items that can be funded based on the current budget. Feedback is then provided to all faculty and staff identifying whether each item was funded.

h. Procedures are used to prioritize requests for new faculty and staff. Administrative Procedure (AP) 7217, "Faculty Prioritization Process" is used to prioritize full-time faculty requests (E.I.B.9.m), and a rubric is used to prioritize requests for new non-faculty staff (E.I.B.9.n). These processes are reviewed for effectiveness (E.I.B.9.o).

i. AP 3225, "Institutional Effectiveness," was revised in March 2017 to include institution-set standards to ensure institutional effectiveness through planning. In the event that the College falls below an institution-set standard, the president forms a task force to develop a plan to improve performance and that plan is included in the institution's Annual Plan (E.I.B.9.p).

Analysis and Evaluation:
The institution engages in continuous, broad based, systematic evaluation and planning. The program-review process integrates assessment, planning, and resource allocation. This process is aligned with the mission and strategic planning goals so that programs help accomplish the mission and improve institutional effectiveness and academic quality.

Institutional planning addresses short-term needs for educational and services and for human, physical, technology, and financial resources through action plans in program review. Long-range needs for educational and services and for human, physical, technology, and financial resources are addressed through the Educational Master Plan that motivates annual planning actions each year.

Evidence Sources:

E.I.B.9.a 2017-2027 Vision Statement
E.I.B.9.b External & Internal Scanning Data for EMPC
E.I.B.9.c Education Master Planning SWOT Analysis
E.I.B.9.d IEC analysis of Plan Completion
E.I.B.9.e Annual Planning Progress Report
E.1.B.9.f Program review plans linked to assessment data
E.I.B.9.g Comprehensive Program Review Schedule
E.I.B.9.h English Program Review with M-MAP Request
E.I.B.9.i Program Review Rubric for Instruction
E.I.B.9.j Program Review Rubric for Student Development
E.I.B.9.k Program Review Rubric for Administrative Services
E.I.B.9.l Budget Planning Committee Resource Rubric
E.I.B.9.m AP 7217 Faculty Prioritization Process
E.I.B.9.n Rubric for Prioritizing New Staff Positions
E.I.B.9.o Annual evaluation of Faculty Prioritization Process
E.I.B.9.p Revised AP 3225 Institutional Effectiveness

Standard I.C: Institutional Integrity

Standard I.C.1
The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard:

a. College of the Redwoods assures the clarity, accuracy and integrity of information provided to students and prospective students, personnel, and all persons or organizations with an interest in the mission of the College through its written and online materials and publications. The College publishes its mission (E.I.C.1.a), learning outcomes (E.I.C.1.b), educational programs (E.I.C.1.c), and student support services (E.I.C.1.d). Online and hard copy publications are checked for accuracy and updated on the College website on a regular basis.

b. The College evaluated faculty, staff, and student ability to access information on the College's website in fall 2015. Feedback from the annual technology survey indicated that online information could be easier to access and, in response, reorganized its website (E.I.C.1.e). Staff in student services and instruction worked collaboratively with the College's web analyst to redesign the program's webpages. Most instructional and student services programs have their own specific webpages to share information with current and prospective students (E.I.C.1.f). The College utilizes an online content management system to that faculty and staff can keep their webpages up to date.

c. The College presents information to students about distance education programs in multiple locations within the College catalog that exists in hard copy and online (E.I.C.1.g).

d. The College provides accurate information about its accreditation status through its website (E.I.C.1.h), catalog (E.I.C.1.i), and through media announcements. The accreditation website includes information about the accreditation process, the College's accreditation standing, ACCJC Visiting Team reports, ACCJC actions, annual reports to ACCJC, midterm reports, the Institutional Self-Evaluation, and substantive change proposals (E.I.C.1.j).

e. The College's Information Systems and Marketing and Communications Departments work closely with Admissions & Records to validate the information included in the schedule of classes which is presented on the College's website (E.I.C.1.k).

f. The College presents course-level information to students and other interested parties by making public approved course outlines of record and course syllabi on the College's website (E.I.C.1.l).

Analysis and Evaluation:
The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services by continuously checking the accuracy of online and hard copy publications and updating information on a regular basis. The institution gives accurate information to students and the public about its accreditation status with all its accreditors via the website and in print materials such as the catalog.

Evidence Sources:

E.I.C.1.a Mission published on website
E.I.C.1.b Student Learning Outcomes on Website
E.I.C.1.c Degrees/Certificates on Website
E.I.C.1.d Student Support Services on Website
E.I.C.1.e Website Survey Results
E.I.C.1.f Art Department Website
E.I.C.1.g Online Education Website
E.I.C.1.h Accreditation Website
E.I.C.1.i Accreditation Information in Catalog
E.I.C.1.j Accreditation Reports and Info on Website
E.I.C.1.k Catalog Editing Efforts
E.I.C.1.l Syllabi on Website

Standard I.C.2
The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote). (ER 20)

Evidence of Meeting the Standard:

a. College of the Redwoods published an official catalog in print and online format for students and prospective students. The catalog is updated annually for currency and accuracy.

b. General information provided in the catalog:
   - Name, address, telephone numbers, and website of institution (E.I.C.2.a)
   - Educational Mission (E.I.C.2.b)
   - Representation of accredited status (E.I.C.2.b)
   - Course, program, and degree offerings (E.I.C.2.c)
   - Academic calendar and program length (E.I.C.2.d)
   - Academic freedom statement (E.I.C.2.e)
   - Available student financial aid (E.I.C.2.f)
   - Available learning resources (E.I.C.2.g)
   - Names and degrees of faculty (E.I.C.2.h)

- Names of Governing Board members (E.I.C.2.i)

c. Requirements provided in the catalog:
   - Admissions (E.I.C.2.j)
   - Student Tuition, Fees, and Other Financial Obligations (E.I.C.2.k)
   - Degrees, Certificates, Graduation and Transfer (E.I.C.2.l)

d. Major Policies Affecting Students provided in the catalog:
   - Academic Regulations, including Academic Honesty (E.I.C.2.m)
   - Nondiscrimination (E.I.C.2.n)
   - Acceptance and transfer of credits (E.I.C.2.o)
   - Transcripts (E.I.C.2.p)
   - Grievance and complaint procedures (E.I.C.2.q)
   - Sexual harassment (E.I.C.2.r)
   - Refund of fees (E.I.C.2.s)

e. The catalog also provides the location where other policies can be found (E.I.C.2.t).

f. The curriculum coordinator holds catalog review sessions with each year hard copies of the catalog available to edit. These sessions provide faculty and staff an opportunity to thoroughly review the catalog for currency and accuracy of information (E.I.C.2.u).

g. The catalog provides students with the types of distance education/online class offerings, and what students will need to be successful in online classes. The link to the College's online learning website is provided so that students can learn about the services available to support students enrolled in online classes (E.I.C.2.v).

Analysis and Evaluation:
College of the Redwoods publishes an official catalog in print and online format. The catalog is updated annually for currency and accuracy. The catalog contains current information on all facts, requirements, policies, and procedures listing in the "Catalog Requirements." The catalog contains information about distance education classes and what is needed to be successful for online learners.

Evidence Sources:
E.I.C.2.a General Information - Catalog
E.I.C.2.b Accreditation status in catalog; Mission in Catalog
E.I.C.2.c Program Offerings in Catalog
E.I.C.2.d Academic Calendar in Catalog
E.I.C.2.e Academic Freedom Statement in Catalog
E.I.C.2.f Financial Aid Information in Catalog
E.I.C.2.g Learning Support Services in Catalog
E.I.C.2.h Names and Degrees of Faculty in Catalog

E.I.C.2.i Board of Trustees in catalog
E.I.C.2.j Admissions Information in Catalog
E.I.C.2.k Fees in Catalog
E.I.C.2.l Graduation and Program Requirements
E.I.C.2.m Academic Regulations in Catalog
E.I.C.2.n Nondiscrimination Policy
E.I.C.2.o Evaluation of Credit in Catalog
E.I.C.2.p Transcript Information in Catalog
E.I.C.2.q Grievance and Complaint Procedure
E.I.C.2.r Sexual Harassment Policy in Catalog
E.I.C.2.s Refund Information in Catalog
E.I.C.2.t Other Policy Information in Catalog
E.I.C.2.u Catalog Review Example
E.I.C.2.v Distance Education / Online Classes

Standard I.C.3
The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard:

a. The College communicates matters of academic quality to multiple constituents, including current and prospective students and the public, by systematically publishing the results of student learning outcome assessments on the College's website (E.I.C.3.a). These reports include learning outcome attainment results of student services, courses, degree/certificates, and general education. Report submissions are password protected, but once submitted, reports can be publically accessed by students, faculty, staff, and the public (E.I.C.3.b).

b. The College communicates academic quality to multiple constituents by publishing student achievement results on the Institutional Research website. This website contains a Data Report Fact Book that provides student achievement reports such as grades, success and retention, persistence rates, completions, and transfers to four-year institutions (E.I.C.3.c). The fact book is updated annually to provide up-to-date information to the public, students, faculty, and staff.

c. The College provides access to the Student Success Scorecard published by the Chancellor's Office (E.I.C.3.d). The Scorecard communicates to current and prospective students and the public how well the College is performing on the state accountability student success metrics that measure academic quality. The Scorecard is presented to the Board of Trustees each year.

d. The College publishes its Institutional Effectiveness (IE) Scorecard on the Institutional Research website (E.I.C.3.e). The IE Scorecard communicates to the Board of Trustees,

the campus community, and to the public how effectively the College is meeting the College's mission. As mentioned in Standard I.B.8, the Institutional Effectiveness Report communicates data and analysis related to student learning outcomes and student achievement and the extent to which institutional planning goals are being met.

e. The College regularly meets to discuss how well students are attaining the College's Institutional Learning Outcomes. ILO sessions begin with the Office of Institutional Research presenting all of the data the College has collected that aligns with the learning outcome, and ILOs were developed with sources of assessment data for each outcome contained explicitly in the Statement of Philosophy adopted by the Academic Senate (E.1.B.3.f).

Analysis and Evaluation:
The College formally documents all assessment of student learning activity in reports that are publically available on the website to current students and the public. These reports are used to communicate matters of academic quality. Student achievement data and analysis are published on the institutional research website. The Institutional Effectiveness Report is available online and in hard copy, and this and other reports are widely communicated to the College.

Evidence Sources:

E.I.C.3.a SLO Report Example on Website
E.I.C.3.b Assessment Submissions and Reporting
E.I.C.3.c Institutional Research Fact Book
E.I.C.3.d Student Success Scorecard
E.I.C.3.e IE Scorecard Publication
E.I.C.3.f ILO Data Presentation

Standard I.C.4
The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard:

a. The College describes the purpose, content, course requirements, and expected learning outcomes on the official course outline of record (COR). CORs are regularly reviewed and updated on the Curriculum Committee website (E.I.C.4.a). The Curriculum Committee ensures that degrees and certificates are identified in ways that are consistent with the program content, degree objectives, and expected learning outcomes and competencies (E.I.C.4.b).

b. The College provides clear, up-to-date, and accurate information for all its degrees and certificates to current and perspective students in the College catalog. The catalog contains the student learning outcomes of each certificate and degree (E.I.C.4.c).

c. Faculty teaching in all modalities, including distance education, are required to list student learning outcomes on each syllabus. Syllabi for all courses are posted on the College website (E.I.C.4.d). Faculty submit their syllabi to the appropriate division office for review (E.I.C.4.e). Distance education faculty load their syllabi into Canvas. Each syllabus is reviewed, including student learning outcomes, as part of the overall review of the class. The faculty evaluation process provides oversight to ensure that course sections adhere to the course learning outcomes and course objectives in the COR.

d. The Counseling and Advising Office and the Office of Admissions and Records help maintain an accurate online degree audit system for students. The system includes all degree and certificate requirements for a given catalog year so that students can track their progress (E.I.C.4.f). The College's articulation officer, who is a member of the Counseling and Advising Office, is responsible for maintaining the accuracy of this information and making updates when needed.

Analysis and Evaluation:

The College describes the purpose, content, course requirements, and expected learning outcomes on the official course outline of record (COR). The College provides clear, up-to-date, and accurate information for all its degrees and certificates to current and perspective students in the College catalog. Syllabi for all courses include student learning outcomes, and they are posted on the College website. The accuracy of all degree and certificate requirement is maintained in an online degree audit system for students to track their progress toward degree requirements.

Evidence Sources:

E.I.C.4.a Course Outlines of Record on Website
E.I.C.4.b Curriculum Committee Review of COR
E.I.C.4.c Program Learning Outcomes in Catalog
E.I.C.4.d Syllabi on the Website
E.I.C.4.e Sample email from AOA about syllabus template
E.I.C.4.f Sample Degree Audit

Standard I.C.5
The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard:

a. The College regularly reviews institutional policies, procedures, and publications to assure in representations of the mission, programs, and services. Board Policies (BPs) and Administrative Policies (APs) are published on the College website (E.I.C.5.a). The College follows a four-year cycle of comprehensive review of all APs and BPs to ensure regular review. Subject matter experts begin the review, followed by review through the participatory governance process (E.I.C.5.b).

b. College Council receives drafts of policy and procedures from appropriate constituents for review prior to making a recommendation to the president/superintendent. College Council has representatives from students and all employee groups including the Academic Senate, Management Council, and Classified Staff (E.I.C.5.c).

c. The Academic Senate has an Academic Standards and Policies Committee (ASPC). Their purpose is to research, discuss, and make specific recommendations to the Senate regarding new and current policies and procedures related to academics (E.I.C.5.d). Recommendations then go from the Senate to College Council. Board policies go to the Board of Trustees for approval, and administrative procedures go to the Board of Trustees for review. This structure of participatory governance helps maintain the integrity of the College's policies and regulations.

d. The College subscribes to the Community College League of California's (CCLC) Policy and Procedure Subscription Service. This service keeps the College abreast of changes at the state and federal level that will impact the College.

e. The Board of Trustees reviews BP 1200, "District Mission," in June each year to assure its continued integrity (E.I.C.5.e).

f. The College reviews institutional policies, procedures, and publications while preparing the catalog each year to assure that all information is accurate and up to date (E.I.C.5.f).

Analysis and Evaluation:
The College follows a four-year cycle of comprehensive review of all APs and BPs to assure integrity in all representations of its mission, programs, and services. The Board of Trustees reviews BP 1200, "District Mission," in June each year to assure its continued integrity. The College reviews institutional policies, procedures, and publications while preparing the catalog each year to the integrity of the information regarding the College's mission, programs, and services.

Evidence Sources:

E.I.C.5.a Policy Website
E.I.C.5.b 4-Year Cycle of Policy Review
E.I.C.5.c College Council Purpose & Membership
E.I.C.5.d ASPC Purpose & Membership
E.I.C.5.e Mission on BOT Annual Calendar
E.I.C.5.f Annual Catalog Reviews

Standard I.C.6
The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard:

a. College of the Redwoods provides current and prospective students information about the cost of attending the College. The College website has a "Tuition and Fees" page that provides tuition, fees, and other required expenses (E.I.C.6.a). This page contains detailed fee information, including descriptions of required and optional fees and directions about how to opt out of optional fees.

b. The College publishes an annual "Cost of Attendance" (budget/expenses) worksheet that provides estimated costs (fees, books/supplies, food/housing, transportation, miscellaneous/personal) for students living with parents, on campus, and off campus. This information posted on the College website and in the catalog (E.I.C.6.b).

c. The financial aid website provides an online "Net Price Calculator." The calculator asks students a series of questions to help estimate the amount of aid they will receive given estimated costs (E.I.C.6.c).

d. The financial aid website provides current and prospective students a variety of financial literacy tools and activities about money management, borrowing, budgeting, and the value of planning for a healthy financial future (E.I.C.6.d).

e. The Financial Aid Office has a dedicated financial literacy advising specialist who provides one-on-one and group advising to students related to promote financial literacy (E.I.C.6.e).

Analysis and Evaluation:

The College accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials in the catalog and student service websites. The College website has pages dedicated to tuition and fees, cost of attendance, a net price calculator, and financial literacy tools and available activities.

Evidence Sources:

E.I.C.6.a Tuition and Fees Webpage
E.I.C.6.b Cost of Attendance - 2016-2017
E.I.C.6.c Net Price Calculator
E.I.C.6.d Literacy Tools on Financial Aid Webpage
E.I.C.6.e Financial Literacy Advising Specialist

Standard I.C.7
In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. **(ER 13)**

Evidence of Meeting the Standard:

a. College of the Redwoods last revised Board Policy (BP) 4030, "Academic Freedom," on June 2, 2015 (E.I.C.7.a). The Board of Trustees and the Academic Senate endorsed BP 4030 to promote and protect the academic freedom of faculty and students. BP 4030 states:

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

b. Administrative Procedure (AP) 3050, "Institutional Code of Ethics," was last amended on June 7, 2016 (E.I.C.7.b). This AP provides additional guidance to employees for facilitating a College that promotes freedoms of employees and students. AP 4030 states:

> "Employees of Redwoods Community College District shall be committed to the principles of honesty and equity. They shall not seek to abridge, for any purpose, the freedoms of other employees or students. At the same time, they shall not willingly permit the rights and privileges of any members of the college community to override the best interests of the public served by the District."

c. The College does not distinguish between face-to-face and distance education classes. The same policies for academic freedom and institutional code of ethics apply for all methods of instruction.

Analysis and Evaluation:

College of the Redwoods uses and published Board Policy 4030, "Academic Freedom," to assure institutional and academic integrity. This policy makes clear the institution's commitment to the free pursuit and dissemination of knowledge. The Board of Trustees and the Academic Senate endorsed BP 4030 to promote and protect the academic freedom of faculty and students and support an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. The College also uses and publishes AP 3050, "Institutional Code of Ethics," to provide additional guidance to employees for facilitating a College that preserves freedoms of employees and students.

Evidence Sources:

E.I.C.7.a BP 4030 - Academic Freedom

E.I.C.7.b AP 3050 - Institutional Code of Ethics

Standard I.C.8
The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard:

a. The College establishes clear policies that promote honesty, responsibility and academic integrity. Administrative Procedure (AP) 3050, "Institutional Code of Ethics," establishes clear expectations of ethical behavior including honesty and equity for faculty, staff, and students (E.I.C.8.a). The AP contains a section on the consequences of violating the Institutional Code of Ethics.

b. The College has additional policies that promote honesty, responsibility, and integrity. These include Board Policy (BP) 2355, "Decorum" (E.I.C.8.b), BP/AP 2710, "Conflict of Interest" (E.I.C.8.c), AP 2715, "Board Protocols for Effective Trusteeship" (E.I.C.8.d), BP/AP 3410, "Nondiscrimination" (E.I.C.8.e), and BP/AP 7310, "Nepotism" (E.I.C.8.f).

c. AP 5500, "Student Conduct Code and Disciplinary Procedure," sets the expectation that students will govern themselves in a manner that demonstrates appropriate behavior with emphasis on self-respect and respect for others (E.I.C.8.g). AP 5500 establishes clear expectations about student behavior and academic honesty, and the consequences for dishonesty. Disciplines such as health occupations, public safety, and early child education have additional code of conduct requirements that are identified within program handbooks (E.I.C.8.h)

d. The Student Conduct Code is displayed on the College's website, is referenced numerous times in the Faculty Handbook, and the Student Code of Conduct Procedures appear in the catalog (E.I.C.8.i).

Analysis and Evaluation:

The College has established and published Administrative Procedure 3050, "Institutional Code of Ethics." This policy establishes clear expectations of ethical behavior including honesty and equity for faculty, staff, and students. The AP contains a section on the consequences of violating the Institutional Code of Ethics. Additional policies (e.g., BP 2355, "Decorum") have been established and published to promote the honesty, responsibility, and integrity of specific constituents.

Evidence Sources:

E.I.C.8.a AP 3050 - Institutional Code of Ethics
E.I.C.8.b BP 2355 - Decorum
E.I.C.8.c BP/AP 2710 - Conflict of Interest
E.I.C.8.d AP 2715 - Board Protocols for Effective Trusteeship
E.I.C.8.e BP/AP 3410 - Nondiscrimination
E.I.C.8.f BP/AP 7310 - Nepotism
E.I.C.8.g AP 5500 - Student Conduct Code and Disciplinary Procedure
E.I.C.8.h Student Conduct Code in Faculty Handbook and on Health Occ. Website
E.I.C.8.i Student Code of Conduct Website (screenshot)

Standard I.C.9
Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard:

a. Administrative Procedure (AP) 3050, "Institutional Code of Ethics," provides clarification to faculty for fair and objective professional conduct (E.I.C.9.a). AP 3050 states:

   "[e]mployees shall exercise judgments that are dispassionate, fair, consistent, and equitable. They shall do everything they can to demonstrate a commitment to excellence in education and without compromise to the principles of ethical behavior." The policy further addresses the responsibilities when employees share information: "Use care and integrity in sharing information, follow state and federal guidelines as they relate to privacy and avoid disclosing information about selection processes, colleagues, or students obtained in the course of professional service unless disclosure serves a valid business purpose, or is required by law."

b. Student evaluations of teaching faculty also help ensure that faculty teach their class in an open and fair manner. Students rate their instructor based on the extent to which they believe the instructor "fosters and open exchange of ideas in the classroom" (E.I.C.9.b). Student evaluations are used in the peer evaluation process for continuous improvement.

c. Student evaluations of faculty counselors help ensure their interactions with students are free from discrimination. Students rate the counselor on the extent to which they believe the counselor "maintains an educational environment that is free from sexual harassment and discrimination related to sex, faith, color, nationality, religion, age, or handicap." They are also asked to rate that "the counselor's remarks, examples, and illustrations are free from terminology or inference that might reflect negatively upon or be degrading to persons of a particular sex, nationality or religion."

d. The College hosts a variety of professional development opportunities focused on student equity so that faculty promote an equitable and inclusive classroom environment. Examples include a session focused on teaching to students of color in Science, Technology,

Engineering and Mathematics (STEM) (E.I.C.9.c), and a session fostering a safe classroom environment for all students (E.I.C.9.d).

e. The curriculum routing process ensures that professionally accepted views in a discipline become a part of the course outline of record and faculty are evaluated through peer-reviewed structures that ensure that they are teaching to the course outline of record (E.I.C.9.f, E.I.C.9.g).

Analysis and Evaluation:
Faculty at the College distinguish between personal conviction and professionally accepted views in a discipline. Administrative Procedure 3050, "Institutional Code of Ethics," provides clarification to faculty for fair and objective professional conduct. The curriculum process ensures that professionally accepted views in a discipline are part of the course outline of record, and that the faculty evaluation process ensures that faculty present data and information fairly and objectively.

Evidence Sources:

E.I.C.9.a AP 3050 - Institutional Code of Ethics
E.I.C.9.b Student Evaluation of Teaching Faculty – F3
E.I.C.9.c Student Equity in STEM Session – Spring 2016
E.I.C.9.d Engaging Students in the Classroom – Spring 2017
E.I.C.9.f Curriculum Routing Form
E.I.C.9.g Schedule F-2 and Af-2 from CRFO CBA

Standard I.C.10
Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard:

a. As a California Community College, College of the Redwoods does not require conformity to specific beliefs or conduct based on those beliefs. The College's mission and Institutional Learning Outcomes are clearly stated in the catalog, and institutional goals are published on the College's website.

b. Students are expected to conduct themselves according the College's Student Conduct Code and Disciplinary Procedure, outlined in Administrative Procedure (AP) 5500 (see Standard I.C.8). The Student Conduct Code is displayed on the College's website, and the Student Code of Conduct Procedures appear in the catalog and are referenced in the Faculty Handbook (E.I.C.10.a, E.I.C.10.b, E.I.C.10.c, E.I.C.10.d).

c. Classified staff are expected to conduct themselves in accordance with the guidelines outlined in AP 7365 (E.I.C.10.e). The College notifies new classified staff personnel by

referring them to Article XVI of their employment collective bargaining agreement (E.I.C.10.f).

Analysis and Evaluation:
As a California Community College, College of the Redwoods does not require conformity to specific beliefs or conduct based on those beliefs. The College does require students to conform to specific codes of conduct, which are specified in the Student Conduct Code and Disciplinary Procedure that is published in the catalog. The College also notifies classified staff that they are required to conduct themselves according to specific guidelines.

Evidence Sources:

E.I.C.10.a AP 5500 Procedure in Catalog
E.I.C.10.b Student Code of Conduct - Website
E.I.C.10.c Student Code of Conduct - Catalog
E.I.C.10.d Reference to Code of Conduct - Faculty Handbook
E.I.C.10.e AP 7365 - Disciplinary Action for Permanent Classified Employees
E.I.C.10.f CSEA CBA (Article XVI)

Standard I.C.11
Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard:

a. The College does not operate in foreign locations and does not offer international programs.

b. Students from out of state taking distance education courses must first verify that they are authorized to take classes in California. The College notifies prospective and current students of this requirement on the "Online Learners" webpage (E.I.C.11.a).

Evidence Sources:

E.I.C.11.a Out of State Requirements - Online Webpage

Standard I.C.12
The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. **(ER 21)**

Evidence of Meeting the Standard:

c. The College agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, reporting, and public disclosure requirements of the Commission. As evidence of compliance, all previous self-studies, midterm reports, and annual reports are presented on the College's Accreditation website for the College community and the public (E.I.C.12.a). The Accreditation website can be reached within one click from the College homepage.

d. During the last cycle of evaluation, the College submitted the "Accreditation Self-Study" on July 2011, a "Show Cause Report" on October 2012, a "Follow-up Report" on October 2013, a "Special Report" on April 2014, and a "Midterm Report" in October 2014. All reports were submitted in compliance with the timeline established by the Commission.

e. The College submits timely annual reports to the Commission. These reports are also posted online for the College community and the public (E.I.C.12.b).

f. The College has submitted several substantive change proposals to maintain compliance with Commission policies. A substantive change proposal was submitted on April 2015 to change responsibility for the Mendocino Coast Education Center (E.I.C.12.c). Several proposals to deliver 50% or more of course offerings for programs via distance education have been submitted in recent years, most recently in February 2017 (E.I.C.12.d).

g. The College presents its accreditation status to the public via the catalog (E.I.C.12.e) and the College website.

Analysis and Evaluation:

The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. All previous self-studies, midterm reports, and annual reports are presented on the College's Accreditation website for the College community and the public. The College has responded to all Commission requirements and has submitted all required reports in compliance with the Commission's timeline.

Evidence Sources:

E.I.C.12.a Accreditation Webpage
E.I.C.12.b Annual Reports on Webpage

E.I.C.12.c Mendocino Substantive Change Proposal
E.I.C.12.d Distance Education Substantive Change Proposal (Feb 2017)
E.I.C.12.e Accreditation Status - Catalog

Standard I.C.13
The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard:

a. The College demonstrates honesty and integrity with several external agencies in addition to the ACCJC (E.I.C.13.a). The College maintains positive relationships with the following accrediting and/or licensure agencies:

- National Automotive Technicians Education Foundation
- Association of Technology, Management and Applied Engineering
- Board of Vocational Nursing & Psychiatric Technicians
- Board of Registered Nursing
- Commission on Dental Accreditation
- Commission on Accreditation of Allied Health Education Programs
- Committee on Accreditation Programs for the Emergency Medical Services Professions
- Commission of Peace Officers Standards and Training
- National Associate for the Education of Young Children

b. The College complies with all agency regulations and statutes. Accreditation-related reports (e.g., self-evaluation reports, substantive-change proposals) are reviewed by several constituent groups including the Accreditation Oversight Committee, the Academic Senate, and the Board of Trustees prior to submission. This practice of participatory governance ensures that the College describes itself in consistent terms and advocates honesty and integrity in the College's relationships with external agencies (E.I.C.13.b).

c. The program-review process, which includes an evaluation of past plans and the development of annual objectives for each program, is an effective process for responding to and complying with accrediting agency recommendations. Recommendations from program accrediting agencies are shared and discussed with all faculty and staff, who develop and implement a plan to address them through the program-review process (E.I.C.13.c).

d. Students and the public are informed about the accreditation status of the above programs in the catalog and on the College website (E.I.C.13.d).

Analysis and Evaluation:
The College advocates and demonstrates honesty and integrity in its relationships with external agencies. This is evidenced by the several positive relationships the College maintains with accrediting and licensure agencies. The College complies with all agency regulations and statutes. Reports submitted to the ACCJC are reviewed by several constituent groups including the Accreditation Oversight Committee, the Academic Senate, and the Board of Trustees prior to submission. The College communicates its accredited status to the Commission, students, and the public in print and on the website.

Evidence Sources:

E.I.C.13.a Program Accreditations Website
E.I.C.13.b BOT & Senate Review of DE Substantive Change Proposal
E.I.C.13.c Planning in Program Review
E.I.C.13.d Accreditation Status in Catalog

Standard I.C.14
The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard:

a. College of the Redwoods is committed to providing high quality education so that students can achieve their educational goals. Student achievement and learning are central to the College's mission (E.I.C.14.a), with the first sentence as follows: "College of the Redwoods puts student success first by providing accessible and relevant developmental, career technical, and transfer education."

b. The mission of the College directs educational master planning. The Education Master Plan contains goals and objectives related to student success (E.I.B.8.g). These objectives are to:

- Provide accessible, affordable, high-quality education
- Effectively use all learning modalities to provide students the knowledge and skills they need to succeed
- Deliver storng individual support for students
- Promote and encourage a learning community among students, faculty, and staff
- Strive to eliminate achievement gaps across student groups

c. Student achievement and student learning are a central part of the College's Institutional Learning Outcomes (ILOs). Outcome 1 states that students will successfully acquire program outcomes and complete degrees and/or certificates (E.I.C.14.b). ILOs are regularly assessed to continuously improve students' attainment of this outcome (E.I.C.14.c).

d. The College uses a rubric to prioritize resource requests through integrated planning. The Budget Planning Committee, Technology Planning Committee, and the Facilities Planning Committee use a shared rubric that prioritizes requests that support students success that is supported by assessment or achievement data (E.I.C.14.d).

e. The College has a Citizen's Bond Oversight Committee that adheres to Administrative Procedure 6740. The committee informs the public concerning the expenditures and use of bond revenues. The committee meets regularly to ensure that bond revenues are expended only on school and classroom improvements (E.I.C.14.e).

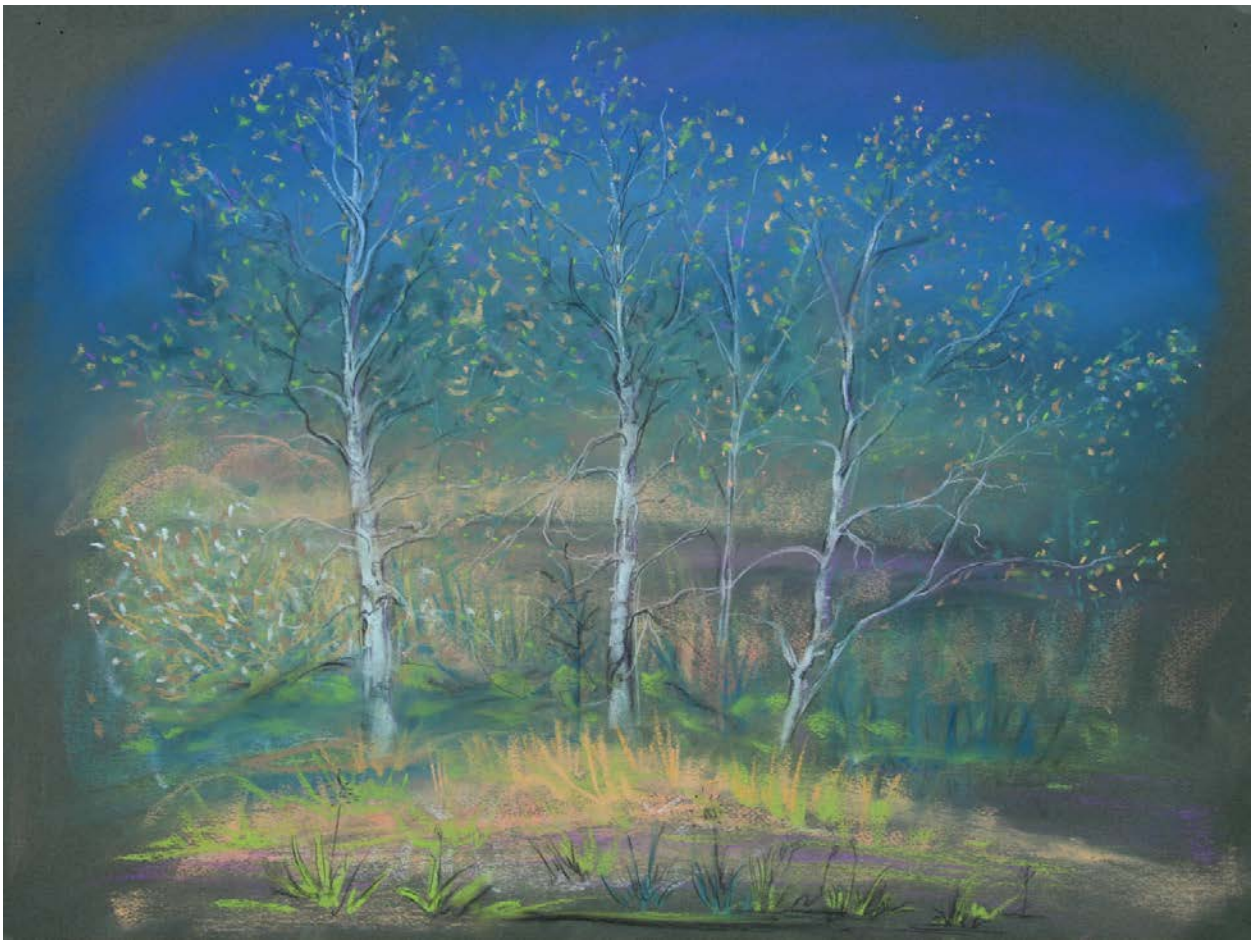
f. The College's commitment to student success and achievement is strengthened by its non-profit College of the Redwoods Foundation. The Foundation engages in fund-raising for student scholarships. With the support and generosity of donors, the Foundation supports scholarships so that students in need of financial help can thrive, to recognize academic and technical training achievement, and to expand student support services, programs, and personal achievement (E.I.C.14.f).

Analysis and Evaluation:
The College's educational planning and integrated planning processes ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives. The College has a process for prioritizing resources that prioritize requests that support students' success that is supported by assessment or achievement data. The College's nonprofit foundation also supports scholarships to help the success of students in need.

Evidence Sources:

E.I.C.14.a District Mission
E.I.C.14.b Institutional Learning Outcomes
E.I.C.14.c Institutional Learning Outcome Assessment Schedule
E.I.C.14.d Resource Request Ranking Rubric
E.I.C.14.e AP 6740 - Citizen's Bond Oversight Committee
E.I.C.14.f Citizen's Bond Oversight Committee Webpage
E.I.C.14.g Foundation Website

Standard II: Student Learning Programs and Support Services



Standard II.A. Instructional Programs

Standard II.A.1
All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.
(ER 9 & 11) (Federal Regulation)
Return to Policy Checklist Standards & Performance
Return to Policy Checklist Credits Program Length
Return to Policy Checklist Transfer Policies
Return to Policy Checklist Distance Education
Return to Policy Checklist Student Complaints
Return to Policy Checklist Institutional Disclosure

Evidence of Meeting the Standard:

a. Every course and certificate or degree program offered for both credit and noncredit, including offerings in all modalities, are subject to the College's curriculum approval process that insures adherence to the Chancellor's Office *Program and Course Approval Handbook* (PCAH) (E.II.A.2.x). The course outline of record includes clearly stated, measurable outcomes and each degree and certificate program includes program-level outcomes (E.II.A.2.v).

b. All instructional programs (including transfer degrees, local degrees, and all certificates) from their inception through all subsequent substantial and non-substantial changes must, in Item 1 of the "Narrative" section of the new, substantial, and non-substantial program change documents, tie the program directly to the College's mission (E.II.A.1.d, E.II.A.1.e, E.II.A.1.f, E.II.A.1.g, E.II.A.1.l). The Academic Senate empowers the Curriculum Committee to evaluate this part of the program narrative to ensure that all programs directly connect to the College mission. In addition, the Program Review Committee and processes also make certain that all instructional programs are tied directly to, and are consistent with, the College's mission (E.II.A.1.k).

c. The Curriculum Committee and the Assessment Committee oversee the establishment and assessment of all program outcomes, and faculty map their course outcomes directly to those of the program(s) of which those courses are a part. The Assessment Committee is responsible for organizing and maintaining the regular assessment of programmatic outcomes in accordance with the College's four-year assessment cycle. It is through the process of assessment that faculty discuss teaching and learning strategies (E.II.A.1.a, E.II.A.1.h, E.II.A.1.r).

d. The College has developed fifteen Associate Degrees for Transfer (AA-T) that have been accepted by the Chancellor's Office and California State University (CSU) system. This process for AA-T approval ensures each one's appropriateness to higher education. Because there are multiple pathways to complete these degrees, for each one the catalog informs students in the following way: "For information about the program length and suggested sequence of courses for this degree, please see an Academic Advisor" (E.II.A.1.i, p. 38-107).

e. Course instructors, in consultation with the division deans, directors and vice president of instruction and student development, evaluate course offerings appropriate for online, interactive video/telepresence, and hybrid delivery. These decisions are based on data that indicate areas where student need for distance delivery modes is highest. For example, faculty arrived at the decision to offer several history and political science courses through telepresence in order for students at our Del Norte educational site to complete those AA-T and AS-T degrees without having to travel long distances to the Eureka site to complete the coursework.

f. Distance education course proposals are reviewed in the same way as face-to-face courses, and go through the same curricular process on campus with additional scrutiny from the distance education coordinator. Faculty submitting distance education course proposals must explain how the distance education version of the course teaches to the same outcomes but also adheres to Title 5 standards and Americans with Disabilities Act requirements. The learning outcomes are the same across all means of delivery and at all locations and are assessed using the same criteria (E.II.A.1.b, E.II.A.1.v).

g. The English and mathematics departments have created "pathway" plans that outline all the possible pathways a student can take in each discipline to reach their desired goals (i.e. transfer with a major in the subject, transfer without majoring in English or mathematics, terminal associate's degree). Academic counselors and advisors use these sheets for student advising and they are located in the counseling section of the College website (E.II.A.1.j). Additionally, in the College catalog, many programs publish a "suggested program sequence" that outlines an efficient path to the degree and/or certificate (E.II.A.1.s).

h. The College has established a curriculum "stoplight," an online tool showing approval dates for all course outlines and distance education addenda, as well as which course outlines require revision for currency. The data from the stoplight appears on the annual program review documents to ensure compliance with the revision timeline (E.II.A.1.m, E.II.A.1.w).

i. In the comprehensive program review cycle, career technical education (CTE) programs examine and evaluate labor market data to ensure the relevancy of the program to the

needs of students and the community. Advisory committees also play a crucial role in program creation and changes (E.II.A.1.n).

j. The College encourages each student to develop an educational plan that establishes the coursework required for students to complete their desired goals most efficiently (E.II.A.1.p). The College incentivizes this effort by offering students priority registration for completing an educational plan and other services with a counselor or advisor (E.II.A.1.o, E.II.A.1.t, E.II.A.1.u).

k. In order to evaluate student attainment of goals, the College regularly assesses its Institutional Learning Outcomes, which include an analysis of graduate transfer, employment, and attainment of program outcomes (E.II.A.1.q).

Analysis and Evaluation:
All credit and noncredit courses, degrees, and certificates, including those approved for delivery by different distance education modalities, from their inception through regular revisions, move through the College's effective curriculum approval process to ensure that they have measurable student learning outcomes, are consistent with the College's mission, and are appropriate to higher education.

The College's regular cycle of assessment, during which every course, degree, certificate, and institutional learning outcome is assessed every four years, ensures that the College's programs improve and the results of this assessment inform institutional planning, instructional improvement, and resource allocation through the program-review process.

Based upon the College's established processes for course, degree, and certificate creation, revision, and assessment, it is currently meeting this standard and has established systems in place that allow it to continue to meet it in the future.

Evidence Sources:
E.II.A.1.a Assessment Report Process and Examples
E.II.A.1.b DE Program Review 2016 Mission Statement
E.II.A.1.c Assessment Results for Web and WebAdvisor
E.II.A.1.d Narrative for New Associate Degree for Transfer
E.II.A.1.e Narrative for New or Substantial Change to AA or AS Degree (2015)
E.II.A.1.f Narrative for New or Substantial Change to Certificate of Achievement
E.II.A.1.g Narrative for New or Substantial Change to Noncredit Certificate
E.II.A.1.h Procedures for Program Report 8.13.14
E.II.A.1.i 2016-17 Catalog
E.II.A.1.j English Course Sequence; Math Pathways
E.II.A.1.k Program Review template
E.II.A.1.l Mission Statement.pdf
E.II.A.1.m Program Review Edit

E.II.A.1.n CTE Program Review Labor Market Data
E.II.A.1.o Example of Ed Plan
E.II.A.1.p SSSP Plan 2015-2016
E.II.A.1.q ILO Notes 1-12-17
E.II.A.1.r Assessment PLO Learning Strategies
E.II.A.1.s 2 year rotation samples
E.II.A.1.t AP 5055 05 20 16 BOT
E.II.A.1.u BP 5055 Enroll Priorities
E.II.A.1.v PSYCH-2 COR 05.13.16; PSYCH-2 Dist Ed 02.10.17
E.II.A.1.w Curriculum Stoplight Page
E.II.A.1.x CCPCAH Reference

Standard II.A.2
Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard:

a. To better promote student success, the planning process, through program review, requires an analysis of student achievement data (including overall success, retention, and persistence rates and degree and certificate completions). Faculty and administrators also measure and evaluate success and retention rates by equity group in the program review cycle (E.II.A.2.a, E.II.A.2.c, E.II.A.2.d, E.II.A.2.p).

b. The program-review process includes a discussion of the program's adherence to the College's mission, student learning outcome achievement, curricular currency, and future planning, including budgetary requests that need to be directly tied to learning outcome achievement (E.II.A.2.t, E.II.A.2.u).

c. The College's long-standing program-review process generates meaningful discussion and analysis that leads to actions that change and improve programs (E.II.A.2.c, E.II.A.2.v).

d. The College's Annual Plan uses an analysis of program reviews to establish goals for the institution (E.II.A.2.p). For example, the analysis of the program review documents from fall 2015 directly informed the annual plan for the 2016-17 academic year (E.II.A.2.a, E.II.A.2.c).

e. In July 2011, the College adopted a "Program Revitalization, Suspension, or Discontinuation" process through Administrative Procedure (AP) 4021 (E.II.A.2.y). This process invites input from all stakeholders including, but not limited to, faculty, administrators, students, community members and community economic interests, and is

set up to be as unbiased as possible so that all the data examined can be evaluated objectively. Some recent examples of programs that have undergone this process include Historic Preservation, Administration of Justice, Marine Science, Restaurant and Hospitality Management, Fire Technology and Honors (E.II.A.2.b, E.II.A.2.e, E.II.A.2.l, E.II.A.2.m, E.II.A.2.n, E.II.A.2.o, E.II.A.2.q). Through this process, the College has discontinued programs in historic preservation, marine science, and fire technology and has implemented plans to revitalize programs in administration of justice, addiction studies, restaurant and hospitality management and honors.

f. The Academic Senate empowers the Curriculum Committee to review course content and instructional methods for each course and for all modalities to ensure currency, the appropriate level of academic rigor, and course content. The curriculum routing process gives all faculty stakeholders an opportunity to evaluate each curriculum document appropriate to their discipline (E.II.A.2.x). Additionally, the course outline of record contains a specific section titled "Methods of Instruction" within which faculty authors explain instructional methodologies and their appropriateness to the course content and achievement of outcomes, regardless of the modality. The routing process fosters faculty departmental discussion of these methods, and the instructional methods are also examined by the College's Curriculum Committee (E.II.A.2.r, E.II.A.2.s).

g. Many of the College's courses have been approved by C-ID. These courses had to demonstrate a level of rigor acceptable to CSU faculty who were part of the review process (E.II.A.2.f, E.II.A.2.g).

h. There is one course outline of record for each course, regardless of its delivery method. However, in order to offer a course in a distance education (DE) modality, a separate form must be completed and approved through the College's curricular process. This form includes a discussion of additional methods of instruction that will be employed to aid student success in the distance modality and in order for the course to be compliant with state and federal requirements (E.II.A.2.s).

i. Assessment dialogs (at the course- and program-level) frequently include a faculty-led discussion of the relationships between teaching methods and students' ability to meet the outcomes of a course or program. Faculty assess the same outcomes through the same process for both DE and face-to-face courses (E.II.A.2i, E.II.A.2.j, E.II.A.2.w). Faculty assess all course, degree, certificate, and program outcomes on a four-year cycle.

j. The faculty evaluation process (both full- and part-time) includes an assessment of the faculty member's ability to adhere to academic and professional standards and ensures faculty participation in assessment. These requirements are located in sections 3.9.2 and 3.10.2 of the faculty collective bargaining agreement and also in Schedule F-2, "Faculty

Evaluation Form," and Schedule AF-2, "Associate [Adjunct] Faculty Evaluation Form," in the same agreement (E.II.A.2.z).

k. College faculty and administrators use the program-review process to monitor and support the ongoing improvement of instruction. Through this process, the College systematically and regularly reviews instructional programs, administrative services, and student services. Annual instructional program review reports consist of several broad areas of consideration:

    - Appropriateness to the College's mission
    - Curricular review
    - Data analysis
    - Reflections on assessment activities
    - Planning
    - Resource requests (E.II.A.2.p, E.II.A.2.t, E.II.A.2.u).

l. The Faculty Development Committee provides funding to ensure that faculty can access professional development opportunities to maintain currency in content areas and discipline pedagogy (E.II.A.2.k).

Analysis and Evaluation:
The College's course outline of record form and curricular routing processes ensure that course content and methods of instruction specifically meet accepted professional and academic standards. The College's program-review process and curriculum stoplight require a systematic, five-year review of all of the elements of the course outline of record including, but not limited to, currency of content and adequacy of methods of instruction.

The College has also developed a systematic outcomes assessment process, led by a faculty assessment coordinator, implemented through the area deans, and monitored through the program-review process, which ensures that all program, degree, certificate, and course outcomes are assessed on a four-year cycle. This process also requires documentation and monitoring of improvements. The College develops its annual plan goals, in part, from a systematic evaluation of the program review documents. In this way, the College incorporates assessment and improvement into its planning from the course level to the institution as a whole.

The College has processes and systems in place to ensure content, methods of instruction, outcomes assessment, and continuous improvement occur on an ongoing basis. Because of these, the College meets the Standard and has a framework in place so it can continue to meet what the Standard requires.

Evidence Sources:
E.II.A.2.a 2016-2017 Annual Plan
E.II.A.2.b Addiction Studies 4021 Process

E.II.A.2.c Analysis of 2015-16 Program Review Plans for Annual Planning
E.II.A.2.d Annual Plan Driving Program Review Actions
E.II.A.2.e AP4021 Program Revitalization Suspension or Discontinuation
E.II.A.2.f C-ID Courses Approved
E.II.A.2.g College of the Redwoods Submitted Courses 8-25-16
E.II.A.2.h CT AC Mtg. 2015-12-9 Reference to Employee Satisfaction Survey Questions
E.II.A.2.i DE Course Assessment
E.II.A.2.j Departmental Dialogue of PLO
E.II.A.2.k Faculty Development Funding Since Fall 2012
E.II.A.2.l Fire Tech 4021 Process
E.II.A.2.m Honors Report 6.14.16
E.II.A.2.n HPRT 4021 Process
E.II.A.2.o HRC 4021 Process.pdf
E.II.A.2.p Integrated Planning Model 051616
E.II.A.2.q Marine Science
E.II.A.2.r MUS-12 COR 03.11.16
E.II.A.2.s POLSC-10 Dist. Ed 04.22.16
E.II.A.2.t Program Review Data & Analysis
E.II.A.2.u Program Review Data Sets
E.II.A.2.v Program Review Impact on Program Changes
E.II.A.2.w SLO Dialogue on methods
E.II.A.2.x Curriculum Routing Flow Chart
E.II.A.2.y AP4021 Program Revitalization Suspension or Discontinuation
E.II.A.2.z CRFO CBA

Standard II.A.3
The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline. **(Federal Regulation)**

Evidence of Meeting the Standard:

a. All course outlines or record include learning outcomes and are kept current through the program-review process' review of the curriculum stoplight (E.II.A.3.a, E.II.A.3.b). All course syllabi include these outcomes and the syllabi are posted on the College website (E.II.A.3.c). The syllabus template requires the outcomes to be listed exactly from each course outline of record (E.II.A.3.b, E.II.A.3.d).

b. The assessment coordinator, district faculty (full- and part-time), deans, associate deans, and directors ensure the regular assessment of course, program, degree, and certificate outcomes (E.II.A.3.e, E.II.A.3.f, E.II.A.3.g, E.II.A.3.h). Faculty have planned cycles of

assessment for all courses, degrees, and certificates, to ensure that 100% of the course, program, degree, and certificate outcomes will be assessed during the institutionally established four-year assessment cycle (E.II.A.3.i, E.II.A.3.j, E.II.A.3.k, E.II.A.3.l, E.II.A.3.m).

c. The College recently evaluated its assessment process and determined that the two-year cycle to assess all outcomes was too brief a period for faculty to generate meaningful assessments and evaluate the effectiveness of changes designed to improve attainment of outcomes. Based on this analysis, the College shifted to a four-year assessment planning model, during which time all course, degree, and certificate outcomes will be assessed. This will provide enough time for faculty to implement changes and measure improvement.

d. There is an assessment planning and mapping tool (like the College's curriculum stoplight) that indicates which outcome assessments must be completed within each cycle. A list of these also appears in the program review documents (E.II.A.3.n).

e. Faculty use assessment results to improve course instruction and, as a part of the program-review process, these results must be tied directly to resource requests. In order to create an academic resource request, programs must link the request to a planning action that is informed by assessment results (E.II.A.3.o).

f. The College created three Institutional Learning Outcomes (ILO) in 2013, which appeared in the 2014-15 catalog for the first time (E.II.A.3.p). By the end of the most recent assessment cycle, the College assessed each of its Institutional Learning Outcomes. These assessments led to the creation of specific convocation and flex activities designed to improve the College's ability to meet these outcomes in the future (E.II.A.3.q, E.II.A.3.r, E.II.A.3.s).

g. The College's assessment process necessitates broad dialogue about how to improve students' attainment of course and program learning outcomes. Program assessment dialogue sessions are scheduled for each program outcome (E.II.A.3.t). Faculty involved in assessing course learning outcomes come together from across a program to discuss how students can better meet program learning outcomes. These meetings involve a review of data from past assessments, and dialogue is recorded in the online assessment reporting tool to track improvements (E.II.A.3.u).

h. The College follows a four-year assessment cycle during which all outcomes are formally assessed (E.II.A.3.v). Program faculty identify the semester(s) they will perform assessment during the cycle in the online planning tool. Guidelines are in place so that at least twenty-five percent of all outcomes are assessed each semester until they have all been assessed (E.II.A.3.w). This stricture allows time for closing-the-loop follow-up

evaluations to take place following changes to improve student learning outcome attainment.

i. The assessment process promotes the improvement of course, program and student services by automatically prompting assessors with their suggested improvements from past reports and prompting follow-up on the implementation and evaluation of the change. For example, success improved in an anthropology course after changes were made to an exam (E.II.A.3.x).

Analysis and Evaluation:
The College has well-established procedures for assessment of all courses, programs, degrees, and certificates and has mechanisms in place to guarantee their assessment on a regular, four-year cycle. Faculty and staff document their assessment results and analysis on the assessment website.

The College also has systems in place to make certain that every course, degree, certificate and program has documented outcomes and that course-level outcomes appear on every syllabus for every class offered at the College.

Because the College has institutionalized and systematized efforts to create, assess, and disseminate learning outcome information, it meets the Standard and has the structure in place to ensure continued compliance in the future.

Evidence Sources:

E.II.A.3.a Curriculum Stoplight
E.II.A.3.b NEW Course Outline of Record [v0.1.5 02.13.17]
E.II.A.3.c Syllabi on website
E.II.A.3.d EUREKA Syllabus Template Master 6 16 16
E.II.A.3.e Assessment Coordinator 16 17
E.II.A.3.f CRFO Assessment in Contract
E.II.A.3.g Associate Deans16-17
E.II.A.3.h Dean and Assessment Duties
E.II.A.3.i Assessment Planning Mapping Reporting Screen Shots
E.II.A.3.j Assessment Reporting Tool; Learning Outcomes in Assessment Tool
E.II.A.3.k Course Assessment Planning Example
E.II.A.3.l Degree Cert. Planning Example
E.II.A.3.m GE 4-Year Cycle
E.II.A.3.n Assessment Stoplight
E.II.A.3.o Resource Requests linked to assessment
E.II.A.3.p 2016-2017 Catalog with ILOs
E.II.A.3.q ILO 2 Dialogue Notes
E.II.A.3.r Institutional Learning Outcome
E.II.A.3.s Institutional Learning Outcomes

E.II.A.3.t PLO Planning
E.II.A.3.u Program Assessment Worksheet
E.II.A.3.v Planning tool
E.II.A.3.w 25 percent rule
E.II.A.3.x Closing the Loop Example

Standard II.A.4
If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from College level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in College level curriculum.

Evidence of Meeting the Standard:

a. The College differentiates its pre-collegiate level curriculum (both credit and noncredit) from college-level curriculum on each course outline of record and in its course numbering system. These distinctions appear in the catalog (E.II.A.4.a).

b. The College employs multiple measures (primarily in English and mathematics) to determine whether a student would benefit from pre-collegiate level coursework and directs students into those courses (E.II.A.4.b).

c. Noncredit course outlines of record have to be routed through all faculty who teach college-level courses to ensure proper course alignment (E.II.A.4.c).

d. The English department has created a system to align pre-collegiate with college-level coursework in the discipline (E.II.A.4.d).

e. The mathematics department has met with noncredit instructors to insure that there is curricular alignment in that discipline (E.II.A.4.e).

f. To better enhance student success and decrease time-to-degree, the English and mathematics departments have created accelerated courses (English 102 and Math 102) that move a student through the pre-collegiate sequences more efficiently and effectively (E.II.A.4.f, E.II.A.4.g, E.II.A.4.h). In recent years, the College has sent twenty faculty, both adjunct and full-time, to attend the California Acceleration Project Communities of Practice workshops designed to train English and mathematics faculty in how to develop and teach accelerated basic-skills coursework and align those courses with college-level curriculum (E.II.A.4.i). In fall 2015, the College invited Katie Hearn, the co-founder of the California Acceleration Project, to speak and run workshops at the College's convocation (E.II.A.4.j).

g. The College recently received a basic skills grant that is designed, in part, to monitor student success and look for ways to improve (E.II.A.4.k).

h. Currently, the College offers two pre-collegiate credit courses, Math 380 and Chemistry 100, in a distance education modality. Faculty must include a discussion of the rationale for offering the courses in the distance modality on the course outline of record and those outlines must go through the College's established curricular process (E.II.A.4.l, E.II.A.4.m). The College does offer noncredit distance education courses in Guidance 220, Education 203, and Education 210, Education 225. Distance education forms require additional consultation with the faculty distance education coordinator during development, and are routed to the coordinator for a signature during the approval process (E.II.A.4.n).

Analysis and Evaluation:

The College offers pre-collegiate curriculum and is careful to distinguish that from college-level curriculum on the course outline of record form and in the catalog, with the College's course numbering system. The College's recent acquisition of a basic skills grant has greatly aided in the efforts to support students through their pre-collegiate coursework and to best assist them in their success in college-level courses. Moreover, there have been and continue to be efforts, primarily at the departmental level, to align noncredit courses with the college-level courses, especially in mathematics and English. The creation of accelerated pathways in English and mathematics has greatly aided students in acquiring the knowledge and skills to succeed as they progress to college-level coursework.

The College remains committed to aiding and supporting students who require pre-collegiate coursework to succeed, allowing it to meet the requirements of the Standard. Through the basic skills grant and accelerated pre-collegiate pathways, the College has systematized its commitment, which will best ensure ongoing compliance with the Standard.

Evidence Sources:

E.II.A.4.a Pre- and College-Level
E.II.A.4.b Multiple Measures
E.II.A.4.c Curriculum Routing
E.II.A.4.d English Dept. Mtg. Agenda 12 4 15
E.II.A.4.e Math Meeting Credit Noncredit
E.II.A.4.f ENGL-102
E.II.A.4.g MATH-102 Acceleration Course Outline
E.II.A.4.h English 102; Math 102. CLO1
E.II.A.4.i CAP Attendees
E.II.A.4.j Convocation Acceleration
E.II.A.4.k Basic Skills Grant
E.II.A.4.l CHEM-100 Dist. Ed
E.II.A.4.m MATH-380 Dist. Ed.
E.II.A.4.n Curriculum Routing

Standard II.A.5
The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. **(ER12) (Federal Regulation) (ACCJC Policy on Award of Credit)**
Return to Policy Checklist Credits Program Length

Evidence of Meeting the Standard:

a. The College requires a minimum of 18 units in a major or area of emphasis with a minimum total of 60 semester units to earn an associate's degree. This complies with Title 5, Section 55063 of the California Code of Regulations. The College's degrees and programs adhere to practices common to American higher education. All degrees and programs demonstrate appropriate length, breadth, depth, rigor, sequencing, time to completion, and synthesis of learning regardless of delivery mode (E.II.A.5.a, E.II.A.5.b, E.II.A.5.c). Program evaluation takes each of these criteria into account and the same evaluative criteria applies to both traditional and distance education programs (E.II.A.5.d and E.II.A.5.l (p. 20)).

b. Board Policy 4100, Administrative Procedure (AP) 4100 and AP 4025 outline graduation requirements, including semester credits, for degrees and certificates (E.II.A.5.e, E.II.A.5.f, E.II.A.5.g).

c. Career technical education (CTE) programs use labor-market data and advisory committee recommendations to insure the programs meet the needs outlined in the standard. All of College's CTE programs adhere to industry, state and/or national standards (E.II.A.5.h, E.II.A.5.i, E.II.A.5.j, E.II.A.5.k).

d. Associate degrees for transfer must meet the needs of the California State University transfer institutions, by adhering to the transfer model curriculum, and the courses within those degrees must meet C-ID standards. Examples can be found on pages 74 and 78 in the catalog (E.II.A.5.l).

e. The catalog further specifies policies regarding academic standards on page 24 (E.II.A.5.l). Additionally, the catalog includes the following:

- List of Associate of Arts and Science Degrees with its respective general education plans (pp. 38-107)
- List of curricula for Certificates of Achievement (pp. 38-107)
- List of curricula for skills certificates (pp. 38-107)
- Graduation requirements (p. 11; pp. 30-35)

- General education requirements for transfer patterns sheets (CSU, UC, IGETC) (pp. 30-35)
- Descriptions of courses (pp. 108-157) (E.II.A.5.l).

Analysis and Evaluation:
Board policies and administrative procedures, combined with the College's curricular processes, ensure that the institution meets the minimum credit degree requirements and that all degrees and programs follow guidelines common to American higher education. The College publishes these requirements, along with those specific to its programs and degrees, in its catalog.

Many of the College's career technical programs adhere to much more rigorous state and national standards, in addition to local and Chancellor's Office requirements. The College's associate degrees for transfer, and the courses therein, must additionally comply with the rigors established through the C-ID process.

For these reasons, the College meets the Standard and has the policies, procedures, and practices in place to ensure ongoing compliance.

Evidence Sources:

E.II.A.5.a **2-year schedules**
- 2016-18 2 yr. Schedule AJ EKA
- 2016-18 2 yr. Schedule MSBSS DN
- 2016-18 2 yr. Schedule MSBSS EKA
- 2016-18 2 yr. Schedule MSBSS KT
- 2016-18 2 yr. Schedule MSBSS VC Online

E.II.A.5.b AP4105_Distance Education
E.II.A.5.c DE Regular Effective Contact
E.II.A.5.d Program Unit Requirements in Catalog
E.II.A.5.e AP 4025 – 05 2016 BOT
E.II.A.5.f AP 4100 Graduation Requirements for Degrees and Certificates *revised*
E.II.A.5.g BP 4100 Graduation Requirements for Degrees and Certificates
E.II.A.5.h NURSE Labor Mkt.
E.II.A.5.i MT AC Mtg. 2015-05-12; PA AC Mtg. 2016-03-29
E.II.A.5.j AUTOMOBILE-COMPLIANCE-REVIEW 2016
E.II.A.5.k Nursing hpsc1080
E.II.A.5.l 1617 Catalog 072016

Standard II.A.6
The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. **(ER 9)**
Return to Policy Checklist Credits Program Length

Evidence of Meeting the Standard:

a. Course scheduling occurs through collaboration between division deans and/or directors and faculty (E.II.A.6.f). The College publishes two-year course sequences for degrees and certificates in its catalog for students and counselors to use when planning their pathways (E.II.A.6.e). In places where a two-year sequence varies, the catalog notes that a student needs to consult an academic advisor or counselor for planning guidance.

b. During the 2015-16 academic year, the College developed a two-year scheduling process that establishes the schedule of courses offered for the subsequent academic year and allows students to enroll in courses for that entire year. Students receive information about the enrollment process at the College orientation (E.II.A.6.c, E.II.A.6.d).

c. As part of the Student Success and Support Program (SSSP) regulations, the College has motivated students to create an educational plan by offering priority registration. This planning procedure streamlines the time it takes students to reach their stated individual academic goals (E.II.A.6.h).

d. All course, degree, and certificate outcomes are assessed on a four-year cycle, in order to insure that the appropriate learning outcomes have been met throughout course sequences (E.II.A.6.a, E.II.A.6.b). Additionally, learning in certain course sequences, such as the pathway from English 1A to English 1B and most of the mathematics offerings, is met through the establishment of course prerequisites.

e. In 2014, the English and mathematics departments developed “accelerated” courses to lessen the time it takes for a student to complete their pre-collegiate coursework and engage in college-level classes (E.II.A.6.i, E.II.A.6.j).

f. To facilitate student retention and efficient completion, the College developed a scheduling system that allows students to enroll in courses for the entire subsequent academic year during the spring semester of the previous year and, on its website, provides information for students about the process (E.II.A.6.g, E.II.A.6.k).

g. In 2014-15, the College purchased and piloted the use of Ellucian’s Retention Alert System. This system was purchased as part of the goal to provide follow-up services for at-risk students as part of the SSSP. This alert system allows faculty and staff to identify and provide interventions for students who are exhibiting any variety of at-risk characteristics. The Retention Alert System is a referral tool that faculty can use to ensure

that students in need of additional support meet with a counselor or advisor in a timely manner. The system is currently used to address attendance, academic, and communication issues. During the 2016-2017 academic year, a cohort of 25 full- and part-time faculty members pilot-tested the system. The College will fully implement the system in fall 2017 (E.II.A.6.n, E.II.A.6.l).

h. The College has also developed a noncredit course, Guidance 215, that facilitates faculty input as students develop their student educational plans (SEP). The course prepares students to build their SEPs with input from faculty in the specific area of study in which the student is interested. This increases the efficiency of the SEP, because discipline faculty best understand the nuanced requirements for degrees in their areas. It also creates partnerships between faculty and counselors/advisors to best support students as they progress efficiently toward reaching degree and career goals (E.II.A.6.m).

i. The College has a course planning tool for students to more effectively manage scheduling. Students use program evaluation to track progress towards completing their degree or certificate, or any other program offered at the College. In collaboration with a counselor or advisor, students can use their program evaluation or education plan to identify courses for future terms needed to complete their educational goals. The evidence attached here is a sample of what the course planning tool looks like from a student's perspective (E.II.A.6.o).

Analysis and Evaluation:

Over the past several years, the College has made great strides to better ensure efficient student completion. The largest efforts involve one-year advanced scheduling and registration, incentivizing the creation of student education plans, and the development and implementation of a retention alert system. Students, counselors, advisors, and faculty members can use these tools to increase the likelihood that a student will complete their educational goal(s) in the most timely fashion possible. Therefore, the College meets the Standard and has the systems and processes in place to ensure its continued compliance.

Evidence Sources:

E.II.A.6.a 4-Year Course Assessment Example 2
E.II.A.6.b 4-Year Course Assessment Example
E.II.A.6.c High End Schedule 2015-17
E.II.A.6.d Link to English Department Literature Rotation
E.II.A.6.e 2 year rotation sample
E.II.A.6.f CRFO Contract On Scheduling
E.II.A.6.g Orientation 2016 PowerPoint
E.II.A.6.h Example of Ed Plan
E.II.A.6.i ENGL-102 COR 10.11.13; MATH-102 COR 09.26.14
E.II.A.6.j Assessment Rpts. ENGL 102 and MATH 102

E.II.A.6.k Screen Shot 2016-09-28 at 10.53.05 AM
E.II.A.6.l 2016 Manual Retention Alert System
E.II.A.6.m GUID-215 COR 02.26.16
E.II.A.6.n Ret. Alert Part. List
E.II.A.6.o Course Planning II

Standard II.A.7
The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students. **(Federal Regulation)**

Evidence of Meeting the Standard:

a. Examples of the College's efforts to provide support services that support equity in success for all students include:

College of the Redwoods has two Trio Student Support Services federal grants that share a like mission, to provide intensive academic/career and financial aid services to low-income, first-generation and disabled students. Special emphasis is placed on providing tutoring, career guidance, financial literacy information, as well as academic and transfer advising and assistance applying to attend four-year universities. An Annual Performance Report (APR) is required by the Department of Education demonstrating program services and outcomes. The Del Norte campus was first awarded a Trio grant in 1987/1988 and has been awarded approximately $305,999 each year since then to serve 200 Trio students. The Eureka campus was first funded in 2015/2016 in the amount of $226,600 annually to serve 144 educationally disadvantaged students. Trio grants are nationally competitive and are written to request funding every five years. Each program is required to provide intensive services to educationally disadvantaged students to ensure greater college retention, achieve higher GPAs and graduation- and transfer-rates to four-year universities than non-Trio eligible students.

The Del Norte campus 2015/2016 Trio SSSP Annual Performance Report indicated the following:

- 79.50 % of Trio project participants served persisted from one academic year to another
- 90% were in good academic standing at the end of the year.
- 53.75% graduated with an associate's degree or certificate within four years.
- 11.25% graduated with an associate's degree and transferred to a four year university within four years.

The Eureka based Trio program demonstrates preliminary results from the first year of the program to the second year are showing remarkable increases for participants in both

academic good standing and persistence rates (90% and 84%) compared to rates of TRiO eligible students prior to the grant (43% and 40%) respectively (E.II.A.7.a).

The Disabled Students Programs and Services (DSPS) Department ensures that the College makes resources available to support students with disabilities. These include providing closed captioning for all video material, assisting faculty in making all online content accessible, and providing services like note taking, sign-language interpreters, and tutoring services for students who require them. DSPS provides assessment for learning disabilities through individualized assessment screening to determine necessary accommodations. DSPS also assists faculty in helping students with specific learning disabilities to be more successful in their classes (E.II.A.7.b, E.II.A.7.c, E.II.A.7.d). Additionally, DSPS serves student success by offering noncredit courses like Guidance 206, "Basic Computer Skills for Students with Disabilities," and Guidance 212, "Ready, Set, Go to College" (E.II.A.7.e).

The College's Extended Opportunities Programs and Services (EOPS) area, by program definition and design, is based on providing additional support and student advocacy for underrepresented students (E.II.A.7.f, E.II.A.7.g). The program currently serves 658 students. EOPS is building collaborative efforts with TRiO, the student equity committee, Foster Kinship Care Education, Former Foster Youth, and the College's residential life area. In addition to collaborating with other College programs, EOPS conducts a focused outreach to local court and community schools, juvenile hall, Parole and Community Team (PACT), Humboldt County Office of Education Foster Youth Program, and Humboldt State University's ELITE Scholars Program.

Some of the specific activities promoted by EOPS include:

- Attending Humboldt County Foster Youth Advisory Committee Meetings
- Attending Humboldt County Regional Foster Youth Trainings
- Attending PACT meetings
- Membership on the CR Student Equity Committee and working groups
- Assisted writing a Food Pantry Grant and is currently assisting with the grant's implementation
- Developing the ELITE Scholars Program to better support independent and former foster youth students
- Enhancing tutoring services, including services for on-line students
- Collaborating with colleagues district-wide, to better support our EOPS students across the district

The College's EOPS staff provide the following services for EOPS students:

- priority registration

- $250 Book Award per student, per semester
- extended counseling sessions (1 hour appointments)
- free GED testing
- free monthly bus passes
- tutoring center and online tutoring
- career assessments
- free printing
- calculator loan program
- financial aid information and assistance
- transfer assistance and application fee waivers
- graduation caps, gowns, and honors cords
- lending library
- support for former foster youth
- an ELITE scholar program for independent students
- Cooperative Agencies Resources for Education Program services
- cash grants
- transportation assistance
- meal plans and meal cards

Cap and Gown: In 2013, athletes had been designated as an at-risk student population due to poor academic performance, poor retention and poor persistence. That fall semester saw 18 out of 53 football players lose their eligibility during the season as a result of poor academic performance. The football team had a cumulative GPA of 2.04 and only three members had a GPA of 3.0 or higher. Additionally, there were not enough returning football players to run a spring football program. Cap and Gown was created to address these failures.

With improved academic performance (grades, retention, and persistence) as the goal, Cap and Gown was designed to address the two academic behaviors that most affect academic performance, namely attending class and completing assignments. As the program has evolved, additional non-cognitive factors influencing academic performance have been, and continue to be, woven into the program.

Since the inception of the Cap and Gown program, the football team has lost exactly one player due to ineligibility in each of the subsequent three seasons. The team's GPA has risen each season and was at 2.62 this past fall. The team has had an average 18 student-athletes per year with GPAs of 3.0 or higher.

After the success of the program with the football team, the Cap and Gown Program was expanded to include all sports for the spring of 2015. We just completed the second full year of the program this fall. This past fall, we had a department wide GPA of 2.70. If

we backed out the grades of just the lowest performing 4.8% of student-athletes who just did not "buy into" the program, the GPA of all teams rose to 2.8 for the other 95%+ of student-athletes.

In 2011, there were 31 student-athletes with GPAs of 3.0 or above in the fall semester. In 2012, there were 38. Complete information for 2013 is not available, but we know there were only three football players with at least a 3.0, so the total number of athletes would be presumably no higher than somewhere in the thirties. With the rollout of Cap and Gown for football in the fall of 2014, there were 56 student-athletes (18 in football) with GPAs of 3.0 or higher. In 2015, there were 83 (first year of all sports participating) and 67 in the fall of 2016.

Additionally, using combined data from the last two fall semesters (marking the completion of each of the first two full years that all sports have been participating in Cap and Gown), 38.4% of student-athletes at the College have had GPAs of 3.0 or higher in those semesters.

b. The College has an established New Faculty Mentoring Program that includes discussions of teaching methodologies and their relationships to the success of all students (E.II.A.7.j).

c. Page 4 of the course outline of record includes a section called "Methods of Instruction." In accordance with the College's curriculum routing process, department members, Curriculum Committee members, and members of the Academic Senate all have opportunities to discuss the instructional methodologies employed by each of the College's courses (E.II.A.7.k).

d. All he College's course outlines contain sections explaining sample assessment tasks and required assessments for all sections. When instructors use the course outlines to plan their courses, they review these sections that include multiple methods an instructor can employ to assess student learning. (E.II.A.7.l)

e. In the institutional effectiveness review process, delivery modes are evaluated to determine whether they are effective (E.II.A.7.m)

f. The College has a current Student Equity Plan that guides the College's efforts to support students from underrepresented groups and evaluates those efforts. (E.II.A.7.n)

g. The College has devoted substantial resources toward providing services to its student veterans to support their college success. They are one of the largest single groups of students at the College. The Veterans Resource Center (VRC), staffed by a full-time veterans program coordinator and a veterans student services specialist II, offers a one-stop shop for military affiliated students, to include active duty military, veterans, and

their family members. The VRC hosts a lounge area, study area, and technology stations with free printing. Students utilizing the center may complete basic tasks for matriculation, registration, academic advising, academic support, completion and transfer. Additional support through peer-to-peer networking, peer mentorship, and behavior intervention is also available. On campus Veterans Resource Days in the VRC allow for community service providers to outreach with campus military affiliated students. Additionally, the College has an MOU with the San Francisco VA Medical Center/Eureka Clinic for Outpatient Based Care to have a Student Veterans Health Program on campus 20 hours/week, as well as an MOU with the Eureka Vet Center for transition and readjustment counseling services for combat veterans providing services on campus weekly. (E.II.A.7.o)

h. The College periodically offers professional development opportunities, especially regarding pedagogy related to teaching diverse student populations, to faculty. Instructional faculty may count their professional development hours in order to fulfill their flex obligations (E.II.A.7.p).

i. In response to assessments that came out of the program-review process, the College offered several professional development sessions for faculty in the sciences (E.II.A.7.q).

j. In accordance with memorandum of understanding (MOU) 2013-16-7, "Instructor Preparation and Professional Development," College of the Redwoods full-time and part-time faculty need to meet one of the following three requirements in order to teach online at College of the Redwoods: Online Teaching and Learning Training (OTLT), certificate of completion in online teaching from an accredited college or university, or @One's certification program(s), or demonstrated successful online teaching verified by the Faculty Evaluation Report (A-F/AF-5) (E.II.A.7.r). The College uses Online Teaching and Learning Training (OTLT) to ensure that distance education instructors meet rigid qualifications prior to teaching in distance modalities. OTLT is a five-week intensive course that certifies instructors to teach online at College of the Redwoods. Required course content includes federal, state, and local policies related to distance education, online course design, accessibility, instructor-prepared materials, interaction and community building, and assessment. Universal design is the guiding principle by which instructors learn to proactively design inclusive courses for a diverse student body. OTLT addresses the specific practices and technological skills needed to create an online course that complies with Section 508 and Americans with Disabilities Act (ADA) accessibility requirements. The evaluation criteria for technical accessibility and accommodations for disabilities from the section D of the Online Education Initiative's *Course Design Rubric* are built into the lesson content as model criteria for accessible course design (E.II.A.7.s, E.II.A.7.t).

k. In an effort to increase sensitivity to issues of diversity and engage our underrepresented student populations, for the 2016-17 academic year, the College's book of the year was Ta-Nehisi Coates' *Between the World and Me* (E.II.A.7.u).

l. In 2016, the College created a new position, director of student equity and success, and a president's community advisory board on student equity and diversity. Through these efforts, the College has sponsored many events, including a Native American panel discussion, in September 2016, a Latino panel discussion, on September 7, 2016, and a League of Women Voters informational session, held on October 27, 2016, on the election and ballot measures.

m. The College provides opportunities for faculty to participate in workshops sponsored by the Equity Alliance of the North Coast. They describe their mission as: "Equity Alliance of the North Coast (Equity Alliance) was created by local organizations, institutions, and community members who desire our communities to become more inclusive of people who have been marginalized based on race, ethnicity, gender, sexual orientation, disability, and social or economic status. Equity Alliance's basic premise is that inclusion means access to opportunities with outcomes afforded equally to everyone. Equity Alliance partners and supporters recognize that current societal structures are operating from a blueprint that has historically excluded select out-groups from the opportunities we all need to make our life good. This initiative will increase practical understanding of exclusion on both individual and structural levels, help apply best practices for inclusion, and build a diverse network of peers working toward a common goal of equity, all while incorporating local voices and expertise to learn from and engage out-groups in the process" (E.II.A.7.v).

n. In fall 2016, the College's professional development committee began training sessions for faculty, staff, and administrators to use the Chancellor's Office Professional Learning Network tools and resources (E.II.A.7.w).

o. The College's Academic Support Center provides a wide range of services designed to help all students succeed academically, specifically through its tutoring services. As its mission statement declares, "[t]he Academic Support Center helps students reach their educational goals by developing their academic skills and encouraging them to become independent learners" (E.II.A.7.x).

p. The College offers two courses specifically tailored toward the success of all students: General Studies 1, "College Success" and General Studies 6, "First Year Experience" (E.II.A.7.y, E.II.A.7.z).

Analysis and Evaluation:
The College makes great efforts to support the equity and success of all its students and adjust delivery modes and instructional methods in support of student success. Guided by the College's Student Equity Plan, TriO, DSPS, EOPS, Cap and Gown, and Veterans Support Services programs support the College's diverse student populations. The general studies and guidance courses support many different kinds of students in their success at the College. Lastly, the College supports faculty efforts to support student success through professional development opportunities. Over the last several years, the College has taken great strides toward not only meeting the Standard but also to ensure that it will continue to meet it by establishing solid programs and services that support the equity, success, and diversity of all its students. The College has established a good support network for all students and has provided opportunities for faculty, staff, and administrators to enhance their abilities to provide a quality education for all students.

Evidence Sources:

E.II.A.7.a 2016-17.TRIO.GAN; SSS TRIO Grant Data; TRIO Program Handout; TRIO Satisfaction Survey 2015-16; TRIO Success by Ethnicity 2015-16
E.II.A.7.b DSPS Intake and Consent; DSPS Student Tracking Sheet; DSPS Living Skills Flyer X16
E.II.A.7.c Screenshot OTLT Module 3-1 Accessibility
E.II.A.7.d DSPS Svcs.
E.II.A.7.e IE Report with SLO Attainment by Modality
E.II.A.7.f EOPS page
E.II.A.7.g EPIC Program
E.II.A.7.h ASC Tutoring
E.II.A.7.i Distance Education Form-Approved 4.1.16
E.II.A.7.j Fall 2015 New Faculty Mentoring Syllabus; New Faculty Mentoring Syllabus F2016
E.II.A.7.k PSYCH-1 Methods of Instr.
E.II.A.7.l GEOL-10 Assmt. Tasks
E.II.A.7.m GUID-206 COR 05.10.13; GUID-212 COR 03.14.14
E.II.A.7.n SEP Report
E.II.A.7.o Veterans Resource Center
E.II.A.7.p Promoting Student Success; Smith Poster; Stereotype Threat; Teaching Men of Color
E.II.A.7.q Professional Development Program for Science Faculty
E.II.A.7.r 7 Online Teaching Requirements
E.II.A.7.s Screenshot OTLT Module 3-1 Accessibility
E.II.A.7.t OEI Course Design Rubric Nov. 2016
E.II.A.7.u Between the World and Me Announcement
E.II.A.7.v Equity Alliance of the North Coast

E.II.A.7.w ProLearning Network Del Norte; ProLearning Network Eureka
E.II.A.7.x Committee Visitation Assignment; Peer Evaluation Assignment; Teaching Scenario Discussions
E.II.A.7.y GS-1 COR 12.12.14
E.II.A.7.z GS-6 COR 03.08.13

Standard II.A.8
The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard:

a. The English and mathematics departments use Accuplacer and employ forms of multiple measure for placement in English composition and mathematics courses. Students may also be placed into mathematics and English courses if they qualify for an approved exemption. Students may utilize multiple measures or retest if they believe their score does not represent their competency level and may retest in both subjects once per semester (E.II.A.8.a, E.II.A.8.b). The Accuplacer organization has processes that work to reduce test bias (E.II.A.8.c).

b. Students can challenge a prerequisite if they believe they can document that they will be able to be successful in a class without meeting the prerequisite through the College's established methods. The English and mathematics departments have established a challenge system that ensures reliability and equity (E.II.A.8.d, E.II.A.8.e).

c. In some courses and/or programs requiring industry accreditation or licensure, a standardized exam is provided and monitored by the accrediting or license-delivering body. For example, the Nursing Department uses Assessment Technologies Institute (ATI) testing in several ways throughout the Registered Nursing (RN) and Licensed Vocational Nursing (LVN) programs. Prior to releasing the tests, the ATI organization uses a systematic process to thoroughly review the tests to eliminate bias. The RN and LVN programs use the Comprehensive Assessment and Review Program (CARP) to validate student learning and achievement in subject areas throughout the nursing program as well as to determine student readiness to sit for the national licensing exam (NCLEX). ATI testing is required and students pay a fee each semester for assessment testing and review materials. When ATI testing is conducted in a nursing course, practice tests, proctored exam score(s) and remediation are incorporated into the course grade. In addition, the Nursing Department uses the Chancellor's Office approved Test of Essential Academic Skills (TEAS) as part of its admission criteria to the RN. Applicants must achieve a cut score of 62 (established by the California Community College Chancellor's Office in collaboration with California nursing education leadership) to be admitted into the RN program (E.II.A.8.f).

d. Counselors and advisors work with the English and mathematics departments to discuss and implement multiple measures for placement. In 2015-16, the College implemented a pilot program using Cal Pass data from high schools for placement (E.II.A.8.g).

Analysis and Evaluation:
Where the College utilizes department-wide examinations and placement instruments, it takes care to check that the instruments are as reliable and bias-free as possible. The use of multiple measure placements for English and mathematics came as a result of an institutional discussion about the validity of solely using Accuplacer as a tool. For programs requiring external licensure and accreditation, faculty and administrators check the testing instruments carefully to see if the provider is committed to reducing test bias. For these reasons, the College meets the requirements of the Standard and has practices in place to ensure continuing compliance.

Evidence Sources:

E.II.A.8.a 2015-16 Catalog. Enrollment
E.II.A.8.b ASC placement webpage screenshot
E.II.A.8.c Accuplacer-Program-Manual
E.II.A.8.d AP4260 Prerequisites and Corequisites
E.II.A.8.ePrerequisite Challenge Form 2016
E.II.A.8.f ATI (CARP)
E.II.A.8.g M-MAP comparison to Current Placements

Standard II.A.9
The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. **(ER 10) (Federal Regulation)**

Evidence of Meeting the Standard:

a. The College adheres to Title 5 regulations as defined in the Chancellor's Office "Program and Course Approval Handbook" for determining course units versus hours and this is codified on page 4 in Administrative Procedure (AP) 4020 (E.II.A.9.r). All associates degrees and certificates meet the standards set forth in Title 5 and must receive Chancellor's Office approval before the College can offer them to students (E.II.A.9.i).

b. All articulated courses meet the standards established by the institutions to which they transfer, and are articulated to meet major and/or general education (GE) requirements. A number of the College's courses have received approval through C-ID, which insures that they meet the standards of the CSU system (E.II.A.9.j and E.II.A.9.k).

c. The College uses the criteria outlined in Title 5 and its internal curricular processes for assigning courses to areas of emphasis and to GE areas. The College publishes local, California State University, and University of California general education requirements in its catalog (E.II.A.9.l, E.II.A.9.m, and E.II.A.9.n).

d. The various regional consortia advise the College's career technical education programs to ensure adherence to the standards established by specific industries (E.II.A.9.o).

e. Faculty assess all course, program, degree, and certificate outcomes in accordance with the College's established four-year cycle (prior to fall 2016, the College was on a two-year cycle) (E.II.A.9.a, E.II.A.9.d). Using an on-line outcome mapping tool, faculty map course-level outcomes to degree- and certificate-level outcomes to facilitate assessment (E.II.A.9.e E.II.A.9.q). Additionally, several stakeholders also meet to assess the College's institutional learning outcomes within the parameters of the College's established assessment cycle (E.II.A.9.p).

f. Faculty establish course, degree, and certificate learning outcomes through the College's established curricular processes, which include careful faculty review, on a regular basis, of all course outlines of record, and all degree and certificate proposals. Faculty identify the course outcomes on each syllabus and the College posts all of the syllabi on the College website (E.II.A.9.b, E.II.A.9.c, E.II.A.9.f, E.II.A.9.g, E.II.A.9.h).

Analysis and Evaluation:
The College has established a four-year cycle for assessing all course, degree, certificate, and institutional outcomes. Through this process, faculty and administration work to ensure that students awarded degrees and certificates in all areas of the College attain and possess a certain degree of mastery of the stated outcomes for each course, degree, and certificate. The College's self-developed online assessment planning and mapping tool allows faculty to align course outcomes with degree and certificate outcomes to best track whether students are able to achieve the degree and certificate outcomes.

The College has a clear definition of a credit hour, outlined in AP 4020, that conforms to the norms of higher education.

For these reasons, the College meets the Standard and has established policies, tools, and procedures in place to ensure ongoing compliance.

Evidence Sources:

E.II.A.9.a Assessment Report Links
E.II.A.9.b Course Outline Example with Course Learning Outcomes
E.II.A.9.c Examples of Course Learning Outcomes from a Course Outlines
E.II.A.9.d Four-year Assessment Planning
E.II.A.9.e Program to Course Outcome Mapping

E.II.A.9.f Syllabi with Course Outcomes CT-21A example
E.II.A.9.g Syllabi with Outcomes Engl-150 example
E.II.A.9.h Web Site for Syllabi with Course Learning Outcomes
E.II.A.9.i Curriculum Routing Chart
E.II.A.9.j ASSIST Report Example
E.II.A.9.k C-ID Submitted Courses CR
E.II.A.9.l CR GE 1617
E.II.A.9.m CSU 1617
E.II.A.9.n IGETC 1617
E.II.A.9.o Regional Consortia Mtg.; Regional Consortia Page
E.II.A.9.p ILOASSMT
E.II.A.9.q CIS CERT. ASSMT; COMM1 ASSMT
E.II.A.9.r AP4020

Standard II.A.10
The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. **(ER10) (Federal Regulation)**

Evidence of Meeting the Standard:

a. In March 2015, the College developed an administrative procedure for student credit by examination that also covers the international baccalaureate, advanced placement, and the college-level examination program (E.II.A.10.a). The College publishes this information in its catalog (E.II.A.10.p).

b. The College has developed fifteen associate degrees for transfer (AA-T), in accordance with the state legislative mandates, the Chancellor's Office, and the California State University system. All courses in the "Core" and "Area A" sections of each AA-T have been approved through the C-ID system, which certifies them for transfer to universities in the California State University system (E.II.A.10.c, E.II.A.10.h, E.II.A.10.i).

c. The College has a transfer center that provides students with services and resources including academic advising, a resource library, a College transfer day, "Humboldt State Instant Admissions," transfer admissions agreements, and visits from representatives at four-year universities. Transfer requirements also appear in the College's catalog (E.II.A.10.e, E.II.A.10.f, E.II.A.10.g, E.II.A.10.q).

d. The College's articulation officer insures the timely establishment of articulation agreements with universities, organizes and tracks course outline submissions through C-

ID, and checks to insure the accuracy of the College's articulation on Assist.org. College faculty request the establishment of specific articulation agreements through the course outline of record and the articulation officer sits on the College's Curriculum Committee (E.II.A.10.k, E.II.A.10.j, E.II.A.10.o).

e. Students entering the College who have taken courses at other institutions go through a process to insure the transfer of credits that involves faculty discipline experts when the course equivalency is not clearly recognized from a student's official transcript(s) from another accredited institution of higher education (E.II.A.10.d).

f. The College publicly discloses transfer of credit policies on its website, in the catalog, and in the schedule of classes (E.II.A.10.l).

g. Counselors and academic advisors review transfer requirements with students and use the General Education guidelines for CSU and UC/IGETC that appear in the College's catalog. In addition, they also look at requirements from universities outside of the CSU and UC systems into which students indicate desires to transfer (E.II.A.10.b).

h. Because of its particular geographic location, the College also has a special reciprocity agreements with universities in southern Oregon that allow students to move from the College of the Redwoods to Southern Oregon University and Oregon Institute of Technology (E.II.A.10.n). The College also has established transfer agreements with other out-of-state institutions (E.II.A.10.r).

i. The College has a policy that establishes credit awarded for prior military experience (E.II.A.10.s, E.II.A.10.t).

j. As required by Title 5 CCR sec. 55202, the same standards of course quality are applied to courses conducted through distance education as are applied to traditional classroom instruction. Learning outcomes are the same for courses across instructional modalities, and articulation and transfer of credit are based on the course outline of record regardless of the instructional modality in which a given section is taught.

Analysis and Evaluation:
There are many ways students can transfer credit from other institutions and avenues into the College and from the College to other institutions. The College makes this information available to students and the public through its policies, procedures, and catalog. College faculty, counselors, and advisors examine students' incoming credits to ensure that outcomes match those of the courses at the College that the student seeks to equate for credit. The College's articulation officer is responsible for submitting and tracking all articulation agreements, including C-ID and specific course-to-course articulation with universities. The College meets the Standard and the systems, policies, and procedures it has in place allow it to continue to meet the requirements.

Evidence Sources:

E.II.A.10.a AP 4235
E.II.A.10.b Articulation Webpage
E.II.A.10.c ATD Comm. Studies 091415
E.II.A.10.d Transcript services
E.II.A.10.e Transfer Center Resource Library
E.II.A.10.f Transfer Center webpage and resources
E.II.A.10.g Transfer Requirements in College Catalog
E.II.A.10.h C-ID Pages
E.II.A.10.i ADTs (all)
E.II.A.10.j COR Transfer Section
E.II.A.10.k Articulation Counselor Job Description
E.II.A.10.l Transfer Disclosure, Catalog
E.II.A.10.m Assist.Org Screenshot
E.II.A.10.n Univ. Transf. Out of State
E.II.A.10.o Curriculum Committee Bylaws Re AO on CC
E.II.A.10.p Credit by Exam from Catalog
E.II.A.10.q BP 5120 Transfer Center 05 27 14
E.II.A.10.r Screenshot of Counseling-Articulation
E.II.A.10.s AP 5013 Students in the Military
E.II.A.10.t BP 5013 Students in the Military - BOT082016

Standard II.A.11
The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. **(Federal Regulation)**

Evidence of Meeting the Standard:

a. The English 1A course contains a required research component that teaches students to locate and evaluate source materials. The course is required for a student to receive an associate degree from the College (E.II.A.11.k).

b. The library works closely with faculty across the College, particularly in disciplines such as English and communication studies, to schedule instructional sessions for courses that are tailored to the research needs of the specific course. These sessions, which are taught by faculty librarians, provide focused instruction to students in the selection, evaluation and use of appropriate information resources relating to their assignments (E.II.A.11.p).

c. The authors of all proposed and current general education (GE) course outlines must explain, in the course outline proposal, how the course content and outcomes meet the effective communication and critical thinking outcomes of the GE category in which they

are proposed or currently fit. The Curriculum Committee evaluates the author's rationale for the course proposed for any GE area(s) (E.II.A.11.l, E.II.A.11.m).

d. The College publishes the GE requirements in its catalog (E.II.A.11.d).

e. The Academic Senate created the local GE areas, their categorical descriptions, and the outcomes specific to each area. The College codified this in Board Policy 4025 and Administrative Procedure 4025 (E.II.A.11.n, E.II.A.11.o).

f. Starting in the 2014-15 academic year, the College created a new local GE area called "Multicultural Understanding," which includes a student's ability to reason ethically and engage in diverse perspectives (E.II.A.11.a).

g. Students can satisfy the local GE "Analytical Thinking" area by selecting from a variety of mathematics courses at the Math 120 level or higher, a computer information systems course, or a philosophy course in logic (E.II.A.11.d, E.II.A.11.h).

h. The outcomes of all courses within a program, including the College's GE areas, are mapped to the programmatic outcomes and assessed in accordance with the College's established systems for assessment. The College then maps these into the Institutional Learning Outcomes (E.II.A.11.e, E.II.A.11.f, E.II.A.11.g, E.II.A.11.i, E.II.A.11.j).

i. Several of the College's career technical education (CTE) programs meet external, state and national program requirements and are responsive to the needs of relevant, local industries (E.II.A.11.b, E.II.A.11.c).

Analysis and Evaluation:
The College's required general education pattern ensures that all students receiving a degree demonstrate competency in written and oral communication, analytical thinking/quantitative reasoning, ethical reasoning (specifically through the humanities, social science, and multicultural understanding requirements), diverse perspectives (through the multicultural understanding requirement) as well as information competency with the English 1A research requirement. The Curriculum Committee thoughtfully and carefully considers and discusses the relevancy of each course proposed for inclusion in a category in the local general education pattern to make certain that the outcomes of the course match those of the general education area. All general education courses in the local areas must undergo recertification during the regular curriculum revision cycle to ensure that the course still meets the outcomes of the general education area.

Additionally, every degree program at the College includes outcomes that are specific to the area covered by the degree. Faculty assess all student outcomes for courses and degrees on a four-year cycle to ensure that the College awards degrees based on outcome attainment.

The College meets the criteria of the Standard and has curricular and assessment tools in place to ensure ongoing compliance.

Evidence Sources:

E.II.A.11.a

- 2014 March 7 Area Proposal Agenda, Supporting Documents
- April 17 2015 4.2 GE Assessment Proposal Version2.3
- Dec 5 2014 Ad hoc Committee Meeting
- Nov 6 2015 4.4 Procrev AP4025 Philosophy...and General Education 102315 With Constituent Feedback Revisions And Trac

E.II.A.11.b AT AC Mtg. 2014-05-15 Outlines NATEF Information.

E.II.A.11.c CT AC Mtg. 2015-12-9 Reference to Employee Satisfaction Survey Questions

E.II.A.11.d GE Requirements

E.II.A.11.e ILOs Program Outcome Attainment

E.II.A.11.f PLO Reporting Page

E.II.A.11.g PLOs in the Catalog

E.II.A.11.h CR GE 1617

E.II.A.11.i Communication Fall 2014 Summary

E.II.A.11.j GE Mapping

E.II.A.11.k ENGL-1A_COR 05.08.15

E.II.A.11.l ANTH-3 GE

E.II.A.11.m AG GE Discussion

E.II.A.11.n BP4025

E.II.A.11.o AP 4025 - 052016BOT

E.II.A.11.p 2016 Fall Library Instruction Schedule

Standard II.A.12
The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. **(ER12)**

Evidence of Meeting the Standard:

a. Board Policy 4025 and Administrative Procedure 4025, both entitled "Philosophy and Criteria for Associate Degree and General Education," delineate the general education patterns and coursework requirements for students pursuing associate degrees at the College (E.II.A.12.a).

b. The College catalog contains the institution's general education philosophy as well as the specific outcomes for each of the general education (GE) areas (E.II.A.12.h). College faculty, through the Curriculum Committee, Academic Senate, and Assessment Committee, developed the GE areas and area-specific outcomes (E.II.A.12.i).

c. Two GE pathways serve students who are preparing to transfer to the California State University (CSU) system, the University of California (UC), independent institutions, and those out of state (E.II.A.12.e).

d. The College's Curriculum Committee employs a rigorous review process for all proposed and revised course outlines to ensure that the content and learning outcomes are at the collegiate level and that general education courses fulfill the requirements of the local, CSU, and/or UC system requirements. Faculty authors of general education proposals must specifically demonstrate how the content and outcomes of a course fulfill those of the general education category (or categories) into which the course fits. Additionally, during every five-year course outline update cycle, a course that is currently in a general education area (or areas) must demonstrate to the Curriculum Committee that it continues to fulfill the content and outcome requirements of that area (or areas) (E.II.A.12.f).

e. The articulation officer is a member of the College's Curriculum Committee and assists the College to maintain a list of general education courses that meet the requirements of the CSU and UC systems (E.II.A.12.b).

f. For students seeking the associate degree, the College requires specified classes in writing, oral communications, analytical thinking, natural science, social science, humanities, and multicultural understanding (E.II.A.12.e).

g. Students intending to transfer to a CSU campus into the upper division must complete the requisite number of lower-division general education units in the following areas: communication and critical thinking, scientific inquiry and quantitative reasoning, arts and humanities, social science, and lifelong learning and self-development (E.II.A.12.e).

h. Students intending to continue their education at a UC institution, or other four-year university, as upper-division students need to adhere to the requirements of the Intersegmental General Education Transfer Curriculum (IGETC) which include the following areas: English, communication, mathematical concepts and quantitative reasoning, arts and humanities, social and behavioral sciences and physical and biological sciences (E.II.A.12.e).

i. Over the past several years, the College decided to offer about one-third of its general education courses in distance education formats, in accordance with the assessments of student need and access. A student can complete the entire local and California State University patterns through distance education. The rationale for these decisions is located in the College's catalog (E.II.A.12.j).

j. The College has filed substantive change proposals and has received permission from the Commission to offer many of its programs over fifty percent in distance format (E.II.A.12.g).

Analysis and Evaluation:
The College has a clearly defined general education pattern that students must follow in order to earn an associate degree. The College codifies this pattern in its formal procedures (AP 4025) and it is published in the catalog. The Academic Senate created and defined the specific general education areas and the outcomes required for courses to become a part of those areas, based on all of the criteria outlined in this Standard. The Curriculum Committee members determine whether a course is suitable for inclusion in a general education area by examining course-level outcomes and evaluating them with respect to the pertinent general education area outcomes. As a part of its regular practice, the Curriculum Committee reviews new general education proposals and reviews current courses in general education areas to ensure their appropriateness for inclusion in the specific area(s). The College meets the Standard and has an established review process to ensure continued compliance.

Evidence Sources:

E.II.A.12.a AP 4025 - 052016BOT
E.II.A.12.b Articulation Officer of Curriculum Committee
E.II.A.12.c GE Requirements
E.II.A.12.d Mapping of Course to Program Outcomes
E.II.A.12.e 2016-17 Catalog GE Requirements
E.II.A.12.f ENGL-1A COR 05.08.15; NEW Course Outline of Record [v0.1.5 02.13.17]

E.II.A.12.g Sub Change Rational for DE courses; DE Substantive Change April 2015
E.II.A.12.h 2016-17 Catalog Philosophy and Outcomes
E.II.A.12.i Senate MINUTES APR 3 2015; 5.2 GE Assessment Proposal Version2.3
E.II.A.12.j 2016-17 Catalog DE, Online pg. 20

Standard II.A.13
All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard:

a. All degree programs adhere to Title 5 regulations: they include a minimum of 60 units, a minimum of 18 units in an area of focused study, one of the general education (GE) plans (CR, CSU, or IGETC) and various combinations of restricted and unrestricted electives. The College publishes this information on p. 30 of its catalog (E.II.A.13.d).

b. Each degree program includes a minimum of 18 units in an area of focused study that are evaluated by the Curriculum Committee and are approved by the Academic Senate, Board of Trustees and state Chancellor's Office (E.II.A.13.e). Career technical education (CTE) programs receive additional evaluation by advisory committees for currency in the field. Courses required for AA-T and AS-T degrees are aligned with transfer model curricula to obtain C-ID certification in accordance with the guidelines set forth in SB1440 and 440.

c. Faculty map each course learning outcome in a degree to the corresponding program-level outcome(s) (E.II.A.13.c, E.II.A.13.f). Through the assessment process, utilizing a common system for rating student work, faculty determine the degree to which outcome mastery is achieved and discuss strategies for improving the level of student outcome attainment (E.II.A.13.b, E.II.A.13.g).

d. The College publishes all program learning outcomes in the catalog and on its website. One example is from the mathematics associates degree for transfer, from the website and also from page 90 of the catalog (E.II.A.13.d, E.II.A.13.h).

Analysis and Evaluation:

College faculty have created degrees that include focused areas of study, like the associate degrees for transfer and CTE degrees, and in established interdisciplinary cores, as the liberal arts degrees do. The process of mapping course-level outcomes to degree outcomes, and then assessing the degree outcomes, on the College's established four-year cycle best ensures that the courses that compose the different parts of each degree are in line with the degree outcomes and competencies. Faculty regularly review course-to-degree outcome mapping and frequently

discuss the appropriateness of courses' inclusion in degrees. The College meets the requirements of the Standard and has systems in place that should guarantee continued compliance.

Evidence Sources:

E.II.A.13.a ILOs
E.II.A.13.b Program Assessment Report
E.II.A.13.c Program to Course Outcome Mapping
E.II.A.13.d 16-17 Catalog 07 20 16
E.II.A.13.e Curriculum Routing Flow Chart
E.II.A.13.f Course to Program Map
E.II.A.13.g HIST ADT OUTCOME REPT.
E.II.A.13.h Degrees at CR All Degrees

Standard II.A.14
Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. **(Federal Regulation)**

Evidence of Meeting the Standard:

a. Faculty and administrators conduct verification of employment opportunities through the program-review process where the Employment Development Department and the Workforce Investment Board (WIB) data is analyzed (E.II.A.14.ee).

b. Faculty utilize advisory committees in career-technical areas to help identify the skills required for employment as well as local, state, and national labor-market needs (E.II.A.14.c, E.II.A.14.q, E.II.A.14.s, E.II.A.14.y, E.II.A.14.aa, E.II.A.14.cc). These are then reflected in course- and program-level outcomes. Examples of these include:

   Nursing develops curriculum and program and student outcomes based on national quality standards for patient care, the California Nurse Practice Act and stakeholder input. Both the RN and the LVN curricula and outcomes are approved through their respective overseeing Boards of Nursing (Board of Registered Nursing and Board of Licensed Vocational Nursing and Psychiatric Technicians). Both regulating bodies require continual quality improvement processes to ensure current, safe, and appropriate outcome-based learning for program students. Curriculum and outcomes are communicated to and from advisory committees through regular meetings and notifications as needed (E.II.A.14.g, E.II.A.14.x).

   Automotive technology adheres to national standards in developing outcomes at the course and degree levels through its continuing National Automotive Technicians Education Foundation (NATEF) accreditation. Faculty derive the course, degree, and certificate learning outcomes from NATEF task lists

(E.II.A.14.a, E.II.A.14.f, E.II.A.14.p). Advisory committees evaluate curriculum, tools, equipment, facilities and instructor competency to ensure that they all meet current industry trends and standards (E.II.A.14.q). Faculty and administrators conduct verification of employment opportunities through the program-review process where the Employment Development Department and Workforce Investment Board (WIB) data is analyzed. Local employers submit local employment opportunities on the College's CTE Facebook page (E.II.A.14.r).

Construction technology courses and programs develop outcomes directly from language developed with the advisory committee, which is composed of local industry representatives (E.II.A.14.b). This area has developed a short survey that is administered to employers of the program's graduates to determine the local industry's level of satisfaction with students achieving the program's stated outcomes (E.II.A.14.t, E.II.A.14.z). The College's AS degree in Construction Technology covers 1.5 years of the four-year journeyman experience requirement for a state contractor's license.

The external Association of Technology, Management, and Applied Engineering (ATMAE) accredits the following programs at the College:

Drafting and 3D Modeling, Construction Technology, Manufacturing Technology, and Manufacturing Technology – CAD/CAM Manufacturing. The degree programs are regularly audited through a peer review process to ensure compliance with the various ATMAE Standards of Accreditation and to show continuous quality improvement. The programs must provide evidence that Program Outcomes and Student Learning Outcomes are developed using the College's internal processes and with input from each program's industrial advisory committee. All outcomes are validated through a combination of external experts, the industrial advisory committee and follow up studies of graduates. The programs must show evidence that multiple outcome measures (for example: Outcome assessment, Graduate Satisfaction with Program, Employment of Graduates, Job Advancement of Graduates, Employer Satisfaction with Job Performance, and Advisory Committee Approval of Program) have been used to improve the overall program. Program faculty are currently preparing a required 2-year interim report to ATMAE that will be reviewed and acted upon by the ATMAE Board of Accreditation in November (E.II.A.14.u). Advisory committee minutes show evidence of employer validation of outcomes and their involvement in program improvement (advisory committee minutes).

Dental assisting aligns program and course learning outcomes with the standards set forth by the Commission on Dental Accreditation American Dental Association (CODA) as well as the Dental Board of California Practice (DBC). Program graduates are assisted

in gaining employment by the program coordinator, which networks with the Humboldt-Del Norte Dental Society and its members (E.II.A.14.e, E.II.A.14.n, E.II.A.14.o).

Early childhood education (ECE) outcomes for courses and degrees are determined by the full-time faculty after they have been reviewed by the adjunct faculty. In addition, the College's ECE courses are part of the statewide Curriculum Alignment Project CAP. This means that the course and program outcomes are identical to other ECE programs statewide for eight of the core courses (E.II.A.14.w). ECE program-level outcomes are closely tied to Child Development Permits (State of California Commission on Teacher Credentialing) as well as Early Childhood Educator Competencies (California Department of Education).

Basic Law Enforcement Academy standards are set by the California Commission on Peace Officer Standards and Training (POST). Faculty regularly update course outlines in accordance with College policy. POST reviews the outlines to ensure compliance and POST establishes the learning outcomes for each of the academy's courses. POST conducts a Basic Course Certification review every three years, where a team of subject-matter experts examine the College's courses and facilities for compliance (E.II.A.14.l). POST also sets graduation requirements. Faculty and administrators work with the POST annual report that shows where the College's graduates have been hired in state law enforcement agencies. (E.II.A.14.m) The advisory committee includes area sheriffs and police chiefs.

c. Employment competencies are determined by licensure pass rates, employer satisfaction surveys, transfer rates to other institutions of higher education and input from advisory boards. Nursing tracks student accomplishment through its state board pass rates (E.II.A.14.d, E.II.A.14.bb).

d. The Career Development and Student Employment websites include information on career exploration and provide employment links (E.II.A.14.h, E.II.A.14.i).

e. The Chancellor's Office provides "core indicator" data that includes skill attainment, completion, persistence and transfer, and employment. Core indicator data is used for review and improvement of CTE programs and faculty are required to utilize this data in annual program reviews and when applying for local Career and Technical Education Act (CTEA) funds (E.II.A.14.j, E.II.A.14.k). The core indicator data for each program that applies for CTEA funding must be used when preparing the annual request for funds. Each program must review the data, identify areas of weakness, and develop a plan to address the weakness. The College must send this analysis and plan to the Chancellor's Office for approval before funds are expended. The College issues a final report regarding its progress on addressing core indicators (E.II.A.14.v).

f. The CTE outcomes survey, administered in 2016, demonstrated that 83.5 percent of the College's students were satisfied or very satisfied with the education and training they received in their programs at the College (E.II.A.14.dd).

Analysis and Evaluation:
CTE faculty at the College develop outcomes for courses and degrees by meeting regularly with advisory boards that consist of local members of the specific industry. The College provides several CTE programs, like nursing, automotive technology, dental assisting, construction and manufacturing technology, and law enforcement, that must additionally conform with state and national outcome guidelines to receive accreditation from external industry organizations and/or to ensure that their students can pass state and national licensure examinations. As with all the academic programs at the College, faculty in the CTE programs assess course and program outcomes on the same four-year cycle, going through the same processes to conduct faculty dialog and report assessment results. The College also uses Chancellor's Office core indicator data to evaluate whether students who complete the various CTE programs receive gainful employment in the field.

The College meets the requirements of this Standard and has practices and systems in place, like regular consultation with local industry advisory boards and meeting industry-specific accreditation association guidelines in certain areas, to ensure its ongoing compliance. In addition to the regular cycle of course, degree, and certificate outcomes assessment, the College also relies on data to determine whether students are meeting outcomes and receiving gainful employment.

Evidence Sources:
E.II.A.14.a AT AC Mtg. 2014-05-15 Outlines NATEF Information
E.II.A.14.b CT AC Mtg. 2015-12-9 Ref. To Employee Satisfaction Survey Questions
E.II.A.14.c CT Advisory Minutes 5-12-16 PLO Review and Skill Gap Discussion
E.II.A.14.d CTE OS 2016 Redwoods
E.II.A.14.e DT AC Mtg. 2016-05-13
E.II.A.14.f NATEF certification
E.II.A.14.g Nursing Student Pass Rate
E.II.A.14.h Career Center-EDD Partnership
E.II.A.14.i Student Employment Website
E.II.A.14.j Construction Core Indicator
E.II.A.14.k CTEA 2015-2016 application
E.II.A.14.l POST Review
E.II.A.14.m POST Annual Report With Employment Data
E.II.A.14.n Dental Board, Article 2, 1070.2.2
E.II.A.14.o Commission on Dental Accreditation Standard 1-7
E.II.A.14.p NATEF certification
E.II.A.14.q AT AC Mtg. 2014-05-15

E.II.A.14.r CTE Facebook page
E.II.A.14.s CT AC Mtg. 2016-05-12
E.II.A.14.t CT Surveys 2016
E.II.A.14.u ATMAE Report
E.II.A.14.v CTEA 2015-2016 Final Report
E.II.A.14.w ECE Alignment
E.II.A.14.x HOC RN Continuous Program Evaluation Plan *(filled in version)*
E.II.A.14.y AP 4102 Advisory Committee - Approved 06-04-13
E.II.A.14.z CT Surveys S16
E.II.A.14.aa CTE Handbook- Advisory Committee
E.II.A.14.bb Employer Follow-2
E.II.A.14.cc Spring 16 Advisory Minutes
E.II.A.14.dd Screenshot of CTE Employee Outcomes Survey
E.II.A.14.ee Screenshot of Licensure and Certification Reported On the Web

Standard II.A.15
When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption. **(Federal Regulation)**

Evidence of Meeting the Standard:

a. In October 2012, the College developed a systematic plan to ensure that enrolled students could complete their educational goals in a timely manner if the institution ceased to exist. The systematic plan outlined in this report has become standard policy when programs are eliminated or significantly changed (E.II.A.15.a).

b. In 2014, the College put its fire technology and historic preservation programs through AP 4021, "Program Revitalization, Suspension, or Discontinuation Process," and it was determined through that process that these programs were no longer viable for the College to continue. The College employed the process it created in October 2012 to ensure that enrolled students could complete the program and sent the following letters to those students (E.II.A.15.b, E.II.A.15.d).

c. In 2015, the College entered into an agreement so that Mendocino College could offer instruction at the Mendocino Coast Instructional Center as an initial step in transferring the Instructional Center from College of the Redwoods to Mendocino College. College of the Redwoods made certain that students who were primarily receiving instruction at that site could complete their education as seamlessly as possible, in accordance with the policy the College developed in October 2012 (E.II.A.15.c).

d. In the June 2016, the College eliminated its administration of justice (AJ) associate in science degree, but did keep the AJ associate degree for transfer (AA-T). All the courses

students had taken previously were still applicable toward the transfer degree. Existing students either had catalog rights for the old degree or could apply all their previous classes toward the AA-T degree. Students desiring a certificate of achievement in AJ maintained their catalog rights and, although none have contacted the College thus far, if a student needs a course the College is no longer offering to complete an AJ certificate, they will be directed to an online class from another institution. AJ faculty let students know a year in advance that this change was imminent and, if they needed a specific course that wouldn't be offered in the future, they needed to take it at its last offering. When the College discontinued its corrections degree in 2016, there were no students who had declared corrections as a major and no students were enrolled in corrections courses. In discontinuing both the AJ and the corrections degrees, no special arrangements were needed to allow enrolled students to complete their education although plans were made to address the potential impact on students.

e. In December 2013, the biology, chemistry, and nursing departments collaborated on curriculum updates for two biology courses required for students to enter the nursing program: Biology 2 (Microbiology) and Biology 7 (Human Physiology). Based on an assessment of the course outcomes, faculty decided to add a chemistry pre- or co-requisite to Biology 2 and a chemistry pre-requisite to Biology 7. An important aspect of the conversation revolved around when to enforce the new pre-requisites, because the chemistry requirement would have a very big impact on students, especially on the Del Norte campus. In April 2014, the Curriculum Committee approved both curriculum updates. The biology, chemistry, and nursing departments worked together on a plan to enforce the new pre-requisites in Spring 2015. In fall 2014, faculty collaborated to develop advising worksheets (E.II.A.15.e) and attended counseling and advising meetings to inform counselors and advisors about the important changes. When the pre-requisites were implemented, faculty worked with students on an individual basis to accommodate special circumstances and increase access to the chemistry pre-requisite. In Fall 2016, a new full-time faculty member in chemistry was hired to address student need.

Analysis and Evaluation:

The College not only has a current, standing policy (AP 4021), developed in 2012, outlining how to serve students in cases where programs are eliminated or requirements radically change, but it has had cause to utilize that policy a few times since. In all cases, student educational goal attainment has not been hampered. The College has policies and practices in place to protect students from substantially altered program requirements and program elimination that ensure its ongoing compliance with the requirements of this Standard.

Evidence Sources:

E.II.A.15.a ClosurePlan 10 14 12 FINAL

E.II.A.15.b Letters to Students in Suspended Programs

E.II.A.15.c Mendocino Coast Center Substantive Change CR April 2015
E.II.A.15.d AP 4021
E.II.A.15.e Pre-nursing sequence handout

Standard II.A.16
The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students. **(Federal Regulation)**

Evidence of Meeting the Standard:

a. The College's well-established program-review process documents the continuous process of self-reflection that assesses course and program effectiveness, largely within the context of student achievement data. Programs complete an annual report and, every five years, must complete a more rigorous comprehensive analysis (E.II.A.16.a, E.II.A.16.b). The results of the program-review process move outward from the Program Review Committee to inform planning in different areas of the College (E.II.A.16.c). Every program, whether the courses are community education, noncredit, CTE, collegiate, or pre-collegiate, distance education approved, must document and report an analysis and findings through the College's established assessment and program-review processes.

b. In addition to the College's program-review process for instructional programs, most of the College's career technical education programs undergo further evaluation from outside industry accrediting organizations and advisory committees. These programs must also analyze labor-market data and include advisory committee recommendations in their regular program review reporting (E.II.A.16.d).

c. Distance education courses, including online, hybrid, and Telepresence modes, require additional procedures to ensure quality and currency. Though the course outcomes and content must match the course requirements documented in the course outline of record, additional materials must be submitted to the College's Curriculum Committee explaining how the distance education modality will be able to satisfy the course outline of record's requirements and how "regular, substantive interaction" will occur in the course. The faculty distance education coordinator serves as an ex-officio member of the College's Curriculum Committee. The coordinator assists the committee in evaluating all distance education course proposals and works closely with the College's distance education committee to ensure the quality of all of the institution's distance education offerings (E.II.A.16.e, E.II.A.16.f, E.II.A.16.g).

Analysis and Evaluation:

The College offers courses and programs in a variety of areas using many delivery modes. Every course at the College, regardless of it deliver mode and status as pre-collegiate, collegiate, noncredit, etc…, must be regularly reviewed and updated in accordance with Title V. The College's Curriculum Stoplight allows faculty and administrators to determine annually which courses require regular revision and resubmission through the College's curriculum process.

All course, degree, and certificate outcomes, regardless of delivery mode or course status, are assessed on a four-year cycle by the faculty. Faculty use the assessment "dialog sessions" to discuss ways to improve student outcome achievement. The College's Assessment Stoplight allows faculty and administrators to determine annually which course, degree, and certificate outcomes need to be assessed to remain on track with the College's four-year cycle of assessment.

The College's program-review process facilitates each program's self-examination and institutional evaluation, regardless of the program's delivery mode or mission-specific purpose. Through this process, programs must demonstrate curricular currency, outcome evaluation, and strategies for improvement based on outcomes assessment.

The College has embedded processes, procedures, and structures in place that allow it to meet the requirements of the Standard and to continue to meet them on an ongoing basis.

Evidence Sources:

E.II.A.16.a Annual Prog. Rev. Example
E.II.A.16.b Comprehensive Prog. Rev. Example
E.II.A.16.c Prog. Rev. Connect to Planning
E.II.A.16.d CTE Prog. Rev. Example
E.II.A.16.e Screenshot Curriculum Committee Membership; Senate Bylaws – 2016-04-15 Final
E.II.A.16.f AP4105
E.II.A.16.g DE Faculty Handbook

Standard II.B: Library and Support Services

Standard II.B.1
The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. **(ER 17) (Federal Regulation)**
Return to Policy Checklist Distant Education

Evidence of Meeting the Standard:

a. The College of the Redwoods library in Eureka is open to serve students 57 hours per week during the primary terms and shorter hours during summer and winter. A branch library at the Del Norte Education Center maintains similar hours. Reference services provided by faculty librarians are available to students at the Eureka library 36 ½ hours per week, and for 8 hours per week at the Del Norte center (E.II.B.1.b, E.II.B.1.i, E.II.B.1.n).

b. On the main Eureka campus location, the College's library and most other learning support services, which include the Academic Support Center (ASC), the Writing Center and distance education classrooms are housed in the Learning Resource Center (LRC). The 39,000 square foot LRC was designed to be a focal point of teaching and learning. The modern, integrated learning center, built in 2002, supports the College's mission in its commitment to enhancing the learning opportunities of the students, faculty, staff and citizens of the North Coast area.

c. The College's libraries are located at the Eureka main campus and the Del Norte educational center, and online services are available for distance education students and students at the Klamath-Trinity instructional site (E.II.B.1.h, E.II.B.1.i). The library's mission statement includes the following:

    - Provides high-quality services and programs that promote information literacy, critical thinking, lifelong learning skills, and a spirit of free inquiry in CR students and the campus community;
    - Provides organized information resources that support the achievement of program and learning outcomes throughout the College;
    - Provides an environment, physical and virtual, conducive to the access, use, study, and understanding of information resources, and to the development of a community of learners (E.II.B.1.o).

d. Students, staff, faculty and community members may borrow materials from either library location directly or through interlibrary loan. At each location, library personnel provide services and resources for coursework, assignments, class projects, study, information needs, research, personal interest, and self-enrichment.

e. Reference librarians provide services that include individual research assistance, advice and instruction (E.II.B.1.b). Reference services for students who are unable to come to one of the physical libraries are provided through use of an online "Ask-a-Librarian" service using a web-based form. Questions are routed to faculty librarians who respond with appropriate assistance for the specific research needs outlined in the request (E.II.B.1.f, E.II.B.1.g).

f. Librarians provide research instruction sessions for classes at the request of the instructor. These sessions include lessons on information competency as well as use of library resources specific to the individual course. Short video instruction modules have been developed to assist students in learning how to use library resources, including basic database searching, and are available on the library website to assist off-campus students and those in distance education courses (E.II.B.1.d, E.II.B.1.l, E.II.B.1.z).

g. The library subscribes to nearly 40 online bibliographic and reference databases to support student learning both on and off campus and throughout the district. Over 160,000 eBooks and nearly 20,000 streaming videos are accessible through the library's online catalog to students and employees. Library databases and eBooks are available 24/7. These databases are accessible via a proxy server to all enrolled students and employees of the district from any internet-connected computer or mobile device through links from the library's online webpage (E.II.B.1.e, E.II.B.1.j).

h. The provision of library services to students who are inmates at Pelican Bay State Prison is proving to be challenging, but the College is working diligently to address the needs of these students through a variety of means including collaboration with the California Department of Corrections (CDC) and with academic libraries throughout the state to develop effective methods by which research materials can be provided to these students (E.II.B.1.y).

i. The Learning Resource Center (LRC) provides a wide variety of services and programs in a comfortable and welcoming space designed to facilitate educational offerings and support students learning. The building has a total of five quiet study rooms: two have three computers each, one of which is a full, assistive station maintained by Disabled Students Program and Services (DSPS) technical personnel for students with disabilities, while three of the rooms have a table and chairs for up to six students. The LRC also includes a multiuse classroom with twenty-nine computers and an assistive station, copying equipment, the College's writing center, the mathematics lab, a placement testing facility, tutoring and supplemental instruction space, and test proctoring facilities. In addition, the LRC houses over 100 general-use computers and wireless accessibility throughout the building.

j. The library at the Del Norte educational site offers students an on-site collection as well as access to district-wide library collections, both print and electronic. There are ten general-use computers at work stations, two of which are equipped with assistive devices, and wireless internet access. The library has three quiet study rooms with one computer in each room and one equipped with assistive software. The Del Norte campus library is staffed by one full-time library technician who has 20% of her position reassigned to serve as faculty librarian (E.II.B.1.i).

k. The College's Academic Support Centers (ASC) are located on the Eureka campus and the Del Norte instruction site. The ASCs provide individual and small group tutoring, instructional services, tutorial referrals, access to computer stations, DSPS and make-up testing services, test proctoring for distance education students, English and mathematics skills assessments and private study areas (E.II.B.1.q). Students can also access online tutoring (E.II.B.1.r). The ASCs have a selection of handouts for students on essay writing, speech preparation, grammar, Modern Language Association and American Psychological Association citation, and learning and study strategies, which are also available on the ASC's website (E.II.B.1.s). The ASCs provide mathematics labs for students enrolled in mathematics courses. These include a supportive physical environment in which to complete homework and individual assistance from mathematics faculty and peer tutors (E.II.B.1.t).

l. The mission of the LIGHT Center (Learning Integrated with Guidance and High Tech) that is located in the Student Services Administration Building is to provide students with verified disabilities adaptive strategy training, instructional support and training in the use of a variety of assistive software. The LIGHT Center offers five Guidance classes that allow students to meet one on one and in small groups with Instructional Support Specialists to learn adaptive strategies to enhance their academic success. There is also the availability of learning disability testing for students through one of the Guidance classes. When fully staffed, the LIGHT Center has three part-time instructional support specialists and one half-time learning disability specialist. Students requiring the use of assistive software can also receive training in the LIGHT Center in the use of that software. The LIGHT Center consists of a lab area with 12 student computers, a small classroom for small group work with two computers, and a larger classroom that can be used for multiple student or group meetings with 4 student computers. There is also an AV room with a fully enhanced computer station for students who need one-on-one assistance with a variety of assistive software and hardware. All furniture is wheelchair accessible, with an additional two electronically height adjustable tables. There is a portable CCTV in the area. There is a similarly functioning LIGHT Center located on the Del Norte instructional site, with the same Guidance classes being offered. Learning Disability testing, strategy training and instructional support and is also available, though includes the use of peer tutors for the latter. When fully staffed that campus has a part-time DSPS Specialist, a part-time instructional support specialist and a part-time learning disability specialist (E.II.B.1.u).

m. The Writing Center, located in the LRC on the Eureka main campus, provides students enrolled in any course that requires writing with a variety of resources: English instructors and peer tutors who provide tutoring in critical thinking, writing, and research; help with basic computer skills; and access to a variety of computer program and textbooks. The Writing Center has 26 computers, 65 chairs, 12 work stations, five study

tables, one scanner, one enhanced-vision system, and one printer. It is staffed by one part-time instructional support specialist (E.II.B.1.v).

n. Beginning in Spring 2015, 24/7 online tutoring was provided to all students enrolled in the TRiO program through a contract with Link-Systems Inc. to implement their NetTutor service. In Summer 2015, EOPS also implemented NetTutor for their students. Beginning in Fall 2016 tutoring was made available to students in all online courses, whether or not the student is enrolled in one of the two categorical programs. NetTutor was selected by the Online Education Initiative of the California Community College Chancellor's Office following a comprehensive evaluation process to ensure that the tutoring provided was of high quality and provided effective learning assistance to students (E.II.B.1.w).

Analysis and Evaluation:

The College supports student learning and achievement by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to support educational programs, whether they are offered in a traditional delivery method or via distance education. The library maintains an extensive collection of online databases and eBooks that are accessible by students throughout the district at all times, and which cover the full range of the College's academic offerings. The library works closely with instructional faculty to provide instruction in research methods and information competency skills that is tailored to the needs of specific courses. However, although a one-unit credit course designed to teach information competency skills exists, Library 5, it has not been offered in a number of years due to scheduling constraints. In order to make up for this, the library offers special sessions for students in courses that require research and the associate degree English 1A requirement teaches information competency through its research requirement.

The College has done its best to provide instructional support to students at Pelican Bay State Prison. However, a significant challenge is presented by the fact that inmates are not able to access resources over the internet. The Department of Corrections "Internet in a Box" program should solve the College's problem by providing inmates with restricted access to internet resources that can only be used in College classes.

The College meets the requirements of this Standard and has and infrastructure and support services in place, like the library, ASC, Math Lab, Writing Center, and Light Center, to allow it to meet the Standard on an ongoing basis.

Evidence Sources:

E.II.B.1.a 2015 Library Program Review Assessment & Evaluation
E.II.B.1.b 2016 SP Reference Desk Schedule
E.II.B.1.c 2016 Spring Faculty Handout
E.II.B.1.d 2016SP Library Instruction Schedule

E.II.B.1.e A-Z Databases
E.II.B.1.f Ask-A-Librarian Questions-Answers
E.II.B.1.g Ask-A-Librarian Webpage
E.II.B.1.h Del Norte Library Hours Spring 2015
E.II.B.1.i DN Librarian Fall 2015
E.II.B.1.j E-books: Accessing and Using
E.II.B.1.k Embedding Films on Demand into Canvas
E.II.B.1.l Faculty Email Library Instruction
E.II.B.1.m Library Learning Student Support Services
E.II.B.1.n Library Homepage
E.II.B.1.o Library Mission Statement
E.II.B.1.p Library Internet Use
E.II.B.1.q ASC Services; ASC-DN
E.II.B.1.r NetTutor - Fall 2016 Live Tutoring Schedule (Pacific)
E.II.B.1.s ASCHandouts (1); ASC Handouts (2)
E.II.B.1.t Math Lab
E.II.B.1.u LightCTR
E.II.B.1.v Writing Center
E.II.B.1.w NetTutor Proposal.
E.II.B.1.x AP4040 Library Services
E.II.B.1.y Email Internet Research and Incarcerated Students
E.II.B.1.z Library 24-7 webpage

Standard II.B.2
Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard:

a. Program reviews in all instructional areas include an assessment of library and learning support service needs. In its program review, the library reviews all library resource requests and the quality of the services it provides (E.II.B.2.a). On a regular basis, library faculty also contact discipline faculty to determine instructional resource needs. Based on the available budget and a review of current materials in the collection, faculty are advised whether the library can acquire the materials or the instructional needs can be met with existing resources (E.II.B.2.e, E.II.B.2.f). Library personnel at the Del Norte and Klamath-Trinity sites hold regular meetings with faculty to identify and discuss course resource needs (E.II.B.2.g).

b. In addition to regular program reviews, the library has done in-depth assessments of both the book collection and of electronic resources available to students. These reports assessed the library's collections for quantity, quality, subject match to courses and

programs offered, currency, and usage rates. Conclusions drawn from this analysis provided valuable insights that have guided library faculty in both a major effort to update the library's collection of print resources and the selection of electronic resources that will be useful to students district-wide (E.II.B.2.m, E.II.B.2.n).

c. The library subscribes to nearly 40 online bibliographic and reference databases to support student learning both on and off campus and throughout the district. Over 160,000 eBooks and nearly 20,000 streaming videos are accessible through the library's online catalog to students and employees. Library databases and eBooks are available 24/7. These databases are accessible via a proxy server to all enrolled students and employees of the district from any internet-connected computer or mobile device through links from the library's online webpage. Articles from databases and streaming media can also be embedded into online courses (E.II.B.2.o, E.II.B.2.p, E.II.B.2.q).

d. The library faculty regularly communicate with discipline faculty throughout the College to seek input regarding the learning needs of students in instructional programs. Library databases are selected following trials that allow faculty to assess and provide input on the resources under consideration (E.II.B.2.c, E.II.B.2.d). Library personnel consult with faculty to determine what materials are needed to adequately support their programs, including textbooks and research materials (E.II.B.2.e, E.II.B.2.f, E.II.B.2.r).

e. Library personnel administer a student satisfaction survey, biennially, to assess satisfaction with library services. In the most recent survey, the majority of respondents agreed or strongly agreed that "The library's collection of print and electronic newspapers, magazines, and journals is adequate for my needs" and that "The library's computers are adequate for my needs" (E.II.B.2.h).

f. All instructional support service areas conduct annual program reviews to ensure their ongoing relationship to the mission, services are meeting student needs, and resources are appropriately acquired and maintained (E.II.B.2.i, E.II.B.2.j, E.II.B.2.k). Through the program-review process, these service areas develop plans and implement changes to better meet their service area outcomes (E.II.B.2.l).

g. As part of the program review and resource allocation process, instructional programs also submit requests for funding for resources needed by their programs. These requests are tied to assessment of outcomes. The library monitors these requests as another way of ensuring that resources meet the needs of the students in instructional programs (E.II.B.2.s, E.II.B.2.t, E.II.B.2.u).

Analysis and Evaluation:

Library assessments of the book and e-resources collections were completed in 2012-13. While they were comprehensive and provided valuable information for library resource allocation, they were extremely labor intensive to produce and were not repeated in subsequent years. Since

there have been major changes to the library's electronic holdings, and the library completed a major weeding of print materials in 2015-16, these assessments will be repeated in 2017-18 to determine the impact of the changes in the collection. Student service areas also undergo program review and outcomes assessment, and use these to determine appropriate and necessary resource allocations on an annual basis.

The College has systems and practices in place that allow it to meet the requirements of the Standard and to ensure ongoing compliance.

Evidence Sources:

E.II.B.2.a 2015 Library Program Review Resource Requests
E.II.B.2.b 2015 Library Program Review
E.II.B.2.c Faculty email - Database Trials
E.II.B.2.d Faculty email - Streaming Media Trials
E.II.B.2.e Faculty Email-Books for Agriculture
E.II.B.2.f Faculty Email-NAS and the Library
E.II.B.2.g Fall 2016 Del Norte Textbook Wishlist
E.II.B.2.h Library Survey Results Report 2015
E.II.B.2.i 2015-16 ASC Program Review Report
E.II.B.2.j 2015-16 DSPS Program Review Report
E.II.B.2.k TRIO Prog. Rev
E.II.B.2.l TRIO Assmt; ASC Prog. Rev. Impr
E.II.B.2.m Library Collection Assessment-Books
E.II.B.2.n Library Collection Assessment-eResources
E.II.B.2.o A-Z Databases
E.II.B.2.p E-books, Accessing and Using
E.II.B.2.q Embedding Films on Demand into Canvas
E.II.B.2.r Faculty email-Library materials for ECE
E.II.B.2.s 2016 Social Science Program Review Plan draft
E.II.B.2.t Email-Media for Social Sciences 2016-10-26
E.II.B.2.u AP 4040 Library Services

Standard II.B.3
The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard:

a. The library conducts an annual program review that includes an assessment of library-specific outcomes and, on the basis of those assessments, library personnel develop plans for continuous improvement. Program review also includes an evaluation of library-

specific indicators such as use of the library databases, which grew by 56% between 2013-14 and 2014-15 (E.II.B.3.a, E.II.B.3.b).

b. The library also conducts biennial student satisfaction surveys to determine whether library services support their needs. Based partly on the results of the 2015 survey showing only 77% agreement by students with a statement that library instruction sessions helped with their ability to carry out class-related research, the library's planning in the 2015-16 program review included: "provide increased instruction in research and use of information sources to students college-wide, both on and off campus, as well as enhancing point-of-service contact with library faculty and/or staff at service desks and via online reference services" (E.II.B.3.a, E.II.B.3.d). Based on the library's assessments, the library has revised the form used to request reference assistance online to improve its ability to help students online. Two new video tutorials on the use of library resources are being developed and will be available on the library website by the end of fall 2016 to provide additional assistance to students. A library instruction component was added to the Extended Opportunity Programs and Services (EOPS) program orientation for new students, and a library instruction exercise was also incorporated into the College's Cap and Gown program, to provide early contact between students and library faculty and staff.

c. All learning support services conduct annual program reviews to determine if they are meeting student needs, achieving their stated service outcomes, and to develop plans for continuous improvement (E.II.B.3.e, E.II.B.3.f, E.II.B.3.g).

d. In the 2015-16 library program review, the first planning item listed was to "Improve instructional resources available to students and faculty." To accomplish that, a specific resource request was submitted to augment the library's discretionary budget to create ongoing funding for reserve textbooks for use by students. While that request for ongoing funding was not approved, $3,000 was awarded to the Eureka library by the Associated Students for the purpose of purchasing textbooks for reserve. An additional $1,171 was awarded to the Del Norte library by ASCR for textbooks to support courses taught at that center. As books purchased with these funds are received by the library, they are cataloged with a code to identify them as purchased with these grants. Usage reports will be run at the end of fall 2016 and again at the end of spring 2017 to determine the extent to which these items have been used by students (E.II.B.3.h, E.II.B.3.i, E.II.B.3.j).

e. Learning support services have been significantly augmented with the implementation of tutoring resources made available through the Online Education Initiative (OEI). Beginning in spring 2015, NetTutor – an online tutoring platform from LinkSystems, Inc. – was implemented for students enrolled in the EOPS and TRiO programs. NetTutor service was further extended to all students enrolled in online courses in October 2016.

Tutoring is available 24/7 for English and math, with other subjects available for tutoring throughout the week at specified times (E.II.B.3.k, E.II.B.3.l).

Analysis and Evaluation:
All student learning support services including, but not limited to, the library, Academic Support Center, Disabled Students Program and Services, EOPS, TRiO, and Distance Education, undergo the same rigorous program-review process as the academic and career technical programs at the College. They identify measurable service area outcomes and assess the results. Program employees and administrators use the results, through the program-review process, to improve their service areas, request College resources, and guide institutional annual planning.

The College meets the requirements of the Standard and has systems in place, like annual program review, enumerated and measurable service area outcomes, the administration of student surveys, and a commitment to improving service outcome achievement based on outcome assessment and analyses of survey results, to ensure ongoing compliance.

Evidence Sources:

E.II.B.3.a 2015 Library Program Review Assessment & Evaluation
E.II.B.3.b SSI Library Results.docx
E.II.B.3.d Library Survey Results Report 2015
E.II.B.3.e 2015-16 ASC Program Review Report
E.II.B.3.f 2015-16 DSPS Program Review Report
E.II.B.3.g
- TRIO Fall Workshops
- TRIO Satisfaction Survey 2015
- TRIO Success by Ethnicity 2015
- TRIO Summer Workshops
- TRiO Workshop Schedule
- TRiO Workshop Schedule

E.II.B.3.h Email - Funds transfer from ASCR to Library
E.II.B.3.i Email - Del Norte reserve from ASCR
E.II.B.3.j Fall 2016 Del Norte Textbook Wish list
E.II.B.3.k NetTutor Proposal
E.II.B.3.l NetTutor - Fall 2016 Live Tutoring Schedule (Pacific)

Standard II.B.4
When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through

contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. **(ER17)**

Evidence of Meeting the Standard:

a. The College does not have any cooperative agreements with other libraries.

b. The library's online databases are purchased through the Community College League in partnership with the Council of Chief Librarians, which conducts a program of cooperative buying that includes community college libraries around the country. These resources are accessible to distance education students, students using the campus and site locations, and any students who do research from a remote location (E.II.B.4.a). The library recognizes that it is essential that the district maintain this service. The traditional paper collection alone cannot support student needs without the databases (E.II.B.4.c, E.II.B.4.g).

c. The library has no significant formal agreements of its own with external providers apart from the standard computer programs that are under the purview of the Information Technology department.

d. Maintenance for the all the College's libraries and learning resource facilities are provided by a combination of campus support services, including maintenance, institutional technology, and media services. Security services, on-site staff and automatic door-locking systems provide security for the libraries and learning resources.

e. The library maintains a magnetic security gate to assure materials are not removed from the library without authorization. All library materials have magnetic strips to minimize loss. Campus security provides 24-hour patrol for all buildings on campus.

f. All circulation functions are password protected. Off-campus students are required to use their College of the Redwoods library barcode to access databases. The Technology Support Services department at the College maintains all library and learning support computer systems to ensure the maintenance and security needs are met.

g. At the Del Norte education center, surveillance cameras inside the Administration Building record people entering and exiting the building, but there are no cameras inside the library itself. Unlike the Eureka main campus, the library at the education center does not have magnetic security gates to assure materials are not removed without authorization.

h. The efficacy of the library's online resources is evaluated through the biennial library student satisfaction survey, with specific questions that address use of the online databases, and through the assessment of library outcomes (E.II.B.4.b, E.II.B.4.e).

i. Online tutoring services for students in Extended Opportunity Programs and Services (EOPS), TRiO, and students enrolled in online course are provided through a contract with LinkSystems International for their NetTutor platform. Tutoring services are billed by the hour, based on actual time used per interaction, and reports are generated monthly to allow the College to monitor use of the service--both the number of interactions and the subjects in which tutoring was requested (E.II.B.4.f).

Analysis and Evaluation:
Whereas the library does not have any formal cooperative arrangements with other libraries, in other areas like EOPS and TRiO, the College engages in contractual agreements for tutoring services and monitors their effectiveness by examining the monthly reports. The College has library security measures in Eureka and on the Del Norte instructional site that ensure the security of library resources. The annual program-review process allows the College to evaluate all learning support services, including the library, to guarantee the effectiveness of the services and to monitor student accessibility and rates of utilization.

The College meets the requirements of this Standard and has systems and procedures in place to allow it to continue to meet them.

Evidence Sources:

E.II.B.4.a Library Support for Online Students 2015
E.II.B.4.b 2015 Library Program Review Assessment & Evaluation
E.II.B.4.c CCLC Renewal Form Jan 2017
E.II.B.4.d Library Support for Online Students 2015
E.II.B.4.e Library Survey Results Report 2015
E.II.B.4.f NetTutor Proposal
E.II.B.4.g Screenshot - Community College Library Consortium

Standard II.C: Student Support Services

Standard II.C.1
The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. **(ER15) (Federal Regulation) (Policy on Distance Education and on Correspondence Education)** Return to Policy Checklist Distant Education

Evidence of Meeting the Standard:

a. The College uses a graduated level of integrated plans to regularly assess and assure the quality of its student support services. At the largest level, the College uses its Educational Master Plan, Strategic Plan, and Annual Plan, which are all informed by the school's mission, to set a broad framework of goals for the College. In the 2016-17 academic year, to make planning more efficient, the College decided to eliminate the

redundant Strategic Plan and streamline planning by using an Education Master Plan and annual plans to guide decision making, resource allocation, and all planning actions (E.II.C.1.a, E.II.C.1.b, E.II.C.1.c). Goals to provide supportive services are embedded in these plans, which are measured and evaluated within departments, including the student services areas, through the program-review process. Some areas also conduct independent analyses, in addition to those accomplished through the program-review process.

b. The College's Institutional Research (IR) department regularly assesses and evaluates areas related to student demographics, retention, persistence, completion and enrollment. These data sets are analyzed through the program-review process, which includes an assessment of the quality of the College's student support services (E.II.C.1.d).

c. The College requires that the following student support service areas complete annual program reviews: Academic Support Center (ASC), Athletics, Child Development Center, Counseling and Advising, Disabled Students Programs and Services (DSPS), Enrollment Services, Extended Opportunities Programs and Services, Library, Residential Life, TRiO, and Upward Bound. These service areas provide an analysis of student learning outcomes relevant to the service area and other research piloted within the program to address and improve the quality of student support that the service area provides (E.II.C.1.e).

d. The DSPS area conducts an annual student satisfaction survey at all of the College's instructional sites. The survey evaluates students' needs in DSPS services, counseling and advising, staff, DSPS operations, and DSPS accommodations (E.II.C.1.f).

e. The ASC surveys students using tutorial services wherein students reflect on their own performance to track improvement and demonstrate student learning. Tutors track students' goals during each tutorial meeting to measure progress in students' learning (E.II.C.1.g).

f. The College's Information Technology (IT) department uses data from IR's Noel Levitz Student Satisfaction Services Inventory, which is given every two years to all students enrolled at the College, assessing students' technology needs. The Student Development Leadership Group meets to discuss the strengths and what can be done to improve weaknesses. In the most recent survey, for example, students expressed dissatisfaction with the quality and accessibility of the College's website. As a result, IT has changed the College's website to a more user-friendly, accessible one, creating comprehensive webpages targeting specific student groups (e.g., online students) and providing regular training to all College employees so there can be a campus-wide effort to build a website that meets student needs (E.II.C.1.h).

g. The College prepares distance education students by providing an orientation letter for each class, stating the course expectations. These are provided to students when they register and are also available on the College's webpages for distance education students. Resources on that page include a video that introduces students to online learning, a list of skills for online success, and a primer on getting started with the Canvas learning management system (E.II.C.1.i).

h. The College has also dedicated time and resources to providing increased support to online instructors, to enhance the quality of the online classroom experience. The College created a distance education faculty coordinator position and hired an instructional technology expert to meet this goal and ensure that all new online instructors meet the College's on-line teaching certification criteria, which may include the formal Online Teaching and Learning Training (OTLT) modules (E.II.C.1.j, E.II.C.1.t).

i. The library analyzes its role as a student service through the program-review process. As a result of this process, the library has increased its electronic services, including e-books and databases of periodicals, and tracks usage rates to monitor and update those electronic services students are accessing most frequently. The library website also includes an online catalog through which students can reserve books and an online portal through which students can interact with a librarian directly to help them find library resources online (E.II.C.1.k, E.II.C.1.l, E.II.C.1.m). Library faculty and staff also conduct regular surveys to determine the most frequently used resources and student satisfaction with the services provided.

j. Counseling and other core supportive services are available to all College students in different modalities to meet accessibility needs. At the beginning of the application process, the College informs prospective students of all of the support services available. Students are then able to select services of interest to them during the application process. Upon submission of the application, students receive an electronic communication (email) with more information about the services they requested (E.II.C.1.o). The admissions and counseling webpages also outline the steps a student must take to move through the enrollment process (E.II.C.1.s). After the College fully processes the application, the "Welcome Letter" provides further information about how the student can access placement, orientation and counseling services (E.II.C.1.p).

k. The ASC facilitates placement testing for all students in English, mathematics, and English as a second language. A student can take placement tests in person on the main Eureka campus and also at the College's instructional sites. Placement testing is also available for local high school students on their campuses. Students in more remote locations or out of state can also request distance-proctored assessment and placement testing (E.II.C.1.q).

Analysis and Evaluation:
The College has an established, formal process for evaluating the quality of student support services through its program-review process. Employees in support service areas like the ASC, library, athletics, counseling/advising, enrollment services, residential life, DPSP, EOPS, TRiO, Upward Bound, and distance education must review their programs annually to assess the degree to which their services support student learning and the mission of the institution. The program-review process encourages College personnel to explore ways to improve these service areas and request resources that will allow the service areas to improve. Significant analyses and insights provided in the program reviews of service areas frequently go into the College's annual plan for institutional action.

Additionally, many of the College's service areas, like DSPS, the ASC, and IT, conduct student surveys to determine the degree to which students believe the specific service area provides for their educational needs.

Through its program-review processes and other evaluative mechanisms, the College meets the Standard's provisions and ensures continuing compliance by institutionalizing the annual evaluation of student service areas. Its overarching planning processes allow assessment-informed improvements, which are a central part of the program review documents, to become part of the institution's annual and master planning processes.

Evidence Sources:

E.II.C.1.a Ed Master Plan
E.II.C.1.b Strategic Plan
E.II.C.1.c Annual Plan.
E.II.C.1.d 2015-16 IE Report
E.II.C.1.e DSPS Program Review Assessment Results
E.II.C.1.f DSPS Satis. Survey 2016; Student Satisfaction Survey DN 15.16; Student Satisfaction Survey KT 15.16
E.II.C.1.g ASC Student Profile (1); ASC Student Profile; ASC Tutee Profile; ASC Tutoring Progress
E.II.C.1.h Website Survey Results; Evoq Rollout and Trainings
E.II.C.1.i CR-Online Student Handbook; Sample DE Orientation Letter
E.II.C.1.j Interim Distance Education Faculty Coordinator
E.II.C.1.k Lib. Prog. Rev
E.II.C.1.l Ask Libr.
E.II.C.1.m Ebooks
E.II.C.1.n Databases
E.II.C.1.o CCC Apply Service Interest
E.II.C.1.p Welcome Email Application Response
E.II.C.1.q Testing Distance
E.II.C.1.r Support Services Evidence - SSSP

E.II.C.1.s Get Started
E.II.C.1.t 7 Online Teaching Requirements

Standard II.C.2
The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard:

a. Student services staff and faculty evaluate student outcomes (service area outcomes) in accordance with the College's established four-year assessment cycle (E.II.C.2.g). The College encourages program personnel to assess at least one quarter of the outcomes each year, so there is time to implement and evaluate the success of program improvements. These assessments have led to program improvements in several areas of student services (E.II.C.2.f).

b. In addition to the outcomes assessment process, student services programs must reflect on critical assessment activities which have led to improvements in the programs. This allows for a comprehensive evaluation of discoveries based on all learning outcome assessment. These discoveries inform program development each year (E.II.C.2.h).

c. The program-review process requires that student services programs analyze program indicators. Faculty and staff evaluate these key indicators of the health of the program and reflect on actions to take to create plans to more effectively provide services to students. All plans directly align with the College's annual plan and provide expectations for how the impact on the program and student services provided can be measured. Through this process, student service areas demonstrate the need for any additional resources to achieve the desired outcomes and improvements to enhance achievement of those outcomes (E.II.C.2.b, E.II.C.2.c, E.II.C.2.i).

d. To develop and assess the effectiveness of student services area plans, service area personnel use a variety of data, supplied by the College's institutional research department, about enrollment, success, persistence and retention. The following are some examples of this process:

> **Disabled Student Programs and Services** (DSPS) uses comparative data to reflect on student achievement for students taking basic skills courses both with and without an additional supportive course. DSPS personnel then compared their achievement to that of the general student population taking basic skills courses. Based on assessment analysis, being enrolled in a special supportive course did not significantly improve student success. However, DSPS personnel were able to discover a significantly higher persistent rate among students who took the

supportive course. As a result, DSPS personnel created a plan to address student success in basic skills courses (E.II.C.2.a).

Extended Opportunity Programs and Services (EOPS) conducts student surveys during each semester's orientation to measure the quality of services and usefulness of the EOPS orientation. Recently, the results of the student surveys demonstrated a need for increased use of different presentation methods. As a result, EOPS created a new orientation format that involved more modalities of learning to assure students received higher quality services (E.II.C.2.b).

Upward Bound (UB) incorporates high school students into the college environment and assesses student motivation and college readiness using annual student surveys. The program analyzes survey data to improve its services. In a recent assessment, students indicated that they believed they were not prepared for the rigors of college curriculum. To address this, UB personnel decided to devote more time and energy into informing high school and incoming students more thoroughly about the expectations of rigorous college curricula (E.II.C.2.c).

Counseling and advising services developed an outcome that it would increase the number of students creating a student educational plan (SEP). After a series of successful discussions between the vice president of student services, faculty, managers, counselors, advisors, and support personnel, the service are created a plan, that was ultimately successful, to embed counselors and advisors in the General Studies 6 classes to provide extra support and better ensure student completion of SEPs as a part of the course (E.II.C.2.e).

Distance Education (DE): Through program review analysis of a decline in total online sections offered between Fall 2013 and Spring 2015, the DE program determined that there appeared to be widespread faculty dissatisfaction with the former learning management system (LMS) used by the College, Sakai, but that the College's conversion to the new LMS, Canvas, appeared to be successful based on an increase of 15.6% in the number of sections offered online from 2014-15 to 2015-16. During the same period, the average fill rate for online courses increased by more than 8%, showing that the courses offered were meeting student needs (E.II.C.2.d, E.II.C.2.m).

Athletics: The program review analysis in this area revealed that, because of low grade point averages (GPA), the College categorized many student athletes as academically at risk and, as a result, this categorization jeopardized their ability to participate in their College sport. As a result, the athletics area developed a plan for the College to designate a specific counselor and academic support to help those students improve their GPAs. Athletics established a plan to partner with a

full-time faculty counselor and develop a noncredit academic course (Cap and Gown) to provide academic support to all student athletes. The Athletics area tracked the success of these changes by examining degree completion and transfer rates, which demonstrated significant improvements (E.II.C.2.j, E.II.C.2.k, E.II.C.2.l).

Analysis and Evaluation:

Each student support service area has identified outcomes that are located on the College's assessment website. Assessment of student service outcomes follows the same four-year cycle as the assessment of outcomes for academic areas. The analysis of and dialog about outcomes assessment informs each student service area's annual program review and resource requests to ensure that each service area provides appropriate services for students and continues to improve their programs and services. The College meets the requirements of the Standard and has systems in place to ensure a regular assessment of student service outcomes on a four-year cycle and improvement of those services in response to assessment results.

Evidence Sources:

E.II.C.2.a DSPS Persistence
E.II.C.2.b EOPS Plan
E.II.C.2.c UB Improvement Plan
E.II.C.2.d 2015 Distance Education Program Review Assessment; 2016; 2015 Distance Education Program Review Report; Distance Education Program Review Report
E.II.C.2.e GS 6 closed loop
E.II.C.2.f Student Services Assessment Leading To Improvement
E.II.C.2.g Assmt. Plan
E.II.C.2.h Couns.Advising Assmt; DSPS assmt.; EOPS assmt.
E.II.C.2.i CounsResReqassmt
E.II.C.2.j Athletics program review 2014-15
E.II.C.2.k Athletics program review 2016-16
E.II.C.2.l Cap and Gown brochure and letter; Email about athletic performance
E.II.C.2.m LMS Task Force

Standard II.C.3

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. **(ER 15)**

Evidence of Meeting the Standard:

a. Students can apply to the College by submitting a paper application or through the online application form, available in both English and Spanish (see II.C.1, paragraph "j").

b. Enrollment and financial aid support is available for students at all instructional sites that assists students with the College application and all financial aid forms. On an ongoing basis, the College trains all employees providing these services to ensure currency and accuracy (E.II.C.3.d).

c. When a student submits an online application, they are immediately able to select supportive services that may be relevant to them. Shortly after the student submits the application, the College sends them an email with more information about the services they selected (E.II.C.3.i).

d. As required by the Student Success and Support Program (SSSP), the College provides all core services (assessment and placement, orientation, advising and student education plan (SEP) development, and follow-up services to at-risk students) to all non-exempt students. These services can be utilized at each instructional site and through a distance modality for students unable to travel to a specific campus (E.II.C.3.e, E.II.C.3.f).

e. The College's Academic Support Center (ASC) facilitates placement testing in mathematics, English and ESOL for all non-exempt students. Students can take placement tests in person at any of the College's instructional sites. The ASC also provides annual testing for local high school students at their campuses. Students may also request distance-proctored assessment testing if they are unable to travel to a campus site. The ASC also has placement policies allowing students to use placement scores from another California community college within the last three years in order to qualify for placement exemption (E.II.C.3.j, E.II.C.3.k).

f. The College makes orientation services available to all students, both online and in person. There is a special orientation designed for the College's distance learners, that contains information and assistance unique to students using the distance modalities, and the College has webpages dedicated specifically for distance education students that provide information about the different kinds of skills students need to be successful in a course offered in a distance modality. These pages also provide distance education students with information about accessing the College's supportive services (E.II.C.3.a, E.II.C.3.b, E.II.C.3.e).

g. A student can complete advising and SEP development as a part of their in-person orientation or during an individual appointment session with a counselor or advisor. These sessions can occur in person, over the telephone, or through email. A student can also access advising and SEP development assistance through services embedded in General Studies 1 and General Studies 6 courses, Guidance 215 courses, special

workshops, and the "counseling on the quad" activities (E.II.C.3.l, E.II.C.3.m, E.II.C.3.n, E.II.C.3.o).

h. Twice each year, the College gathers evidence and reports to counselors and advisors about all students who have not completed one or more of the core SSSP services. Counselors and advisors contact those students individually, through email, and notify them that a core service is still required for the student to receive priority registration. A part of the email communiqué contains information about how the student can complete the services they need (E.II.C.3.p, E.II.C.3.q).

i. An online probation workshop is also available to all students who find themselves on academic and/or progress probation. The workshop helps students understand the meaning of their probationary status and the requirements they need to fulfill to return to good academic standing. To allow the College to continuously improve this service, students participating in the workshops are encouraged to rate the effectiveness of the workshop and suggest ways the College could improve the service (E.II.C.3.r, E.II.C.3.s).

j. The College provides the following supportive services to qualifying students at all instructional sites: Extended Opportunities Programs and Services (EOPS), Disabled Students Programs and Services (DSPS) and California Work Opportunity and Responsibility to Kids (CalWORKs). Students can access applications and comprehensive information about each program in person, with a program representative, or online on each service area's webpage (E.II.C.3.t, E.II.C.3.u, E.II.C.3.v, E.II.C.3.w). Each of these programs conducts an annual program review to assess program outcomes and implement strategies for improving services (E.II.C.3.x, E.II.C.3.y, E.II.C.3.z).

k. TRiO is a grant-funded service, available to qualifying students at the Eureka main campus and Del Norte instructional site, designed to help students achieve their educational goals and improve academic performance, retention, and graduation rates (E.II.C.3.aa, E.II.C.3.bb).

l. The Colleges makes tutoring services available at all instructional sites. The ASC provides many different kinds of tutoring services, including: peer tutoring, professional tutoring and course-embedded tutoring (E.II.C.3.cc).

m. DSPS provides tutors on the Eureka campus and Del Norte instructional site through "guidance labs." Though DSPS offers these labs, they remain open for all students to enroll (E.II.C.3.dd).

n. Noncredit courses offered under the Guidance discipline provide tutoring services and are held at all campuses and in various locations throughout the community (E.II.C.3.ee).

o. EOPS and the TRiO programs hire additional tutors designate to assist students in each of the programs (E.II.C.3.ff).

p. Through participation in the state's Online Education Initiative, the College has contracted with NetTutor to provide online tutoring which is available to all students taking online courses. Links to the tutoring service are embedded in the course management system and the service is available at all hours on all days of the week (E.II.C.3.gg).

q. The College bookstore, located on the Eureka campus, provides students with the course materials they need for each course in which they are enrolled. Students can obtain these materials physically, on campus, and also through the bookstore's webpage (E.II.C.3.hh).

r. During each program review cycle, student services programs include personnel from each instructional site to encourage district-wide dialog about analysis, planning, and resource requesting. A part of this process involves an analysis of which services students select most frequently (E.II.C.3.c). Service programs also reflect on how they can improve services so students can equitably access them (E.II.C.3.ii).

s. In 2015, the College created an outreach team as an additional way to provide prospective students in the community with College application and financial aid support, as well as information about the College's core and supportive services (E.II.C.3.h).

t. In 2015, pursuant to state Title V requirements, the College collected and analyzed student data dealing with students' access to the College, their completion/retention, persistence, transfer and graduation. The data showed that Latino students were not accessing the Del Norte campus proportionally to their numbers in the surrounding community, and veterans were not accessing both the Eureka and Del Norte campuses in proportion to their population in the communities. Moreover, the data showed that African-American and Native-American students were underrepresented in the areas of basic skills completion, graduation, and persistence, and female and disabled students in the area of transfer. Under state law, the College must remedy these disparities by setting goals and creating activities under each goal, through a Student Equity Plan. As a result, the College is addressing the student disparities described above through the implementation of its Student Equity Plan, and by adding strategies to the plan that bolster equitable student access (E.II.C.3.jj). For example, to ensure equitable access to all our students, the College, in accordance with its Student Equity Plan goals, implemented a "package" of services:

    - applications are translated into Spanish;

- culturally-relevant outreach materials have been developed;
- a veteran mentor program was created;
- a noncredit certificate program to transition veterans to credit classes was implemented;
- students who meet certain criteria receive free bus passes;
- on the Del Norte campus, a Spanish-speaking, outreach specialist creates relationships in the Latino community and enhances awareness on campus (E.II.C.3.ll).

Each category of student success has relevant services that are appropriate, comprehensive, and reliable. Besides implementing the strategies of the Student Equity Plan, "working groups" of the Student Equity Committee are currently in the process of collecting new data and adding strategies related to student access.

For example, in the area of student recruitment, the Student Equity Committee has implemented strategies to make the College more accessible to veteran students (E.II.C.3.kk):

- noncredit curricula, such as "Boots to Books" and "Road Map to Resilience";
- a Veteran Bridge Program;
- a veterans' Upward Bound Program;
- a community mentorship program for veteran students;
- outreach pamphlets geared specifically towards recruiting more veteran students to the College.

Analysis and Evaluation:
The College works to ensure that all students, regardless of location (at the Del Norte, or Klamath-Trinity instructional sites or on the Eureka main campus) or delivery mode (face-to-face, fully online, hybrid online, or telepresence) can access the full range of student services the College provides. These services include, but are not limited to, tutoring services (for face-to-face students at all locations and online students), orientation to the College, EOPS, DSPS, CalWORKs, and placement testing. The program-review process monitors the effectiveness of these services on an annual basis and the College has followed the student equity planning documents and processes. The College meets the requirements of the Standard and continues to monitor the effectiveness of the services it provides to all students, regardless of deliver mode or location, to seek ways to improve equitable access.

Evidence Sources:
E.II.C.3.a CR-Online Home
E.II.C.3.b CR-Online How to be a Successful Learner
E.II.C.3.c Google Analytics of Del Norte Site

E.II.C.3.d KT Training & Support for ES 2.2.16
E.II.C.3.e Online Orientation
E.II.C.3.f RE PBSP update
E.II.C.3.g Remote Assessment
E.II.C.3.h YTD Outreach recap
E.II.C.3.i Online Orientation.
E.II.C.3.j Placement exemptions
E.II.C.3.k Remote Assessment; Testing At A Distance Form
E.II.C.3.l GS SEP examples; GUID 215 SEP examples; FYE SEP examples
E.II.C.3.m GS FYE email; GS lab F16; Mindset Intervention; You Can Grow Your Brain Article
E.II.C.3.n DN transfer workshops; HSU Transfer Workshops Eureka Campus; KT Transfer Workshops; Transfer Workshop SEPs and Evaluations
E.II.C.3.o Counseling on the Quad.pdf; Counseling in the Quad; Counseling on the Quad SEP Examples
E.II.C.3.p Notfication Of Email To Students Missing Services
E.II.C.3.q Missing Service Email To Students Example
E.II.C.3.r Probation Workshop
E.II.C.3.s Probation Workshp Self-Assessment
E.II.C.3.t Disabled Students Programs and Services DSPS Home
E.II.C.3.u EOPS Home
E.II.C.3.v CalWORKS Home
E.II.C.3.w EOPS DN Welcome Letter 2016; EOPS KT Welcome Letter 2016
E.II.C.3.x DSPS Program Review
E.II.C.3.y EOPS Program Review
E.II.C.3.z Enrollment Services Program Review, Includes CalWORKS Review; E.II.C.3.z CalWORKs Visit to KT Site
E.II.C.3.aa Eureka Trio Eureka Trio Home
E.II.C.3.bb Del Norte Site TRiO Student Support Services Program (SSSP)
E.II.C.3.cc Academic Support Center Tutoring Services
E.II.C.3.dd GUID 145 Curriculum; GUID 148 Curriculum; GUID 148 Tutoring Labs on EKA and DN; GUID-146 Curriculum
E.II.C.3.ee GUID 205; GUID tutoring labs on EKA and DN
E.II.C.3.ff DN TRiO tutoring services
E.II.C.3.gg 10 11 2016 DEPC Notes; NetTutor for DE screenshot
E.II.C.3.hh College of the Redwoods New, Used, Rental and Digital Textbooks
E.II.C.3.ii Program Review, Counseling Advising
E.II.C.3.jj Student Equity Plan 2015-18 Final; SEP Report
E.II.C.3.kk Veterans.pdf
E.II.C.3.ll Equity planning document

Standard II.C.4
Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard:

a. Athletics and co-curricular programs support the mission by embracing student diversity, encouraging a healthy community environment, continuously improving upon programs and services, and supporting student learning.

b. The College's Athletics Department is a leading contributor to the campus' student diversity as its participants make up a significant portion of the campus' underrepresented populations. The department is held accountable to maintaining equitable athletics opportunities in accordance with Title IX (E.II.C.4.j, E.II.C.4.k).

c. The Athletics Department dedicates its efforts to helping all student athletes succeed academically, which supports the College's mission to encourage a healthy learning environment. Support is given by requiring all student athletes to participate in Cap and Gown, a noncredit Guidance 205 tutoring course designed to provide additional academic support. Since the implementation of Cap and Gown, academic performance, persistence, and continued athletic eligibility have greatly increased among student athletes (E.II.C.4.l, E.II.C.4.m).

d. The College's Athletics department also supports the College's mission by contributing to the needs if its service area through providing structured community activities. These activities include track meets for local elementary, middle, and high schools, fun-run benefits, athletic competitions, and student athlete involvement with local elementary schools to encourage literacy (E.II.C.4.n, E.II.C.4.o, E.II.C.4.p, E.II.C.4.q).

e. The College's athletics programs also belong to the Golden Valley Conference, which requires the department to abide by conference constitutions and participate in an additional conference, reporting every five years. As part of the reporting, the conference makes comprehensive recommendations to the College's Athletics department and the College's administration. The College's Athletics department and administration address

any recommendations, monitor progress, and follow up with the conference about recommendations every four years (E.II.C.4.r).

f. The College's Athletics department undergoes budget reporting to determine the economic viability of the program. The tracking and auditing of finances within the athletics department and all other co-curricular activities is carried out with sound integrity in accordance with the College's board policies and administrative procedures (E.II.C.4.s, E.II.C.4.t, E.II.C.4.u, E.II.C.4.v, E.II.C.4.w, E.II.C.4.x, E.II.C.4.y).

g. The Honors Program is offered through the College as an opportunity that aligns with the mission to enrich the academic experience for students, to increase the success, retention, transfer, and graduation rates for students. The program also provides an environment focused on enhanced learning and intellectual engagement. In 2016, the Honors Program began its journey through the College's "Revitalization and Discontinuation Process," allowing the program and its viability to be evaluated through the College's annual program-review process (E.II.C.4.c).

h. California State Assembly Bill 1358 strongly encourages community colleges to hold an elected student body. The College's Board of Trustees recognizes the Associated Students of College of the Redwood (ASCR) as the official voice for the students in district and College decision-making processes. ASCR works to coordinate events and campus clubs, and act as the liaison between students and administration on a local and state level (E.II.C.4.d, E.II.C.4.b).

i. ASCR provides student governance and leadership, cultural activities, and student involvement on campus. ASCR operates as a structured, defined system of elected student government officials that work closely with the vice president of student services, Residential Housing, the Business Office, and a faculty advisor. The ASCR is a robust and professional student body and its representatives are actively involved in college governance as members of the College's Academic Senate. To ensure sound educational policy and standards of integrity, the ASCR is required to conduct itself in accordance with state laws and regulations and administrative procedures established by the College of the Redwoods. The ASCR also follows formal policies and procedures that are published in its constitution and bylaws. The ASCR keeps formal account of meetings, expenditures, authorizations, and policies. Campus clubs and activities are encouraged and align with the College's mission to support diversity and encourage community. Student clubs are initiated by students and approved, chartered and supervised by the ASCR and its faculty advisor. A student from the ASCR serves as a voting member of the Board of Trustees (E.II.C.4.e, E.II.C.4.f).

j. All campus clubs and activities must abide by a formal Constitution and set of Bylaws that are outlined in the ASCR's published Club Guide (E.II.C.4.g). Campus clubs and

their constitutions also required to abide by the College's code of conduct. Procedures related to handling, recording, and approval of finances are explicitly outlined in the ASCR's Club Guide. Both the faculty advisor, who acts as the cost center manager, and the vice president of instruction and student development complete an accountability report for any stipends granted to or through the ASCR. Financial integrity is closely monitored and audited by the campus Business Office in compliance with Title 5 regulations and in accordance with district policies (E.II.C.4.h, E.II.C.4.i).

Analysis and Evaluation:

The three primary co-curricular programs the College offers are athletics, honors, and student government (ASCR). All additional College clubs are subjected to the policies outlined in the ASCR Club Guide in accordance with the student government's guidelines and the business office monitors their finances to ensure fiscal viability. The athletics program provides valuable community outreach, is accountable to Title IX requirements for equitable athletics opportunities, provides extra academic assistance to athletes through its Cap and Gown program, and undergoes rigorous budget examination and review in accordance with board policies (BP) and administrative procedures (AP) (BP 6100, BP 6200, BP 6300, BP 6400, BP 5700 and AP 6200, AP 6400). Additionally, the Athletics department is subjected to the College's annual and comprehensive program-review processes to regularly assess the program's performance and achievement of stated outcomes. Recently, the College put its Honors Program through its "Program Revitalization, Suspension, or Discontinuation" process (AP 4021), which made several recommendations for the revitalization of the program. The College meets the requirements of the Standard and, because the College has systems in place to allow it to continue to monitor its co-curricular and athletics programs for quality, integrity and fiscal soundness, can continue to meet the requirements on an ongoing basis.

Evidence Sources:

E.II.C.4.a Email - Library orientations for Cap & Gown
E.II.C.4.b AB 1358
E.II.C.4.c Honors Report 6.14.16 Ver4
E.II.C.4.d AP 5400 AssociatedStudentsOrganization.
E.II.C.4.e ASCR Bylaw Code
E.II.C.4.f ASCR Constition
E.II.C.4.g ASCR Senate Club Guide
E.II.C.4.h BP 5400
E.II.C.4.i ASCR Accountability Report
E.II.C.4.j 2014-15 Athletics Program Reivew
E.II.C.4.k EADA Data; Redwoods R-4 2016
E.II.C.4.l 2016-17 Athletics Program Review
E.II.C.4.m Recognizing Student Athlete Achievements
E.II.C.4.n Youth Track Schedule (1)

E.II.C.4.o Redwoods Sports Weekend; Sports Football Schedule; Sports WSoccer Schedule
E.II.C.4.p Dash Flyer Fun Run
E.II.C.4.q CR Athletics and Loleta Elementary
E.II.C.4.r 2016 Redwoods GVC Program Review (2)
E.II.C.4.s BP 6100
E.II.C.4.t BP 6200
E.II.C.4.u AP 6200
E.II.C.4.v BP 6300 Fiscal Management
E.II.C.4.w BP 5700 Athletics
E.II.C.4.x BP 6400
E.II.C.4.y AP 6400

Standard II.C.5
The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard:

a. The Student Services and Support Program Plan (SSSP) guides the College's efforts to provide counseling and advising services to students (E.II.C.5.c).

b. The College provides orientation services to small groups of students at the main campus and any of the instructional sites. Additionally, academic advisors and counselors offer orientation services individually, through personal meetings with students, over the telephone, or by using email communications with students. The College also makes orientation services available to all students online (E.II.C.5.d).

c. The College utilizes a degree audit program, available to all students through their online webadvisor account, which allows students to view their individual progress towards program requirements for all active programs at the College. It also allows each student to view the current educational plan they created with a counselor or advisor. The degree audit program allows students to view their progress in their declared program and also, by running hypothetical scenarios, to explore the course required if they change their academic program (E.II.C.5.e).

d. The College's website includes a counseling webpage that contains comprehensive information about accessing counseling and advising services, published academic advising resources, general education patterns, articulation agreements, career advising,

academic programs, educational planning resources, and information about topics related to student academic success (E.II.C.5.f).

e. The College has also created a webpage designed for distance education students that allows them to locate the College's supportive services that are specific to supporting online learners (E.II.C.5.g).

f. The College's annual catalog, published online for easy access, contains information about counseling and advising support services, how a student can access those services, academic program requirements, and academic policies (E.II.C.5.h).

g. The College has a year-long employee training program in which all new full-time, tenure-track faculty learn about College processes and their role within the College (E.II.C.5.i). Part-time faculty also participate in a full day of training, primarily designed to orient them to the College and, especially, the assessment process. All full- and part-time faculty must participate in a specific number of hours of flex activity throughout the academic year, and the College has procedures in place to insure each faculty members' compliance with flex requirements (E.II.C.5.j).

h. Counselors and advisors receive ongoing training, peer mentoring, and peer shadowing opportunities to develop and enhance their roles in providing services to students (E.II.C.5.k).

i. During the academic year, counselors and advisors participate in district-wide, bi-weekly meetings. At these meetings, all employees engaged in counseling and advising services learn about and discuss policy updates, current processes, and receive additional training (E.II.C.5.l).

j. The College encourages counselors and advisors to participate in professional development opportunities, both on and off campus, to enhance their knowledge and practice of counseling and advising services. Those who attend off-campus workshops and conferences report back to their colleagues at the bi-weekly, district-wide meetings (E.II.C.5.m).

k. Upon admission, students receive a welcome letter with instructions about how they can access orientation, advising, placement testing, and student educational planning (all of the core services required by the SSSP), along with instructions on how they can access these services at any of the College's instructional sites, online, over the telephone, or through email (E.II.C.5.n). The College tracks individual student achievement of each of these core SSSP requirements, and informs students if they have neglected to complete one or more of the requirements (E.II.C.5.o, E.II.C.5.p, E.II.C.5.q). The College rewards students who utilize the core services with priority registration.

l. College faculty have created courses, General Studies (GS) 1, 6, and Guidance (GUID) 8, that focus around college success and career planning. On regular basis, counseling and advising faculty and paraprofessionals (student development advisors) conduct workshops and classroom activities with students in all of the GS 1 and 6 classes that include helping individual students develop educational plans and inform them of the paths they can take to achieve their educational goals (E.II.C.5.r).

m. The College's transfer center holds many transfer workshops throughout the academic year on the Eureka campus and at the instructional sites that inform students about the transfer process, transfer requirements, and how to obtain an associates degree during their transfer process. The transfer center widely advertises these events through email, flyer, on the College website, and classroom announcements (E.II.C.5.s). Students attending these workshops evaluate and assess them, which provides the basis for ongoing improvement (E.II.C.5.t).

Analysis and Evaluation:
Guided by the SSSP, the counseling/advising student services area of the College provides a wide range of orientation and counseling/advising services to students in person, over the telephone, through email, and fully online. It has recently implemented a degree audit program that students and their counselors/advisors can both use to track student progress toward fulfilling their student educational plans (SEP). Through priority registration, the College has incentivized student completion of their SEPs. The counseling/advising area prioritizes new employee training and ongoing training for personnel. The specialized General Studies and Guidance courses utilize faculty member disciplinary expertise to additionally assist students in their fulfillment of their educational goals. In spring 2017, the counseling/advising area began a program to "embed" an academic counselor in each of the College's divisions. In order to better serve students, this embedded counselor attends all division meetings in an effort to better coordinate counseling/advising efforts with those of the degree faculty. The counseling/advising area has identified student outcomes that it assesses on the College's regular four-year cycle and completes an annual program review report to ensure the effectiveness of its services and to plan for improvements in a way consistent with assessment results analysis. The College meets the requirements of the Standard and has systems in place to ensure its continual compliance.

Evidence Sources:
E.II.C.5.b FYE Program Review
E.II.C.5.c SSSP plans
E.II.C.5.d Screen Shot of Accessing Orientation
E.II.C.5.e Navigating Program Evaluation
E.II.C.5.f Services and Policies in Catalog
E.II.C.5.g Online Classes at CR Help & Support Frequently Asked Questions; Online Classes at CR Help & Support Student Resources; Online Classes at CR Help & Support
E.II.C.5.h Services and Policies in Catalog

E.II.C.5.i Faculty Mentoring Program Fall Meeting Schedule.pdf; New Faculty Mentoring Program Invitation
E.II.C.5.j Convocation schedule; Convocation
E.II.C.5.k Counseling, Advising Training Opportunities; Counselor Training August 2016
E.II.C.5.l Districtwide Counseling Meeting Agend And Minutes 09062016.Docx; Districtwide Counseling Meeting Agenda 009062016; Districtwide Counseling Meeting Agenda 09152015; Districtwide Counselingmeeting Agenda And Minutes 09152015
E.II.C.5.m District Wide Counseling Meeting Agenda 04192016; Districtwide Counseling Meeting Agenda And Minutes 04192016; Report Out From Guarantee Transfer Agreement Project
E.II.C.5.n Welcome Email
E.II.C.5.o Pages 5-7 of SSSP Plan
E.II.C.5.p Examples of Online Campus Students and Services Received; Examples of Students Who Have Received Email or Phone Services
E.II.C.5.q Email to students missing services; Missing Service Email to Students Example
E.II.C.5.r GS SEP Examples
E.II.C.5.s DN October Transfer Workshops; Eureka HSU transfer Workshops Oct 2016; KT October transfer workshops
E.II.C.5.t Transfer workshop SEPs and Evaluations

Standard II.C.6
The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. **(ER 16)**

Evidence of Meeting the Standard:

a. The College has a non-competitive enrollment policy that allows admission to all persons who are eligible in accordance with board policies and administrative procedures. These are all aligned to the College's mission to provide accessible education (E.II.C.6.b, E.II.C.6.e, E.II.C.6.f, E.II.C.6.g).

b. In accordance with the College's Student Success and Support Program (SSSP) policy (E.II.C.6.c), immediately after processing a student's application, every student receives a communication from the College providing information about how that student can access placement testing, orientation, and advising (E.II.C.6.h). The College considers these three services a central part of the First-Year Experience program, the goal of which is to guide students toward successful educational planning.

c. The College makes both online and in-person orientations available to students, in order to provide them with information about the different programs and pathways they can pursue to reach their particular educational goals. These orientations also provide information about additional support programs on campus, like EOPS, DSPS, veteran services, and TRiO.

d. In-person orientations include additional counseling and advising support to assist students in creating a student educational plan to begin building a clear educational goal and pathway to achieving that goal. Students unable to attend in-person orientation can meet with a counselor or advisor individually or over the telephone to build their educational plan.

e. Faculty in the College's mathematics and English departments, in collaborations with counselors and advisors, have created documents that outline clear, simplified pathways through their core course sequences (E.II.C.6.a, E.II.C.6.d). Counselors and advisors present these to students at the various orientations and they are also available on the College's website, on the Academic Support Center's and counseling/advising's webpages, and in the catalog (E.II.C.6.i, E.II.C.6.j, E.II.C.6.k).

f. During orientation, counselors and advisors encourage students to enroll in one of the College's First-Year Experience courses--General Studies 1, General Studies 6, or Guidance 8. Faculty developed these college success courses to help students orient better to the College, develop more refined educational pathways, and provide more individualized educational planning (E.II.C.6.l, E.II.C.6.m, E.II.C.6.n).

g. Faculty have also created a noncredit guidance course, Guidance 215. Each section of this course is led by a faculty member with a particular expertise, and that section focuses on educational and career opportunities in that area. Counseling and advising personnel involve themselves with these course sections to provide additional career and educational planning assistance (E.II.C.6.o, E.II.C.6.p).

h. The College has strong partnerships with local high schools to aid those students in their educational planning prior to entry into the College. These initiatives include dual enrollment, concurrent enrollments, bridge programs, and comprehensive outreach (E.II.C.6.q, E.II.C.6.r, E.II.C.6.s, E.II.C.6.t, E.II.C.6.u).

i. Each semester, counseling and advising personnel offer additional educational planning support in high student traffic areas around the campus. The College's Transfer Center also holds regular workshops assisting students with transfer to universities (E.II.C.6.v, E.II.C.6.w, E.II.C.6.x).

j. The College's catalog includes graduation requirements for each program offered and all career technical programs provide a suggested two-year course sequence (E.II.C.6.y).

Students can view their progress toward completion of a degree through the program evaluation system in webadvisor (E.II.C.6.z).

k. In 2016, the College implemented OneReg, a system allowing students to search and register for classes for an entire academic year (E.II.C.6.aa).

Analysis and Evaluation:
In accordance with the College's mission, its admission policies outlined in administrative procedures (AP) 5010, 5011, and 5012 and board policy (BP) 5010 specify the enrollment eligibility criteria and required services the College provides in line with the SSSP. There are many ways the College informs and guides students on the most efficient pathways toward achieving their educational goals, including publishing specific pathways in the catalog, holding regular transfer workshops, allowing students to see their progress toward their degrees and certificates through the program evaluation system, and encouraging students to work with counselors/advisors to develop student education plans. In these ways, the College meets the requirements of the Standard and has systems and practices in place that allow it to continue to comply.

Evidence Sources:

E.II.C.6.a English course sequence
E.II.C.6.b AP 5010 Admissions
E.II.C.6.c AP5050
E.II.C.6.d Math course sequence
E.II.C.6.e BP 5010 Admiss Conc Enrollment final 12-06-11
E.II.C.6.f AP 5011 Admiss Special PT HS Students
E.II.C.6.g AP 5012 International Students
E.II.C.6.h Welcome Email application response
E.II.C.6.i What Do My Scores Mean
E.II.C.6.j Counseling & Advising Forms and Resources
E.II.C.6.k Math and English Sequence in Catalog
E.II.C.6.l GS-1 COR 12.12.14; GS-1 Dist Ed 03.11.16
E.II.C.6.m GS-6 COR 03.08.13; GS-6 Dist Ed COR
E.II.C.6.n GS Program Review
E.II.C.6.o GUID-215 COR 02.26.16
E.II.C.6.p GUID 215 SEP examples
E.II.C.6.q Dual Enrollment MOU
E.II.C.6.r College of the Redwoods Dual Enrollment
E.II.C.6.s Concurrent High School Locations Email; Concurrent High School locations list
E.II.C.6.t Bridge-To-College Poster 11 04 15; Report on Bridge to College Summer 2016
E.II.C.6.u Outreach and Dual Enrollment Data
E.II.C.6.v Counseling in the Quad

E.II.C.6.w Counseling on the Quad SEP Examples
E.II.C.6.x KT October Transfer Workshops; Eureka HSU Transfer Workshops Oct 2016; DN October Transfer Workshops
E.II.C.6.y Catalog Degree Requirements and Course Sequencing
E.II.C.6.z MailChimp Notice about Program Evaluation
E.II.C.6.aa OneReg

Standard II.C.7
The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard:

a. The College's Enrollment Management Committee's (EMC) purpose is to support the College's mission and educational master and annual plans by analyzing trends and using data to recommend strategies to optimize enrollment. The primary goals of the EMC are to stabilize enrollments, link academic to student development programs, establish effective enrollment management procedures in response to changing fiscal resources and mandates, and evaluate enrollment management strategies. The typical tasks of the EMC are to recommend strategies to meet and sustain enrollment targets, recommend a comprehensive recruitment and retention plan, and recommend purposeful linkage between marketing, recruitment, and branding (E.II.C.7.b).

b. The EMC develops integrated enrollment plans to support the College's Educational Master Plan, Annual Plan, Institutional Effectiveness Scorecard, Basic Skills Plan, and Student Equity Plan and evaluates all these plans annually. Faculty, staff and administrators evaluate these enrollment plans based on data supplied by the College's Institutional Research department (E.II.C.7.c).

c. In accordance with board policy (BP) 5010, BP 5052, administrative procedure (AP) 5010, and AP 5052, the College provides and maintains an open enrollment policy for all eligible students. To minimize bias, students are able to apply for admission using paper and online applications, which are available in English and Spanish (E.II.C.7.a, E.II.C.7.h).

d. In 2015, the College created an outreach team that has significantly increased its efforts to reach local high school students and Latino and Native American community groups (E.II.C.7.i).

e. The College's Academic Support Center uses Accuplacer to provide English, English as a Second or Other Language (ESOL), and mathematics assessment to all enrolled students. In addition to these placement results, the College also uses multiple measures and exemptions to use students' demonstrated abilities for placement into appropriate courses (E.II.C.7.j).

f. In fall 2015, the College became part of the multiple measures assessment pilot program. This allowed the College to obtain transcript data through the California Partnership for Achieving Student Success (CalPASS) Plus about students who were from high schools in the district. Staff put that data through a model developed by the CalPass and an English and mathematics placement level was sent back to the College. The College adopted this placement as a "multiple measure" used in conjunction with the Accuplacer placement. The College formed a task force to implement the pilot and review the initial impact of using transcript data as a multiple measure (E.II.C.7.m).

g. The College's Basic Skills Committee closely examines the College's placement policies and practices to minimize bias and support successful progression through English, ESOL and mathematics sequences. After comparing the College of the Redwoods to other colleges, in 2014 the mathematics and English departments revised the "cut scores" to allow more students to place directly into college-level composition. If a student places just below a certain score (within a predetermined range) (E.II.C.7.k), the College considers that an "advising zone," which automatically triggers a communiqué from the College to the student, informing the student that they may be eligible for a higher placement. At that point, a student is notified that they can elect to make an appointment for a meeting with a counselor or advisor, during which it will be determined if multiple measures can be deployed to move the student into a higher-level course (E.II.C.7.l).

h. The College uses the Comprehensive Adult Student Assessment Systems (CASAS) instrument for placement into adult education (E.II.C.7.n).

Analysis and Evaluation:
Through its EMC and Basic Skills Committee, the College regularly evaluates its placement instruments and adjusts its placement mechanisms where appropriate, as in the example above where the College created "advising zones" in response to placement in composition courses. In response to placement needs, the College participated in the pilot multiple measures project and continues to employ that practice to more accurately place students in English and mathematics courses. When relying on external agencies like Accuplacer to provide placement services, it relies on that agency's efforts to reduce and/or eliminate testing bias. The College meets the requirements outlined in the Standard and, through established admission policies, the EMC, and regular evaluation of placement practices, will continue to meet the criteria.

Evidence Sources:

E.II.C.7.a Open CCC Apply App with Spanish
E.II.C.7.b Enrollment Management Plan
E.II.C.7.c Integrated planning evidence
E.II.C.7.d BP 5010 Admiss Conc. Enrollment
E.II.C.7.e BP 5052
E.II.C.7.f AP 5010 Admissions

E.II.C.7.g AP 5052 Open Enrollment
E.II.C.7.h Open CCC Apply App with Spanish
E.II.C.7.i Outreach Grid
E.II.C.7.j Placement exemptions
E.II.C.7.k Accuplacer Placement Scale
E.II.C.7.l Examples of Placement Test Scores
E.II.C.7.m M-MAP Comparison to Current Placements
E.II.C.7.n CASAS

Standard II.C.8
The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard:

a. The College's policy regarding the release of student records meets Federal Education Rights and Privacy Act (FERPA) guidelines and is published in the catalog and on the College's website (E.II.C.8.h). The College annually notifies students about FERPA guidelines (E.II.C.8.i).

b. The College gives all employees in contact with student records a manual that includes all procedures and a checklist to ensure that they understand College and federal policies about student record security and confidentiality (E.II.C.8.b). They must also sign a document (a "Confidentiality Contract") acknowledging that they understand their responsibilities with student records (E.II.C.8.a, E.II.C.8.f). Enrollment services staff members review the manual, the checklist, and sign the confidentiality contract.

c. As outlined in administrative procedure (AP) 3310, the admissions and records personnel follow a strict policy for records retention and destruction (E.II.C.8.g). The admissions and records staff completed a process in 2012 to purge all class II and class III documents from student files that had reached their purge dates, image all current student records into a secure electronic storage system, SoftDocs, and contracted with the local company Sherlock Records Management to image admissions and records files for non-current students who had attended the College within the past eight years. The College has recently migrated these records into the SoftDocs electronic storage system that allows paper forms to be shredded (E.II.C.8.c).

d. The College has inventoried all remaining admissions and records student records stored in the College's vault, old library, and storage unit and moved them to Sherlock Records Management's secure, climate-controlled facility. When requested, Sherlock Records

Management makes records available to College personnel through a "scan on demand" system.

e. The College has migrated all student records on microfiche into SoftDocs and continues to scan all current records into that system. The SoftDocs secures their files with a double password locking system.

f. The College recently established a protocol to keep the admissions and records office locked during all hours of the day. Key or explicitly authorized entry is the only way to gain access to that office (E.II.C.8.d).

g. On an ongoing basis, department meetings and training sessions ensure that employees remain knowledgeable and current in the applications of FERPA guidelines (E.II.C.8.e, E.II.C.8.j).

h. Other areas of the College take additional measure to keep student records secure and confidential. The College keeps student conduct and residential life files in a locked file room. The Child Development Center adheres to security protocols that ensure all student and financial data is kept in a locked office. Categorical programs such as Disabled Student Program and Services, Extended Opportunities and Services Program, Upward Bound and CalSOAP follow additional guidelines mandated in their grants regarding the security, storage, and confidentiality of student records.

Analysis and Evaluation:
The College has a system in place to ensure the protection of all student record information in accordance with FERPA guidelines. This system is outlined in AP 3310 and AP 5040. Additionally, the College requires that all employees who contact student record information receive training and a checklist to follow when handling that sensitive information. The College notifies students about the conditions that allow records to be released and informs all relevant personnel about the legal requirements of the FERPA legislation. The College meets the criteria in this Standard and has established policies and procedures that ensure the permanent, secure, and confidential handling of student records and the conditions for their release.

Evidence Sources:

E.II.C.8.a Confidential Information - Use Statement
E.II.C.8.b CR Procedures Manual & Checklist for Protecting Confidential Information
E.II.C.8.c Secure Records Storage doc from 2012
E.II.C.8.d Enrollment Services Door Locked 2.23.16
E.II.C.8.e FERPA Training for Enrollment Services Staff
E.II.C.8.f Confidentiality Contract
E.II.C.8.g AP3310 Record Retention and Destruction
E.II.C.8.h AP5040 Student Records Directory Information and Privacy
E.II.C.8.i FERPA Student MailChimp Campaign

E.II.C.8.j FERPA reminder to Deans

Standard III: Resources

Student in ART-17, College of the Redwoods

Standard III.A. Human Resources

Standard III.A.1
The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard:

a. The College employs a board policy and four administrative procedures (AP) to assure that high quality standards for creating employment-screening committees are followed for staff (E.III.A.1.a, E.III.A.1.b, E.III.A.1.c, E.III.A.1.d, E.III.A.1.e). The procedures include standards for Equal Employment Opportunity guidelines, internal transfer opportunities, human resource (HR) position announcements, composition of the screening committees, and the entire screening process from application through document screening, the interview process and final selection. All open positions are reported to the College community through emails and postings are prominently displayed on the College's HR web site (E.III.A.1.f, E.III.A.1.g).

b. College of the Redwoods assures the integrity and quality of its programs and services by maintaining a highly qualified and well-educated faculty and staff. The College ensures that educational administrators, faculty, and staff have obtained the appropriate degrees and have the experience and background necessary to fulfill the College's mission and goals. Staffing needs are determined through the annual process of program review, where departments and service divisions provide data analysis leading to position requests to ensure all functions of the College are fully staffed (E.III.A.1.h).

c. Each year, the College follows the prioritization process to gather information and create a prioritized list of faculty positions based on a rubric comparing staffing requests to the College's mission and goals. All stages of the process are tied into the program-review process and the general planning processes followed by the College. Using data and subsequent requests from program review, the Faculty Prioritization Committee (FPC), as laid out in AP 7217, "Faculty Prioritization Process" (E.III.A.1.i), engages in a norming process to ensure fairness and accuracy, and then uses the prioritization rubric to create a ranked list of position requests for the following year (E.III.A.1.j).

d. Based on these prioritization process, the College president consults with the Executive Cabinet. After considering funding sources, the College's Faculty Obligation Number (FON), and the specific input of the FPC and its rankings, the president approves the number and types of positions to be filled. If there is any deviation from the committee's

list, the president provides a written explanation. The calendar for the process is laid out in detail in the AP and the president also communicates with constituencies at the completion of the process (E.III.A.1.k, E.III.A.1.l).

e. For non-faculty staffing, departments generate staffing requests through the program-review process (E.III.A.1.m). Requests are reviewed by directors and managers, who rank them using a rubric, and then send their ranking to the president (E.III.A.1.n). Consulting with the Executive Cabinet, the president determines which positions will be funded and notifies the respective managers or directors (E.III.A.1.o, E.III.A.1.p).

f. The College's Human Resources department, in consultation with academic administrators, department members and area experts (E.III.A.1.q), creates and distributes brochures and/or announcements and job descriptions that describe qualifications and job duties for all positions. All necessary relevant experience is clearly stated in advertisement listings. The brochures list the College's mission statement, its commitment to diversity, description of the location and culture of the College, as well as any expertise requirements for the position (E.III.A.1.r).

Analysis and Evaluation:

The College meets the standard. The College has created a functional and transparent system for identifying staffing needs. Administration, the Academic Senate, and all divisions and departments communicate and participate in program review to identify staffing needs and ensure adequate staffing across the College. Carefully conceived procedures lay out each phase in identifying and fulfilling staffing needs, and the Human Resources department engages faculty and staff in the creation of job listings.

Evidence Sources:

E.III.A.1.a BP 7120 Recruitment & Hiring
E.III.A.1.b AP 7120-1 Recruitment & Hiring – Classified and Confidential
E.III.A.1.c AP 7120-2 Recruitment & Hiring – Management and Administration
E.III.A.1.d AP 7120-3 Recruitment & Hiring – Full Time Faculty
E.III.A.1.e AP 7120-4 Recruitment & Hiring – Associate Faculty
E.III.A.1.f Screening Committees Packet
E.III.A.1.g Human Resources Job List Screenshot
E.III.A.1.h Communication Studies Position Request
E.III.A.1.i AP 7217 Faculty Prioritization
E.III.A.1.j Prioritization Rubric
E.III.A.1.k Faculty Prioritization Ranked List
E.III.A.1.l President's Faculty Prioritization Authorization
E.III.A.1.m Staff Request in Program Reviews
E.III.A.1.n Student Development Staff Prioritization Rubric
E.III.A.1.o President's Staffing Decisions Based on Recommendations

E.III.A.1.p Personnel Request Spreadsheet 2015-16
E.III.A.1.q HR Consultation Email
E.III.A.1.r Employment Opportunity Brochures

Standard III.A.2
Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, and discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. **(ER 14)**

Evidence of Meeting the Standard:

a. All faculty hired at the College meet the standards for employment set by Board Policy (BP) 7120 and Administrative Procedures (AP) 7120-3 and 7120-4 (E.III.A.2.a, E.III.A.2.b, E.III.A.2.c) in addition to meeting the California Community College Chancellors Office Minimum Qualifications (E.III.A.2.d, E.III.A.2.e). Additionally, AP 7125, "Verification for Eligibility for Employment," ensures that all persons hired by the College are legally permitted to work at the institution under US law (E.III.A.2.f).

b. Faculty screening committees employ a rigorous vetting process and examine all relevant transcripts and other materials to ensure adequate preparation and the highest professional standards. Every member of the screening committee is charged with reviewing applicant materials and scoring each applicant. A pre-review meeting of the faculty screening committee includes a discussion of qualities and necessary professional experience and training as well as the review of specific needs relevant to each position (E.III.A.2.g, E.III.A.2.h, E.III.A.2.i, E.III.A.2.j).

c. After applicants' documents have been screened for adequate preparation, expertise and minimum degree qualifications, the most qualified are offered telephone interviews. Faculty screening committees create telephone interview questions in consultation with the human resources director/EEO officer to ensure all federal and state guidelines are followed, after which the screening committee meets to perform extensive telephone interviews with all selected applicants (E.III.A.2.k, E.III.A.2.l).

d. Based on the top applicants' responses to phone interviews, including questions tied into the College's mission statement, commitment to diversity, and to goals determined during the regular program-review process (E.III.A.2.m), a pool of the most qualified are asked to interview on campus, where additional focused questions and a teaching demonstration lead to a ranking (E.III.A.2.n).

e. Article III of the Redwoods Community College District/ College of the Redwoods Faculty Organization Collective Bargaining Agreement (CBA) clearly delineates the requirements for all faculty to demonstrate standards of professionalism and preparation including, as laid out in article 3.9, "Additional Faculty Responsibilities," "Student Learning Outcomes, Program Learning Outcomes, and Assessment." As the CBA makes clear, it is considered a "regular part of a faculty member's assignment […] to participate in the program development and assessment of student learning outcomes and program learning outcomes." Additionally, faculty members "are responsible for ensuring that course outlines of record are current and reflect effective practices for outcomes and assessment" (E.III.A.2.o). Further demonstration of faculty participation in outcomes assessment and curriculum development is required through the CBA's Article XI "Evaluation" (E.III.A.2.p).

f. To ensure relevant experience and synchronization with the College's mission, goals and needs, the departments and tenured faculty in each division develop job descriptions and brochures in consultation with deans and directors for all programs at the College. As the process unfolds, division deans review job descriptions and consult with departmental experts regarding specific duties and training necessary for each job listing. Once the consultation has been completed, HR personnel draw up the necessary documents and place advertisements in print and electronic journals and other appropriate locations (E.III.A.2.q).

g. The College has outlined guidelines for determining the minimum qualifications both for disciplines requiring and not requiring a master's degree. In Administrative Procedure (AP) 7125, "Verification for Eligibility for Employment," and AP 7211, "Faculty Service Areas, Minimum Qualifications, and Equivalencies," the College has clearly delineated that it follows all Title 5, Education Code, and California Community College Chancellor's Office policies and statutes to ensure eligibility for working in the United States and California, and adequate academic and professional preparation for all available positions (E.III.A.2.r).

h. The Redwoods Community College District (RCCD) and College of the Redwoods Faculty Organization (CRFO) negotiated specific requirements for online teaching in 2013 (E.III.A.2.s). The MOU updated and improved the qualifications to ensure adequate preparation of faculty teaching in the online environment. The College now employs a standard to ensure that only trained faculty are assigned to distance education course sections.

Analysis and Evaluation:
The College meets the standard for ensuring minimum qualifications, adequate preparation and expertise within specified disciplines. Through a rigorous vetting process, the College guarantees that all applicants for faculty positions possess the requisite skills necessary to promote student

success. The collective bargaining agreement and job listings and brochures ensure that any newly hired faculty are aware of requirements for assessing student learning and reviewing and revising curriculum on a regular basis.

Evidence Sources:

E.III.A.2.a BP 7120 Recruitment & Hiring
E.III.A.2.b AP 7120-3 Recruitment & Hiring – Full Time Faculty
E.III.A.2.c AP 7120-4 – Recruitment & Hiring – Associate Faculty
E.III.A.2.d CCCO Minimum Qualifications Manual
E.III.A.2.e AP 7211 Faculty Service Areas, Minimum Qualifications, & Equivalencies
E.III.A.2.f AP 7125 Verification of Eligibility for Employment
E.III.A.2.g Reviewers Guide Del Norte Math
E.III.A.2.h Reviewers Guide Nursing
E.III.A.2.i Transcript List AP Math Del Norte
E.III.A.2.j Hiring Committee Training
E.III.A.2.k Interview Question Sheets – Faculty
E.III.A.2.l Interview Question Sheets - Administrative Staff
E.III.A.2.m Phone Interview Questions
E.III.A.2.n Teaching Demonstration Instructions
E.III.A.2.o CRFO/RCCD CBA - Article III
E.III.A.2.p CRFO/RCCD CBA - Article XI
E.III.A.2.q Dean to HR Brochure Collaboration Email
E.III.A.2.r AP 7125 Verification of Eligibility for Employment
E.III.A.2.s Online Teaching MOU

Standard III.A.3
Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard:

a. The College recently reviewed and revised all policies and procedures regarding the hiring process and the judgment and verification of qualifications. In Board Policy (BP) 7120, "Recruitment and Hiring," and Administrative Procedures (AP) 7120-1, "Recruitment & Hiring - Classified and Confidential," 7120-2, "Recruitment & Hiring - Management and Administrators," 7120-3, "Recruitment & Hiring - Full Time Faculty," 7120-4 "Recruitment & Hiring - Associate Faculty," the College presents clearly defined processes for determining qualifications of all persons performing all functions at College of the Redwoods (E.III.A.3.a, E.III.A.3.b, E.III.A.3.c, E.III.A.3.d, E.III.A.3.e).

b. The College's Human Resources (HR) department examines and verifies all personel documents presented by administrators, including divisional deans and directors of educational programs, as well as the career technical programs, the police academy, and the College's health occupation programs.

c. The College contracts with the Jacobson Betts Company to examine all positions to ensure that requirements for credentials, necessary education and experience, and salary placement are appropriate and fall within legal guidelines of the state of California. Apart from full-time faculty positions, the company reviews all new staff positions following these guidelines (E.III.A.3.f).

d. Members of the screening committee contact the list of references for each job candidate who is offered a position. The extensive reference checks ensure each candidate's reliability and verify statements and claims made regarding claims about years of service, professional background, and the like (E.III.A.3.g).

Analysis and Evaluation:
The College employs processes to ensure that all administrators and staff possess necessary qualifications and preparation to ensure educational and institutional effectiveness. A system of safeguards is in place to guarantee accuracy of documentation and the College thus meets the standard.

Evidence Sources:

E.III.A.3.a BP 7120 Recruitment & Hiring
E.III.A.3.b AP 7120-1 Recruitment & Hiring – Classified and Confidential
E.III.A.3.c AP 7120-2 Recruitment & Hiring – Management and Administration
E.III.A.3.d AP 7120-3 Recruitment & Hiring – Full Time Faculty
E.III.A.3.e AP 7120-4 Recruitment & Hiring – Associate Faculty
E.III.A.3.f Jacobson Betts Invoices
E.III.A.3.g Reference Check Form

Standard III.A.4
Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard:

a. The College adheres to California Code of Regulations, Title 5, sections 53400-53430, to ensure that all faculty, administrators and other employees meet the state standard for the California Community College system. During the preliminary application process, all applicants must submit transcripts and other documentation describing preparation for academic employment (E.III.A.4.a).

b. The College's Human Resources (HR) department verifies that all required transcripts and other documents are accurate and granted by fully accredited institutions. The HR department uses the latest records verification methods and most prominent institutional guides and reference works to ensure that all California and US federal standard are met (E.III.A.4.a).

c. Beyond the usual careful scrutiny of records for all accredited US institutions, the College contracts with Educational Records Evaluation Services Company of Sacramento, California, where a course-by-course evaluation of all foreign institutions' coursework is verified as equivalent by an international education specialist, thereby ensuring that all non-U.S. institutions satisfy equivalency with the College's and the state of California's minimum qualifications as described in Education Code-Title V (E.III.A.4.b, E.III.A.4.c).

Analysis and Evaluation:
The College meets the standard by employing the necessary processes and adhering to all codes to ensure required degrees and qualifications have been met. Through each stage of the process, documentation is reviewed and verified to ensure applicants possess the required qualifications and have achieved the necessary level of experience.

Evidence Sources:

E.III.A.4.a CCCCO Minimum Qualifications Manual
E.III.A.4.b Verification of Non US Institution
E.III.A.4.c Educational Records Evaluation Service

Standard III.A.5
The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard:

a. The Redwoods Community College District/College of the Redwoods Faculty Organization Collective Bargaining Agreement (CBA) ensures the timely and continuous assessment of faculty job performance through Article XI. The CBA describes the regular process and timeline for teaching and professional evaluation, and includes service, professional activity, and classroom and non-teaching performance. All aspects of the faculty evaluation process conform with Education Code, Title 5, and federal codes regarding standards and timing and all aspects of the laws of California and the United States (E.III.A.5.a, E.III.A.5.b).

b. Human Resources (HR) maintains schedules for upcoming evaluations to ensure that all of the College's faculty and staff are evaluated systematically and on a regular basis, as mandated by Education Code (E.III.A.5.c).

c. The California School Employees Association (CSEA) Collective Bargaining Agreement (CBA) with RCCD contains Article II, which lays out the procedure and timing for classified staff evaluation and personnel files. All newly hired classified staff are evaluated by their immediate supervisors in the second and fifth month of the initial probationary period. Additionally, the CSEA CBA stipulates that supervisors will perform one annual evaluation for all permanent classified staff on the anniversary hiring date (E.III.A.5.d).

d. Administrative Procedure (AP) 7262, "Management Performance Evaluation," stipulates that performance evaluations for managers will take place within six months of entering the position and biennially thereafter. The procedure includes a peer evaluation and faculty evaluation of managers. The evaluation processes incorporates a post-evaluation conference focusing on objectives to be accomplished in the future as well as past objectives that have been accomplished and areas of strength as well as aspects of performance in need of improvement (E.III.A.5.e).

e. HR annually reviews and updates staff evaluation lists to ensure all employees are regularly evaluated. HR sends immediate supervisors and managers notification of which

employees are due for performance evaluation and when they are due. Additionally, if it is determined that any employees have fallen past due for performance evaluation, HR also communicates this information to the responsible manager or supervisor so that this oversight can be rectified (E.III.A.5.f).

f. HR maintains employment files including documentation of all relevant evaluation and performance determinations as defined in AP 7145. The administrative procedure covers privacy, accuracy, completeness and permanence, as well as ensuring that a standard process, one that meets all requirements of labor codes, is in place for employee review of documents (E.III.A.5.g).

g. The HR department maintains a schedule of upcoming evaluations for all full-time non-tenured, full-time tenured, and adjunct faculty. At the start of each academic year and semester, HR informs the division deans and directors regarding required evaluations (E.III.A.5.h).

Analysis and Evaluation:
All faculty, staff, and managers receive regularly scheduled performance evaluation and reviews. In accordance with accreditation standards, evaluations focus on improvement in student learning and successful achievement of outcomes. The College has reviewed and revised its evaluation processes regularly over the past several years to include stronger practices of reflection and consideration of improvement in performance. The College meets the standard.

Evidence Sources:
E.III.A.5.a CRFO/RCCD CBA - Article XI
E.III.A.5.b Series F Forms Packet
E.III.A.5.c Evaluation Schedule Spreadsheet
E.III.A.5.d CSEA/RCCD CBA – Article II
E.III.A.5.e AP 7262 Management Performance Evaluation Report
E.III.A.5.f Past Due Evaluation Review
E.III.A.5.g AP 7145 Personnel Files
E.III.A.5.h Faculty Evaluation Tracking

Standard III.A.6
The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Evidence of Meeting the Standard:

a. All full- and part-time faculty are assessed regarding their use of learning outcomes assessment through Article XI of the Redwoods Community College District/College of the Redwoods Faculty Organization Collective Bargaining Agreement (CBA) (E.III.A.6.a).

b. The College's Learning Management System, Canvas, includes available options for creating outcomes assessment within each course shell. This system, housed within Canvas, facilitates outcomes assessment and allows for easy sharing and computation of data (E.III.A.6.b).

c. The Assessment Coordinator ensures that all course learning outcomes are regularly assessed through the online assessment tool, which includes quality control training, outcomes mapping, assessment reporting, and an outcomes stoplight indicating upcoming and overdue outcomes in need of assessment. This online assessment tool, created in response to ACCJC recommendations during the College's last round of accreditation, has been in use at the College for the last five years and has become the backbone of the College's assessment of outcomes leading to innovation and improvement in student learning (E.III.A.6.c, E.III.A.6.d).

d. Continuous institutional dialogue takes place to ensure that the College has ongoing and vital consideration of how learning is improved through assessment of course-level, program-level, and institutional outcomes. Staff who are responsible for or connected to student learning in the student services and counseling departments also have as a component of their job duties the assessment of student learning outcomes (E.III.A.6.e).

e. Assessment of learning outcomes is included in the job descriptions of all administrative and managerial job descriptions. This allows the assessment of learning outcomes to be included as part of the evaluation of job performance.

Analysis and Evaluation:

College of the Redwoods revised all faculty evaluation standards and materials and its collective bargaining agreement with faculty to include assessment of learning outcomes in the regular performance review process. Most recently, performance evaluation of managers has adopted language to ensure that administrators and managers connected to student learning will also be

evaluated based on their performance regarding student learning outcomes assessment. The College meets this standard.

Evidence Sources:

E.III.A.6.a F-2 Self-assessment Evaluation Form
E.III.A.6.b Screen shot from Canvas site
E.III.A.6.c Assessment Website Four-year Plans
E.III.A.6.d Assessment Reporting on Website
E.III.A.6.e Student Development Job Description

Standard III.A.7
The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. **(ER 14)**

Evidence of Meeting the Standard:

a. The College employs a rigorous program-review process by which divisions and departments perform data-based assessment of staffing needs. All information and staffing requests flowing from the process are considered in the annual faculty prioritization process and by various planning committees, which lead into requests for additional positions (E.III.A.7.a).

b. The College uses a faculty prioritization process, outlined in Administrative Procedure (AP) 7217, "Faculty Prioritization Process," to gauge and balance the needs and available resources to ensure sufficient staffing. The prioritization process, which was created through review and revision of past processes, occurs annually at the start of the academic year. This process provides guidance for the president/superintendent and Executive Cabinet as they create the ranked list used to make full-time faculty staffing decisions for the coming year. The process includes the use of a rigorous rubric and careful consideration by representatives from across the College's constituencies, including numerous appointees from the Academic Senate, the chief instructional officer, all four deans and the director of counseling and student development (E.III.A.7.b, E.III.A.7.c).

c. Each year, the College receives notification from the Chancellor's Office of its Faculty Obligation Number (FON), which helps to guide the administration and departments in assessing need. The FON plays an integral role in the choices made during the middle stages of the budget prioritization process (E.III.A.7.d).

d. AP 7120-3 defines the process by which the need for hiring of faculty is determined by the president/superintendent in consultation with the executive officers (Executive

Cabinet). This is done based upon recommendations of the Faculty Prioritization committee (FPC) outlined in the faculty prioritization process outlined above (E.III.A.7.b, E.III.A.7.c, E.III.A.7.e).

e. All full-time and part-time faculty duties beyond classroom teaching are specifically defined in the RCCD/CRFO CBA under Article III, "Wages and Working Conditions." Faculty responsibilities are directly tied to the College's mission and planning processes through negotiations. The CBA thus ensures that academic quality and rigor is upheld and that the College maintains quality educational programs and services (E.III.A.7.f).

Analysis and Evaluation:
Through a regular and systematic process of program review, and through negotiations over additional duties required of full- and part-time faculty, the College ensures quality educational experiences for students and maintains the services necessary to achieve the overall institutional mission. The College meets the standard.

Evidence Sources:
E.III.A.7.a PRC Report for Math
E.III.A.7.b AP 7217 Faculty Prioritization Process
E.III.A.7.c AP 7217-A Faculty Prioritization Rubric
E.III.A.7.d FON fall 2016
E.III.A.7.e AP 7120-3 Recruitment and Hiring of Full Time Faculty
E.III.A.7.f CRFO/RCCD CBA – Article III

Standard III.A.8
An institution with part time and adjunct faculty has employment policies and practices, which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard:

a. The College's Human Resources department (HR) recently reorganized its multifaceted program for introducing, administering, and facilitating part-time faculty orientation and administrative assistance. The following describes how new positions and newly assigned duties will accommodate and assist new and returning part-time faculty: 1) the newly developed talent acquisition specialist will provide full orientation for all new part-time faculty, including pre-semester orientation programs covering such topics as contractual duties, available academic services, and employee relations; 2) the human resources specialist, a member of the confidential staff, will compile, print, distribute, collect, and review for accuracy all part-time faculty contracts; and 3) the human resources manager will provide ongoing support and act as the point person for all human resource and contractual questions that cannot be answered by the appropriate dean or director for all part-time faculty throughout the school year (E.III.A.8.a).

b. The College's regular annual calendar of Flex activities ensures that all adjunct faculty have numerous opportunities to participate in ongoing professional development, including opportunities to explore outcomes assessment and wider engagement in college governance by serving on essential committees. This practice also enhances the wider knowledge of full-time faculty and staff regarding issues and needs of the part-time faculty (E.III.A.8.b).

c. Through the Stipend and Reassigned Time committee, the faculty organization and the administration ensure compensation for adjunct faculty service on the Academic Senate, Academic Senate committees, and College committees. Discussions of widening adjunct faculty participation on Academic Senate and College committees continues as the statewide and local initiatives require further participation across constituent groups. The College has recognized the need over the past several years to include part-time faculty in ongoing discussions of pedagogy, student success, and other statewide initiatives such as the vitally important 3CSN Acceleration initiative, which part-time mathematics and English faculty have participated in at the statewide level and on numerous campus committees (E.III.A.8.c, E.III.A.8.d).

d. The Academic Senate established the Associate Faculty Committee, which provides an important meeting place for the exchange of ideas and information regarding the governance and professional relations generally at the College. The committee meets on a regular basis and includes a tenured faculty co-chair to ensure effective communication

between adjunct and full-time faculty regarding issues specific to part-time faculty (E.III.A.8.e).

e. Part-time faculty also participate in advice and consent for governance of the local independent bargaining unit, the College of the Redwoods Faculty Organization's (CRFO) Executive Committee. In addition, part-time faculty serve on CRFO negotiating teams, ensuring that part-time faculty interests and perspectives are thoroughly represented. Part-time faculty members also typically participate in the biannual statewide convention of the faculty organization's affiliated California Community College Independents (CCCI) faculty organization (E.III.A.8.f, E.III.A.8.g).

f. In addition to the newly reorganized part-time faculty program in HR, the College's Academic Senate Faculty Development committee oversees a process by which part-time faculty receive support for travel and conference dues to promote all part-time faculty members' participation in national and regional professional association. All faculty are notified of the opening of the process at the beginning of the academic year and additional calls for professional development funding are issued at regular intervals. Part-time faculty participation is wide, with many part-time members receiving funding annually (E.III.A.8.h).

g. The College maintains a "Professional Development" website which includes abundant information regarding scheduled opportunities for professional development on a weekly and monthly basis. The site also offers a number of statewide online professional development sites, such as Kognito, @One Online Training webinars, and the California Community College Professional Learning Network. The site further facilitates professional activities by offering faculty and staff the ability to propose presentations, request an event or topic presentation, and offer feedback (E.III.A.8.i).

Analysis and Evaluation:
The College provides orientation, oversight, and professional development opportunities to all part-time faculty. From the beginning of a part-time faculty member's employment with the College, through annual convocation and flex activities, as well as professional development funding for professional conferences and paid participation in college governance activities, adjunct faculty are woven into the structures and functions of the College. Through the assessment dialog process, regular academic oversight, and labor organization negotiation and governance processes, part-time faculty maintain a strong voice and have the opportunity to connect fully with the institution.

Evidence Sources:
E.III.A.8.a Talent Acquisition Specialist
E.III.A.8.b Professional Development Calendar
E.III.A.8.c SARTCO for Associate Faculty Participation

E.III.A.8.d Acceleration Documents
E.III.A.8.e AF Committee Agenda and Minutes
E.III.A.8.f CRFO Constitution
E.III.A.8.g CRFO Membership
E.III.A.8.h Professional Development Award List
E.III.A.8.i Profession Development Website

Standard III.A.9
The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution**. (ER8)**

Evidence of Meeting the Standard:

a. The same system used to identify faculty staffing needs is in place to guarantee adequate and fully qualified employees throughout the College. All departments, including Instructional Technology (IT), Student Services, Maintenance, and Facilities employ the College's program-review process, which requires that each department and division review and compare goals, outcomes, and their relationship to the College's mission statement (E.III.A.9.a).

b. The College has two complete Administrative Procedures (AP) 7120-1, "Recruitment & Hiring of Classified and Confidential Staff," and Administrative Procedure, AP 7120-2, "Recruitment & Hiring – Management and Administrators." Each AP provides guidance and outlines how the college recruits and hires classified, confidential, and managerial and administrator staff. Each AP includes: the purpose for each AP; screening committee membership composition; responsibilities of the screening committee members; as well as what is to be includes in the job announcement. Each AP also includes information on the Equal Employment Opportunity Officer's (EEO) role and responsibilities, as each screening committee has an EEO (E.III.A.9.b, E.III.A.9.c).

c. AP 7120-1 establishes a staffing prioritization process to gauge and balance the needs and available resources in order to ensure sufficient staffing (E.III.A.9.d).

Analysis and Evaluation:
The College has sufficient staff with appropriate qualifications to support effective educational, technological physical, and administrative operations. Staffing needs are identified through the program-review process of shared governance. Set procedures guide recruitment and hiring.

Evidence Sources:
E.III.A.9.a Mission in Program Review
E.III.A.9.b AP 7120-1
E.III.A.9.c AP 7120-2

E.III.A.9.d Staff Prioritization Results

Standard III.A.10
The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.

Evidence of Meeting the Standard:

a. The College currently employs vice presidents, deans, managers, associate deans, and directors. The College continuously evaluates organizational structure through its regular review of effectiveness in Executive Cabinet discussions and problem solving. For instance, in the fall of 2015, it was determined that the current academic dean structure placed too much of the responsibility for assessment processes on individual divisional deans. In consultation with the College president, vice president of instruction and student development, and vice president of administrative services, it was decided that an additional layer of administrative assistance would promote more streamlined assessment processes (E.III.A.10.a).

b. The College also uses a system of "onboarding" to ensure that all new administrative employees are introduced and oriented to their roles and to the College's culture, practices, and policies. Human Resources is implementing a new Onboarding process where each new dean, manager or administrator will be provided with a "buddy" who will provide them with information about the college, tour of the campus, and check in with them on a regular basis for the first six months of employment (E.III.A.10.b). The Onboarding process is more than just providing the new hire with a "buddy," it's ensuring they are aware of the college's culture, surroundings, who to contact for IT issues, for HR issues, etc. Each new hire is provided with a checklist which provides contact information and reminders of when to be sure to turn in new hire paperwork, training dates, event dates (convocation, graduation, school start/end dates, etc.).

c. The College employs multiple methods for orienting administrators, including convocation events and regular professional development opportunities and trainings and travel for administrative professional development (E.III.A.10.c).

Analysis and Evaluation:
The College has a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective leadership. The administrative structure has been evaluated and changes have been made as necessary. Effective onboarding and professional development are key to allowing the leadership to effectively support the institution's mission and purposes.

Evidence Sources:
E.III.A.10.a Dean Structure Reorganization

E.III.A.10.b Onboarding Buddy Checklist
E.III.A.10.c Assessment Session for Managers

Standard III.A.11
The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard:

a. The College has developed numerous policies and procedures regarding personal conduct. Board Policy (BP) 3050 and Administrative Procedure (AP) 3050, "Institutional Code of Ethics," lay out clear guidelines for all employee groups regarding the standards of ethical behavior expected in the workplace. BP 3430 and AP 3430, "Prohibition of Harassment," specify behavior that constitutes various types of harassment and establish orientation and employee education programs to aid in preventing it.

   The College's commitment to diversity and equal employment opportunity is stated in BP 3420 and AP 3420, "Equal Employment Opportunity." The College holds a firm stance against harassment of any student or employee, and this can be read in BP 3430 and AP 3430, "Prohibition of Harassment." To file a complaint of harassment or discrimination AP 3435 outlines the steps for students or staff. College of the Redwoods wholeheartedly believes in equal employment and nondiscrimination of all people. The Human Resources department works diligently to follow the policies and procedures in place, to comply with Title IX regulations and all other state and federal laws to ensure staff and student safety (E.III.A.11.a, E.III.A.11.b).

b. The College also follows a rigorous policies and procedures, BP/AP 7365, "Disciplinary Action for Permanent Classified Employees," to ensure that all classified employees adhere to specific guidelines on such matters as nineteen different "Grounds for Discipline," "Background Checks," "Disciplinary Actions," "Procedure for Disciplinary Action and Appeal," "Emergency Suspension," and "Disciplinary Settlement." This detailed procedure ensures that all practical matters pertaining to violation of ethical and professional employment codes and discipline for such violations are clearly laid out and easily available to all classified employees (E.III.A.11.c).

c. The Redwoods Community College District (RCCD)/College of the Redwoods Faculty Organization (CRFO) collective bargaining agreement (CBA) establishes a formal grievance process, Article IX, which sets strict timetables and steps to be followed in the event that the faculty labor organization finds a violation of the CBA. The process is fair and equitable, and begins with the CRFO grievance officer seeking to resolve any formal grievance through contact with faculty and the immediate supervisor or other administrative employee who has violated the contract (E.III.A.11.d).

d. The RCCD/California Schools Employee Association (CSEA) CBA also establishes a formal grievance process, Article XIII, enumerating levels of grievance, stages in the process, and the necessary steps to ensure fair and equitable handling of any possible violation of the classified staff contract (E.III.A.11.e).

e. The College sets up, tracks and maintains all legally-required trainings for all new and continuing employees through the Keenan College Safe Schools online training system. Trainings include: Title IX, Mandated Reporting, FERPA, NIMS, Hazard Communications, Injury/Illness Prevention Plan, Defensive Driver, Fire Extinguisher, and various department-specific trainings (E.III.A.11.f).

Analysis and Evaluation:
The College establishes, publishes, and adheres to written personnel policies and procedures that are available for review. The College's policies and procedures are fair and equitably and consistently administered.

Evidence Sources:
E.III.A.11.a AP 3050 Institutional Code of Ethics
E.III.A.11.b AP 3430 Prohibition of Harassment
E.III.A.11.c AP 7365 Disciplinary Action
E.III.A.11.d RCCD/CRFO CBA Article IX Grievance
E.III.A.11.e RCCD/CSEA CBA Article XIII Grievance Procedure
E.III.A.11.f Keenan Trainings

Standard III.A.12
Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard:

a. The College adheres to BP/AP 7100, "Commitment to Diversity," to ensure that equal opportunity in employment is given to all people by guaranteeing that the College shall "consider all qualified applicants for employment without regard to national origin, religion, age, sex, gender, gender identity, gender expression, race, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, or because he or she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics." The BP also guarantees that procedures will be put in place to provide recourse for violation of these standards and that no district funds can be provided to any organization or private company which does not adhere to the same standards of equality and diversity. AP 7100 establishes regular review of the College's Equal Employment Opportunity Plan, and thus ensures that the College performs regular

analysis of the efficacy of programs and initiatives related to equity and diversity in hiring (E.III.A.12.a, E.III.A.12.b).

b. In March of 2017, the College approved an updated Equal Employment Opportunity Plan linked to strategic plan objectives. The revised plan included the creation of an advisory committee and initiatives for strategic hiring, for providing diversity training to screening committees, faculty and staff diversity training, and methods to address and remedy significant underrepresentation (E.III.A.12.c).

c. The College provides an extensive semester-long new faculty orientation program that includes several in-depth presentations and professional development opportunities focusing on diversity and equity and related trainings throughout the year (E.III.A.12.d).

d. Part-time faculty are also introduced to the College's initiatives, policies and procedures through annual orientations, which are described in III.A.8.a above. The "Associate Faculty Orientation" includes detailed descriptions of the College's efforts and expectations regarding equity and diversity (E.III.A.12.e).

e. All new hires to the college are trained on diversity and equity. All staff have opportunities throughout the year to attend trainings on diversity and equity through the college's professional development offerings. In the 2016-2017 school year, employees attended numerous diversity and equity trainings sponsored by professional development (E.III.A.12.f).

f. Through the Chancellor's Office, College personnel can obtain free valuable training through the Professional Learning Network (PLN). PLN offers online trainings in many areas staff can utilize in their day to day jobs. PLN offers trainings in Microsoft Office products such as Excel and Word, PLN also offers trainings in how to effectively management your time, customer service training, and other useful aspects of one's job.

g. Go2Knowledge is another valuable source of training for staff the College provides. Go2Knowledge is ongoing professional development that provides unlimited access to live webinars presented by experts across the country in higher education (E.III.A.12.g).

h. Keenan is a source for online training Human Resources utilizes as part of the new hire onboarding process. Keenan provides training in diversity and equity, sexual harassment, office safety, and more. All new hires are required to take trainings on diversity and equity as well as sexual harassment (E.III.A.12.h).

Analysis and Evaluation:
The College employs multiple methods for training its diverse personnel, including through its own Professional Development Committee, Professional Learning Network, online Kognito Interactive Training Avatars, Go2Knowlege online, new hire training by the HR personnel, and

Keenan trainings online.

Evidence Sources:

E.III.A.12.a BP 7100 Commitment to Diversity
E.III.A.12.b AP 7100 Commitment to Diversity
E.III.A.12.c Equal Employment Opportunity Plan 2016
E.III.A.12.d New Faculty Orientation Program
E.III.A.12.e Associate Faculty Orientation Packet
E.III.A.12.f Staff Diversity and Student Equity Trainings
E.III.A.12.g Go2Knowledge Offerings
E.III.A.12.h Keenan Training

Standard III.A.13
The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard:

a. The College follows a well-defined Institutional Code of Ethics for all personnel that defines "Ethics," "The Importance of Ethics," the "Expectation of Ethical Behavior," as well as laying out twelve specific and clearly defined "Employee Responsibilities." All employees are expected to adhere to the administrative procedure, which includes a section on "Conflict of Interest" and reference to disciplinary action that could be taken based on employees violating the College's ethical codes (E.III.A.13.a).

b. The College also follows a rigorous Board Policy, "Disciplinary Action for Permanent Classified Employees," (BP 7365) to ensure that all classified employees are aware of these guidelines. The BP includes 19 specific actions that constitute "Grounds for Discipline," as well as sections describing the possibility for "Background Checks," "Disciplinary Actions," the "Procedure for Disciplinary Action and Appeal," as well as the possible need for "Emergency Suspension," and any possible "Disciplinary Settlement" (E.III.A.13.b).

c. In addition to the above listed policies and procedures, employees of the College are directed to the Human Resources webpage where a thorough "Employment Manual" spells out all relevant local and statewide codes, policies, and procedures regarding employee conduct (E.III.A.13.c).

Analysis and Evaluation:
The College upholds a written code of professional ethics for all of its personnel, including consequences for violation. The College follows a well-defined Institutional Code of Ethics. The administrative procedure includes a reference to disciplinary action that could be taken based on violating the College's ethical codes.

Evidence Sources:

E.III.A.13.a AP 3050 Institutional Code of Ethics
E.III.A.13.b AP 7365 Disciplinary Action for Permanent Classified Employees
E.III.A.13.c Employment Manual

Standard III.A.14
The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard:

a. The College maintains a front-end Professional Development Calendar on its main faculty and staff webpage to ensure that all employees are aware of professional development opportunities. Each semester begins with dedicated professional development sessions at convocation in fall and FLEX days in the spring (E.III.A.13.a).

b. Personnel from all constituencies are represented on the Professional Development committee to ensure a broad range of activities beyond academic or administrative professional development. According to the committee's charge, "the Professional Development Committee provides a comprehensive professional development program to include assessment of needs, planning and evaluation of activities." The committee website further states: "The committee meets monthly to coordinate planning, scheduling, needs and process assessment activities and to ensure that proposed activities are linked to the college mission and goals. The committee is chaired by the Human Resource Director and is comprised of representatives from each of the campus committees/groups involved in professional development activities, including: flex Committee, Faculty Professional Development Committee (Academic Senate), Distance Education, Associate Faculty, Community Education, and classified employee training programs. The committee also includes consideration of activities through the Veterans Affairs Program, Disabled Students Programs & Services, and the Multicultural and Diversity Committee" (E.III.A.13.b).

c. The Academic Senate's Faculty Development committee oversees the distribution of faculty development funds to support the improvement of instructional skills or subject area expertise of faculty and associate faculty members. Annual awards of funding typically exceed 30 part-time and full-time faculty. Funds allow faculty to travel nationally to conferences that promote professional development, increase pedagogical skills, diversity training, and provide other aspects of professional development (E.III.A.14.c).

d. Beyond the front page, the College's website also has a link to an employee resources page where the full calendar of upcoming professional development activities can be perused and where personnel can engage in online professional development courses (E.III.A.14.d).

e. The College also presents a schedule of professional development events to begin each academic year during convocation (E.III.A.14.e).

f. Faculty and staff note their attendance by filling out sign-in sheets at all professional development events (E.III.A.14.f). Additionally, surveys are distributed at the end of all events so that valuable feedback regarding quality and efficacy can be used to continuously improve the College's professional development offerings (E.III.A.14.g). The College's website has a link to a professional development webpage that provides employee resources for professional development. On this webpage all staff can peruse upcoming professional development activities from the online calendar or engage in online professional development courses through live links to free training providers. The professional development webpage also includes event proposals, allows staff to make training requests, provide feedback and more. The system has been designed to maximize feedback and ensure ongoing dialog and innovation regarding professional development activities.

Analysis and Evaluation:

The College maintains robust professional development opportunities across all constituencies. In addition, individual employees may request specific activities, or may propose their own professional development presentations regarding any topic germane to institutional effectiveness and quality educational experiences. A multi-constituent Professional Development committee gathers information from employees to continually seek quality improvement in future development activities. The College meets the standard for professional development.

Evidence Sources:

E.III.A.14.a Convocation/FLEX Schedules
E.III.A.14.b Professional Development Committee Charge
E.III.A.14.c Academic Senate Professional Development Committee
E.III.A.14.d Employee Resources Webpage
E.III.A.14.e 2016 Convocation Schedule
E.III.A.14.f Professional Development Attendance Sheet
E.III.A.14.g Professional Development Session Survey

Standard III.A.15
The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard:

a. The College has an established Administrative Procedure (AP) 7145, "Personnel Files," which lays out clear instructions regarding what may be included in employment files, the employee's right to respond to documents placed in the file, the confidentiality and security of all employment files, and the rights of all College employees to be informed regarding "derogatory" information being placed in the file. The AP also delineates the process for review of employment records and documents (E.III.A.15.a).

b. The College has developed an employment file review form to ensure that any and all reviews of employment files in the district are recorded and retained.

c. The 2013-16 Collective Bargaining Agreement between CRFO and RCCD corrected an earlier practice of having faculty employment files housed in the Academic Senate offices. The CBA was revised after recognition among faculty, administrators, and legal counsel that these vital documents should be held in a more secure location in the Human Resources office files (E.III.A.15.b).

Analysis and Evaluation:
The College ensures that all employee records are secure and remain confidential and only within the purview of relevant supervisors and administrators. Specific language governing review of personnel files guarantees proper handling, storage, and access has been enshrined in the labor contracts through the collective bargaining process and College procedure.

Evidence Sources:

E.III.A.15.a AP 7145 Personnel Files
E.III.A.15.b Article XIV Personnel File

Standard III.B. Physical Resources

Standard III.B.1
The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard:

a. To assure the safety and sufficiency of its physical resources, the College's classrooms and student facilities are constructed and maintained to the legal standards and codes as required by the Division of State Architect, the Chancellor's Office, education code, and related building codes and rules.

b. The College uses regularly scheduled reviews and inspections to report to the integrated planning committees, which help drive maintenance requests, repair projects, and inform long-term facilities planning (E.III.B.1.a).

c. The College uses routine maintenance procedures. Examples include an air filter replacement schedule and fume hood inspection schedule.

d. The Budget Planning committee, Facilities Planning committee, and the Technology Planning committee review and rank program review resource requests each year, including requests for facility upgrades and alterations (E.III.B.1.b).

e. The Emergency Preparedness and Safety committee provides recommendations relative to the College's security policies, which also affects physical resources (E.III.B.1.c).

f. The Public Safety Department is responsible for developing, integrating, and testing emergency response plans, for patrolling facilities and parking lots to detect and deter crime, and for responding to calls for service from students and employees. The department's Annual Campus Security and Fire Safety Report informs infrastructure and systems requests in order to improve safety throughout the College's facilities. Through the integrated planning committee structure, recommendations are periodically forwarded to the president/superintendent requesting funding for facility improvements (E.III.B.1.d).

g. Public safety is supported through an agreement for a sheriff's resource officer dedicated to the Eureka campus (E.III.B.1.e).

h. The College's Eureka campus sits atop an active seismic zone and has undergone extensive seismic research over the past 12 years. The College has engaged geo-engineering consultants to perform trenching and boring studies to determine if particular segments of property and the facilities on the property are subject to unacceptable seismic hazards (E.III.B.1.f). When a facility is determined to be in a seismic fault zone, a request is submitted to the Chancellor's Office for an A-3 (Critical Life Safety Renovations – Seismic Deficiency Projects) state bond capital project to remediate or replace the facility, as appropriate (E.III.B.1.g).

i. The College recently updated its Americans with Disabilities Act (ADA) Remediation Plan, which includes the correction of physical barriers, and accessibility related deficiencies. Until physical barriers have been remediated, the College ensures alternate accommodations are available. For example, each semester the College offers students assistance with accessible path way finding, an accessible van transports students across inaccessible pathways to their classes, and the College has a protocol in place to relocate a class section to an accessible room if necessary.

j. Following the 2015 shooting at Umpqua Community College, College of the Redwoods evaluated its ability to respond to emergency events. This resulted in a number of changes to improve safety. For example, safety film was put on classroom windows, and emergency phones were put into classrooms. Professional development was provided around active shooters and staff participated in a first responder workshop.

Analysis and Evaluation:
The College meets Standard III.B.1. The College is actively working with the Chancellor's Office to test, identify, and correct facilities with seismic deficiencies and ADA accessibility barriers. The College has an active integrated planning committee structure that identifies and recommends repairs to workplace hazards, that prioritizes program review resource requests, that reviews and tracks updates to various College policy and planning documents, that makes recommendations to the president/superintendent, and that assesses its own committee effectiveness and makes recommendations for process improvements to the next year's committee membership. The College recognizes the importance of personal safety and has implemented physical safety and security upgrades with more upgrades planned.

Evidence Sources:

E.III.B.1.a Self-Inspection Report for AJ Building
E.III.B.1.b Ranking of Facilities Resource Requests
E.III.B.1.c Scope of the Emergency Preparedness Committee
E.III.B.1.d 2016 Clery Act Report
E.III.B.1.e Agreement with Sheriff Office
E.III.B.1.f Site Specific Design Ground Motion Report
E.III.B.1.g Proposal for State Bond Project

Standard III.B.2
The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard:

a. Using the Facility Master Plan that is tied directly to the Education Master Plan, the College has undergone extensive building projects over the past seven years, including the construction of four new buildings and other new facilities, and lighting upgrades throughout the Eureka campus (E.III.B.2.a). The College recently updated its Facilities Master Plan in alignment with the recently updated Education Master Plan. This plan identifies major capital projects already in process and several new capital projects planned during the ten-year life of the plan. To update the Facilities Master Plan, numerous meetings and open forums were held with campus constituencies at the Eureka, Del Norte, and Klamath-Trinity locations. These meetings helped inform college

constituencies on projects underway, including the Utility Infrastructure Replacement and Seismic Strengthening project, Physical Education building replacement, Creative Arts building replacement, physical education fields upgrade project, stadium bleachers demolition and replacement with a new fieldhouse and new bleachers, new Veteran's Resource Center modular building, new Multicultural Center project, and a major marquee and signage upgrade project. Feedback provided during the meetings helped shape the proposed ten-year capital project list which includes a project to replace several 50-year-old modular buildings and code upgrades to the main building at the Del Norte Center, to construct a permanent or modular building for the Klamath-Trinity instructional site and the Pelican Bay site, to renovate the residence halls, to upgrade the Student Union building, to provide technology infrastructure upgrades, to replace the aging modular buildings used by the Academy of the Redwoods, to resurface parking lots and pathways, to demolish old and unused facilities, to update older buildings including Administration of Justice, Library/LRC, Applied Technology, and Shively Farm facilities, and to consolidate leased spaces in downtown Eureka.

b. Based on extensive review and multiple findings from state agencies and local and state engineering firms, the College has engaged in rigorous planning for facilities and additional replacement building programs running into the future. College administration has met with Chancellor's Office, Division of State Architect (DSA), and other state agencies relative to facilities with seismic deficiencies. The Creative Arts building and the Physical Education complex are identified on the Chancellor's Office 2017-18 Five-Year Capital Outlay Plan for facility replacement with construction planned for 2020 and 2021, respectively (E.III.B.2.b).

c. The College is negotiating a request to demolish the Redwoods Complex buildings that were previously found to have seismic compromise issues. During 2016-17, the College will begin demolition of the stadium grandstands due to life safety concerns, and will begin life safety and ADA upgrades to the PE/athletic fields (E.III.B.2.c).

d. Beginning in the summer of 2017, the Utility Infrastructure Replacement and Seismic Strengthening capital project will provide seismic strengthening to the Applied Technology, Administration of Justice, and Student Union buildings, and replace emergency water tanks located on a seismic fault line, as well as upgrading facilities and infrastructure at the Eureka campus (E.III.B.2.d).

e. At the Del Norte Center, the College is preparing capital requests for code upgrades and modernization of the main building and replacement of the modular facilities. During 2016-17 the College constructed a new science laboratory building. This facility's scope and equipment will allow every type of chemistry and biology laboratory section offered at the Eureka campus to be offered at the Del Norte campus, thus creating facility parity across locations (E.III.B.2.e).

f. The College maintains service agreements for life-safety inspections and maintenance, such as annual high-voltage line testing. The College places immediate life safety, ADA accessibility, and mandated services as the top priority for its limited maintenance and custodial staff.

g. Based on recommendations in the 2015-18 Student Equity Plan and program review, the College determined that it should create a Multicultural Center in the Student Union. The space is slated to be open in November 2017 (E.III.B.2.f).

h. During the annual enrollment services program-review process, the department determined that student veterans had outgrown the College's existing veteran's services facility. In consultation with an architectural firm, the College's ad hoc Veteran's Facilities Task Force has begun planning a new facility to be opened by January 2018. The new facility will replace the current Veteran's Center located in the Student Union and cafeteria, which was created through a similar process in the fall of 2012 (E.III.B.2.g).

i. An institutional Annual Plan is developed each year that aligns with goals in the Education Master Plan. Stakeholder groups are asked to contribute key planning actions to the Annual Plan. In 2016-2017, in collaboration with the Academic Senate, an action was added to the Annual Plan to create a shared space for all faculty and staff to engage in professional development activities in a functional and inviting location (E.III.B.2.h). This action was linked to the college's strategic goal of supporting staff and faculty development and instructional innovation. The completion of this action plan is ongoing. The Academic Senate office is moving from the Administrative Building to the Forum building so that the Academic Senate can be directly adjacent to the part-time faculty workspace, and where there is room for the desired shared space.

Analysis and Evaluation:

The College used the Education Master Plan and constituent feedback as a basis for updating the Facilities Master Plan. Each year the program review resource request process, review of accident reports and reports of hazards, as well as external sources, such as Keenan and SWACC facility inspections, inform and assist the College in identifying maintenance needs. Annual allocations of scheduled maintenance and instructional equipment funds are informed by these data sources as well as the Facilities Master Plan. Preventative maintenance work is planned and scheduled through the Maintenance Department. Maintenance "trouble tickets" also provide for more routine maintenance work.

The College maintains service agreements for life safety inspections and maintenance. The College continues to keep immediate life safety, ADA accessibility barriers, and mandated services as its top priorities, despite its limited maintenance and custodial staff.

Evidence Sources

E.III.B.2.a Lighting Upgrades at Eureka Campus
E.III.B.2.b Capital Outlay 5 Year Plan
E.III.B.2.c ADA Upgrades to Physical Education
E.III.B.2.d UIR Upgrades at Eureka
E.III.B.2.e Del Norte Science Lab Upgrade
E.III.B.2.f Multicultural Diversity Center Creation
E.III.B.2.g Veteran's Center Creation
E.III.B.2.h Shared Faculty and Staff Space

Standard III.B.3

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard:

a. The College routinely evaluates the condition of its facilities to identify maintenance needs, ADA accessibility issues, safety hazards, personal safety needs, and obsolescence. Regular evaluations are performed by the College's Keenan and Statewide Association of Community Colleges (SWACC) insurance inspectors, through scheduled facility self-inspections, and through CalOSHA committee recommendations relative to the scope of their review of workplace and other accidents and hazards. Physical resource planning includes the Facilities Master Plan which is closely aligned with the Education Master Plan, annual Five-Year Capital Plan updates, annual five-year scheduled maintenance updates, annual five-year instructional equipment replacement updates, the College's Annual Plan, updates to our insurance carrier's property inspections, and updates to the College's *Facilities Utilization, Space Inventory Options Net (*FUSION) records and reports.

b. Each year, the program review resource request process, review of accident reports and reports of hazards, as well as external sources, such as Keenan and SWACC facility inspections, inform and assist the College in identifying maintenance needs. These data sources, in concert with the Facilities Master Plan, are used to generate annual allocations of scheduled maintenance and instructional equipment funds (E.III.B.3.a).

c. Whenever possible, hazardous conditions have been uncovered through geophysical or other research data, the College has developed and employed a rigorous process of planning to replace and upgrade facilities. For instance, when various buildings were found to be partially built over fault lines (E.III.B.3.b), the College proposed retrofitting to the Chancellor's Office. Due to seismic testing, the Utility Infrastructure Replacement and Seismic Strengthening project is currently a funded state capital project and the

Physical Education complex replacement and Creative Arts building replacement projects are expected to be funded by the state during the 2018-19 budget cycle.

d. During regularly scheduled facilities inspections, physical plant and other structures are examined and judged for safety and any necessary repairs, improvements, or additions are made (E.III.B.3.c).

e. The College tracks all of its useable space and the costs for replacement in its FUSION/Assessment Facility Condition Index Report, thus ensuring complete utilization of facilities (E.III.B.3.d).

f. Vehicle replacement follows a consistent continuous plan based on an assessment of oldest/highest mileage/mechanical problem basis (E.III.B.3.e).

g. The College solicits feedback through committee discussions and recommendations, open forums, interviews, and data collection. Draft documents are published to solicit specific feedback relative to the Facilities Master Plan (E.III.B.3.f).

h. Departmental program review resource requests act as another source of facility evaluation by identifying needs through the annual program-review process (E.III.B.3.g).

i. The College's plans and implementations remain fluid to allow for the occasional short-term event. For example, the College identified food insecurity as an issue that could potentially negatively impact students achieving their education goals (E.III.B.3.h). The College secured a grant to start a food pantry and within two months had prepared a space, thus assisting students without delay. A permanent space for continuing support is in the planning stages.

Analysis and Evaluation:
The College maintains appropriate plans relative to its facilities. Projects are identified and prioritized through a transparent process that provides for participatory input. These steps ensure compliance with the requirements of the Standard and College plans and practices should allow for ongoing compliance.

Evidence Sources:
E.III.B.3.a Facilities Master Plan
E.III.B.3.b Gym Geotech and GeoHazard Report
E.III.B.3.c Self-Inspection of Old Admin and Forum
E.III.B.3.d Fusion Facilities Condition Index Report
E.III.B.3.e Vehicle Inventory
E.III.B.3.f Facilities Planning Discussions

E.III.B.3.g Maintenance Program Review
E.III.B.3.h Food Insecurity Study for Food Pantry

Standard III.B.4
Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard:

a. Physical resources planning begins with the Facilities Master Plan and the College's integrated planning committees. The College anticipates, plans, and evaluates the safety of its facilities, sufficiency of its classrooms, lecture labs, laboratories, and other facilities by maintaining updated planning documents as noted in the Facilities Master Plan, Chancellor's Office reports, Americans with Disabilities Act (ADA) Remediation Plan, and the Chancellor's Office's FUSION database (E.III.B.4.a).

b. The College uses a simple definition of the total cost of ownership (TCO). Criteria include required staffing, custodial requirements, routine supply costs, estimated equipment and facility maintenance costs, utility costs, disposal costs, and other costs. The goal is to maximize the quality of the student experience and the effectiveness in facilitating student learning, while also minimizing the annual payroll and operating budget requirements. The College's Proposition 39 projects have been specifically prioritized to return the greatest savings to the College on a TCO basis (E.III.B.4.b).

c. For capital projects, the architect is challenged to maximize student learning through versatile and conducive space design, while minimizing TCO through a high-efficiency infrastructure. For example, the development of the new Del Norte science laboratory project was driven by a need for a facility that could accommodate every type of chemistry and biology lab section offered in Eureka while also upgrading to modern, energy-efficient facilities and fixtures to reduce TCO. As a result, when compared with the old lab, the new lab increases learning opportunities for students while, at the same time, reducing the TCO. Because the facilities that are being replaced are older and equipped with out-of-date, inefficient equipment, the College's operating budget also benefits from savings (E.III.B.4.c).

Analysis and Evaluation:

The College meets the Standard. The College engages in a facilities-planning process that provides opportunities for constituent input into both short- and long-term facility planning and prioritization. College plans are updated on a regular basis and the total cost of ownership is integrated into analysis, planning and decision making. For example, five-year plans are updated annually and reported to the Chancellor's Office on a regular basis. Annual program review resource requests are prioritized each year, which also drives annual updates to plans and project timelines.

Evidence Sources:

E.III.B.4.a 2017 FUSION Report
E.III.B.4.b Prop 39 TCO Lighting Calculations
E.III.B.4.c Del Norte Science Lab Chemistry Equipment

Standard III.C. Technology Resources

Standard III.C.1
Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard:

a. The Information Technology department (IT) maintains all internal administrative and networked systems, including the College's student information system Colleague by Ellucian, all internet websites, and the institution's recently purchased Learning Management System (LMS), Canvas by Instructure.

b. The program-review process plays a central role in determining the College's technology needs and guarantees that all technology requests tie directly into the College's mission and Education Master Plan (E.III.C.1.a). The technology review takes place through the Technology Planning committee, a sub-committee of the Budget Planning committee, and the services, support, hardware and software for all aspects of the College are determined through the central Technology Plan in accordance with the Education Master Plan (E.III.C.1.b). Additionally, the College maintains a "Minimum Technology Standard" in order to ensure that all platforms and systems function throughout the institution (E.III.C.1.c).

c. Administrative Procedure (AP) 6365, "Accessibility of Information Technology," ensures that all technology vendors for the College comply with the accessibility requirements of section 508 of the Rehabilitation Act of 1973 (E.III.C.1.d).

d. All departments within the College, including instruction, student services and administrative services, determine technology needs through the program-review process. Recent program review reports are available on the program review website (E.III.C.1.e).

e. In addition to needs identified though the program-review process, IT maintains a replacement cycle list to ensure that equipment is updated and replaced regularly (E.III.C.1.f).

f. The College surveys staff (E.III.C.1.g), faculty (E.III.C.1.h), and students (E.III.C.1.i) regarding the efficacy and suitability of technology, hardware, software, and the College's internet platform. Also, in spring of 2017, the distance education (DE) program surveyed faculty regarding a proposed shift to new plagiarism detection software (E.III.C.1.h). Results of these and other surveys are used by the Distance Education Planning Committee to improve the DE program. The program-review process also provides direct feedback to planning committees and directly affects decisions regarding upgrades, replacements and new purchases (E.III.C.1.j).

g. A direct email system for registering technology and internet service failures or shortcomings or need for replacement was put in place in June 2013. Around this time, the College switched to the Spiceworks ticketing system. Over 80 percent of staff surveyed in 2016 indicated satisfaction with the time to respond to IT helpdesk tickets. This is up from 2014, when just over 60 percent of the staff indicated satisfaction.

h. The College continues work to update the extensive Disaster Recovery Plan to ensure campus safety and security, including all information technology systems. In the event of a natural or human-caused catastrophe, all information technology and web-based systems and records will be backed up and retained (E.III.C.3.l).

i. Funding from the Basic Skills grant, Measure Q bond moneys, and student technology fees allowed the College to expand and create new computerized classrooms in the Sciences building, room 214, in the summer of 2016. In addition, two computerized classrooms in the Humanities building, room 210 and a digital media classroom, will be completed in fall 2017.

Analysis and Evaluation:

The College has appropriate and adequate technology services, professional support, facilities, hardware, and software to support the institution's management and operational functions, academic programs, teaching and learning, and support services. The technology planning process and assessment of that process allow for continuous improvement.

Evidence Sources:

E.III.C.1.a IT Program Review 2016-2017
E.III.C.1.b Technology Plan 2015-2020
E.III.C.1.c Minimum Technology Standards
E.III.C.1.d AP 6365 Accessibility of Information Technology
E.III.C.1.e Program Review Reports
E.III.C.1.f Computer Replacement Cycle
E.III.C.1.g Staff Technology Survey
E.III.C.1.h Faculty Technology Survey

E.III.C.1.i Student Technology Survey
E.III.C.1.j DE Plagiarism Software Survey Results
E.III.C.1.l Disaster Recovery Plan

Standard III.C.2
The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard:

a. The College's Information Technology department (IT) performs an annual program review to ensure adequate infrastructure, quality and capacity. All program reviews performed throughout the College are tied directly to the Mission and the Education Master Plan (E.III.C.2.a).

b. The Budget Planning committee (BPC) considers resource requests based on a standard rubric applied through the Technology Planning committee (TPC) and Facilities Planning committee (FPC). On the basis of this rubric, resource requests are ranked relative to meeting the standards of the Education Master Plan and Strategic Plan documents (E.III.C.2.b).

c. As noted in III.C.1, the IT department maintains a replacement cycle list to ensure that equipment is updated and replaced regularly. (E.III.C.2.c)

d. The College's IT department employs a direct response "Help Desk" ticket system for issues arising with technology, print services, and maintenance. The ticket request system ensures that material resources and/or technology needs are adequate to students achieving their educational goals and serves as a ready source for correcting issues and replacing faulty hardware and software for faculty and staff (E.III.C.2.d).

e. A central CR-Online resources and information hub website is two clicks from the College's front page, ensuring that all faculty have a wealth of information and online services and immediate technical support for the recently acquired Learning Management System (LMS), Canvas, and other online facilities used in online and face-to-face courses. The site includes the capacity for reporting problems and seeking immediate assistance with the LMS to improve course delivery (E.III.C.2.e).

f. During Distance Education Planning Committee (DEPC) meetings, committee members discuss the data regarding faculty usage of the new LMS and modes of usage (E.III.C.2.f).

g. During the planning and building of new classroom facilities, the College improved its Computer and Information Systems (CIS) program by including dedicated technology

classrooms with the latest computer technology, local area network and classroom management software, and computerized classroom furniture to enhance student learning and increase pedagogical capabilities in the electronic modalities and information technology.

h. From 2009 through 2014, the IT department created a wifi system that increased from five megabits to 300 megabits of bandwidth, and from five wireless access points (WAP) to 104 WAPs spread across three sites (E.III.C.2.g).

i. Prior to 2013, the voice network had reached the end-of-life stage and was no longer supportable. Consequently, the College hired a consulting IT expert to review and make recommendations for a new data system. With support from the Board of Trustees to invest in upgraded communications, the College switched over to a VoIP system. Over the course of two years, the old system was replaced with new VOIP technology. The IT department has received no complaints or requests for increased voice quality (E.III.C.2.h).

j. After two system-wide outages in 2014, the IT department program review included a proposal to increase bandwidth to one gigabit. IT worked with the Corporation for Education Network Initiatives in California (CENIC) to provide upgrades for both the data circuit and the router. After six months, the new system was completed and the College now operates at the increased bandwidth. CENIC also provided a second gigabit connection for the Eureka campus that partially travels over a different path for some fault tolerance, and is working on making the connection fully redundant. By June of 2017, the increase in bandwidth will be expanded to include the Del Norte campus.

k. After surveys of faculty and students over several years indicated dissatisfaction with the existing LMS, the College created the LMS Task Force in fall 2013 with the following goal: “to determine which learning management system will most effectively and sustainably support all modalities (face-to-face, hybrid and online) of teaching and learning at College of the Redwoods” (E.III.C.2.i). Over the 2013-14 academic year, the task force engaged in a rigorous, exhaustive, and fully informed process of researching, testing, and selecting several possible LMS for the College. Once the candidates were identified, representatives of the various LMS companies came to campus to demonstrate their products for faculty, students, and staff. After all constituencies were surveyed regarding their choices, Instructure’s CanvasTM platform LMS was selected. The Board of Trustees approved a five-year Canvas Learning Management System contract at their November 2014 meeting. With this contract, CR began transitioning from Sakai to Canvas.

l. The DE director, DE coordinator and instructional technologist provided intensive training for the new system, and IT worked with this group to assist with the transfer of

instructional materials from Sakai to Canvas through the 2014-15 academic year. The wisdom of the College's choice of the leading edge LMS was affirmed when California Community Colleges Online Education Initiative announced its intent to award Instructure's CanvasTM platform the contract to provide services to community colleges statewide in 2015.

m. In summer 2017, IT incorporated an authentication splash page for gaining access to the College's wireless network.

Analysis and Evaluation:

The College maintains a robust environment in which planning for new technology, selection of hardware and software, and dissemination of necessary information and training all take place under the guidance of an active Information Technology department and with the strong guidance and collaboration of the Distance Education Planning Committee. The College also regularly reflects on technology and reviews its software and hardware and pedagogical choices to ensure sufficient quality and capacity for all programs and services.

Evidence Sources:

E.III.C.2.a IT/TSS Program Review
E.III.C.2.b TPC Resource Request Rubric
E.III.C.2.c IT Replacement List
E.III.C.2.d Helpdesk Ticketing System
E.III.C.2.e CR Online Website for Students
E.III.C.2.f DEPC Meeting Discussion
E.III.C.2.g Network and Wifi Upgrades
E.III.C.2.h Voice Network Upgrade
E.III.C.2.i Sakai LMS Satisfaction Survey

Standard III.C.3

The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard:

a. The distance education (DE) faculty coordinator engages the DE faculty in regular surveys, which are reviewed by the Distance Education Planning committee (DEPC). The survey results have led to several alterations and enhancements of the LMS, as well as the procurement of new software across the locations served by the College. The College regularly issues surveys to faculty to solicit the extent to which the College supports them in teaching online courses (E.III.C.3.a).

b. In September 2016, IT noticed a bad echo in the audio feed during a Teleconference course transmitted from Del Norte. IT tested the broadcast facilities and discovered

standing sound waves. Sound baffles were erected prior to the beginning of the next semester. It is anticipated that another baffle system will be needed in Del Norte.

c. With recent technological improvements such as increased bandwidth, new TelePresence classrooms for sending and receiving courses, the purchase of the Canvas LMS, and other IT purchases such as software for recording lecture for online delivery, the College can now guarantee that online services reach throughout the entire District so that any student with internet access has the same availability to online services and coursework as any other student (E.III.C.3.b). Connectivity improvements currently underway include increasing the connection between the Eureka and Del Norte campuses to one gigabit and increasing the connection between the Eureka and Klamath-Trinity campuses by 45 megabits.

d. TelePresence development in 2015-16 added the capabilities to originate and receive from additional space so that the College's main campus and Del Norte Center can both originate and receive. In addition, the Klamath-Trinity site can now receive TelePresence courses from either Del Norte or Eureka, thus enhancing remote student learning across the College's vast area (E.III.C.3.c).

e. The College created an extensive Disaster Recovery Plan to ensure safety and security, including all information technology systems. In the event of a natural or human-caused catastrophe, all mission-critical information technology and site storage systems will be backed up (E.III.C.3.d).

f. The College implemented an extensive Emergency Response System, including tsunami warning sirens, an active-shooter warning system, and emergency notification systems for all classrooms and other rooms in new buildings, as well as a text messaging broadcast system for the Eureka campus and the Del Norte center. These enhancements in communication help ensure preparedness and safety across the College's service area (E.III.C.3.e).

g. The College is currently working on improving scheduling efficiencies for DE and Telepresence courses across the District to maximize electronic educational value and ensure that all students can achieve their educational goals and outcomes (E.III.C.3.f).

Analysis and Evaluation:

The institution assures that technology resources at all locations, for all programs, and for all services are implemented and maintained to assure reliable access, safety, and security. The College's provides an effective technology infrastructure to support students in their education and staff in their ability to support students.

Evidence Sources:

E.III.C.3.a Instructional Modality Survey Results

E.III.C.3.b Telepresence Logical Layout
E.III.C.3.c IT Services by Location with Telepresence
E.III.C.3.d Recovery Facilities in Disaster Recovery Plan
E.III.C.3.e Emergency Response System
E.III.C.3.f Telepresence Schedule Enhancement

Standard III.C.4
The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

a. Throughout the academic year, the distance education coordinator communicates with faculty regarding new initiatives and advancements in statewide and local instructional technology (IT) capacities (E.III.C.4.a). In addition, the director of distance education publishes a Canvas LMS bulletin full of valuable information regarding producing course materials and related pedagogical enhancements (E.III.C.4.b).

b. The College employs a dedicated instructional technologist. An expert in online education serves in this position to improve the quality of online instruction and offer assistance to faculty and staff. The instructional technologist and IT staff regularly provide trainings to faculty and staff to improve effectiveness of technology in the classroom and for distance education (E.III.C.4.c).

c. IT has developed a thorough and broad reaching distance education (DE) assistance program and a Help Desk process to ensure students and staff using the College's online educational system can receive fast service and assistance regarding difficulties and uncertainties in online operations (E.III.C.4.d).

d. The distance education coordinator has engaged the DE faculty and the general faculty in surveys regarding the efficiency and value of IT programs at the College. The Distance Education Planning committee (DEPC) reviews the survey results, and the committee's discussions have led to multiple alterations and enhancements of software, as well procurement of new software (E.III.C.4.e).

e. Through the auspices of the College's Professional Development Committee and under the direction of its professional development coordinator, a regular series of training opportunities are scheduled throughout the year. Staff and faculty who participate in such training sessions are surveyed to identify future topics and improve the quality and value of future trainings (E.III.C.4.f, E.III.C.4.g).

f. The Redwoods Community College District and the College of the Redwoods Faculty Organization negotiated and agreed, through a memorandum of understanding, on

established minimum qualifications and guidelines for faculty to be permitted to teach online. The agreement includes specific online preparation for educators (E.IIII.C.4.h).

g. The Redwoods Community College District and the College of the Redwoods Faculty Organization negotiated a stipend for faculty interested in training related to offering curriculum via Telepresence (E.III.C.4.i).

h. The College gives substantial reassignment for a faculty member to coordinate DE efforts throughout the district. The distance education coordinator responsibilities include assisting faculty with development of online courses using the OEI rubric, and facilitating sessions of the Online Teaching and Learning Training (E.IIII.C.4.j).

Analysis and Evaluation:
The institution ensures that faculty, staff, and administrators can effectively use technology and technology systems related to its programs, services, and institutional operations through regular professional development offerings and trainings. Students are provided appropriate resources in the effective use of technology on the web and College staff are available for them to contact for assistance.

Evidence Sources:

E.III.C.4.a DE Coordinator Updates
E.III.C.4.b Canvas Bulletin
E.III.C.4.c FLEX Technology Trainings
E.III.C.4.d Online and Help Desk Support
E.III.C.4.e DEPC Survey Result Analysis
E.III.C.4.f Convocation Technology Sessions
E.III.C.4.g Distance Education Sessions
E.III.C.4.h MOU for Online Teaching Requirement
E.III.C.4.i SARTCO for Telepresence
E.III.C.4.j SARTCO for Distance Education Coordinator

Standard III.C.5
The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

a. The recently revised Administrative Procedure (AP) 3720, "Computer and Network Use," spells out in precise language policies and allowable uses covering everything from copyrights and licensing to strictures against political, personal, or commercial use and security in the work or learning environment. The AP includes possible disciplinary action for violations (E.III.C.5.a).

b. Through approval by its Academic Senate and governing board, AP 4105, "Distance Education," lays out strictures governing online and Telepresence education that may take place at the College (E.III.C.5.b). This policy requires that all online course proposals receive separate review and approval, that all courses guarantee regular instructor contact, methods for student authentication and online proctoring, Americans with Disability Act (ADA) compliance, privacy, and instructor evaluation (E.III.C.5.c).

c. The Collective Bargaining Agreement (CBA) between the Redwoods Community College District and the College of the Redwoods Faculty Organization includes a special separate evaluation process for faculty teaching online, including guarantees regarding the appropriate use of information systems in teaching and the general work environment (E.III.C.5.d).

d. Included on the CR-Online web-based distance education hub are several sites offering faculty assistance and the College's standards for online education, such as an "Online Course Syllabus Checklist" and a "Distance Education Faculty Handbook" (E.III.C.5.e, E.III.C.5.f).

e. Students enrolling in online course sections are introduced to online and distance education policies and standard practices through several methods: the College maintains a dedicated website clearly delineated on its homepage under the heading "Online Learners"; once inside this site, numerous paths are offered to assist students in becoming successful online, such as links to the CCCCO's Online Education Initiative's "Online Student Readiness" and "Getting Tech Ready" tutorials. The College's online and DE faculty are required to provide online orientation letters for each course section, which include standards and policies for success in the DE modality (E.III.C.5.g).

Analysis and Evaluation:
The College has administrative policies and published procedures AP 3720 and AP 4105 that guide the appropriate use of technology in the teaching and learning processes. In addition, the CBA requires faculty evaluation for online instructors that differs in significant ways from faculty evaluation in face-to-face environments, specifically to ensure compliance with this Standard.

Evidence Sources:
E.III.C.5.a AP 3720 Computer and Network Use
E.III.C.5.b AP 4105 Distance Education
E.III.C.5.c Online Course Outline of Record
E.III.C.5.d MOU Distance Education Evaluation
E.III.C.5.e Online Syllabus Template
E.III.C.5.f Distance Education Faculty Handbook
E.III.C.5.g Distance Education Resources for Students

Standard III.D: Financial Resources

Standard III.D.1
Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. **(ER 5) (ER 18) (Federal Regulation)**

Evidence of Meeting the Standard:

a. Compliance with the Standards and Eligibility Requirements begins with the commitment of the Board of Trustees to maintain sound financial policies that are designed to support, sustain, and improve student learning programs and services. To that end, the Board of Trustees has adopted Board Policies (BP) 6200, "Budget Preparation," BP 6250, "Budget Management," and BP 6300, "Fiscal Management" (E.III.D.1.a). All board policies are reviewed and updated on a regular basis (E.III.D.1.b). Taken together, these board policies guide the College's governing body and commit board members to comply with accreditation standards, maintain short- and long-term financial stability, and uphold fiduciary responsibilities.

b. Additionally, the Board of Trustees adopted a set of goals and objectives for 2016-17, including Goal 1: "Accreditation - Support, through our policy role, all accreditation efforts as well as adherence to all ACCJC standards and Commission policies" and Goal 2: "Fiscal Stability - Ensure the fiscal health of the District by making decisions that lead to long-term sustainability." The board's goals further the district's compliance efforts relative to this accreditation Standard through the board's oversight (E.III.D.1.c).

c. The College's budget development practices begin with BP 6200, "Budget Preparation," which provides clear board directives relative to the fund balance in the unrestricted general fund. The policy sets a 10% fund balance goal and guidance to steadily increase the fund balance over time (E.III.D.1.a).

d. The College produces three-year budget forecasts with realistic and conservative expectations (E.III.D.1.d). The forecast includes annual balanced budgets with planned annual increases to the unrestricted fund balance in compliance with BP 6200 (E.III.D.1.a). The forecast explicitly identifies any potential need for budget adjustments during each year of the forecast. Each forecast prepares the College for conversations relative to long-term financial sustainability. Prior to the start of each fiscal year, College leadership identifies a specific set of reasonable and attainable budget savings items to close any identified budget gap. For instance, in recent years, funding has been prioritized to support student success by providing innovative developmental, career technical, and transfer education and planning (E.III.D.1.e). Based on these forecasts,

the College plans for any impacts related to student enrollment fluctuations and changes in state funding models.

e. The College's integrated planning model and participatory governance committees provide the structure for review and discussion of the budget and its link to the College's mission, Education Master Plan, and all Strategic Plan goals (E.III.D.1.f). The first step in the College's participatory governance process regarding budgeting and finances is the Budget Planning committee (BPC), a college-wide committee made up of representatives from all constituency groups, including faculty, staff, management, at least one representative from the Del Norte Center, and a student representative (E.III.D.1.g). The BPC's charge is to broadly stay informed on budget and financial activity (E.III.D.1.h), to provide the president/superintendent with recommendations on important budget and fiscal decisions, and for the members to communicate back to their constituencies on the BPC's activities (E.III.D.1.i). The BPC is charged with reviewing and providing feedback to the president/superintendent on the budget forecast and on operational program review resource requests.

   The BPC continues to work to fulfill its planning charge more completely and more effectively. The committee has experienced a high turnover of leadership (six co-chairs in three years), and the committee has work to do to nore effectively realize its proper role in long-term budget planning, in the processes for establishing long-term budget priorities, and in providing feedback on budget forecasts to the president/superintendent. Additionally, the committee needs to determine how constituency representatives on the BPC can consistently and effectively solicit constituency input on matters before the BPC, and determine an effective way to communicate BPC actions to district employees. The College is working to address these issues. These issues are central to the action plan for improvement included later in this report in the section titled "Changes and Plans Arising Out of the Self-Evaluation Process."

f. To set priorities for operational program review resource allocations, the BPC prepares a ranked list of resource requests recommended for funding (E.III.D.1.j). All rankings are based on rubrics used to prioritize items at various stages of the resource request process. The BPC, the Facilities Planning committee (FPC) and the Technology Planning committee (TPC), all use the same ranking rubric. The rubric places a high priority on requests that address life, safety and ADA accessibility needs and that support student success (E.III.D.1.k). The final rankings are published on a searchable public webpage to provide employees an easy way to access the rankings of resource requests (E.III.D.1.j).

g. Program review resource request templates include a section titled, "Link with Institutional Goal/Assessment Result" (E.III.D.1.n). The program requesting resource allocations is responsible for establishing a clear and reasonable linkage between the

request and the College's goals and plans. As part of the ranking process, BPC members may review these linkages and place requests higher or lower based on the strength of the goals and planning linkage.

h. The president/superintendent makes resource allocation decisions after receiving prioritizations from the planning committees. Each year an email is distributed to the campus community when resource request funding decisions are posted. The searchable resource request webpage is updated annually for any employee to easily view whether their request was funded. Prior to adopting the searchable webpage, the resource request report was also included in a board agenda packet (E.III.D.1.j).

i. Institutional effectiveness survey results presented at the annual Institutional Effectiveness Summit revealed that while some survey respondents believe they understand the College's budgeting and planning processes, many others believe the College's budgeting and planning processes as areas in need of improvement (E.III.D.1.l). Discussions at the annual Institutional Effectiveness Summit noted concerns about the resource request and budgeting process. Since the last survey, the Fiscal Crisis and Management Assistance Team (FCMAT) conducted a review of the district's fiscal reporting and projections, and FCMAT noted employee concerns relative to clarity, documentation, communications, and participation in staff development (E.III.D.1.m). To improve effectiveness, the College has developed an action plan detailed in "Changes and Plans Arising Out of the Self-Evaluation Process" later in this report.

j. Participatory governance and the College's current resource prioritization process strive to ensure all expenditures are necessary and are aligned with the mission and plans of the College, as evidenced by funding allocation trends for instructional costs. In support of student learning outcomes, the instructional cost cluster has been prioritized over other cost clusters, and the 50% compliance percentage has been maintained over the three years reviewed (E.III.D.1.n).

k. Focusing on Goal 1 of both the Strategic Plan and the Education Master Plan, "College of the Redwoods will employ programs, services, and organizational structures to meet the needs of learners and ensure student success," the College has been diligent in assuring sustained funding streams to directly support student learning programs and services. At the same time, to meet Strategic Plan Goal 3, "College of the Redwoods will pursue strategies that lead to fiscal and operational sustainability," and Accreditation Standard III.D.1 and Eligibility Requirement 18, the College has slowed the growth of non-instructional costs included in the total current expense of education (E.III.D.1.o).

l. The College is steadily growing its unrestricted fund balance. Since 2011-12, the College has increased its fund balance from 5.0% in 2012-13 up to 6.4% by 2015-16, and is forecasting continued growth of the fund balance to 6.9% by the end of 2016-17, 7.4% by 2017-18, and 7.9% by 2018-19 (E.III.D.1.p, E.III.D.1.q).

m. The College last performed an actuarial study of retiree health benefits in September 2015. The College updates the study biannually. Additionally, the College employed the services of an actuary to examine more critically financial holdings and readiness for change. Based on the actuary's November 21, 2013 recommendation letter, the College is implementing a plan to assure adequate funding for its OPEB liability, setting aside reserves for capital needs and setting aside reserves to address potential long-term pension costs above the state's scheduled increased billings to the CalPERS and CalSTRS pension funds. The actuary is currently updating the analysis from November 2013 and will provide an updated recommendation letter by summer 2017 (E.III.D.1.r).

n. The College has received unmodified/unqualified audit opinions with no material weaknesses and no significant deficiencies noted relative to its annual financial statements for the past five years, including fiscal year 2015-16 (E.III.D.1.s). The College has also received unmodified audit reports relative to its management of federal awards for the most recent five years. The College submitted its final audited financial statements late to the auditors, primarily due to staffing turnover and difficulty finding replacements for key accounting positions at the College. The College is reporting acceptable federal financial aid default rates (E.III.D.1.t) and continues to manage its contracts and debt instruments appropriately. As evidence of the College's management of its financial affairs, contracts, and debt instruments, Standard and Poor's affirmed the College's "A" rating on May 31, 2012 (E.III.D.1.u). Moody's assigned a rating of "A1" and on February 28, 2014 upgraded its rating by removing its previous negative outlook rating (E.III.D.1.v).

Analysis and Evaluation:

The College meets the standard. The College has demonstrated the ability to balance its budgets in a timely manner. Even when faced with substantial budget reductions, the College's priorities were established to assure positive outcomes for students along with continued financial sustainability. The College prioritizes instructional costs in line with both its planning documents and accreditation standards. The College prioritizes continued increases in its reserve levels in support of ongoing financial sustainability. A participatory governance structure exists for both communications relative to the budget and for prioritizing resource allocations through a process designed to support the improvement of student learning. In addition, the College's bond ratings and audited financial statement reports provide evidence from external sources which validate that the institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. It is noted that some members of constituent groups believe transparency could be improved and that the BPC could function more effectively, and an action

plan has been developed in the “Changes and Plans Arising Out of the Self-Evaluation Process” later in this report.

Evidence Sources:

E.III.D.1.a Board Policies
E.III.D.1.b BP/AP Updates
E.III.D.1.c BOT Board Goals
E.III.D.1.d BOT Final Budgets
E.III.D.1.e Expense Prioritization
E.III.D.1.f Integrated Planning Model
E.III.D.1.g BPC Membership
E.III.D.1.h BPC Updates on State Budget
E.III.D.1.i BPC Charge
E.III.D.1.j BPC Resource Requests Webpage w/ Funding Decisions
E.III.D.1.k BPC/FPC/TPC Ranking Rubric
E.III.D.1.l BPC Complete Resource Request Spreadsheet
E.III.D.1.m Resource Request Communications
E.III.D.1.n Institutional Effectiveness Survey
E.III.D.1.o FCMAT Report
E.III.D.1.p 311 Fund Balance Forecast
E.III.D.1.q BOT Fund Balance Forecast
E.III.D.1.r Actuary Reports
E.III.D.1.s

- Redwoods CCD FS 2011-12
- Redwoods CCD FS 2012-13
- Redwoods CCD FS 2013-14
- Redwoods CCD FS 2014-15
- Redwoods CCD FS 2015-16

E.III.D.1.t Financial Aid Default Rates
E.III.D.1.u Standard and Poor’s Bond Rating
E.III.D.1v Moody’s Bond Rating

Standard III.D.2
The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard:

a. The College uses its participatory governance structure to develop its mission and Education Master Plan and Strategic Plan, which in turn lead to a commitment to student learning during healthy and lean budget cycles (E.III.D.2.a, E.III.D.2.b, E.III.D.2.c).

b. The annual budgeting process begins each January with the release of the governor's January budget proposal (E.III.D.2.d). The College's preliminary budget is based on the governor's January budget proposal. Each year, prior to developing the preliminary budget, the Budget Planning committee (BPC) reviews the College's plans, an updated fiscal health checklist, and the College's last budget forecast in preparation for making budget recommendations (E.III.D.2.e). The BPC reviews and is charged with recommending to the president/superintendent a set of budget assumptions for the preliminary budget and discusses the preliminary budget (E.III.D.2.f). As a next step in the annual budgeting process, the Board of Trustees approves the assumptions for the preliminary budget and reviews the preliminary budget in an open meeting (E.III.D.2.g).

c. Once the governor releases the May revised budget proposal, a tentative budget is created based on the assumptions of the May revised budget proposal. The BPC reviews the tentative budget, which is then reviewed and approved by the Board of Trustees at an open meeting in June (E.III.D.2.h, E.III.D.2.i).

d. By June 30, the legislature and the governor finalize the enacted budget, and then the Chancellor's Office releases its Advance Apportionment Report. The College's final budget is based on the state's enacted budget and the Chancellor's Office Advance Apportionment Report. The Board of Trustees presents each final budget through multiple communications and venues (E.III.D.2.j). First, the board's final budget public hearing is noted on the budget calendar and the final budget is reviewed annually at an open meeting of the Board of Trustees. About one month prior to each final budget public hearing date, the board receives a presentation of the budget at an open meeting. The hearing is advertised in the local newspaper. An email is distributed to the campus community when the board agenda is posted to the district's website. All these communications provide a transparent process further establishing the College's commitment to the participatory governance processes. The campus community and the public are invited to comment when the Board of Trustees holds the final budget public hearing. After the final budget public hearing, the board reviews and approves the final budget, including a three-year forecast, in an open session (E.III.D.2.k).

e. Each fall, the BPC discusses the final budget (E.III.D.2.l). The College also announces and then holds a campus wide budget open forum to review the budget trends for the College (E.III.D.2.m). During the remainder of the fiscal year, the Board of Trustees reviews monthly financial status reports, which include any budget adjustments as well as year-to-date actual data and a report on the College's cash balances at month's end. The board also reviews the quarterly and annual 311 report filings (E.III.D.2.n). During the year, budget updates are emailed to the campus community and the president/superintendent posts budget updates to a blog (E.III.D.2.o).

f. Finally, the Board Audit Committee receives and discusses the annual financial statement audit in detail and summarizes its discussions for the full Board of Trustees at a regularly scheduled open meeting of the Board of Trustees. The Board of Trustees then accepts the independent certified public accountant's report to officially close that fiscal year (E.III.D.2.p).

g. Parallel to the above described budget preparation process, in the fall, each department and program area begins the reflective process of preparing its annual program review and resource requests through review of assessment results and plans. Each September an email to the campus community announces the kickoff of the annual program-review process (E.III.D.2.q). Units complete annual program reviews and submit their reports through the College's website. The program review template includes a section to solicit feedback relative to the unit's funded resource requests from prior years. This feedback request loop provides information regarding the effectiveness of the funding and request process in meeting stated goals in the original resource request. The Program Review Committee (PRC) receives the program reviews and compiles a comprehensive list of resource requests. Members of the PRC review each program's report and provide feedback on each unit's submission in order to improve the process in the future (E.III.D.2.r). The administrative lead of each program also reviews his or her program's resource requests and may pull requests to be funded within the area's discretionary budget. Some requests are pulled because they are personnel requests, which are outside the purview of the BPC/TPC/FPC planning process. Some requests are pulled because they are small enough that they can be funded from the existing budget of the relevant dean or director. Pulled requests remain on the master list with a notation as to the action taken by the division head. The PRC forwards the complete list of resource requests to the BPC (E.III.D.2.s).

h. By spring term, the BPC receives the comprehensive list of resource requests from the PRC. Members of the BPC sort the resource request lists and distribute the technology, equipment, and space requests for review by the FPC or TPC as appropriate. The FPC and TPC review their assigned requests and rank each request. The BPC, FPC, and TPC use a single, agreed-upon ranking rubric for their rankings (E.III.D.2.t). Each committee member individually ranks his or her assigned requests, and then the rankings are

merged. The TPC and FPC review these initial rankings and discuss any large ranking disparities, if they exist. At this point, the rankings may be adjusted at the discretion of the committee members. Once TPC and FPC complete their respective rankings, the ranked lists are forwarded to the BPC. The BPC then produces a merged list by combining items from the two lists. The complete list is forwarded to the Executive Cabinet for potential funding decisions.

i. While the TPC, FPC, and BPC are completing their rankings, other resource requests are reviewed by different committees. The Professional Development Committee reviews requests for professional development funding. The vice presidents and members of the Executive Cabinet review requests for new non-faculty positions. Through its faculty prioritization process (E.III.D.2.u), the Faculty Prioritization committee, a college-wide, joint governance and planning committee containing deans, the CIO, multiple representatives of the Academic Senate and other constituencies, makes recommendations on faculty positions to the president/superintendent.

j. The Executive Cabinet assists the president/superintendent in reviewing all recommendations for resource requests and in identifying funding for approved requests. The approved list is then communicated back to the committees and the College as a whole (E.III.D.2.v). During the year, additional requests may receive funding. This second channel, called the "Supplemental Budget Augmentation Request," is initiated when an area needs funding that wasn't identified in the annual program review. Thus, when a new need is identified, or when it is determined that an existing need is urgent and cannot wait for the months-long BPC/TPC/FPC process to unfold, areas and cost centers of the College can submit a "Supplemental Budget Augmentation Request Form" (E.III.D.2.w). Supplemental Budget Augmentation Request Form). If funded, the request report is shared with the BPC as an information item.

k. Toward the end of the annual cycle, the BPC reflects on its activities and how processes and procedures might be improved. This annual self-evaluation is conducted in the final months of the fiscal year and results are discussed at the last BPC meeting of the year. During the May 2016 BPC meetings, the committee reviewed a survey, discussed processes, and made decisions relative to adjustments to improve the next year's process (E.III.D.2.w).

Analysis and Evaluation:

The College has a well-developed annual budgeting process and a transparent resource request approval process, both of which integrate the College's mission and goals into its financial planning. To further improve effectiveness, College leadership is investigating identifying a pool of one-time resources that can be used to provide more funding for resource requests. The College also continues to work on its resource request feedback processes and recently introduced an online resource request report that tabulates the results of all resource requests

each year. The College has engaged in "closing-the-loop" activities to solicit feedback and assessment relative to the effectiveness of previous resource allocations. During the 2015-16 program-review cycle, a question was added to the program-review template to ask for feedback on previously funded resource requests. The College will need two or three years of completed program reviews to assess the effectiveness of this feedback loop process. The College is continuing to grow its unrestricted fund balance in compliance with Board of Trustees' policy and continues to manage its budgets to support student learning while maintaining fiscal stability.

Evidence Sources:

E.III.D.2.a Integrated Planning Model
E.III.D.2.b Institutional Effectiveness Report
E.III.D.2.c Mission and Plans
E.III.D.2.d Budget Calendar
E.III.D.2.e BPC Reviews Plans
E.III.D.2.f BPC Recommends Budget Assumptions
E.III.D.2.g BOT Approves Budget Assumptions and Preliminary Budget
E.III.D.2.h BPC Discusses Tentative Budget
E.III.D.2.i BOT Approves Tentative Budget
E.III.D.2.j BOT Sunshine Final Budget
E.III.D.2.k BOT Approves Final Budget
E.III.D.2.l BPC Handout on Final Budget
E.III.D.2.m Budget Open Forum Announcements
E.III.D.2.n BOT Financial Report Reviews
E.III.D.2.o President/Superintendent Budget Blog
E.III.D.2.p Redwoods CCD FS 2015-16
E.III.D.2.q Program-review process Email
E.III.D.2.r Program Review Feedback
E.III.D.2.s Program Review Announcement Email
E.III.D.2.t BPC/FPC/TPC Ranking Rubric
E.III.D.2.u AP 7217 Faculty Prioritization Process
E.III.D.2.v Resource Request Funding Emails
E.III.D.2.w Supplementary Budget Augmentation Form
E.III.D.2.y BPC Self-Assessment

Standard III.D.3
The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard:

a. The College defines its processes for financial planning and budget development through Board Policy (BP) 6200, "Budget Preparation," BP 6250, "Budget Management," and BP 6300, "Fiscal Management." These policies provide campus constituencies and College leadership with the board's directives relative to sound budget management (E.III.D.3.a). Each of these BPs was reviewed and recommended to the president/superintendent by the College Council, a participatory governance committee with broad membership, including faculty, management, staff, and student representation (E.III.D.3.b). These BPs were also presented at open meetings of the Board of Trustees and then approved at later board meetings. Through College Council and Board of Trustees meetings, all constituencies are afforded an appropriate opportunity to participate in policy development. The College's integrated planning model identifies the relationship between the planning committees and the College's decision-making processes. The integrated planning flowchart provides committee descriptions within a process flow diagram (E.III.D.3.c). The budget calendar provides a broad overview of key annual budget development actions (E.III.D.3.d). The Budget Planning committee (BPC), a participatory governance committee with broad constituent representation, annually reviews the budget calendar (E.III.D.3.e). The budget calendar is approved by the Board of Trustees annually at an open meeting, subject to the Brown Act and with time allowed for public comment (E.III.D.3.f).

b. The BPC is informed about state budget forecasts and is charged with making recommendations to the president/superintendent based on that information and on the allocation of bond funds, program review resource requests, and other potential College actions. Other participatory governance committees and constituencies also make recommendations to the president/superintendent. Examples of these recommendations include new full-time faculty hiring recommendations from the faculty prioritization process, new non-faculty hiring requests reviewed by the Executive Cabinet, and professional development initiatives recommended through the Professional Development committee. The College's governance committees maintain public websites with agendas, supporting documents, and meeting notes to further enhance transparency and to allow all constituencies appropriate opportunities to participate in developing institutional plans and budgets. Each committee makes recommendations through established processes. For example, requests for new non-faculty positions, technology, equipment, space, and professional development are typically included in program reviews, with justifications documented on standard templates including

linkages to institutional plans identified on each request. These requests are first reviewed through the respective governance committees. Then, the president/superintendent receives and considers the recommendations and makes final recommendations to the Board of Trustees. The Board of Trustees approves the president/superintendent's recommendations in an open meeting, subject to the disclosure requirements of the Brown Act, with time allowed for public comment. Requests for non-faculty positions and participatory governance recommendations for faculty positions are reviewed by the Executive Cabinet with the president/superintendent making final recommendations for board approval. Once the board has approved such recommendations, the Human Resources department informs the appropriate parties and initiates hiring processes as appropriate. A similar process is followed for filling vacant positions with the Human Resources department communicating the status of searches to the appropriate parties (E.III.D.3.g). Once approved, funds are allocated and the College's position inventory tracking database is updated.

c. Program review resource request templates include a section titled, "Link with Institutional Goal/Assessment Result" (E.III.D.3.h). The person or department requesting resource allocations is responsible for establishing a reasonable linkage between the request and the College's goals and plans. As part of its ranking process, BPC members may review these linkages and place requests higher or lower based on the strength of the goals and described planning linkage.

d. In keeping with participatory governance structures, the preliminary, tentative, and final budgets are shared with campus constituent groups through periodic budget update emails, blog postings, public hearings, open forums, and Board of Trustees agenda packets. The BPC also receives periodic budget updates during the year and is charged with providing feedback and recommendations to the president/superintendent to facilitate budget development (E.III.D.3.i). Several days ahead of each Board of Trustees meeting, an email announcement is sent to all employees directing them to the website to review the board agenda and supporting documents (E.III.D.3.j). Complete board agendas, including supporting documents, are available on the board's website.

o. The BPC continues to work to fulfill its planning charge more completely and more effectively, including its responsibility to provide meaningful, constructive feedback and recommendations to the president/superintendent. To improve effectiveness, the College has developed an action plan to improve both these processes and communications to the district in the "Changes and Plans Arising Out of the Self-Evaluation Process" section, later in this report.

e. In addition to publicly posting the board agenda and supporting documents, the College expresses its commitment to transparency through its various committees. For example, the BPC publishes agendas and supporting documents to its publicly accessible website

and maintains an archive (E.III.D.3.k). While the College has made great strides in increasing transparency generally during the past five years, it continues to seek ways to further increase transparency and trust in its planning processes, especially in processes related to budget planning.

p. Employee satisfaction surveys showed improved results between 2010 and 2015 in categories such as the following: 1) "The mission, purpose, and values of this institution are well understood by most employees"; 2) "Most employees are generally supportive of the mission, purpose, and values of this institution"; 3) "The goals and objectives of this institution are consistent with its mission and values"; 4) "This institution involves its employees in planning for the future"; and 5) "This institution plans carefully" (E.III.D.3.l). However, discussions at the annual Institutional Effectiveness Summit noted concerns about the resource request and budgeting process. Since the last survey, the Fiscal Crisis and Management Assistance Team (FCMAT) conducted a review of the District's fiscal reporting and projections, and FCMAT noted employee concerns relative to clarity, documentation, communications, and participation in staff development. To improve effectiveness, the College has developed an action plan in the "Changes and Plans Arising Out of the Self-Evaluation Process" later in this report. (E.III.D.3.m). The College has developed an action plan to improve both these processes and communications to the District described in "Changes and Plans Arising Out of the Self-Evaluation Process" later in this report.

Analysis and Evaluation:

Budget and financial processes are driven by planning and follow defined processes. To improve effectiveness, the College enhanced the reporting and tracking of annual program review resource requests with a web-based tool to review request rankings and funding decisions. Even so, some desire for greater transparency and broader constituent understanding of budgeting practices has been documented in recent analyses of the College's fiscal processes. The College recognizes that a greater degree of knowledge will allow participatory governance committees to provide constituencies better access and more opportunities to participate in the development of the College's plans and budgets. Toward that end, as referenced above, the College has developed an action plan for improvement detailed in the "Changes and Plans Arising Out of the Self Evaluation Process" section of this report.

Evidence Sources:

E.III.D.1.a BP 6200, BP 6250, BP 6300
E.III.D.3.b College Council Membership
E.III.D.3.c Integrated Planning Model
E.III.D.3.d Budget Calendar
E.III.D3.e BPC Membership
E.III.D.3.f BOT Approves Budget Calendar

E.III.D.3.g HR Position Approval Email
E.III.D.3.h Program Review Template
E.III.D.3.i BPC Review of Budget
E.III.D.3.j BOT Agenda Packet on the Website Email
E.III.D.3.k BPC Webpage with agendas and attachments
E.III.D.3.l Employee Satisfaction Survey Results
E.III.D.3.m FCMAT Report

Standard III.D.4
Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard:

a. The Board of Trustees provides direction regarding institutional planning through relevant board policies (E.III.D.4.a). Board policies direct that annual budgets be based on a realistic assessment of available financial resources and expenditure requirements, and that the budgets reflect planning goals, including the Strategic Plan, Education Master Plan, and other college plans. The annual budgeting process begins each January with the release of the governor's January budget proposal (E.III.D.4.b). The College's preliminary budget is based on the governor's January budget proposal, while the tentative budget is based on the governor's May revised budget, and the final budget is based on the state's enacted budget. Each of the College's budgets is aligned with the College's planning priorities, and meets requirements for fiscal stability, legal mandates, and collective bargaining agreements, as well as college initiatives.

b. Key elements for developing the College's budget include expected student enrollments, budget actions at the state level, Chancellor's Office Apportionment Reports, apportionment cuts due to the application of a deficit coefficient, contractual obligations for employee salary step advancement, inflation on health and welfare benefits costs and pension costs, changes in the position inventory for position reclassifications, new positions, and other position inventory modifications, mandated costs, "Fifty Percent Law" requirements, Faculty Obligation Number (FON) requirements, support from other financial resources, and other relevant information. Also, board directives to set aside sufficient funds for potential future pension costs and OPEB liabilities are key elements for budget preparation. In spring 2017, the president/superintendent formed a task force to identify and create cost-effective strategies to increase enrollment. The impetus for the group's work came as a response to an external review performed by the Fiscal Crisis and Management Assistance Team (FCMAT) and includes faculty, administration, and staff. The task force met on June 21, 2017 and explored future possibilities for increasing enrollment (E.III.D.4.c).

c. A unique key element to the annual budget is the transfer of territory agreement between the Redwoods Community College District (RCCD) and the Mendocino-Lake Community College District (MLCCD). The agreement will result in a redistricting for both colleges where the portion of existing RCCD territory in Mendocino County known as the College of the Redwoods Mendocino Center (CRMC), a grandparented educational center for basic apportionment funding, will transfer to become part of MLCCD's territory. The center's distance to Eureka versus Ukiah, its presence in a different county, and other factors contributed to the RCCD board's decision to pursue redistricting. This decision is expected to improve the long-term sustainability of RCCD (E.III.D.4.d, E.III.D.4.e).

d. The Budget Planning committee (BPC) is charged with reviewing and recommending to the president/superintendent a set of budget assumptions for the preliminary budget and with discussing the budgets throughout the process (E.III.D.4.f). The BPC receives updated budget information on a regular basis and may provide feedback to the president/superintendent at any time. The Board of Trustees approves the College's budgets in an open meeting (E.III.D.4.g).

   The BPC continues to work to fulfill its planning charge more completely and more effectively, including its responsibility for recommending budget assumptions to the president/superintendent.

e. Key budget elements inform budget forecasts, each of which explicitly identifies any potential need for budget savings during each year of the forecast. Each forecast prepares the College for conversations relative to long-term financial sustainability. Prior to the start of each fiscal year, College leadership identifies a specific set of reasonable and attainable budget savings items to close any identified budget gap. For instance, in recent years, funding has been prioritized to put student success first by providing innovative developmental, career technical, and transfer education and planning (E.III.D.4.h). Based on these forecasts, the College plans for any impacts related to student enrollments and changes in state funding models.

f. The College continuously seeks to develop alternative financial resources. The College Foundation and auxiliaries provide resources, and the College has developed lease income partnerships. For example, the College leases a building to PG&E as well as leasing smaller spaces to other clients.

Analysis and Evaluation:
The College meets the standard. Budget development is built on a realistic assessment of enrollments, resources, and planned expenditure and is closely aligned with board policies and the College's plans. The BPC is working to more completely fulfill its responsibilities in making recommendation related to long-term budget priorities. Improvements in the College's budget

planning processes over several years have allowed the College to meet its obligations and to increase the unrestricted fund balance. For example, the College contributed over 121% of its annual OPEB cost during fiscal year 2015-16 as evidence of managing for the College's long-term obligations (E.III.D.4.i). The transfer of territory petition and agreements with the Mendocino-Lake Community College District evidence that the board is willing to pursue all options to foster College's long-term sustainability and to maximize attainment of student learning outcomes.

Evidence Sources:

E.III.D.4.a Board Policies
E.III.D.4.b Budget Calendar
E.III.D.4.c Enrollment Task Force
E.III.D.4.d Transfer of Territory
E.III.D.4.e Approved Transfer of Territory
E.III.D.4.f BPC Recommends Budget Assumptions
E.III.D.4.g BOT Approves Budget Assumptions and Preliminary Budget
E.III.D.4.h Resource Requests Funded for Instruction
E.III.D.4.i OPEB Annual Contributions

Standard III.D.5
To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard:

a. Board Policy (BP) 6300, "Fiscal Management," includes requirements for adequate internal controls and requires that fiscal objectives, procedures, and constraints are communicated to the College community and Board of Trustees (E.III.D.5a). The College regularly evaluates and updates its policies, financial management practices, and internal controls to ensure financial integrity and the responsible use of financial resources (E.III.D.5.b, E.III.D.5.c).

b. Each year a certified public accounting firm audits the College's financial statements and evaluates the College's internal controls. The audit is conducted in accordance with generally accepted accounting standards, current GASB requirements, OMB Circular A-128 and A-133, and the requirements specified by the California Community Colleges Contracted District Audit Manual (CDAM). For the most recent five fiscal years up to 2015-16, the audits were "Unmodified" or "Unqualified" and auditors discovered no material weaknesses or significant deficiencies relative to the district's internal controls (E.III.D.5.f).

c. These activities assure the financial integrity of the institution and its internal control structures. College leadership uses the results of these audits and reviews to improve internal control systems. The following is an example of a recent improvement in internal controls: the position inventory sometimes failed to reflect changes to employment status. Recognizing that such a gap in information could hamper the College in its decision making process, the Business Office budget technician is now email copied on each approval and denial or deferral decision on all position requests.

d. The Board of Trustees approves a monthly financial status report, quarterly CCFS 311 reports, CalCard report, and purchase order report (E.III.D.5.f). These reports summarize the final budget, year-to-date budget adjustments, the current budget, year-to-date actual revenue and expenditures, cash balances, and related financial disclosures. These reports are prepared from information derived from the College's Ellucian Colleague Financial Information System, which is configured with appropriate control procedures. Budget and financial reports are typically vetted with the president/superintendent and other Business Office managers prior to being published. These reports, which are publicly available on the College's website, provide the board with useful information for decision-making and provide College constituencies with a steady stream of financial disclosures. This demonstrates the College's commitment to widely disseminate dependable and timely information for sound financial decision making.

e. Cost center managers access detailed budget, encumbrance, and expenditure transaction reports through the Ellucian Datatel Financial Information System. The Business Office provides online training resources, group trainings, and one-on-one training in the use of the system on request (E.III.D.5.g).

f. Financial reports, including audit reports and budget documents, are made publically available on the College's website (E.III.D.5.h). Budget updates are forwarded to College constituencies both through email and the president/superintendent's blog postings (E.III.D.5.i, E.III.D.5.j). Evidence of the effectiveness of these communications include employee satisfaction survey ratings that show improvement from 2010 to 2015. For example, respondents noted improvements to this this survey item, "There is good communication between staff and the administration at this institution" (E.III.D.5.k).

Analysis and Evaluation:

In recent years, the College has increased its reserves and has maintained or improved its bond rating. To improve effectiveness relative to appropriate control procedures, authentication, conditional access controls, and related data security and data integrity concerns, the College is engaging a consultant to perform additional audit procedures on information system controls. To improve effectiveness, the College recently engaged the Fiscal Crisis and Management Assistance Team (FCMAT) to perform a comprehensive review of the College's fiscal health. In subsequent years, College leadership will discuss emerging issues and risks to determine if

further reviews should be requested of external auditors and to assess the campus community's knowledge and participation in the budgeting and funding processes.

Evidence Sources:

E.III.D.5 a BP 6300 Fiscal Management
E.III.D.5.b BP/AP Update Process
E.III.D.5.c Travel Audit
E.III.D.5.d Position Inventory Audit
E.III.D.5.e Redwoods CCD FS 2015-16
E.III.D.5.f BOT Financial Report Reviews
E.III.D.5.g Business Office Training
E.III.D.5.h Financial Reports on Website
E.III.D.5.i Budget Update Emails
E.III.D.5.j Budget Update Blogs
E.III.D.5.k Employee Satisfaction Survey
E.III.D.5.l Standard and Poor's Bond Rating

Standard III.D.6
Financial Documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard:

a. Compliance with the Standards and Eligibility Requirements begins with the Board of Trustees' commitment to maintaining sound financial policies that are designed to support, sustain, and improve student learning programs and services. To that end, the Board of Trustees has adopted Board Policies (BP) 6200, "Budget Preparation," BP 6250, "Budget Management," and BP 6300, "Fiscal Management" (E.III.D.6.a).

b. Also, the Board of Trustees adopted a set of goals and objectives for 2016-17, including Goal 1, "Accreditation - Support, through our policy role, all accreditation efforts as well as adherence to all ACCJC standards and Commission policies" and Goal 2, "Fiscal Stability - Ensure the fiscal health of the District by making decisions that lead to long-term sustainability," and goals related to "achieve the mission of student success" and "progress on SLOs" (E.III.D.6.b).

c. To ensure the credibility and accuracy of the College's financial reports, internal controls, and management of the College's fiscal resources, the Board of Trustees engages an independent certified public accountant to perform an annual audit of the College and to express an opinion relative to integrity of the College's financial records, including the District and its auxiliaries and foundations. For the most recent five fiscal years up to 2015-16, the audits discovered no material weaknesses or significant deficiencies relative

to the District's internal controls (E.III.D.6.c). The auditors complete a Bond Report and a Bond Performance Audit, which also reported appropriate management of bond funds (E.III.D.6.d). The Citizen's Bond Oversight Committee (CBOC) provides oversight of the expenditures from the College's general obligation bonds and has reported appropriate handling of these funds (E.III.D.6.e). The Budget Planning committee and the board reviews annual preliminary budgets, tentative budgets, and final budgets. These budgets are published on the College's website and public comment is solicited. At each review, there is an opportunity for discussion and adjustments as assumptions are verified and new information comes forward from the state and the Chancellor's Office. Budget preparation closely aligns to changes in the state's budgets and is developed following the College's planning processes using the established budget assumptions.

d. Accounting staff, the vice president for administrative services (VPAS), and the president/superintendent review monthly financial reports for the Board of Trustees before submission. The VPAS reports all budget adjustments during the fiscal year for the board's approval on the "Monthly Financial Status Report." Incremental refinements in budgeting processes have resulted in fewer budget adjustments in recent years on board reports.

e. The College's program-review process ensures that resource requests are tied directly to the mission, goals and plans. All departments across the district review the prior year's resource requests to reflect on the allocation process. All program review templates include a section on "Evaluation of Previous Plan," which requires that faculty and staff address the following: "Describe plans/actions identified in the last program review and their current status. What measurable outcomes were achieved due to actions completed? Action plans may encompass several years; an update on the current status, or whether the plan was discarded and why." Program review templates include all major resource requests, and the templates specifically request~~s~~ that faculty and staff perform the following process review: "Based on data analysis, student learning outcomes and program indicators, assessment and review, and your critical reflections, describe the actions to be taken for the next academic year. Please be specific. This section and section 6 should include a detailed justification so that the resource prioritization committees understand your needs and their importance." Thus, during the regular budgeting process and use of program reviews from across the district, the Program Review committee and the Budget Planning committee are able to review the relationship between account allocations and their affects on student learning and success (E.III.D.6.f).

Analysis and Evaluation:
The College meets the standard. Auditors have provided unqualified/unmodified opinion for the last five years. Each month the Board of Trustees is provided an updated projected financial

status for the year that has been reviewed by senior staff. Major changes to the budget forecast are provided to the Budget Planning committee. The College has demonstrated through its practices that instruction is the primary focus along with the support needed for students to be successful. A robust program-review process ensures that allocations are tied directly into the College's mission, goals, and plans, and that College staff responsible for making allocation requests reflect on student success and that resources are applied to needs.

To improve effectiveness, accounting staff will begin reviewing the Chancellor's Office 320 reports prior to submission by the College. This will strengthen internal control and ensure that all figures on the report have been reviewed the Business Office.

In addition, to improve effectiveness, the College will engage its external CPA firm to include a supplementary schedule in the audited financial statements to report out unrestricted general fund revenue, expenditure, transfer, fund balance and fund balance percentages. Currently, the auditors provide a combined restricted and unrestricted general fund report. This will provide College constituencies with an externally verified report specifically on the unrestricted general fund.

Evidence Sources:

E.III.D.6.a Board Policies
E.III.D.6.b Board of Trustees Goals
E.III.D.6.c Redwoods CCD FS 2015-16
E.III.D.6.d Audit Bond Report
E.III.D.6.e Citizen's Bond Oversight Committee Report
E.III.D.6.f Program Review Template
E.III.D.5.g Employee Satisfaction Survey

Standard III.D.7
Institutional responses to external audit findings are comprehensive, timely and communicated appropriately.

Evidence of Meeting the Standard:

a. Each year the Board of Trustees engages a certified public accounting firm to audit the College's financial statements and evaluate the College's internal controls. For the most recent five fiscal years up to 2015-16, the audits were "unmodified" or "unqualified" and discovered no material weaknesses or significant deficiencies relative to the District's internal controls (E.III.D.7.a). Due to the consecutive loss of accounting positions for the College during the critical closing of the books, the two most recent audits were completed after the Chancellor's Office timely filing deadline of December 31. College leadership informed the Chancellor's Office of the delayed filing and provided periodic updates. To assure timely and appropriate response, the audits are reviewed by the vice

president for administrative services and presented in detail to the Board Audit and Finance Committee prior to acceptance by the Board of Trustees.

b. On an ongoing basis, the vice president for administrative services and the Board Audit Committee reviewss all audit reports and track progress towards implementation of corrective action for all audit findings. External auditors review progress of corrective actions annually. The fiscal year 2015-16 annual audit identified an error in the annual 320 report filed with by the College. To address this concern, the College improved its procedures for preparing the report. An error was identified in a spreadsheet used to prepare the annual 320 report. In consultation with the auditors, it was determined that a standard report from the Ellucian Colleague information system could provide the needed data. Also, each 320 report will also be reviewed by Business Office staff to provide an additional review before submitting the report.

c. From time to time, areas of the District are the subject of audits from other external entities, such as state or federal agencies. The most recent audit was a Child and Adult Care Food Program (CACFP) USDA Food Program Audit, which resulted in a few recommendations, but no serious deficiencies. A Department of Education program review audit resulted in findings with repayments totaling $6,678 during 2015-16 and non-monetary findings. In response, the College improved its internal controls and implemented corrective actions (E.III.D.7.b). The vice president for administrative services recommended and the Institutional Effectiveness Committee concurred on a restructuring and consolidation of the College's two safety committees to focus the combined committee's charge on ensuring compliance and reviewing policies, required reports, and disclosures (E.III.D.7.c). The College's corrective actions have not identified any additional weaknesses.

Analysis and Evaluation:
The auditors have issued unmodified/unqualified audit opinions with no material financial audit findings reported. The College works to resolve findings in a manner that is mutually agreeable for both the College and external entities. To improve effectiveness, the College will prioritize the filling of any future accounting position vacancies and expand advertising outside of the district.

Evidence Sources:
E.III.D.7.a Redwoods CCD FS 2015-16
E.III.D.7.b Response to CACFP USDA Audit
E.III.D.7.c Safety Committee Consolidation at IEC

Standard III.D.8
The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard:

a. For the annual financial audit, the audit scope includes the Redwoods Community College District inclusive of its bond funds, foundation, and auxiliary organizations. The audit scope includes special funds and includes testing for appropriate internal controls. For the most recent five fiscal years up to 2015-16, the audits were "unmodified" or "unqualified" and discovered no material weaknesses or significant deficiencies relative to the district's internal controls (EIII.D.8.a).

b. The Board of Trustees, the Board Audit and Finance Committee, and the Citizens' Bond Oversight Committee (CBOC) review annual bond expenditure and performance audits. The CBOC includes members of the community and meets quarterly to review expenditures from the College's local bond funds (E.III.D.8.c). Bond expenditures have been consistent with regulatory and legal restrictions. The bond program has never received a modified audit or material finding.

c. Information and results of independent audits are provided to the Board Audit and Finance Committee, Board of Trustees, and the Executive Cabinet, and are used to evaluate and improve financial management and internal controls. For example, as noted above, in response to an error discovered in a 320 report submitted to the Chancellor's Office, a more reliable data source will be used. Also, when future 320 reports are prepared, Business Office staff will provide an extra review prior to submitting the report to the Chancellor's Office (E.III.D.8.d).

d. The College regularly evaluates and updates its policies, financial management practices, and internal controls to ensure financial integrity and the responsible use of financial resources, activities that ensure the financial integrity of the institution and its internal control structures. Recent actions taken to improve internal controls include the following:

    - The position inventory sometimes failed to reflect changes to employment status. Now, approval, denial, and deferral decisions on all position requests are automatically email copied to the Business Office budget technician to record the change of status in the position inventory.
    - During a routine facility inspection, it was noted that a concession stand did not have adequate cash registers, locking drawers, and related security features. As a result, College leadership investigated further and determined that cash handling procedures were inadequate and not well documented. Business Office staff are in

the process of updating cash handling procedures and developing a cash handling training.

- The College changed travel reimbursement policies to allow staff to be reimbursed a reasonable hold fee for air travel prior to travel advance approval. This allows travelers to lock in rates earlier, which almost always results in lower airfare costs (E.III.D.8.f).

e. The Business Office regularly updates online training available to College constituencies and offers group training and one-on-one training on request (E.III.D.8.g). This ensures that users understand the College's internal control systems.

f. The College has commissioned a business process/workflow study to help ensure that process and procedures are as efficient as possible and provide professional development to Business Office staff.

Analysis and Evaluation:

The College recently upgraded its Ellucian Datatel information system platform to a new hardware platform, from a unidata database to an SQL database, and a major Ellucian version upgrade. To improve effectiveness relative to appropriate control procedures, authentication, conditional access controls, and related data security and data integrity concerns, the College will engage a consultant to perform additional audit procedures on information system controls. Also to improve effectiveness, the College engaged a consultant to review Business Office practices and workflows and to provide training to staff. Each year, College leadership will discuss emerging issues and risks to determine if additional reviews should be requested of the external auditors.

Evidence Sources:

EIII.D.8.a Redwoods CCD FS 2015-16
E.III.D.8.c Citizen's Bond Oversight Committee Report
E.III.D.8.d CCD Performance Audit
E.III.D.8.f Travel Reimbursement Policy
E.III.D.8.g Business Office Training

Standard III.D.9
The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard:

a. The College's budget development practices begin with Board Policy (BP) 6200, "Budget Preparation," which provides clear board directives relative to the fund balance in the unrestricted general fund. The policy defines a 10% unrestricted reserve goal and provides guidance to steadily increase the fund balance to achieve that goal (E.III.D.9.a).

b. In compliance with board policy, the College is steadily growing its unrestricted fund balance. Since 2011-12, the College has increased its fund balance from 5.0% in 2012-13 up to 6.4% by 2015-16, and is forecasting to continue to grow the fund balance to $1.9 million or 6.9% by the end of 2016-17, 7.4% by 2017-18, and 7.9% by 2018-19 (E.III.D.9.b, E.III.D.9.c). The $1.9 million unrestricted fund balance brings the College's reserves to just about one month of unrestricted payroll. Question 4 to the state Chancellor's Office "Sound Fiscal Management Self-Assessment Checklist" includes this question, "Is the College's unrestricted general fund balance consistently maintained at or above the recommended minimum prudent level (5% of the total unrestricted general fund expenditures)?" The College has answered "yes" to this question for the last three years. This level of fund balance is a reasonable reserve for emergencies and will continue to steadily grow to 10% in line with BP 6200, "Budget Preparation."

c. The College's strategies for risk management include funding the OPEB liability to ensure that resources will be sufficient to cover estimated payments over the 30 or more years of the program (E.III.D.9.d). Also, the College has set aside funds for potential unfunded pension liabilities with $300,000 in one-time funds during 2015-16 and budgeted for a $25,000 permanent annual set aside.

d. The College has a strong cash position. The cash balance is reported to the Board of Trustees on the "Monthly Financial Status Report." Initially, the report disclosed the unrestricted cash and the total district cash held at the County Treasury. Through trustee feedback, it was noted that certain amounts included in the total district cash are "very restricted" such as cash in a debt service fund. In response, the cash balance is now calculated as total cash excluding local bond and debt service funds.

e. During years when the state delayed or deferred cash payments, the College participated in Tax and Revenue Anticipation Notes (TRANs) to manage cash flow. All TRANs have been repaid as agreed. Current cash flow projections do not indicate the College will need to issue any TRANs debt in the near future.

f. The College is preparing for potential cash flow needs arising from the $36 million Utility Infrastructure Replacement and Seismic Strengthening (UIR) state capital outlay project. The College must make payments under the UIR project and then submit a request for reimbursement to the state. The timing difference, or delay, from the date of the College's payment until receipt of the state's reimbursement will require the College to provide short-term cash flow financing over the two-year construction phase of the project. To prepare for this cash flow need, the Board of Trustees approved a resolution to provide for interfund borrowing (E.III.D.9.e).

g. BP 6540 requires the College to maintain continuous insurance coverage for liability, worker's compensation, fire, and other perils, while Administrative Procedure (AP) 6322 requires employee indemnity bonding (E.III.D.9.f, E.III.D.9.g). The district participates in property, liability, and workers' compensation insurance programs organized through the Northern California Community Colleges Self-Insurance Authority (NCCCSIA), the Statewide Association of Community Colleges (SWACC), and the Protected Insurance Program for Schools (PIPS). These JPAs are created to provide self-insurance programs to California community colleges. This coverage includes all risk to 100 percent of replacement cost on buildings and contents. Each member college has a deductible of $1,000 for property and liability. Liability and property coverage are supplemented by an umbrella policy of $5 million under the Statewide Association of Community Colleges (SWACC). Schools Excess Liability Fund Joint Powers Authority (SELF JPA) covers the College with additional excess liability coverage (E.III.D.9.h). The College also purchases student accident insurance, employee bonding coverage, and cybercrime insurance. Business Office procedures require contractors, vendors, and anyone renting or leasing College facilities to provide insurance binders acceptable to the College and naming the College as an additional insured party.

Analysis and Evaluation:

Reserves are maintained above the Chancellor's Office recommended minimum prudent level of 5% of the total unrestricted general fund expenditures. While reserves have increased in recent years, the College recognizes that its fund balance is among the lowest of the California community college districts. The Board of Trustees has provided leadership and direction relative to reserves through its policy statement requiring continued increases to the fund balance up to the 10% level. Cash balances are appropriate, and the College is planning appropriately for upcoming cash flow needs. When the state begins deferring payments again, the College may need to secure a TRAN for short-term cash flow needs. The College is sufficiently protected against risk through its participation in the NCCCSIA, and the College's vice president for administrative services represents the College on the NCCCSIA Board of Directors and the SWACC Claims and Coverage Committee.

Evidence Sources:

E.III.D.9.a BP 6200 Budget Preparation

E.III.D.9.b 311 Fund Balance Forecast
E.III.D.9.c BOT Fund Balance Forecast
E.III.D.9.d OPEB Annual Contributions
E.III.D.9.e BOT Interfund Borrowing Resolution
E.III.D.9.f BP 6540 Insurance
E.III.D.9.g AP 6322 Employee Indemnity Bonds
E.III.D.9.h Insurance Summary

Standard III.D.10
The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard:

a. The College practices effective management oversight of all financial resources, including financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, the foundation, grants, investments and other assets. Board Policies (BPs) require strong financial oversight. For example, BP 6320, "Investments," requires that investments shall be made with preservation of the principal balance as the primary criteria (E.III.D.10.a). BP 6300, "Fiscal Management," establishes the board's requirements for internal controls and timely and accurate financial records (E.III.D.10.b).

b. The accounting records of the Redwoods Community College District and its foundation, auxiliary organizations, and bond funds are audited annually by an independent certified public accountant (E.III.D.10.c). Both the Audit and Finance Committee and the Board of Trustees review the auditor's reports.

c. Standard and Poor's affirmed the College's A rating on May 31, 2012 (E.III.D.10.d). Moody's assigned a rating of A1 and on February 28, 2014 upgraded its rating by removing their previous negative outlook rating (E.III.D.10.e).

d. A Department of Education program review audit in 2014 resulted in findings with repayments totaling $6,678 and non-monetary findings. The repayments were resolved during the 2015-2016 academic year and the College significantly improved its internal controls and implemented corrective actions. To address the findings that resulted in repayments, the Financial Aid Office made a number of small improvements, including changes to the processes related to clock hour program award calculations. To address the non-monetary findings, the vice president for administrative services recommended and the Institutional Effectiveness Committee concurred on a restructuring and consolidation of the College's two safety committees to focus the combined committee's charge on ensuring compliance and reviewing policies, required reports, and disclosures

(E.III.D.10.f). A dedicated "Consumer Information" page was published on the College's website. The "Consumer Information" page was modeled from a report from the National Postsecondary Education Cooperative (NPEC) regarding information required to be disclosed under the Higher Education Act of 1965 that included suggested titles for HEA Student Consumer Information of Institutional Web Portal Page.

e. While the College has a history of satisfactory oversight of finances and solid internal controls, the administration recognizes that the level of unpaid student accounts needs to be better controlled. The Board of Trustees receives updates on unpaid student accounts at the College. For example, agenda item 4.3.2 on the November 1, 2016 Board of Trustees agenda includes an accounts receivable report (E.III.D.10.g). To reduce student debt, a task force with members of residential life, admissions and records, athletics, and the Business Office was formed in fall 2015 focused on reducing debt of students in the dorms. The group's analysis of the payment plan and analysis of student's use of the payment plan led to a restructuring of the payment so that it is more affordable.

f. Housing application documents and housing practices relative to rent payments are being reviewed and updated to place a stronger focus on student financial responsibility earlier in the process. The Board of Trustees established goal 2e relative to monitoring progress on delinquent accounts receivable, and progress reports are presented to the Board of Trustees (E.III.D.10.h).

g. Regular budget monitoring by budget managers, the Business Office, and senior administration safeguards against overspending or exposing the College to unanticipated liabilities. The Business Office employs a part-time grants position and all grant applications require Executive Cabinet approval before submitting the application and before accepting an award (E.III.D.10.i). The College of the Redwoods Foundation has its own Board of Directors that reviews regular quarterly reports prepared by the Business Office (E.III.D.10.j).

Analysis and Evaluation:
The College is effectively managing its finances, identifying areas to improve effectiveness, and striving for improvement of and greater transparency in existing processes. The College recognizes that its delinquent student accounts reduce operating resources and has initiated steps to address unpaid student debt. The Business Office continues to monitor delinquent debts and to propose incremental improvements to further address this issue. Because of this, the College meets the requirements of the Standard and has policies and practices in place to ensure ongoing compliance.

Evidence Sources:
E.III.D.10.a BP 6200 Budget Preparation
E.III.D.10.b BP 6300 Fiscal Management

E.III.D.10.c Redwoods CCD FS 2015-16
E.III.D.10.d Standard and Poor's Bond Rating
E.III.D.10.e Moody's Bond Rating
E.III.D.10.f Safety Committee Reorganization
E.III.D.10.g Accounts Receivable Report
E.III.D.10.h Board of Trustees Goals
E.III.D.10.i Grant Approval Form
E.III.D.10.j Foundation Financial Report

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

Evidence of Meeting the Standard:

a. The College practices a timely integrated budget planning system that takes into consideration both short-term and long-term financial needs. The College creates three-year income and expenditure projections on an annual basis as part of final budget preparation (E.III.D.11.a). Budget forecasts are updated as new information becomes available. For example, the impacts of the governor's proposed budget are reviewed each January, and the May revised budget is analyzed each May. The use of established budget planning processes has resulted in a culture of fiscal responsibility. This allows the College to anticipate and react to enrollment reductions.

b. The College's budget calendar is approved by the Board of Trustees annually. For example, agenda item 3.3 on the September 6, 2016 board agenda included the annual budget calendar (E.III.D.11.b). The budget calendar includes timelines for reporting to the College's Budget Planning Committee (BPC), the Board of Trustees, and the Chancellor's Office. The College's budget priorities are informed by the College's mission, plans, and Board of Trustees' guidance with the Executive Cabinet preparing funding priorities for the College's budget.

c. The BPC reviews enrollment forecasts, which is the basis for anticipated apportionment funding, expenditure estimates, and various budget items. The BPC's charge is to make recommendations to the president/superintendent relative to budget preparation and the College's spending priorities. The BPC is actively working to more completely fulfill this aspect of the committee's charge. For example, the May 18, 2016 BPC meeting included a discussion of the potential impact of the May revised budget on the College (E.III.D.11.c). The November 11, 2015 BPC meeting notes document a discussion of public safety and security improvements and using certain capital funds for that purpose. The notes further reference a previous BPC recommendation to set aside $700,000 of

one-time funds into the capital fund which was accepted by the president/superintendent (E.III.D.11.d).

d. The College ensures that its obligations are identified with accurate valuations. When appropriate, the College may engage outside actuaries to establish a valuation. All of these obligations are summarized and disclosed in the annual financial audit for the fiscal year ended June 30, 2015 (E.III.D.11.e).

e. As of June 30, 2016, the College's working capital ($14.6 million of current assets, minus $8.6 million of current liability) was $6.0 million, up from $4.6 million as of June 30, 2015. The June 30, 2016 cash and cash equivalent balance was $16.8 million as reported on the "Statement of Cash Flows" which is down from $18.4 million for the prior year. The reduction in cash is primarily attributable to a reduction in Measure Q/B local bond funds. As projects continue, local bond fund cash will be reduced. The College's non-current assets are greater than non-current liabilities. The total net position is $57.2 million and is also up from the June 30, 2015 figure of $56.4 million.

f. As a result of the 2016-17 final budget forecasting operating deficits in 2017-18 and 2018-19, the College began planning to balance those budgets. An email from the president/superintendent to all employees in August 2016 noted, "The net result indicates that our budgets will be out of balance by as much as $1.5 million in 2017-18 and $2.2 million in 2018-19" (E.III.D.11.g). To receive broad constituent feedback, the College created a budget forum webpage to solicit specific ideas and to respond to those ideas (E.III.D.11.h). Also, the College held its annual open forum to discuss the budget forecast. Many employees attended the open forum and engaged in an active discussion of the College's finances (E.III.D.11.i). College leadership also communicated with representatives of the faculty and staff bargaining units, Academic Senate, Management Council, and confidential staff to solicit feedback about possible ways to close the budget gap. Several suggestions arising out of these discussions are being pursued, as detailed in the November 4, 2016 president's email to the campus (E.III.D.11.j). The 2017-18 Preliminary Budget presented at the April 11, 2017 Board of Trustees meeting included $92,000 in revenue enhancements and nearly $1.5 million in expenditure reductions identified by the Executive Cabinet to close the budget gap for 2017-18 (E.III.D.11.k). The Executive Cabinet is continuing its work on closing the budget gap identified for 2018-19. In addition, the president/superintendent formed the Enrollment Task Force in summer 2017, an ad hoc group charged with identifying, evaluating, and recommending potential enrollment-growth initiatives. These multiyear budget forecasts and plans to close anticipated budget gaps demonstrate the College's commitment to accreditation standards, including "long-range financial priorities to assure financial stability."

g. The three-year budget forecast includes expenditure set-asides for continued funding of the OPEB liability and building maintenance. The $36 million Utility Infrastructure

Replacement and Seismic Strengthening State funded capital outlay project is scheduled to commence in late summer of 2017 to update HVAC, data, water, sewer, and other systems across the Eureka campus. Operating efficiencies and reduced operating costs are anticipated when the project is completed over the next two years. This project will greatly reduce the College's deferred maintenance backlog.

h. The 2016-17 Final Budget also included a $25,000 budget for a new permanent set-aside titled, "Net Pension Liability Set Aside," with plans to increase this annual set aside as resources permit. (E.III.D.11.k) This set-aside began in 2015-16 and was initially funded with $300,000 in one-time funds (E.III.D.11.l). This pension set aside demonstrates the College's commitment to accreditation standards, specifically the following: "When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability."

i. The College's three-year budget forecast includes the estimated increased CalPERS and CalSTRS payments, so this set-aside is in addition to funding the increased pension payment schedule. This new pension set-aside is intended to create a reserve to cover any portion of the College's $17.9 million net pension liability, as disclosed on page 68 of the 2014-15 financial statements, that may not ultimately be covered by the State's scheduled increases to annual pension payments (E.III.D.11.m). In addition to the measures laid out above, the College is asking its actuary to provide a proposed annual set-aside level for long-term fiscal health.

j. The final budget includes a scheduled one-half percent (0.5%) increase to the ending fund balance in each year of the three-year forecast. While reserves have increased in recent years, the College recognizes that its fund balance is among the lowest of the California community college districts. BP 6200, "Budget Preparation," provides the Board of Trustees guidance toward achieving to a prudent level of unrestricted fund balance for the College. The BP provides a 10% fund balance target (E.III.D.11.n). A 2016-17 annual planning goal states the following goal, to "Increase the general fund balance between 0.5% and 1.0% to ensure the institution has sufficient cash flow and reserves to maintain stability and address financial emergencies." (E.III.D.11.o) Steadily increasing the unrestricted fund balance to the 10% target helps the College meets the following accreditation standard: "The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency."

k. The Fiscal Crisis and Management Assistance Team (FCMAT) recently conducted a review of the District's finances. FCMAT identified the District's 30% decrease in enrollments since 2008-09 as a major challenge due to the loss of over $3.1 million in enrollment funding. Without enrollment growth, the report cites the risk that the fund balance might not increase in future years unless the forecasted deficits can be resolved. With the losses of enrollment funding, FCMAT noted that the District's reserves for

economic uncertainty are very limited. While employee positions have been reduced, the report notes that these reductions are not sufficient relative to the downward student enrollment trend. FCMAT also noted, "Recent audited financial statements have been unmodified and unqualified, indicating that the accounting records are accurate and properly recorded according to relevant accounting rules. However, due to a lack of staffing, they are consistently late due to the district's inability to give the necessary financial information to the auditors on a timely basis." The report also noted that fiscal reports are difficult to understand for staff who "are not as involved or knowledgeable about the fiscal data." The report further recommends clarification of certain Board Policies. To address the concerns raised by FCMAT, an enrollment taskforce was convened and the College engaged a consultant to review Business Office practices and workflows and to provide training to staff. To improve fiscal reporting and communications and to facilitate greater inclusion in budgeting processes, the College has developed an action plan in the "Changes and Plans Arising Out of the Self-Evaluation Process" later in this report.

Analysis and Evaluation:

The College's financial plan assures short-and long-term financial solvency and is congruent with the College's plans and board policies. The College was released from the Chancellor's Office requirement to retain a special trustee based upon evidence that shows the College's steady progress toward a sound financial position. Moody's removal of a "negative outlook" caution on the College's rating provides further evidence of improved fiscal stability (E.III.D.11.p). However, the College recognizes that enrollments have fallen and that the College will not receive over $3.1 million in enrollment restoration funding unless enrollments increase. To improve effectiveness, the College requested FCMAT's services. The College is proactively addressing FCMAT's recommendations.

Evidence Sources:

E.III.D.11.a BOT Final Budgets
E.III.D.11.b BOT Budget Calendar Action Item
E.III.D.11.c BPC Minutes May 2016
E.III.D.11.d BPC Notes November 2015
E.III.D.11.e Redwoods CCD FS 2015-16
E.III.D.11.g President's Budget Email
E.III.D.11.h Online Budget Forum Feedback
E.III.D.11.i Open Forum Announcement
E.III.D.11.j President's Budget Email November 2016
E.III.D.11.k 2017-18 Preliminary Budget
E.III.D.11.l BOT Pension Set Aside September 2015
E.III.D.11.m Redwoods CCD FS 2014-15
E.III.D.11.n BP 6200 Budget Preparation

E.III.D.11.o 2016-17 Annual Plan Fund Balance Goal
E.III.D.11.p Moody's Bond Rating

Standard III.D.12
The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard:
The chart below summarizes the College's OPEB contribution history (E.III.D.12.a):

OPEB Annual Contribution Percentage			
Year	Annual OPEB Cost	Actual Contribution	Percent Contributed
FY 2011	$824,359	856,746	103.93%
FY 2012	$822,292	$921,751	112.10%
FY 2013	$781,176	$974,949	124.81%
FY 2014	$783,646	$900,284	114.88%
FY 2015	$785,478	$898,723	114.42%
FY 2016	$771,375	$934,459	121.14%

a. An actuarial study of retiree health liabilities is completed every other year, most recently for September 1, 2015. (E.III.D.12.b) The Board of Trustees has set aside monies in a fund that is separately identified for the College's Other Post-Employment Benefits (OPEB) liability. The actuary also prepared a letter summarizing an analysis of the College's OPEB fund balance and the funding plan (E.III.D.12.c). The actuary agreed that the College's plan will allow the fund to cover the OPEB-related payment schedule over the many years until the liability is eliminated. This demonstrates that the College plans for and allocates appropriate resources for its OPEB liability.

b. The College plans to eventually begin transferring portions of the OPEB to an irrevocable trust. However, at present no mandate exists requiring such a transfer to an irrevocable trust. Therefore, the College's current OPEB funding plan meets accreditation requirements for assuring the payment of liabilities and future obligations.

c. Compensated absences are recorded on the College's books. The liability increases or decreases as a result of employees taking applicable time off or accumulating leave during additional service periods, subject to maximum limits. Board Policy (BP)/Administrative Procedure (AP) 7340, "Leaves," and the administrative procedure, provides maximum accruals for annual leave and establishes that personal use days do not carry forward (E.III.D.12.d).

d. The College's collective bargaining agreements with classified employees and faculty contain leave accrual provisions as well (E.III.D.12.e, E.III.D.12.f). Many of the rules relative to compensated absences are subject to legal code and regulations as cited in the BP/AP 7340.

e. The College's collective bargaining agreement with faculty includes provisions for faculty to accumulate a load bank (E.III.D.12.g). The current faculty load bank liability is just over $152,000 (E.III.D.12.h). Deans and directors monitor and manage the accumulations in the load bank through the assignment of work to individual faculty. The Executive Cabinet reviews the load bank report annually. The load bank liability represents a relatively small percentage of the unrestricted general fund. Also, rules contained in the collective bargaining agreement require prior approval to accumulate into the leave bank and to draw leave from the bank. For example, the requirements for drawing on the leave bank for time off include the stricture that "the program will not be jeopardized by the absence of the faculty member." This demonstrates the College's compliance with accreditation standards, specifically the following: "The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations."

Analysis and Evaluation:
The College meets the Standard. The actuarial plan required by accounting standards and GASB guidance has been completed. The College's last biennial study was completed in 2015. The Board of Trustees has set aside monies in a College fund for the OPEB liability and the actuary completed an analysis finding that the College's funding plan is fiscally sound over the 30 plus year life of this liability. No requirement currently exists to compel the College to place these monies in an irrevocable trust. Compensated absences and faculty leave banking are appropriately managed at the College.

Evidence Sources:
E.III.D.12.a OPEB Annual Contributions
E.III.D.12.b Final Report 2015 - Retiree Health
E.III.D.12.c CR OPEB Funding Letter
E.III.D.12.d BP/AP 7340 Leaves
E.III.D.12.e CSEA CBA Article 10 – Leaves
E.III.D.12.f CRFO CBA Article IV – Leaves
E.III.D.12.g CRFO CBA Article 3.15 - Load Banking
E.III.D.12.h 2016 TLU Bank

Standard III.D.13
On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard:

a. The College has benefited from taxpayer's approval of general obligation bonds, and the Board of Trustees reviews and approves monthly bond project reports. The College has allocated over $40 million from these bonds to capital improvement projects. The bond funds are subject to annual financial audits by Kcoe Isom (E.III.D.13.a, E.III.D.13.b). The College also maintains other local debt and is paying as agreed with the debt service representing only a small percentage of unrestricted expenditures.

   A schedule of long-term obligations disclosed in the notes to the fiscal year 2015-16 financial audit follows (E.III.D.1.c):

Note 8 to Financial Statements – Noncurrent Liabilities as of June 30, 2016	
General obligation bonds	$33,530,045
Refunding lease obligation	$56,200
Compensated absences	$655,202
Early retirement	$299,946
Total long-term obligations	**$34,541,393**

b. The current portion of long-term debt is $1,296,200. General obligation bond debt service is paid from property tax collections and not the College's general fund. A $57,689 final payment on the Refunding Lease Obligation, which is a Certificate of Participation (COP), was paid from the College's general fund in 2016-17. Each year the College has budgeted for its COP debt service in the final budget. Because the COP debt service represents a minimal percentage of the unrestricted general fund budget, the College has experienced no adverse impacts of making the annual payments as agreed. At present, the College has no plans for additional COPs.

c. In 2012, the College offered a Supplemental Early Retirement Program (SERP) that resulted in budget savings as long-time employees at the higher end of the salary step schedule retired and either were not replaced or were replaced by employees at the beginning salary steps. Also, employee retirements afford the College the opportunity to evaluate and make adjustments to a new position to better align the work duties to the College's mission and plans. The SERP is being paid down over multiple years as the annual savings are realized from the early retirements. Costs for early retirement payments are included in the final budget, including the $92,844 current payment. Because these payments represent a minimal percentage of the unrestricted general fund budget, the College has experienced no adverse impacts from making the annual payments as agreed (E.III.D.13.d).

d. During fiscal year 2016-17, the College obtained a $75,000 loan to partially finance the purchase of a new truck-tractor and semi-trailer for the community education Truck Driving School. The primary source of repayment will be revenue from the Truck Driving School. A financial analysis of the Truck Driving program demonstrated

sufficient net cash flow to make the scheduled debt service payments as agreed (E.III.D.13.e).

Analysis and Evaluation:
Locally incurred debt is minimal and is being paid as agreed. The COP will be paid off during 2016-17. Compensated absences liabilities are recognized on the financial statements and are managed through policies and procedures and negotiated agreements. The College meets the requirements of the Standard.

Evidence Sources:
E.III.D.13.a Redwoods CCD Bond Final FS 2014-15
E.III.D.13.b Redwoods CCD Performance Audit Final FS 2014-15
E.III.D.13.c Redwoods CCD FS 2015-16
E.III.D.13.d SERP Budget Savings
E.III.D.13.e Truck Driving Financial Analysis

Standard III.D.14
All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard:

a. All financial resources and transactions, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are subject to College oversight and policies, and state and federal laws and regulations. Business Office staff use established policies, procedures, access controls, and templates to assure the appropriate handling of financial resources and transactions. All receipts and disbursements are subject to Business Office review and subsequent ratification by the Board of Trustees. The College uses a well-established internal control framework that is audited annually by a certified public accounting firm. The annual audit includes within its scope a review of short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, grants, and categorical or restricted programs. The audit tests the accuracy of financial records and compliance with all laws, regulations, rules, and program requirements. The annual audits have been unmodified and disclosed no material weaknesses for the most recent five years reviewed (E.III.D.15.a).

b. The College has not used Tax and Revenue Anticipation Notes (TRANs) recently and does not anticipate participating in a future TRAN issuance provided the state does not defer its cash payments to community colleges. The College has benefited from taxpayer's approval of general obligation bonds, and the Board of Trustees reviews and approves monthly bond project reports (E.III.D.14.b). The College has allocated over $40

million from these bonds to capital improvement projects. The expenditure of proceeds and the project scopes are subject to review by a Citizens Bond Oversight Committee (E.III.D.14.c) and annual financial and performance audits by Kcoe Isom (E.III.D.14.d, E.III.D.14.e). The auditors have provided unqualified/unmodified audit opinions for many fiscal years. These audits identified no material misstatement of financial resources and have confirmed that audited funds were used with integrity in a manner consistent with the intended purpose of the funding.

c. Standard and Poor's affirmed the College's A rating on May 31, 2012 and Moody's assigned a rating of A1 and on February 28, 2014, upgraded its rating for Redwoods Community College District by removing their previous negative outlook rating (E.III.D.14.f, E.III.D.14.g). The College's most recent Continuing Disclosure provides additional information relative to the general obligation bonds and the tax base (E.III.D.14.h). College leadership assures that appropriate and required continuing disclosures are filed and published with the Municipal Securities Rulemaking Board as appropriate (E.III.D.14.i).

d. The College has a certificate of participation (COP) disclosed in the notes to the financial statements as a Refunding Lease Obligation, which was paid off during fiscal year 2016-17. Each year, the annual debt service for the COP has been included in the final budget. At present, the College has no plans for additional COP debt. The Redwoods Financing Corporation is an auxiliary organization that makes payments on this debt service.

e. As with the general obligation bonds and COP discussed above, auxiliary activities, fund raising activities, and grants are subject to appropriate internal controls, with funds handled in a manner consistent with the intended purpose of the funding source. Board Policy (BP) 3600, "Auxiliary Organizations," and the administrative procedure provide the board's guidance and scope for the establishment of an auxiliary organization along with responsibilities and requirements, including requirements for annual financial audits. BP 3601, "College of the Redwoods Foundation, Inc.," addresses issues specific to the College's foundation (E.III.D.14.j, E.III.D.14.k). The Foundation "Master Agreement" provides additional rights and responsibilities for the College of the Redwoods Foundation, including reporting requirements, limits on authority, insurance requirements, and a requirement for an annual audit by an independent certified public accountant (E.III.D.14.l). The College's payroll office and Business Office handle the budget and financial reporting for the Foundation.

f. Grant applications and funds are carefully reviewed and managed, including a requirement for President's Cabinet to approve all applications prior to submission. The Business Office reviews all grants to ensure compliance and conducts all budgeting and financial oversight. Individual departments manage the daily operations and reporting on their grants and are subject to review by the Business Office. The Business Office

supports grant managers by monitoring expenditures, assisting with state and federal audits, and offering guidance as needed. The Business Office provides the Board of Trustees periodic reports on all grant activities (E.III.D.14.m).

g. In past years, Fresh and Natural operated as the College's foodservice vendor. In January 2017, the College returned to internally operating the dining program. A preliminary report to the Board of Trustees on the first two months of operations showed promising fiscal results (E.III.D.14.n). Follett operates the College bookstore through a publicly bid contract for services. Follett handles required disclosures, including publishing ISBN information on textbooks for each course every term and obtaining royalty clearance for copyrighted materials included in course packets (E.III.D.14.o).

Analysis and Evaluation:

All financial activities of the College are subject to an appropriate internal control structure designed to minimize the risk of any material misstatement of financial resources. Financial transactions are reported to and ratified by the Board of Trustees. The College's annual financial audits, bond audits, and performance audits provide reasonable assurance of financial integrity. Additionally, to improve effectiveness, the College will build a more supportive and collaborative relationship with the Foundation, including providing quarterly financial reports in a format that is more useful to the Foundation Board of Directors. The College meets the requirements of the Standard and has systems, plans, and policies in place to ensure ongoing compliance.

Evidence Sources:

E.III.D.14.a Redwoods CCD FS 2015-16
E.III.D.14.b Bond Project Status Report July 2017
E.III.D.14.c Citizen's Bond Oversight Committee
E.III.D.14.d Redwoods CCD Bond Final FS 2014-15
E.III.D.14.e Redwoods CCD Performance Audit Final FS 2014-15
E.III.D.14.f Standard and Poor's Bond Rating
E.III.D.14.g Moody's Bond Rating
E.III.D.14.h Continuing Disclosure Annual Report Fiscal Year June 2016
E.III.D.14.i Municipal Securities Rulemaking Board EMMA
E.III.D.14.j BP 3600 Auxiliary Organizations
E.III.D.14.k BP 3601College of the Redwoods Foundation, Inc.
E.III.D.14.l CR Foundation Master Agreement
E.III.D.14.m Grants Report - BOT 2016-04-05
E.III.D.14.n Dining Update - BOT 2017-04-17
E.III.D.14.o Follett Bookstore Contract

Standard III. D. 15
The institution monitors and manages student loans default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard:

a. The College ensures compliance with Federal Title IV of the Higher Education Act and other federal requirements by consistently monitoring its financial aid program procedures for quality, by staying informed on pending federal program changes, and by implementing in a timely manner required changes to procedures and rules. The College obtains an annual audit that includes a review of the College's compliance with federal financial aid rules. In their 2015-16 audit report, the Kcoe Isom auditing firm reported no material findings relative to the College's handling of financial aid and compliance with federal rules (E.III.D.15.a).

b. The Financial Aid Office and the Business Office work collaboratively to ensure compliance with federal financial aid rules and regulations. Federal regulations require that the College demonstrate its administrative capability to manage the Federal Student Aid (FSA) programs as agreed. The College meets federal requirements for electronic processes, having a qualified designated coordinating official, exchanging information on student loan borrowers through the National Student Loan Data System (NSLDS), providing financial aid counseling/advising, ensuring a sufficient staff level with appropriate expertise, providing a system of checks and balances, establishing a satisfactory academic progress policy and procedure, submitting annual compliance and financial statement audits, and observing generally accepted accounting principles. The College is working to improve its default rate in order to meet federal guidelines for maintaining a default rate below 15%. Over the most recent three-year reporting period, the Department of Education reports that the College's default rates has steadily improved from 24.7% to 22.7% (E.III.D.15.b).

c. A US Department of Education program review audit resulted in findings with repayments totaling $6,678 during 2015-16 and non-monetary findings. In response, the College significantly improved its internal controls and implemented corrective actions. The vice president for administrative services recommended and the Institutional Effectiveness committee concurred on a restructuring and consolidation of the College's two safety committees to focus the combined committee's charge on ensuring compliance and reviewing policies, required reports, and disclosures (E.III.D.15.c). The audit provided reasonable assurance that the College has appropriately managed the fiduciary and technical compliance requirements relative to Title IV.

d. Student loan default rates are monitored by the College and reported to the Department of Education in a timely manner. The Department of Education's website published the following default rate information for the College (E.III.D.15.d):

College of the Redwoods			
Fiscal Year (FY)	FY 2013	FY 2012	FY 2011
Default Rate	22.7%	23.8%	24.7%

The College's financial aid default rates are well below the Department of Education 30% threshold; nevertheless, the College continues to work to improve its performance in this area and is showing steady progress reducing its federal student aid default rate.

e. Student financial aid eligibility is determined by the Financial Aid Department, and the Business Office manages financial aid funds. Disbursement reporting and reconciliation are performed jointly with annual audits performed by an independent certified public accounting firm. The College provides financial aid counseling services to help financial aid applicants to better understand their rights and responsibilities (E.III.D.15.e).

f. To prevent students not actually attending courses from receiving financial aid, Administrative Procedure (AP) 5070, "Attendance Reporting," requires the collection of appropriate documentation to verify student attendance reports (E.III.D.15.f).

Analysis and Evaluation:

The College meets the Standard. The College monitors its default rate and works proactively with financial aid students to help students better understand their rights and responsibilities. The College's default rates are improving. The College's Department of Education audit identified areas of concern, and the College has moved to address these concerns. To improve effectiveness, the College is consolidating and realigning its safety committees to more clearly focus on policy review, Clery Act compliance, and an annual calendar of reviews and deliverables (E.III.D.15 Safety Committee Reorganization 2016-11-15).

Evidence Sources:

E.III.D.15.a Redwoods CCD FS 2015-16
E.III.D.15.b Loan Default Rates
E.III.D.15.c Safety Committee Reorganization 2016-11-15
E.III.D.15.d CR Default Rates
E.III.D.15.e Financial Literacy Services
E.III.D.15.f AP 5070 Attendance Reporting

Standard III. D. 16
Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard:

a. The College maintains contractual agreements with outside parties for professional services, information technology software and services, grants, lease agreements, public construction contracts, and service agreements. The contracts further the College's mission and goals by directly supporting the effective operations of the College. For example, the College contracts with an independent certified public accounting firm in accordance with Board Policy (BP) 6400, "Audits" (E.III.D.16.a) and maintains a Canvas LMS support contract to provide direct, high-quality technical support to faculty and students (E.III.D.16.b).

b. BP 6330, "Purchasing," requires all contracts to be reviewed monthly by the Board of Trustees (E.III.D.16.c). BP 6340, "Contracts," states that contracts are not enforceable until ratified by the Board of Trustees. Related administrative procedures further clarify and implement these Board Policies (E.III.D.16.d). Each month the Board of Trustees reviews and approves contracts, agreements, and MOUs (E.III.D.16.e). The College uses standard contract agreement templates to facilitate the efficient use of standard agreements (E.III.D.16.f).

c. The Business Office reviews contracts for compliance to manage risks and maintain quality. Federal grants and contracts are reviewed for compliance with applicable rules. Contracts not completed on standard templates, containing unusual risks, or uncommon terms or unusual language are submitted legal counsel review for review. Contracts are summarized and placed on the board docket for ratification (E.III.D.16.e).

d. Where appropriate, contracts include open-ended termination clauses that allow the College to cancel the agreement by simply providing notice without a requirement to demonstrate "cause" (E.III.D.16.g).

e. The College enters into all contracts with the intent of advancing the mission and plans of the College. For example, the publicly bid construction contract for an updated science laboratory at the Del Norte Center to replace a small, aging facility helps support the following College Plans: 1) Education Master Plan Objective 4.1 "Provide lab equipment and technology to effectively support instructional needs." 2) Facilities Master Plan Objective 1.4 "Update Science Labs." 3) Facilities Master Plan Objective 3.1 "Prioritize the enhancement of the student learning environment in all capital outlay projects" (E.III.D.16.h, E.III.D.16.i).

f. Professional services agreements with engineering testing firms to complete seismic testing to assure safe facilities in the event of a major seismic event assist in the furtherance of Standard III.B.1: "The Institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services" (E.III.D.16.j).

g. Lease agreements, where the College is the landlord, generate revenue for reinvestment and meet Strategic Plan Objective 3.1 "Reduce reliance on apportionment-based funding" (E.III.D.16.k).

Analysis and Evaluation:
The College has a fully-developed contracts management process with appropriate follow-up review and approval to meet applicable laws and regulations. Contracts support the mission and goals of the College in accordance with board policies. Thus, the College meets the requirements of the Standard.

Evidence Sources:

E.III.D.16.a BP 6400 Audits
E.III.D.16.b Infrastructure - Canvas Renewal Contract
E.III.D.16.c BP 6330 Purchasing
E.III.D.16.d BP/AP 6340 Contracts
E.III.D.16.e Contracts Report - BOT 2017-04-11
E.III.D.16.f Contract Template
E.III.D.16.g Lease Example
E.III.D.16.h Facilities Master Plan
E.III.D.16.i Education Master Plan
E.III.D.16.j Professional Services Agreement for Seismic Testing
E.III.D.16.k Lease Example

Standard IV: Leadership and Governance

Student in ART-17, College of the Redwoods

Standard IV.A: Decision-Making Roles and Processes

Standard IV.A.1
Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative process are used to assure effective planning and implementation.

Evidence of Meeting the Standard:

a. To ensure effective planning, the mission of the district is accessible on the College's webpage as well as through board policy. This mission statement indicates and highlights the College's vested interest in student success and educational excellence, which is threaded through all curricular and program-review processes. Specifically, it states: "[t]he College continually assesses student learning and institutional performance and practices to embrace diversity, to encourage a healthy community environment and to improve upon the programs and services we offer, all to promote student learning" (E.IV.A.1.a).

b. The College's overall philosophy highlights that "the College will apply the principles of collegial consultation, which is a decision-making process that is based on a fundamental believe in the value of all opinions, as well as an agreements to thoughtfully consider the point of view of all affected constituents" and encourages "professional development through special learning opportunities, sabbatical leaves, conferences, workshops and internal leadership opportunities for all staff" (E.IV.A.1.v).

c. The president's explicit goals involve specific requirements to "maintain strong relationships with constituency groups and the board of trustees," which includes to "continue promoting increased morale, trust, and mutual respect through consistent, open and honest communication, inclusion and engagement" and to "continue keeping constituents informed about issues affecting the College via president's blog, email and meeting with constituent group leadership on a monthly basis" (E.IV.A.1.u).

d. Two specific examples of the integration of institution-wide collaboration leading to innovation include the implementation of acceleration efforts in English and mathematics:

> **Mathematics:** During the 2014-15 academic year, a convocation presentation included members of the English department describing the findings of acceleration courses that had been offered at both College of the Redwoods and other institutions (E.IV.A.1.y). Mathematics faculty had been aware of the low number of students that were progressing successfully through the three courses

in the development sequence (Math 372, 376, 380) that led to the associate degree courses (Math 120, 194) before making transfer-level courses available (Math 5, 15, 25, 30). Faculty became interested in developing a pathway for students that were looking to complete an introductory level, transferrable statistics course (Math 15).

During the 2014-15 academic year, the College sent a team of mathematics faculty to three conferences of the California Acceleration Project (CAP) Leadership Institute. Attendance and participation in this year-long institute led to the development of Math 102, a six-unit course with open enrollment that serves as a prerequisite to Math 15 (Introduction to Statistics) (E.IV.A.1.z).

Six sections of Math 102 were offered on two campuses during the 2015-16 academic year by three full-time faculty. During the summer of 2016 summary statistics of the Math 102 cohort were evaluated. It was determined that students that took Math 102 were more successful in Math 15 than students that took Math 380 followed by Math 120. This greater success was in part due the attrition that resulted from the traditional progression (Math 380, Math120) that was removed by the pathway course. (However, it was also determined that students that complete Math 120 were more successful in Math 5 than students that completed the pathway course).

Recognizing the need to have instructors trained in acceleration methods, during the Fall 2015 semester, the College sent the first group of adjunct faculty to a CAP training in the Bay Area. The College sent faculty and staff to the Community Colleges Basic Skills and Student Outcomes Transformational Grant workshop that was hosted by the Chancellor's Office. In March 2016, College of the Redwoods was awarded a three-year grant that includes additional support for pathway instructors.

During the 2016-17 academic year the College sent another team to the CAP Institute comprised of adjunct, temporary and full-time faculty (E.IV.A.1.z).

Currently the instructors that are teaching Math 102 meet biweekly to discuss ideas and issues surrounding this course. A Canvas site has been developed where instructors share resources and assignments that have been designed for the class. The structured meeting time often concludes with instructors working in smaller groups on individual needs including assignments and classroom morale. One goal of meeting regularly is to develop many faculty who are capable and prepared to teach this course in the upcoming semesters.

English: In 2011-2012, the English department looked at data collected by our Institutional Research (IR) division. Faculty reflected on the very low numbers of

students who successfully progressed through English 1A who initially started out in English 350 and English 150. They wanted a solution.

That same year, the Basic Skills Committee funded a faculty member in reading/general studies and a part-time English faculty member to attend CAP training. Participants returned with suggestions for pedagogical changes (such as requiring more challenging reading and writing assignments). They also suggested other members of the English department receive training.

In 2012-2013, College of the Redwoods sent a team of faculty to the first CAP Leadership Institute, an intensive, year-long training opportunity. CAP and the Basic Skills Committee funded their training. That team led the effort to design English 102, an open-placement, accelerated class one step below transfer-level English (English 1A). Working in consultation with the counseling division, the English department revisited and revised Accuplacer cut scores to allow more students into English 150 and English 1A.

In 2013-2014, a second team attended the CAP Leadership Institute. Personnel changes with full-time English faculty and a new dean structure improved decision-making practices and created momentum for the acceleration project.

In spring 2014, several pilot accelerated classes were offered on multiple campuses. Counselors had to adjust to the changes. The English 102 course outline description was “scary” and made it seem like a much more onerous class than English 350 or English 150 and, as a result, few students were advised to take at first.

But improved communication between counseling and English led to the creation of a chart describing the English sequence, which was later amended in fall 2016 as a result of several positive, collaborative meetings (E.IV.A.1.cc).

In 2014-2015, a third team attended CAP, including a robust contingent of part-time faculty. Accelerated classes became more popular, as advisors began to understand the new system. Two members of the English department began serving on the Multiple Measures Assessment Project, which supports a major principle of acceleration: making sure students aren’t under-placed.

Furthermore, data from IR revealed that acceleration was working. Progression rates in accelerated classes (22%) were higher than with non-accelerated classes (16%).

The English department examined this data and decided to continue to implement acceleration, supporting the College’s successful application for the Community

Colleges Basic Skills and Student Outcomes Transformation Grant in March 2016. Department members also voted to stop offering any developmental English classes two steps below transfer, thus eliminating English 350, a course that was clearly less effective for students than English 102.

The Transformation Grant has been instrumental in funding the English acceleration coordinator and a team of English and reading faculty from across the College. They formed the English Acceleration Team which, since September, 2016, has drafted an improved course outline for English 102, a new cohort-based lab supporting English 1A students, and plans to make a video about the many ways our institution supports success in reading and writing development. The group is also planning an in-house training for all English and reading faculty in spring (E.IV.A.1.aa).

e. Board Policy (BP) 2510, "Participation in Local Decision-Making," outlines College processes for planning development and implementation by specifically outlining the roles of faculty, staff, and students (E.IV.A.1.x). Administrative Procedure (AP) 2510 further breaks down the roles into "administration and management staff," "faculty," "Academic Senate," "classified and confidential staff," and "students" (E.IV.A.1.hh).

f. The College has an active Institutional Effectiveness Committee (IEC) whose responsibility is making initial recommendations for "integrating institutional planning" (E.IV.A.1.b, E.IV.A.1.w). The IEC invites all College committees to provide it with feedback through its annual survey (E.IV.A.1.d). In spring 2016, the IEC organized the Institutional Effectiveness Summit (E.IV.A.1.c).

g. On a monthly basis, the Board of Trustees reviews student success and achievement data (E.IV.A.1.e).

h. The Human Resources Onboarding program guides the person in charge with ensuring nothing in the hiring process is missed so that the process for every new hire (faculty, staff and administrators) is consistent. By ensuring consistency the College assures that each new hire fills out the same paperwork (some required legally, some only required by the College), receives the same school/department tour, receives a school "buddy," receives a warm welcome, receives an introduction to the College culture, understands College benefits, the hiring manager's expectations, etc. (E.IV.A.1.dd).

i. The College has a New Faculty Orientation and Mentor Program to acclimate and introduce new full-time faculty to the College and its processes (E.IV.A.1.f). Similarly, the College also holds orientation meetings for part-time faculty members (E.IV.A.1.kk).

j. To further faculty innovation and best enhance faculty ongoing education, the Academic Senate's Faculty Development Committee offers direct support for faculty attending and

presenting at academic conferences, including those geared toward pedagogical innovation (E.IV.A.1.g, E.IV.A.1.h).

k. The College's annual Student Success Summit promotes innovation by bringing the entire College community together to facilitate discussions across disciplines and all constituent groups around a common theme related to student success (E.IV.A.1.ee).

l. On a weekly basis, the College's vice president of instruction and student development sends an informational update to the entire college community, of College activities related to innovation, student success, and significant improvements (E.IV.A.1.i).

m. The College president, through a weblog, regularly publicizes the accomplishments of members of the College community (E.IV.A.1.j).

n. Every month, the president and vice president of instruction and student development deliver reports to the board of trustees recognizing accomplishments in the areas over which they have jurisdiction, highlighting successes and exploring ways to remedy deficiencies (E.IV.A.1.k, E.IV.A.1.l).

o. A few times each semester, the vice president of instruction and student development sends the entire college community a brief summary of what all the college committees have accomplished (E.IV.A.1.m).

p. On the institutional research (IR) webpage there is access to program review data, which has specific information regarding enrollment, enrollment by location, enrollment by course, retention, success (by course, by location), persistence, completions, equity, and faculty. Also, surveys, data reports, and section reports are available (E.IV.A.1.ii). This information is publically available. For example, in the 2015-16 academic year, program reviews from academic areas, residence halls and the behavioral intervention team all revealed that the College was underserving the students' psycho-educational needs. As a result, the vice president of instruction acted on this data by creating a dean of students position in order to address this deficiency (E.IV.A.1.ff).

q. The Board of Trustees led a strategic visioning process from October 2016 – March 2017: The trustees provide a link between the College and the outside environment and can use its unique and powerful leadership role to develop a strategic vision. The trustees signaled their desire to get more involved in the District's strategic visioning process when the 2016-17 Board of Trustee goals were approved in July 2016. In August 2016, the board approved contracting with Gelinas & James, Inc. as consultants to work with them in developing a strategic vision for College of the Redwoods that:

- Provides guidance for future strategic decisions
- Clearly describes what success looks like in ten years (2027)

- Anticipates and responds to the future needs of all stakeholders, especially students and the community
- Is inspiring and practical, taking into account anticipated context (e.g., budget, location, institutional and state requirements)
- Anticipates significant changes (e.g., in demographics, technology, or the environment) and positions the District to respond to them
- Helps the community have a better understanding of and stronger relationship with the District
- Fosters excitement for existing community partners about their connection with CR

Strategic visioning sessions were held on the Eureka campus, in the Eureka area, in Klamath-Trinity and Del Norte last fall semester. The process used to develop the strategic vision was participatory, inclusive, clear, understandable, and transparent. All participants' points of view are listened to and duly considered (E.IV.A.1.ll).

r. A website is designed for the College community to share their thoughts and ideas for balancing the district's future budget and ensuring long-term financial sustainability. The site asked for thoughts under one of the following categories: increasing revenue, enhancing efficiency, reducing expenses, or additional thoughts. Several of the actionable ideas were implemented (E.IV.A.1.t).

s. The District and College of the Redwoods Faculty Organization (CRFO) are formally committed to Interest Based Negotiations (or bargaining) (IBB) (E.IV.A.1.n). The College's implementation of the IBB process has led to collegial and respectful dialog and decision making between what would, in other negotiating contexts, be two antagonistic sides. A key tenet of IBB is that there is one team working to meet a set of common interests, rather than two sides, each with a bargaining position. For example, this process was a key part in how the College amicably settled a Public Employee Relations Board (PERB) suit back in 2012 (E.IV.A.1.o). This process was also integral to the deep salary concessions faculty agreed to in order to save the College from its "show-cause" status in 2012 (E.IV.A.1.p).

t. In the 2010-11 academic year, administration and faculty created the stipend and reassigned time committee. The committee is responsible for determining appropriate reassignment for faculty responsibilities that lie outside of the contract. This cooperation represents a novel approach to resolving the needs of the district and faculty without opening contractual negotiations and prevents resolving PERB complaints regarding direct dealing (E.IV.A.1.gg).

u. Representatives from the CRFO have historically met at least monthly with the president (E.IV.A.1.q).

v. Academic Senate, CRFO, California School Employee Association (CSEA), and managers council reports are agendized at the monthly board meetings (E.IV.A.1.jj).

w. The CSEA holds monthly meetings with classified staff and meets at least monthly with the president (E.IV.A.1.r).

x. The College's management council meets monthly with managers and with the president (E.IV.A.1.s).

Analysis and Evaluation:
Each of the College's significant stakeholder groups, including the Academic Senate, Board of Trustees, president, vice president of instruction and student development, managers and directors, and faculty and staff labor organizations promote and support the efforts of all personnel at the College. They each have mechanisms for highlighting and publicizing specific examples of successful innovations in their areas that improve the effectiveness of the institution overall. Guided by Board Policy 2510, the College has codified its "systematic participative processes" for planning development and implementation that should ensure ongoing compliance with this Standard.

In April 2017, the district and the CRFO moved to traditional bargaining methods when the district contracted with a lawyer to be their chief negotiator. The district recognizes the value of interest based bargaining and is supportive of moving back to interest based bargaining in the future.

Evidence Sources:

E.IV.A.1.a BP 1200 - 062016BOT
E.IV.A.1.b Institutional Effectiveness Committee About
E.IV.A.1.c Notes IP Summit 3-24
E.IV.A.1.d Planning Survey Report Summary
E.IV.A.1.e 020717 Agenda - Student Success Data and CRFO CSEA Management Report
E.IV.A.1.f New Faculty Mentoring Spring Schedule
E.IV.A.1.g Faculty Development Recommendations 2015-16
E.IV.A.1.h Academic Senate Faculty Development Committee
E.IV.A.1.i VPISD Wkly Update
E.IV.A.1.j President's Blog
E.IV.A.1.k President's Report - success and improvement
E.IV.A.1.l VPISD Bd. Report
E.IV.A.1.m COMMDIGEST
E.IV.A.1.n IBBTrainings
E.IV.A.1.o IBBAgreement (SA 2010-13-1)
E.IV.A.1.p SalaryConcession
E.IV.A.1.q Feb 2 2016 minutes - CRFO CSEA Management meet regularly

E.IV.A.1.r Feb 2 2016 minutes - CRFO CSEA Management meet regularly
E.IV.A.1.s Feb 2 2016 minutes - CRFO CSEA Management meet regularly
E.IV.A.2.t Budget Forum
E.IV.A.1.u President's Goals 2015-16
E.IV.A.1.v BP 1201 - 062016BOT
E.IV.A.1.w Revised AP 3250 010517
E.IV.A.1.x BP 2510 Participation In Local Decision Making
E.IV.A.1.y Convo Acceleration
E.IV.A.1.z CAP attendees
E.IV.A.1.aa BasicSkillsGrant
E.IV.A.1.cc English Pathways
E.IV.A.1.dd Manager Onboarding Employee Checklist
E.IV.A.1.ee Stud. Success Summit 2014
E.IV.A.1.ff 1-28-16 EXEC Annotated Dean of Students
E.IV.A.1.gg SCHEDULE H (SARTCO) FROM CBA
E.IV.A.1.hh AP 2510
E.IV.A.1.ii Institutional Research Institutional Research Home
E.IV.A.1.jj 020717 Agenda - Student success data and CRFO CSEA Management Report
E.IV.A.1.kk 2017 S AFDD
E.IV.A.1.ll Strategic Visioning Process - Draft

Standard IV.A.2
The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard:

a. The College has established and implemented board policies and administrative procedures that guide institutional planning and decision making that clearly specify roles and responsibilities of all involved constituent groups. Board Policy (BP) 3250, "Institutional Planning," specifies that "[t]he [p]resident/[s]uperintendent shall ensure that the District has and implements a broad-based comprehensive, systematic, and integrated system of planning that involves appropriate segments of the College community and is supported by institutional effectiveness research" (E.IV.A.2.a). Similarly, Administrative Procedure (AP) 3250 specifies that "[e]stablished committees, with representation from faculty, administration, classified staff, and students, will review and recommend planning decisions related to human, facilities, technology, and budget resources" (E.IV.A.2.b).

b. BP 2510, titled "Participation in Local Decision-Making," recognizes that "[i]n executing that responsibility, the [b]oard is committed to its obligation to ensure that members of the District participate in developing recommended policies for [b]oard action and administrative procedures for the [p]resident/[s]uperintendent action under which the District is governed and administered" (E.IV.A.2.f). The similarly titled AP 2510 outlines the individual constituent groups—Academic Senate, classified and confidential staff, students, governing board, and administration/management—and their respective roles in the decision-making process (E.IV.A.2.g).

c. Program review provides opportunities for every single employee at the College to participate in planning and decision making. The College reviews academic and student service programs annually. The College offers every opportunity for all College employees—faculty, staff, and administrator—to participate in writing the review documents (E.IV.A.2.m, E.IV.A.2.o). These documents contain requests for resources, new positions, and plans to improve the area covered by the review. Resource requests move from the program review to the budget planning committee and new position requests go through the relevant processes depending upon their classification. Program review committee members identify common themes that arise in the program review reports as a whole, and these common themes inform the College's annual plan. For example, the 2016-2017 Program Review Executive Summary presented the theme of enhancing collaboration between disciplines to create pathways to assist degree/certificate completion (E.IV.A.2.p). This will be reviewed by the Institutional Effectiveness Committee when developing the next Annual Plan.

d. College Council, whose primary mission is "to review and revise policies and procedures and send them out to the constituent groups for feedback" includes constituent group representatives and is emblematic of the College's institutional framework that encourages and mandates widespread consultation in decision making (E.IV.A.2.h, E.IV.A.2.i). Policy recommendations come to College Council from the relevant areas and it is the Council's responsibility to distribute the policies for the widest possible review across the District. The Academic Standards and Policies committee, for example, reviews and revises policies relevant to academic issues and forwards those to the Academic Senate for review. The Academic Senate then moves them to College Council for wider "constituent review" before they are presented to the board of trustees for approval (E.IV.A.2.n).

e. The Education Master Planning Committee contains widespread representation from all constituent groups across the district, including students (E.IV.A.2.c).

f. BP 2520 recognizes the Academic Senate as "the organization formed in accordance with the California Code of Regulations Section 53200 to represent the faculty to the administration of the College and to the Board with respect to academic and professional

matters. Recognition of the Academic Senate ensures that faculty have a formal and effective procedure for participating in the development and implementation of district policies on academic and professional matters" (E.IV.A.2.d). The policy specifically enumerates those items (the "10 plus one") that are matters of Senate primacy and those that are subject to mutual agreement between the president and Academic Senate.

g. The Academic Senate has a student senator as a part of its bylaws (E.IV.A.2.e). The position is ex-officio, the student senator attends all Senate meetings, and delivers a report. This allows the student constituent group to have a strong voice in academic affairs and they report back to the Associated Students of the College of the Redwoods about Academic Senate discussions.

h. The College's Expanded Cabinet exists to provide a mechanism for all constituent groups to participate in decision making with the College's president. Its purpose is to "ensure that all constituent group leaders are aware of and have the opportunity to discuss important issues facing the District. Expanded Cabinet provides a forum for open, honest dialogue between the administration and constituent group leaders and for all employee groups to introduce new ideas and anticipate future concerns" (E.IV.A.2.j).

i. BP 5400 authorizes the students to organize a student body association, the Associated Students of the College of the Redwoods (ASCR), and acknowledges that that "the ASCR is recognized as the official voice for the students in district and College decision-making processes (E.IV.A.2.l). ASCR has been involved in strengthening the College by participating in District planning and in District lobbying efforts. Students joined faculty in trips to Sacramento to meet with state politicians to advocate for rural colleges.

Analysis and Evaluation:
Guided by board policies and administrative procedures, the College has an institutional structure for decision making that cultivates widespread participation by all constituent groups, including students. Through program review and College Council, the College extends these opportunities to every single employee of the College. The College encourages and extends opportunities for all faculty (adjunct and full-time), administrators, and members of staff to participate in the processes that determine the direction of the institution. The systems in place allow the College to meet the Standard and institutionalize ongoing compliance with it.

Evidence Sources:

E.IV.A.2.a BP 3250 - 052016BOT
E.IV.A.2.b Revised AP 3250 010517
E.IV.A.2.c EMP Committee Members
E.IV.A.2.d BP2520 Senate Responsibilities
E.IV.A.2.e Academic Senate Membership
E.IV.A.2.f BP2510

E.IV.A.2.g AP2510
E.IV.A.2.h College Council About
E.IV.A.2.i College Council Membership
E.IV.A.2.j Expanded Cabinet About
E.IV.A.2.k BP 2431 - 6-14-2016
E.IV.A.2.l BP 5400 Associated Students Organization - BOT082016
E.IV.A.2.m BSSPGMREVIEW
E.IV.A.2.n College Council email
E.IV.A.2.o ENROLL Prog. Rev.
E.IV.A.2.p Planning Themes from Program Review Executive Summary

Standard IV.A.3
Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard:

a. Board Policy (BP) 2510 and Administrative Procedure (AP) 2510 establish the roles and responsibilities of all of the constituent groups at the College in their participation in planning, budget, policy creation, and other relevant areas. BP 2510 specifically outlines the roles of the Academic Senate, staff, and students while AP 2510 specifically addresses the roles of administration and management, faculty, classified and confidential staff, and students (E.IV.A.3.a, E.IV.A.3.b).

b. BP 3250 requires that "the [p]resident/[s]uperintendent shall ensure that the District has and implements a broad-based comprehensive, systematic, and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research" and specifically enumerates the following plans: Long Range Educational or Academic Master Plan, Facilities Plan, Equal Employment Opportunity Plan, Student Equity Plan, Student Success and Support Program Plan, Transfer Center Plan, Cooperative Work Experience Plan, and Extended Opportunities Program and Services (EOPS) Plan (E.IV.A.3.c). AP 3250 ensures that "[e]stablished committees, with representation from faculty, administration, classified staff, and students, will review and recommend planning decisions related to human, facilities, technology, and budget resources" (E.IV.A.3.d).

c. The composition of each of the College's central planning committees includes faculty, classified staff, administrative and, where appropriate, student representation. Those committees include: Program Review, Budget Planning, Institutional Effectiveness, College Council, Facilities Planning and Technology Planning, Student

Equity, and Distance Education Planning Committee (E.IV.A.3.g, E.IV.A.3.h, E.IV.A.3.i, E.IV.A.3.j, E.IV.A.3.k, E.IV.A.3.l, E.IV.A.3.m, E.IV.A.3.o). Additionally, the president's Expanded Cabinet also includes representation from those constituent groups (E.IV.A.3.n).

Analysis and Evaluation:

Guided by the appropriate policies and procedures, the College has established policy, planning, and budget committees that insure widespread constituent participation and also clearly define the roles of each constituent group in the decision-making processes. Members of each constituent group understand their roles and responsibilities on each committee. The College meets this Standard and, because it has institutionalized the policies and procedures, will be able to meet this Standard on an ongoing basis.

Evidence Sources:

E.IV.A.3.a BP 2510
E.IV.A.3.b AP 2510
E.IV.A.3.c BP 3250 - 052016BOT
E.IV.A.3.d Revised AP 3250 010517
E.IV.A.3.g Program Review Membership
E.IV.A.3.h BPC Membership
E.IV.A.3.i IEC Membership
E.IV.A.3.j College Council Membership
E.IV.A.3.k FPC Membership
E.IV.A.3.l TPC Membership
E.IV.A.3.m Student Equity Membership
E.IV.A.3.n Expanded Cabinet Membership
E.IV.A.3.o DEPC Membership

Standard IV.A.4

Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard:

a. Board Policy 4020 promotes faculty and administrative involvement in curricular matters by ensuring "the involvement of the faculty, administration, and Academic Senate regarding program and curriculum initiation and development. The primary responsibility for curriculum resides with the faculty and the advice and judgment of the Academic Senate. Educational program initiation, development, modification, revitalization or discontinuation is mutually agreed upon by the [b]oard or its representative and the Academic Senate" (E.IV.A.4.a). Administrative Procedure 4022, "Course Approval," recognizes the primacy of the Academic Senate "for all

recommendations for new courses, revisions to existing courses, or other modifications of curriculum" (E.IV.A.4.f).

b. The College's Curriculum Committee, a committee of the Academic Senate, includes the vice president of instruction and student development (VPI) as a member (E.IV.A.4.b). The Academic Senate also developed a curricular routing process that includes curricular reviews by both the division deans and VPI, to ensure administrative collaboration in curricular design (E.IV.A.4.c).

c. Administrative Procedure 4020, "Program, Curriculum, and Course Development," includes a section covering "Instructional Program Initiation." A task force consisting of "2 [d]eans or [d]irectors, one of which will not be directly connected to the new program, Academic Senate co-president or member of the executive committee, 2 faculty members appointed by the Academic Senate, one of which will be a member of the division most closely aligned with the proposed program, and 1 representative appointed by the [p]resident" make decisions about the creation of new instructional and student learning programs at the College (E.IV.A.4.d).

d. Administrative Procedure 4021, "Program Revitalization, Suspension, or Discontinuation," convenes a task force that includes "One [d]ean or [d]irector not connected to the program, one Academic Senate co-president or their designee, two faculty members who are not members of the program or division, appointed by the Academic Senate (or designee appointed by the [p]resident if a faculty member is not available), and one representative appointed by the [p]resident/[s]uperintendent" to make recommendations about student learning programs that have been identified as requiring extra scrutiny to determine how, or whether, to make them more viable at the College (E.IV.A.4.e).

e. The College's curriculum routing process ensures that faculty and administrators have the opportunity, within their respective roles as defined in AP 2510, to make recommendations about curriculum and student learning programs and services (E.IV.A.4.c).

f. As part of the online course proposal process, the distance education faculty coordinator determines if the course's approval requires a substantive change approval from the ACCJC. If substantive change approval is required, the coordinator informs the accreditation liaison officer to begin the process to seek approval to offer the degree/certificate using distance education (E.IV.A.4.g).

Analysis and Evaluation:
Through its curricular processes, including the Curriculum Committee itself, the creation of new programs, and the ongoing evaluation of the viability of existing programs, the College has established systems for ensuring the appropriate level of faculty and administrative cooperation in decision making. The College has solidified these systems in its committee composition, curricular routing process, and task force composition, which will ensure present and ongoing compliance with this Standard.

Evidence Sources:

E.IV.A.4.a BP 4020a
E.IV.A.4.b CC Membership
E.IV.A.4.c Curriculum Routing Chart & Change Types Reference
E.IV.A.4.d AP 4020 Program Curriculum and Course Development
E.IV.A.4.e AP 4021
E.IV.A.4.f AP 4022
E.IV.A.4.g Distance Education Form approved 12.12.16

Standard IV.A.5
Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard:

a. As indicated in Standard IV.A.3, the composition of all of the College's institutional planning committees and subcommittees (i.e. Program Review, Curriculum, Institutional Effectiveness, Facilities Planning, Technology Planning, College Council, Student Equity, Distance Education Planning Committee, and Expanded Cabinet) contain appropriate representation from all constituent groups to ensure consideration of all relevant perspectives and to ensure that the kind of expertise necessary to the functioning of the committee is represented on the committee.

b. Board Policy (BP) 2510 and Administrative Procedure (AP) 2510, entitled "Participation in Local Decision Making," ensure widespread participation on all planning and policy committees and populates those committees with College personnel who possess expertise and responsibility to carry out the committees' actions (E.IV.A.5.a, E.IV.A.5.b).

c. The College's Curriculum Committee is a pertinent example of how the College meets this standard. Membership on the committee includes the College's articulation officer, the vice president of instruction and student development, the distance education coordinator, and faculty representatives from each of the College's

divisions. This composition ensures timely and effective action on all matters relevant to articulation (submitting articulation requests, C-ID submission), distance education (including triggering the submission of a substantive change report to the Commission when a degree is about to move 50% or more of its courses on-line) and submission to the Chancellor's Office (E.IV.A.5.c, E.IV.A.5.d).

d. The Technology Planning Committee (TPC) is a good example of aligning decision-making with expertise. The committee's composition includes the director of facilities, planning and institutional technology as a co-chair, a computer science faculty member, the College's web specialist, and several institutional technology staff members (E.IV.A.5.e). For example, in 2013 the TPC, along with the Distance Education Planning Committee, brought together the technical expertise of instructional technology staff, faculty, and administrators to investigate and recommend the adoption of a new learning management system. As a result, the College discontinued its use of the inefficient Sakai system in favor of Canvas (E.IV.A.5.j).

e. Similarly, the Facilities Planning Committee includes the director of facilities, planning, and instructional technology and a professor of business as co-chairs, the web specialist, the director of maintenance and operations, and the director of upward bound as members (E.IV.A.5.f).

f. The Student Success and Support Program Committee includes the vice president of instruction and student development and director of counseling as co-chairs and its membership includes the manager of admissions and records, the veterans resource specialist, the registrar/director of enrollment and financial aid services, English and mathematics faculty, counseling faculty, the director of noncredit, community and adult education, the director of disabled student program and services, the assistant director of the extended opportunity programs and services, the distance education faculty expert, and a student government representative (E.IV.A.5.g).

g. The College's Expanded Cabinet, the advisory group to the president, brings together all constituent groups to best utilize their expertise in college planning. The group includes members of the highest levels of administration, deans and directors, and representatives from the management council, College of the Redwoods Faculty Organization, California Schools Employee Association, and the Associated Students at the College of the Redwoods (E.IV.A.5.h).

h. The Deans' Council includes all academic deans and directors who provide the vision and leadership for the academic enterprise of the College. Deans' Council provides oversight and coordination of the academic objectives of the College, reviews proposed new academic programs and policies, reviews and advises the

administration and Academic Senate regarding the assessment plan, and works together to identify academic opportunities and challenges of all of our campuses and sites (E.IV.A.5.i).

Analysis and Evaluation:
The College establishes membership guidelines on all institutional planning committees to best ensure that the requisite expertise is present on the committee and that all relevant perspectives are considered. Moreover, the College also works to ensure timely action on decisions. For example, at the Curriculum Institute in the summer of 2016, the College discovered that it had one of the shortest times from curricular initiation to board approval of almost all of the colleges in the state and the College's C-ID submissions take place almost immediately upon course outline approval. Because the College has institutionalized these systems and practices, it meets, and will continue to meet, this Standard.

Evidence Sources:

E.IV.A.5.a AP 2510 Participation In Local Decision Making r6 2716
E.IV.A.5.b BP 2510 Participation In Local Decision Making
E.IV.A.5.c CC Membership
E.IV.A.5.d Demystifying Curriculum-Public notes page
E.IV.A.5.e TPC Membership
E.IV.A.5.f FPC Membership
E.IV.A.5.g SSSP Membership
E.IV.A.5.h Expanded Cabinet Membership
E.IV.A.5.i Dean Council Dean of Students.
E.IV.A.5.j Canvastransition-final; LMS Meeting Notes May16, 2014

Standard IV.A.6
The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard:

a. Administrative Procedure 3225, "Institutional Effectiveness," requires that "the District shall develop, adopt, and publicly post goals that address all of the following: (1) accreditation status; (2) fiscal viability; (3) student performance and outcomes; and (4) programmatic compliance with state and federal guidelines" (E.IV.A.6.a). The College's accreditation status is publically available on the College website (E.IV.A.6.b) while the other items are published to the College's website and circulated to all through email in the College's Institutional Effectiveness reports (E.IV.A.6.c, E.IV.A.6.d, E.IV.A.6.e, E.IV.A.6.f).

b. For items that require board approval, including issues concerning the budget, the president/superintendent forwards his/her recommendation to the Board of Trustees for

review and final approval. The board votes on all action items. These votes become part of the public record (E.IV.A.6.g).

c. All institutional decision-making is carefully recorded in public record via meeting agenda and minutes from subcommittee discussions and decision-making to Board of Trustees review and approval. Minutes from these meetings are posted on the College's website and available to anyone who is interested, a requirement outlined in Administrative Procedure 2510, "Participation in Local Decision Making," that mandates that "a record of each [committee] meeting is distributed and posted on the District website" (E.IV.A.6.h, E.IV.A.6.i, E.IV.A.6.j, E.IV.A.6.k, E.IV.A.6.l). The College also prepares and distributes a monthly summary of all planning committee decisions, actions, and discussions through the vice president of instruction and student development's "committee digest" (E.IV.A.6.m).

d. The Academic Senate and its joint committees, the College of the Redwoods Faculty Organization, California School Employees Association (CSEA), and administrative managers prepare and deliver regular reports to the Board of Trustees. These reports are published in the board meeting minutes (E.IV.A.6.n).

e. All actions and decisions of the Academic Senate are also posted online and made available to the public in accordance with the Brown Act (E.IV.A.6.o).

Analysis and Evaluation:
The College makes every effort to conform to the guidelines of the Brown Act in terms of publishing agendas prior to meetings to holding open meetings and recording minutes. The institution makes these available on its website, where they are open to public scrutiny. The College posts the composition of committees, their pertinent responsibilities and processes, and all College policies and procedures on its website. Committee decisions that have significant ramifications and all College policy and procedural updates, are communicated to the entire College community via email. The College meets this Standard and has systems and past-practices in place to ensure continuing compliance.

Evidence Sources:

E.IV.A.6.a AP 3225 - 052016BOT
E.IV.A.6.b Accreditation website
E.IV.A.6.c 2012-2013 IE Report
E.IV.A.6.d 2013-14 Institutional Effectiveness Report
E.IV.A.6.e 2014-15 Institutional Effectiveness Report
E.IV.A.6.f Institutional Effectiveness 08 18 12
E.IV.A.6.g BOT Meeting Packet 005
E.IV.A.6.h AP2510
E.IV.A.6.i Program Review website

E.IV.A.6.j College Council website
E.IV.A.6.k CC Meeting Minutes 09.23.16
E.IV.A.6.l 11 16 16 PRC Packet
E.IV.A.6.m Committee Digest
E.IV.A.6.n BOT minutes from 11-3-2015
E.IV.A.6.o Senate Minutes Feb 5, 2016

Standard IV.A.7
Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard:

a. The College regularly evaluates leadership roles, institutional governance and decision-making policies, procedures, and processes through various mechanisms designed to assure their integrity and effectiveness. As outlined in Board Policy (BP) 2435 and Administrative Procedure (AP) 2435, "Evaluation of the [p]resident/[s]uperintendent," the Board of Trustees evaluates the performance and effectiveness of the president/superintendent based on a number of criteria, including the president's established annual goals in light of the College's overall mission (E.IV.A.7.a). Though the specific details of the performance evaluation are confidential, the outcome is communicated publicly through the board's vote to extend or discontinue the president's contract, which is an indicator of the overall result of the performance evaluation.

b. BP 2745 and AP 2745, entitled "Board Evaluation," demonstrate the board's commitment to "assessing its own performance as a board in order to identify its strengths and areas in which it may improve its functioning" by outlining a clear process to conduct a thorough self evaluation on an annual basis (E.IV.A.7.c, E.IV.A.7.d). The results of the annual evaluation are presented at the June meeting of the board (E.IV.A.7.e).

c. The College Council has established a timetable for the regular review of all BPs and APs to ensure that all constituent groups evaluate the effectiveness of every College policy on a four-year cycle (E.IV.A.7.f). The Council distributes policies through email to all relevant constituent groups for review (E.IV.A.7.l).

d. At the end of each academic year, program review committee members meet to evaluate their processes and procedures and discuss their effectiveness. This annual review has resulted in changes in the submission process, the kinds of data the

committee wishes to collect, and the manner in which programs submit their documents (E.IV.A.7.g).

e. The College's Curriculum Committee reviews its processes and procedures on an ongoing basis. Recent examples of such evaluations include making changes to the distance education submission form based on feedback from the Distance Education Planning Committee, changes to the course outline of record form based on the College's recent decision to move to a computer-based course management system, and changes to the curriculum routing process in accordance with recommendations from the Academic Senate and vice president of instruction and student development (E.IV.A.7.h, E.IV.A.7.i, E.IV.A.7.j, E.IV.A.7.q).

f. At the beginning of each academic year, the Academic Senate holds a planning retreat, during which senators and other non-faculty stakeholders discuss the goals and actions of the Senate from the previous year and set the larger goals and objectives of the body for the upcoming year (E.IV.A.7.k).

g. The Academic Senate's academic standards and policies committee (ASPC) meets twice monthly to create, review, and revise policies related to the Senate's responsibilities. The College publishes ASPC meeting minutes on the website and the results are communicated and debated in meetings of the full Academic Senate, which are open to the public, and are published on the College website (E.IV.A.7.m).

h. The Institutional Effectiveness Committee conducts an annual survey that evaluates the effectiveness of every committee on campus by soliciting all members to contribute to a self-evaluation of the committees on which they serve.

   In 2015-16 a total of 58 committee evaluations were received. The majority of items had an average response around 4.0 = somewhat agree. Collegial and collaborative dialogue, an effective process for decision making, and following a transparent process were the highest rated items. Survey results are encouraging in that the first three items which received the lowest ratings in 2011-2013 are no longer the lowest-rated items.

   Having representation from each campus received the lowest rating. This was not surprising given the number of committee seats for Del Norte and Klamath-Trinity compared to the number of faculty and staff at those locations available to fill those seats. The next lowest rating regarded clarity of the integrated planning and budgeting process. To address this issue, the Budget Planning Committee developed a rubric for all committees to use when prioritizing resource requests, and clear feedback went to the College addressing the funding state of each resource request submitted in 2015-2016.

In 2014-15, for the fifth year in a row, members from each integrated planning committee evaluated themselves using a survey. Items received similar overall ratings, although most items declined a small amount last year compared to 2013-2014. The item that declined the most was regular attendance of committee members. This has been one of the lowest rated items since the survey was first given in 2010-2011. Written responses also revealed that members would like to see more even participation among committee members. On a positive note, many members commented that committee processes and work continue to become clearer.

As a result, the Institutional Effectiveness Committee (IEC) worked on a Committee Handbook that outlines the responsibilities of committee members and the chair, with the first and foremost responsibility being regular attendance. The IEC also published a committee calendar with the day and time of the week that each committee meets to avoid potential scheduling conflicts (E.IV.A.7.r, E.IV.A.7.s, E.IV.A.7.t).

i. In 2015-16, the program review of the vice president of instruction and student development's office revealed that the four-dean instructional model needed to be modified to a three-dean instructional model with a dean of students position in order to meet the need that arose for the College to best address student behavioral and psychological issues that interfere with student success (E.IV.A.7.n, E.IV.A.7.o, E.IV.A.7.p). In February and March 2016, the Instructional Council and Student Development Leadership Group discussed the need to create a dean of students position to manage the student conduct, classroom management, and the Behavioral Intervention Team (E.IV.A.7.u, E.IV.A.7.v, E.IV.A.7.w).

Analysis and Evaluation:
College Council has established and published a regular cycle for review of all College policies and procedures. Each committee of the College, and the Board of Trustees, regularly reviews and evaluates its procedures, typically on an annual basis. The College communicates the results of these evaluations primarily through meeting minutes and at relevant meetings through regular reports, and the members of the committee act on the findings by modifying, eliminating, or changing policies to become more effective. Because of this, the College meets the Standard and has structures in place to ensure the regular evaluation and improvement of its policies, procedures, and committee processes.

Evidence Sources:

E.IV.A.7.a BP 2435
E.IV.A.7.b BP 2435
E.IV.A.7.c BP 2745
E.IV.A.7.d AP2745
E.IV.A.7.e Board 2016 Self Eval
E.IV.A.7.f College Council Agenda and Minutes and 4 Year Cycle Of Review

E.IV.A.7.g 09 15 PRC Agenda Documents
E.IV.A.7.h CC Meeting Minutes 12.09.16
E.IV.A.7.i CC Minutes 09.09.16
E.IV.A.7.j CC Meeting Minutes 10.14.16
E.IV.A.7.k Academic Senate Retreat Aug 27 2016
E.IV.A.7.l College Council email
E.IV.A.7.m Dec 11 ASPC Minutes
E.IV.A.7.n VPISD-Dean, Students Staffing Request
E.IV.A.7.o Dean Council, Dean of Students
E.IV.A.7.p SDLG Notes 02 23 16
E.IV.A.7.q CC Meeting Minutes 01.27.17
E.IV.A.7.r 2014-15 IE Report
E.IV.A.7.s 2015-16 IE Report
E.IV.A.7.t 4 1 16 Friday update
E.IV.A.7.u Dean Stud IC Notes
E.IV.A.7.v Dean Stud SDLG Notes
E.IV.A.7.w Dean Stud SDLG Notes2

Standard IV.B: Chief Executive Officer

Standard IV.B.1
The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard:

a. The president/superintendent serves as the chief executive officer (CEO) for the institution and is ultimately responsible for the quality of the institution and providing effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness (E.IV.B.1.a). The president/superintendent chairs the College's top policy decision-making committee, the College Council (CC). In addition, the president chairs the Executive Cabinet, the Expanded Cabinet, and the Institutional Effectiveness Committee (E.IV.B.1.b, E.IV.B.1.c, E.IV.B.1.d, E.IV.B.1.e).

b. The president/superintendent directs and evaluates the vice presidents, the chief human resources officer and the director of institutional research & planning. The president also makes the final decision on all administrative, full-time faculty, confidential, classified and management positions (E.IV.B.1.f, E.IV.B.1.g, E.IV.B.1.u).

c. Board Policy (BP) 2430, "Delegation of Authority to President/Superintendent," delineates the role of the president/superintendent. The policy also provides that the

president/superintendent may delegate any powers and duties entrusted to the president/superintendent by the board, but will be specifically responsible to the board for the execution of such delegated powers and duties (E.IV.B.1.h).

d. As chair of the College Council, Expanded Cabinet and the Institutional Effectiveness Committee, the president/superintendent participates directly in institutional dialogue related to the ongoing planning and decision-making at the College. The Institutional Effectiveness Committee facilitates the College's planning and resource allocation processes and makes recommendations to help ensure that the institution allocates resources to improve student learning using evidence from program review, outcomes assessment processes, and other institutional assessments/evaluations to support its recommendations. The Institutional Effectiveness Committee also leads the effort to develop and periodically review the institutional effectiveness manual, the integrated planning process, the annual and long-term goals as well as the education master plan, enrollment management plan, technology master plan, and the facilities master plan (E.IV.B.1.i).

e. The president/superintendent tasks her/his administrators with the oversight of the education master plan, annual plans, facilities plans, technology plans and the Institutional Effectiveness Manual. Work required by these plans and updates are discussed by and with the president/superintendent in the President's Cabinet, Expanded Cabinet, the Institutional Effectiveness Committee and during convocation (E.IV.B.1.j, E.IV.B.1.k, E.IV.B.1.l, E.IV.B.1.m).

f. The president/superintendent ensures that planning progress is broadly shared across the College. The Institutional Effectiveness Committee produces an annual summary progress report that is provided to the president/superintendent, cabinet, board of trustees, governance committees, and to the campus community at large through email and posting on the College's website and updates at district-wide forums (E.IV.B.1.n).

g. The president/superintendent ensures that the financial planning and budgets are transparent, shared, comply with all federal, state, and community college system requirements, follow standard financial practices, and provide fiscal stability. BP 6200, "Budget Preparation," and BP 6300, "Fiscal Management," ensure that sound financial practices are followed, provide fiscal solvency, and requires that the budget support the district's operations and institutional plans (E.IV.B.1.o, E.IV.B.1.p).

h. In January 2017, the president/superintendent engaged the Fiscal Crisis Management and Assistance Team (FCMAT) to review the district's 2016-17 general fund budget and multiyear financial projection (MYFP) for the current and two subsequent fiscal years. The president/superintendent asked FCMAT to review its general fund budget and multiyear financial projections, complete a fiscal health analysis of the district, and

review its budgeting and accounting practices and make recommendations for improvement. The president and the board decided to engage FCMAT to provide continuous improvement of the district's budget and accounting practices and not to convey that the District was in fiscal crises. (E.IV.B.1.q, E.IV.B.1.r, E.IV.B.1.t).

i. In summer 2015, the College's president/superintendent retired. Using established processes for presidential selection, the board hired an interim president. The interim, Dr. Keith Snow-Flamer, had most recently been the vice president of instruction and student development at the College, served in senior administrative positions at the College for ten years, and brought more than 17 years of higher educational experience at both community colleges and universities into the office. In spring 2017, after an exhaustive national search, the College selected Dr. Snow-Flamer to be the College's president.

j. In accordance with BP 7110, "Delegation of Authority," the Board of Trustees delegates authority to the president/superintendent to authorize employment, fix job responsibilities, and perform other personnel actions provided that all federal and state laws and regulations and board policies and administrative procedures have been followed, subject to confirmation by the Board. The president/superintendent has responsibility in all personnel matters, including selection, assignment, and transfer of employees, in accordance with Board policies and administrative procedures, and collective bargaining agreements. The president/superintendent makes final section of staff, managerial, and fulltime faculty hiring candidates. In carrying out the authority, along with the director of human resources and chief human resources officer, the president/superintendent follows statutory and legal requirements and employee contacts, and works within the participatory governance and union processes to ensure personnel are recruited, selected, and evaluate appropriately and that they have opportunities for professional development (E.IV.B.1.f).

k. The president/superintendent oversees the implementation of multiple methods of providing professional development and integration of new personnel in the institution such as hiring a faculty orientation lead (E.IV.B.1.s).

Analysis and Evaluation:
In order to fulfill the duties assigned to him/her by the Board of Trustees, the president/superintendent provides leadership in activities related to planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

As Secretary to the Board of Trustees, the president/superintendent participates in establishing institutional goals, policies and procedures. The president/superintendent leads the College's institutional effectiveness and planning meetings and is in charge of the budget. As the Chair of the Institutional Effectiveness Committee, the president/superintendent facilitates approval of the program review and integrated planning process.

To ensure the acquisition of new knowledge and skills relating to the job responsibilities and institutional environment, the president/superintendent has the opportunity to participate in the following professional development activities:

- ACCCA (Association of California Community College Administrators) conference
- CCC League Conference
- ACCJC Team and Chair Trainings
- ACCJC Conference
- ACE Institute for New President/superintendents

For these reasons, the College meets the Standard.

Evidence Sources:

E.IV.B.1.a President's Goals
E.IV.B.1.b College Council Membership
E.IV.B.1.c Executive Cabinet Agenda
E.IV.B.1.d Expanded Cabinet Membership
E.IV.B.1.e Institutional Effectiveness Committee Membership
E.IV.B.1.f BP 7110 Delegation of Authority
E.IV.B.1.g BP 7120
E.IV.B.1.h BP 2430
E.IV.B.1.i Institutional Effectiveness Committee Scope
E.IV.B.1.j Cabinet Notes - Planning
E.IV.B.1.k Expanded cabinet notes - Ed Master Plan
E.IV.B.1.l IEC Annual Plan Review
E.IV.B.1.m Convocation Institutional Planning
E.IV.B.1.n Institutional Effectiveness Report Email
E.IV.B.1.o BP 6200
E.IV.B.1.p BP 6300 Fiscal Management
E.IV.B.1.q January 2017 Board Comments
E.IV.B.1.r FCMAT Board Discussion
E.IV.B.1.s Evidence of president hiring faculty development/orientation coordinator
E.IV.B.1.t Blog for January 10
E.IV.B.1.u ADMIN EVAL SCHED 15 - 16

Standard IV.B.2
The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard:

a. Board Policy (BP) 3100, "Organizational Structure," gives the president/superintendent authority to establish an organizational structure and assign staff in the manner that best serves the needs of students and ensures the effective functioning of the district. The president/superintendent in turn holds staff members responsible for their assigned duties. BP 3100 also holds that the president/superintendent shall establish organization charts that delineate the lines of responsibility and fix the general duties of employees within the District (E.IV.B.2.a).

b. The president/superintendent plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity, and delegates authority to administrators, and others, consistent with their respective job descriptions and areas on responsibility. The president/superintendent is provided the authority to oversee the administration of the College to ensure achievement of the institutional mission (E.IV.B.2.b).

c. Changes in administrative roles are communicated to the campus community through appropriate means, including committee agendas and minutes, email, president/superintendent's blog, and the College's newsletter. Administrative structures are evaluated and adjusted as necessary to meet institutional goals and address external needs (E.IV.B.2.g).

d. In accordance with BP 2430, the president/superintendent delegates authority to administrators and others as appropriate as consistent with job descriptions and departmental responsibility in order to fulfill the needs and mission of the institution. The vice president of instruction and student development is responsible for all academic and student services programs. The vice president of administrative services is responsible for budget, facilities, technology and administrative functions (E.IV.B.2.h). The director of human resources serves as the chief human resources officer and is responsible for human resources and payroll areas (E.IV.B.2.i). The director of institutional research & information systems is responsible for institutional research, planning and institutional effectiveness and serves as the accreditation liaison officer (E.IV.B.2.j). The executive director of college advancement is responsible public information, marketing and the College Foundation (E.IV.B.2.k). These senior staff members serve as the president/superintendent's cabinet.

e. The president/superintendent's cabinet meets weekly with the president/superintendent to discuss institutional issues. These weekly 2-3 hour cabinet meetings provide an opportunity for the president/superintendent to conduct additional oversight of each administrative unit. The president/superintendent also holds shorter weekly cabinet debrief meetings that provide for additional coordination. All administrators are expected to serve on governance committees and committees related to their assignments and are assigned to committees by the president/superintendent (E.IV.B.2.l).

f. To ensure that the organization of the institution reflects its purposes, size, and complexity, the president/superintendent evaluates the structure's effectiveness in several ways. Regular meetings between the president/superintendent and his cabinet provide opportunities for the president's ongoing evaluation of each function. During weekly cabinet meetings, each cabinet member has an opportunity to report on those responsibilities delegated within his or her unit. Discussions about institutional issues at these meetings also allow for assessment of the effectiveness of delegation of responsibility within each individual administrative unit (E.IV.B.2.m). Additionally, the president/superintendent meets monthly with the Expanded Cabinet, which includes the leadership of the Academic Senate, the faculty union, the classified union and the management's council to ensure that all constituent groups have the opportunity to participate in conversations about new, developing and ongoing issues affecting the institution (E.IV.B.2.n).

g. Expanded Cabinet reviews the institution's organizational chart to ensure that it accurately reflects current staffing assignments for existing personnel. When changes to the organizational structure are warranted to better support the institution's size, purpose or complexity, the president/superintendent initiates the changes within the college community. For example, during the 2015-16 academic year, the director of institutional research and the student equity committee determined that a director of student equity would be required to effectively manage and oversee the accomplishment of the student equity plan. With the support of the president/superintendent, the director of institutional research proposed that the College create a new director of student equity position (E.IV.B.2.o).

h. The president/superintendent also appropriately distributes existing staff to fill short-term needs. When the board asked the permanent vice president of instruction and student development to serve as the interim president/superintendent for two years beginning in 2015 the president initiated a search process that resulted in a faculty member serving as the interim vice president for one year and the director of institutional research serving as the interim vice president for the second year.

i. Under the leadership of the president/superintendent, an administrative reorganization was implemented in 2015 and again in 2016. In response to retirements, vacancies, and layoffs, some administrative positions were restructured. The ultimate goal of the reorganizations was to provide opportunities to create operational synergy, increase efficiency and effectiveness, decrease reliance on the general fund and begin addressing the College's structural budget problem (E.IV.B.2.q).

j. The president/superintendent also serves as a member of the College of the Redwoods Foundation Board. The Foundation supports the academic mission of College the Redwoods' students through raising funds for student scholarships. Membership on the Foundation Board provides the president/superintendent with an opportunity to ensure that the support received from the Foundation aligns with the purpose, size and complexity of the institution, and ultimately supports the fulfillment of the mission (E.IV.B.2.p).

Analysis and Evaluation:
Board policies and administrative procedures reflect the president/superintendent's role and responsibilities in oversight, evaluation and staffing.

The administrative structure has been reorganized to effectively support the needs of a relatively small institution and administrative salary schedules were revised to assist with hiring and continuity of the administrative team.

The CEO hires his cabinet members and delegates authority to them and others consistent with their responsibilities as shown in their job descriptions. The president/superintendent regularly meets with his cabinet and individual team members and conducts their annual evaluation. The president/superintendent is provided the authority to oversee the administration of the College to ensure achievement of the institutional mission.

Evidence Sources:

E.IV.B.2.a BP 3100- 06/07/16
E.IV.B.2.b ORG Chart Administrative Structure 2015-16
E.IV.B.2.g Reorg. in 2015;
E.IV.B.2.h Vice President Instruction
E.IV.B.2.i Director HR
E.IV.B.2.j Director Institutional Research
E.IV.B.2.k Exec Dir College Adv. Final
E.IV.B.2.l 12-12-16 Annotated Expanded Cabinet agenda
E.IV.B.2.m 1-5-2017 Annotated EXEC
E.IV.B.2.n 12-12-16 Annotated Expanded Cabinet agenda
E.IV.B.2.o Student equity and IR Director Proposing Director Of Student Equity Position
E.IV.B.2.p Approved Jan 14, 2016 Foundation Meeting Minutes

E.IV.B.2.q Reorg. in 2016

Standard IV.B.3
Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: establishing a collegial process that sets values, goals, and priorities; ensuring the College sets institutional performance standards for student achievement; ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; ensuring that the allocation of resources supports and improves learning and achievement; and establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard:

a. Since 2011, College of the Redwoods has followed a participatory governance procedure established through a collegial consultative process in College Council, the Academic Senate, and the Board of Trustees. Board Policy (BP) 2510 and Administrative Procedure (AP) 2510 codify the belief that participatory governance is a deliberate process which seeks out creative and constructive ideas and perspectives of this community of learners. It requires that the "the [p]resident/[s]uperintendent create a structure and a systematic process for decision-making which allows for the effective participation of administrators/ managers, faculty, staff, and students" (E.IV.B.3.a, E.IV.B.3.b).

b. Governance at the College is a process of widespread participation where decisions are made at the broadest possible level of the organizational structure. The procedure includes participation by all constituent groups. Through this procedure recommendations are made to the president/superintendent. This system is imbedded in the College's culture and requires that all participants, including the president/superintendent, follow established policies and procedures. By doing so, the president/superintendent supports and guides the institution in its efforts to constantly improve the teaching and learning environment.

c. The Board of Trustees has developed a board policy, BP 2430, which defines and delineates the role of the College president/superintendent (E.IV.B.3.c). The president/superintendent guides institutional improvement by chairing and participating on several district committees such as the College Council and Expanded Cabinet to establish a collegial process that sets values and priorities for the College. The president/superintendent ensures all district processes and institutional performance standards for student achievement are reviewed and approved by the institutional effectiveness committee (IEC). Achievement standards are guided through the district's planning process and key performance indicators

(KPIs). The president/superintendent makes certain institutional planning and improvement efforts are achieved through the appropriate approval processes in accordance with adopted policies and procedures. In addition, the president/superintendent assures appropriate data from the office of institutional research is provided for program reviews and annual planning.

d. In adherence to BP 6200 and AP 6200 on budget preparation, the president/superintendent, with the vice president of administrative services, guides budgetary decisions in accordance with College procedures and is communicated through the participatory governance structure. Budget development occurs annually, from January through April (E.IV.B.3.d, E.IV.B.3.e).

e. The president/superintendent has established collegial integrated planning processes to guide institutional improvements of the teaching and learning environment by enabling shared information gathering and decision-making that involves all constituent groups. Integrated planning activities at College of the Redwoods generally fall into an annual cycle of planning and resource allocation. All integrated planning activities link directly to the institutional goals that enable the fulfillment of the College's institutional mission. The president/superintendent plays a key role in guiding and shaping both long and annual planning by helping to establish funding priorities aligned with the mission, goals, and values of the institution.

f. Each year College of the Redwoods, through the Institutional Effectiveness Committee, adopts a framework of indicators reviewed and discussed by all constituency groups. The College adopts both short-term (one year) and long-term (six year) goals for indicators in each of the following four areas:

    1. Fiscal viability: Fund Balance
    2. Compliance with state/federal guidelines: Independent audit opinions related to fiscal audit, state compliance audit, and federal award compliance audit
    3. Student performance and outcomes: Course Completion Rate, College Choice related to Basic Skills/Unprepared Students
    4. Accreditation status: Accreditation Status (E.IV.B.3.f).

g. In 2012-2013 the president/superintendent and the IEC set the institutional standards for the College. For the 2013-2014 and 2014-2015 school years the president/superintendent brought the set standards to the Expanded Cabinet and the Academic Senate for review and discussion (E.IV.B.3.g, E.IV.B.3.h).

h. In 2016, the College was at or above all but one of the 2014-2015 institution-set standards published in the Institutional Effectiveness Scorecard. The College set an institution-set standard for transfers to four-year institutions, as part of the ACCJC annual report, at 344 transfers. In 2014-2015 the College identified 310 transfers, a

number below the set standard. This triggered the president/superintendent to call a meeting with members from counseling and advising, admissions and financial aid, institutional research and academic deans to determine how to increase the number of transfers to meet the standard the institution established. Group members reviewed detailed data showing how the number of transfers to different colleges and in different majors has changed over time. They explored different ways of increasing the number of transfers, and also determined if the data patterns were real or due to some unreliability in the efforts to track transfer students. They learned that transfers to Humboldt State University (HSU), the College's most popular transfer institution, declined for programs that had become impacted, and discussed ways of leveraging transfers to programs at HSU that were not impacted (E.IV.B.3.i).

i. As the institution moves through its program-review and resource-allocation processes, it reviews the key indicators for student learning and achievement (including both institution-set standards for student achievement and assessment of learning outcomes), and considers how performance against those standards might inform resource allocation plans. During these discussions, the office of institutional research assists with the analysis of data and provides important context about external and internal factors that could affect student learning and achievement. This information helps ensure that both annual needs and longer-term plans respond to institutional needs while remaining aligned with the mission. The Budget Planning Committee, Facilities Planning Committee, Technology Planning Committee, and Executive Cabinet considers resource allocation and planning recommendations that emerge from the program review discussions; as a member of the Cabinet, the president/superintendent participates actively in the dialogue.

j. The president/superintendent directs the Office of Institutional Research to provide data in support of institution-set standards, student success, student equity, and other critical data-driven concerns. This office reports directly to the president/superintendent and shares information on a consistent basis to such groups as the Academic Senate, Expanded Cabinet, and the Board of Trustees. To ensure high quality research, the Office of Institutional Research consults institutional research offices at other community colleges regarding common issues and best practices. The president/superintendent and director of institutional research work together to develop a calendar of reports to be given to the governing board (E.IV.B.3.j). Institutional data and analysis are available on the webpage for the Office of Institutional Research. The website also provides information pertaining to student and community demographics and links to system-wide data and reporting tools (E.IV.B.3.k).

k. The president/superintendent, working with the director of institutional research, the Academic Senate, governance committees, and the administrative team identifies

where resources are needed. This process leads to the creation of programs that are expected to improve learning and achievement. Further, all instructional programs are evaluated for their effect on student learning and achievement (E.IV.B.3.l).

l. Educational and resource planning and allocation are integrated in accordance with the Planning, Budgeting, and Program Review Manual and the processes are governed by BP 3250, "Institutional Planning" (E.IV.B.3.m, E.IV.B.3.n). The president/superintendent plays a key role in ensuring this integration in practice. He/she works with the Executive Cabinet in making allocations to educational programs that adhere to the priorities set through the planning process. Resource allocation recommendations made to the president/superintendent are based on rubrics that score requests made in program reviews. Assessments of the impact of allocations appear in subsequent program reviews that are then discussed and analyzed by the appropriate governance committees.

m. The development and funding of new programs intended to correct deficiencies or bolster particular program areas is based on the College's established "Program and Curriculum Development" and "Program Revitalization or Discontinuation Process" (E.IV.B.3.o, E.IV.B.3.p). The final reports of both processes are sent to the president/superintendent for action (E.IV.B.3.q).

n. As the chair of the Institutional Effectiveness Committee, the president/superintendent works with the director of institutional research to guide and direct the implementation of the College's integrated planning process. Both the integrated planning process and the institutional mission prioritize student learning. Through the integrated planning process, the mission, objectives, action plans, and the allocation of resources are linked to educational planning and the support and improvement of student learning and achievement. The president/superintendent also ensures that educational planning and resource allocation are linked during program planning or improvements (E.IV.B.3.t).

o. Procedures for the evaluation of institutional planning and implementation are a part of the governance process and written into the College's planning documents. The director of institutional research gathers and evaluates evidence about the College and ensures that it is up to date and available on the College website. Annually, the IEC reviews reports on each annual plan objectives and rates progress on implementation activity and, more recently, performance indicator outcomes (E.IV.B.3.r).

p. The president/superintendent, working with the director of IR, and the governance committees, ensures that procedures to evaluate planning and implementation of programs and services are followed and the data informs decisions.

q. The president/superintendent ensures that the IEC follow an integrated planning timeline. The timeline keeps the College on track in terms of carrying out all aspects of the various planning efforts throughout the year including, but not limited to, program review, resource allocation, assessment reporting, and annual planning (E.IV.B.3.s).

Analysis and Evaluation:
The Board of Trustees has developed a board policy and administrative procedure defining and delineating the role of the College president/superintendent. The president/superintendent guides institutional improvement by chairing and participating on several district committees such as the College Council and Expanded Cabinet to establish a collegial process that sets values and priorities for the College. The president/superintendent ensures all district processes and institutional performance standards for student achievement are reviewed and approved by the Institutional Effectiveness Committee. Achievement standards are guided through the district's planning process and key performance indicators. The president/superintendent makes certain institutional planning and improvement efforts are achieved through the appropriate approval processes in accordance with adopted policies and procedures. In addition, the president/superintendent assures appropriate data from the Office of Institutional Research is provided for program reviews and annual planning.

In adherence to BP 6200 and AP 6200, on budget preparation, the president/superintendent guides budgetary decisions in accordance with College procedures and communicates them through the participatory governance structure. Budget development occurs annually, from January through April.

Evidence Sources:
E.IV.B.3.a BP 2510 Participation in Local Decision Making
E.IV.B.3.b AP 2510 Participation in Local Decision Making
E.IV.B.3.c BP 2430 - 06/2016 BOT
E.IV.B.3.d BP 6200
E.IV.B.3.e AP 6200
E.IV.B.3.f IEPI Goals Framework reviewed by BOT
E.IV.B.3.g 04-11-16 Expanded Cabinet Agenda
E.IV.B.3.h Standards to Senate
E.IV.B.3.i FW Transfers from CR;
E.IV.B.3.j Student Success IR Report to Board of Trustees
E.IV.B.3.k IR Demographics Screenshot
E.IV.B.3.l Program Review
E.IV.B.3.m Planning Manual
E.IV.B.3.n BP 3250 - 05/20/16 BOT
E.IV.B.3.o AP 4020 Program Curriculum and Course Development
E.IV.B.3.p AP 4021

E.IV.B.3.q 4021 Report to Pres
E.IV.B.3.r IEC Annual Plan; IEC Annual Plan Review
E.IV.B.3.s Planning Timeline
E.IV.B.3.t Planning Resource Requests

Standard IV.B.4

The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard:

a. The president/superintendent has the primary leadership role for the accreditation efforts at College of the Redwoods, which ensures the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times (E.IV.B.4.j, E.IV.B.4.k, E.IV.B.4.l). Provisions for accreditation appear in Board Policy (BP) 3200, "Accreditation" (E.IV.B.4.a). The president/superintendent assigned the director of the office of institutional research, who reports directly to the president/superintendent, as the accreditation liaison officer (ALO). This is evident in goal 2.0, "Maintain Accreditation," in the "goal status" (E.IV.B.4.i).

b. Authority for assuring the College's compliance with accreditation requirements was also delegated throughout the College's administrative structure. In 2014 a matrix was developed that assigned administrators, managers, and integrated planning and governance committees to each accreditation standard to ensure that accreditation is an on-going dialog (E.IV.B.4.b). In 2015 the president/superintendent and the director of institutional research assembled a team to begin the self-evaluation process for reaffirmation of accreditation.

c. Although the president/superintendent bears the primary responsibility for the College's ongoing accreditation efforts, all district personnel, including faculty, staff, and administrators, assure compliance through participation in institutional processes such as program review, action planning and resource allocation, and dialogue around outcomes assessment and evaluation. Accreditation-related documents, including institutional self-evaluations, midterm reports, and substantive change requests, receive a review and discussion in shared governance committees (E.IV.B.4.c).

d. Several College of the Redwoods faculty and administrators have been through accreditation training sponsored by the ACCJC or through the ASCCC accreditation

institute. Additionally, several administrators and faculty have served on accreditation evaluation teams.

e. Though the evidence collection and widespread discussion of the Commission's Standards were well under way in 2014-15, the College convened an Accreditation Oversight Committee (AOC) during the 2016-17 academic year to finalize the effort of writing the report. The committee includes representatives from each constituent group at the College and is co-chaired by the accreditation liaison officer and the report writer (E.IV.B.4.d). The AOC created four subcommittees, each charged with drafting the Standards in each of the four sections. The president/superintendent sits on the Standard IV subcommittee. As they were completed, the subcommittees sent their drafts to the AOC for review. After its review, the AOC sent the drafts to all committees representing all of the constituent groups at the College for further review, to ensure that everyone at the College had the opportunity to offer input into the construction of the self study (E.IV.B.4.g, E.IV.B.4.h). The self study then went to the board for final review and approval prior to being sent to the Commission.

f. The superintendent/president has attended numerous accreditation trainings and has been involved in the self-evaluation process at two colleges. Throughout the accreditation, the superintendent/president has kept the Board of Trustees informed about accreditation activities with regular updates at Board meetings (E.IV.B.4.e). The president/superintendent keeps the College community informed of accreditation activities through regularly reports at the board meetings, in the College newsletter, and in Academic Senate discussions (E.IV.B.4.f).

Analysis and Evaluation:
The president/superintendent provides leadership in accreditation-related matters, and ensures that the institution follows the processes and structures in place to enable compliance. Through these processes, the president/superintendent empowers members of all campus constituencies (faculty, staff, administrators, and students) to play a role in the institution's ongoing compliance with eligibility requirements, Accreditation Standards, and Commission policies.

The president/superintendent provides leadership on accreditation efforts in several ways. Both the current president/superintendent and his immediate predecessor have helped the district understand the broader implications of accreditation standards and eligibility requirements by helping to embed these requirements into existing institutional processes, as well as by referencing them during governance discussions.

The president/superintendent has taken the primary leadership role for accreditation, while faculty, staff, and administrative leaders have responsibility for assuring compliance with accreditation requirements on an ongoing basis. The College community is kept informed of

accreditation activities through a variety of means. The president/superintendent/superintendent also ensures that the board receives regular updates on accreditation matters.

Evidence Sources:

E.IV.B.4.a BP 3200 - 05/20/16 BOT
E.IV.B.4.b Copy of Matrix of ACCJC Standards 1/26/2016
E.IV.B.4.c Academic Senate Sub Change Review
E.IV.B.4.d AOC Member List
E.IV.B.4.e 3.4 Accreditation Update
E.IV.B.4.f CR Newsletter for Week of Oct. 20th
E.IV.B.4.g Academic Senate Review Standards
E.IV.B.4.h Staff Review Studies
E.IV.B.4.i Goal Status 06/01/16
E.IV.B.4.j July 2016 Approval of 2016-17 Board Goals
E.IV.B.4.k July 2016 Approval of 2016-17 President Goals
E.IV.B.4.l President's Goals 2015-16

Standard IV.B.5
The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard:

a. The president/superintendent assures the implementation of statutes, regulations, and governing board policies and guarantees that institutional practices are consistent with the mission, including the effective control of the budget and expenditures. The president/superintendent assures that the College adheres to all statutes and regulations pertaining to California community colleges (E.IV.B.5.d). Board policies are modified using Community College League of California (CCLC) updates and following a four year cycle of comprehensive chapter review procedure published on the College Council website (E.IV.B.5.a). This process for updating policies and procedures is managed by the president/superintendent's office to ensure alignment with the mission and institutional practices. The president/superintendent assures that institutional practices are consistent with the mission of the District by requiring that the mission be addressed in administrative and instructional program reviews and as the basis for institutional planning (E.IV.B.5.b, E.IV.B.5.e).

b. The president/superintendent, working with the vice president of administrative services, the budget planning committee, and the Board of Trustees ensures that the College reserves remain above the five percent state minimum and that expenditures do not exceed revenues. In January 2014, the Board of Trustees revised its Board

Policy (BP) 6200, "Budget Preparation," to include a reserve level minimum of five percent with a target of ten percent (E.IV.B.5.c).

Analysis and Evaluation:
College of the Redwoods adheres to all statutes, regulations, and governing board policies. Program review and institutional planning are aligned with the mission to assure consistency with policies and practices. Policies are regularly updated and that process is overseen by the president/superintendent's office. The president/superintendent is consistently involved with monitoring and assuring that statues, regulations, and policies are met and followed. The College meets the requirements of the Standard and has systems and practices in place to ensure ongoing compliance.

Evidence Sources:

E.IV.B.5.a Screenshot of/about College Council
E.IV.B.5.b Screenshot Program Review Mission Section
E.IV.B.5.c BP 6200 - Budget Preparation
E.IV.B.5.d BP 2430 - 06/07/16 BOT
E.IV.B.5.e 4-year Comprehensive Review Cycle 01/26/17

Standard IV.B.6
The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard:

a. The president/superintendent works and communicates effectively with the communities served by the institution. He/she acts as a visible ambassador for the College, attending events in the communities served by the district and working with the Board of Trustees to raise awareness of the College in the community (E.IV.B.6.a). The president's activities in this regard are evidenced in the "goal status," item 4.0, "Build and Maintain Community Relations" (E.IV.B.6.b).

b. The president/superintendent promotes open and transparent communication within the College and works to make College of the Redwoods a visible partner in the service area. The president/superintendent has built relationship with local superintendents of K-12 districts and meets regularly with local rotaries, chambers of commerce, community groups and Native American tribal governments (E.IV.B.6.a).

c. The president/superintendent/superintendent works closely with Humboldt and Del Norte County superintendents on issues pertaining to education and articulation.

d. The president/superintendent encourages faculty, staff, and administrators to participate in statewide initiatives, professional groups, and accreditation teams. He encourages administrators, staff, and faculty members to be involved in the community, to increase the College's visibility. For example: three faculty members

and the student trustee spoke on the local radio station KINS Talk Shop. The mathematics faculty regular sponsors a Humboldt County Math Fair. The digital media faculty and students hold a CR Digital Media Showcase in the spring of each year that is open to high school students and the public to view computerized animation projects. A biology instructor volunteers every Friday at Planned Parenthood to do sexually-transmitted illness testing. Geology faculty members provide discipline expertise the Redwood Coast Tsunami Working Group.

e. The president/superintendent communicates effectively with the campus community by actively informing all constituency groups of ongoing and current information and events that impact the College through email, board meetings reports, blog articles and consistent group meetings. The president's efforts in this regard are noted in the "goal status" document, item 3.0, "Maintain Strong Relationships with Constituent Groups and the Board of Trustees" (E.IV.B.6.b).

f. The president/superintendent communicates effectively with external communities through participation on several boards and clubs. For example, the president/superintendent serves on the Eureka Rotary, the Eureka Chamber Board of Directors, and the Boys and Girls Club of Humboldt County.

Analysis and Evaluation:
Community outreach by the president/superintendent, administrators, managers, staff, and faculty demonstrates the commitment to effective communication with communities served by the College. At all levels, the College has a past and ongoing relationship with the community, a relationship that is fostered, encouraged, and maintained by the president/superintendent. This allows the College to meet the requirements of the Standard and maintain a commitment to what is required on an ongoing basis.

Evidence Sources:

E.IV.B.6.a President Calendar - Rotary Screenshot
E.IV.B.6.b Goal Status 06/01/16

Standard IV.C: Governing Board

Standard IV.C.1
The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. **(ER7)**

Evidence of Meeting the Standard:

a. Board Policy (BP) 2010 establishes that the College's Board of Trustees shall have eight locally elected representatives (E.IV.C.1.a). BP 2100 establishes a four-year term for each board member and the corresponding document EXH 2100.A defines the eight districts from which each board member is elected (E.IV.C.1.b, E.IV.C.1.c). The board also has a student trustee, elected for a one-year term, and whose roles and responsibilities are defined in BP 2015 (E.IV.C.1.d). The processes for electing the student trustee are outlined in BP 2105 and AP 2105 (E.IV.C.1.f).

b. As outlined in BP 2430, the board establishes the general policies for the institution in the areas covered by this standard, but gives authority to the president to operationalize the policies. As stated in the policy, "The [b]oard delegates to the [p]resident/[s]uperintendent full responsibility and authority to implement and administer the policies adopted by the Board and authority to execute all decisions of the [b]oard requiring administrative action. This responsibility and authority is granted without [b]oard interference. The [b]oard speaks with one voice to provide direction to the [p]resident/[s]uperintendent" (E.IV.C.1.g).

c. BP 2200 defines the following board duties and responsibilities: "The [b]oard is committed to fulfilling its responsibilities to:

   • Represent the public interest
   • Establish policies that define the institutional mission and set prudent, ethical, and legal standards for college operations
   • Appoint and evaluate the [p]resident/[s]uperintendent
   • Delegate power and authority to the [p]resident/[s]uperintendent to effectively lead the District
   • Assure fiscal health and stability
   • Monitor institutional performance and educational quality
   • Promote the [m]ission of the District" (E.IV.C.1.h).

d. BP 2410 and AP 2410 outline the process for establishing and regularly reviewing board policies and administrative procedures. BP 2410 requires that "The [b]oard shall regularly assess its policies for effectiveness in fulfilling the District mission" while AP 2410 outlines the process through which policy reviews and revision shall

be conducted. BP 2410 also requires that "[c]opies of all policies and administrative procedures shall be readily available to District employees through the [p]resident/[s]uperintendent's office or the District web site" (E.IV.C.1.i, E.IV.C.1.j).

e. The College works with the Community College League of California service to ensure the ongoing currency of its policies. The League provides basic updates and templates for several of the board policies and administrative procedures. Furthermore, the College Council is responsible for ensuring that the appropriate constituent groups review and update administrative procedures related to their charge. For example, during the past six years, the College made significant revisions to its board policies and administrative procedures concerning student services as a result of Assembly Bill 1456, Student Success Act of 2012, which established California's Student Success and Support Program (SSSP). SSSP replaced the state's former matriculation program, which resulted in major revisions to BP 5050 and AP 5050, "Student Success and Support Program," which was formerly entitled "Matriculation." Last year, the Board of the Trustees reviewed all Chapter 1, 2 and 3 board policies and administrative procedures for relevancy and currency (E.IV.C.1.k, E.IV.C.1.l).

f. The Board of Trustees is committed to ensuring program quality, integrity of institutional actions, and the effectiveness of student learning outcomes assessment. Statements regarding these commitments are found throughout the College's public documents, including the "Vision," "Mission," and "Supporting Goals" in BP 1200 and BP 1201 (E.IV.C.1.m, E.IV.C.1.n); BP 3200 ("Accreditation") (E.IV.C.1.o); BP 3050 ("Institutional Code of Ethics") (E.IV.C.1.p); BP 3250 ("Institutional Planning") (E.IV.C.1.q); BP 6250 ("Budget Management") and BP 6300 ("Fiscal Management") (E.IV.C.1.r, E.IV.C.1.s); and the Board's annual "Goals and Objectives" (E.IV.C.1.t).

Analysis and Evaluation:

The board has encoded its responsibilities to ensure academic quality, integrity, and effectiveness of student learning programs and services in its policies and procedures. In many cases, it delegates the responsibility for implementation of the procedures to the president/superintendent, whom the board regularly evaluates. Similarly, the board's responsibility for the College's financial stability can be seen throughout its policies and procedures. This ensures that the Standard is met and can be sustainably complied with in the future.

Evidence Sources:

E.IV.C.1.a BP 2010 Board Membership
E.IV.C.1.b BP 2100 Board Elections
E.IV.C.1.c EXH 2100.a Trustee Areas FINAL July, 2014
E.IV.C.1.d BP2105-Approved 07/07/15

E.IV.C.1.f AP2105-Approved 07/07/15
E.IV.C.1.g BP 2430 - 06/07/16 BOT
E.IV.C.1.h BP 2200 - 06/07/16 BOT
E.IV.C.1.i BP 2410 - 06/2016 BOT
E.IV.C.1.j AP 2410
E.IV.C.1.k BP 5050
E.IV.C.1.l AP 5050
E.IV.C.1.m BP 1200 - 06/20/16 BOT
E.IV.C.1.n BP 1201 - 06/2016 BOT
E.IV.C.1.o BP 3200 - 05/2016 BOT
E.IV.C.1.p BP 3050 - 05/2016 BOT
E.IV.C.1.q BP 3250 - 05/2016 BOT
E.IV.C.1.r BP 6250 Budget Management
E.IV.C.1.s BP 6300 Fiscal Management
E.IV.C.1.t Board Goals Website

Standard IV.C.2
The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard:

a. Board members follow a clearly articulated set of enumerated standards outlined in Board Policy 2715, entitled "Code of Ethics/Standards of Practice." Provisions in this document that are relevant to this standard include that the board will "[b]ase decisions upon all available facts in each situation, vote their honest conviction, and abide by the final majority decision of the [b]oard" and to "[e]xercise authority only as a [b]oard" (E.IV.C.2.a).

b. Administrative Procedure 2715, "Board Protocols for Effective Trusteeship" reaffirms the board's commitment that "[a]ll meetings are held in accordance with the Brown Act" and requires all board members to "publicly support the decisions of the [b]oard" (E.IV.C.2.b). For example, in November 2016, the Board of Trustees voted seven to one to approve a resolution. Even though the vote was not unanimous, all members of the board supported the ultimate decision (E.IV.C.2.c). This is evident in a subsequent vote at the January 10, 2017 meeting where the board unanimously approved support of the administrative decision to not create a registry of individuals based on any protected characteristics such as religion, national origin, race or sexual orientation; and not to release confidential student records without a judicial warrant, subpoena or court order, unless authorized by the student or required by law (E.IV.C.2.d).

Analysis and Evaluation:
Board policy and administrative procedure require that the governing board act with one voice. Though board votes are generally unanimous, in the few examples where they are not, it is clear that all board members abide by the ultimate decision. In practice, this Standard has been met and the policies and procedures in place ensure the College's ongoing compliance.

Evidence Sources:

E.IV.C.2.a BP 2715 06 20 16 BOT
E.IV.C.2.b AP 2715
E.IV.C.2.c 11-1-2016 BOT Minutes
E.IV.C.2.d 1-10-2017 BOT Minutes

Standard IV.C.3
The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the College and/or the district/system.

Evidence of Meeting the Standard:

a. Board Policy (BP) 2200, "Board Duties and Responsibilities," establishes one of the board's core responsibilities to "appoint and evaluate the [p]resident/[s]uperintendent" (E.IV.C.3.a).

b. BP 2431, "President/Superintendent Selection," outlines the process for a presidential search and the composition of the committee involved in the search. This policy details the processes for "initial screening," "applicant review," "initial interviews," and "Board of Trustees/on-campus interviews" (E.IV.C.3.b).

c. The board evaluates the College's president at least once a year, through a process defined in BP 2435, "Evaluation of President/Superintendent." The policy establishes that the evaluation will be conducted on the basis of "board policy, the [p]resident/[s]uperintendent's job description, and performance goals and objectives developed in accordance with Board Policy BP 2430 ["Delegation of Authority to President/Superintendent"]." 2016-17 board goals require quarterly evaluations of the president/superintendent (E.IV.C.3.c, E.IV.C.3.d).

d. During the 2016-17 academic year, the College engaged the process outlined in BP 2431 in its effort to select a president/superintendent. A committee formed and proceeded in accordance with the process outlined in the policy (E.IV.C.3.e).

Analysis and Evaluation:
Board policies and the minutes of board sessions indicate that the governing board has a clearly defined policy and adheres to it when it comes to selecting and evaluating the president/superintendent. Though the policy calls for a president/superintendent evaluation at least once a year, the board has implemented a quarterly evaluation in its recent practice to

monitor and ensure that the president/superintendent is achieving his goals. College policy and practice meet the Standard and ensure compliance with it in the future.

Evidence Sources:

E.IV.C.3.a BP 2200
E.IV.C.3.b BP 2431
E.IV.C.3.c BP 2345 06/0716
E.IV.C.3.d November 1, 2016 Meeting Packet
E.IV.C.3.e 1-10-2017 Minutes

Standard IV.C.4
The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. **(ER7)**

Evidence of Meeting the Standard:

a. As outlined in Standard IV.C.1, the board consists of eight publicly-elected members and one student trustee. Board Policy (BP) 2200, "Board Duties and Responsibilities," establishes "represent the public interest" as one of its primary responsibilities, along with "establish[ing] policies that define the institutional mission and set prudent, ethical, and legal standards for college operations" (E.IV.C.4.a).

b. BP 2715, "Code of Ethics/Standards of Practice," requires board members to "prevent conflicts of interest and the perception of conflicts of interest" and authorizes the president of the board to "address charges or perceptions of violations, what steps will be taken to examine and address both legal and ethical violations, and possible consequences of violations" (E.IV.C.4.b).

c. Administrative Procedure (AP) 2715, "Board Protocols for Effective Trusteeship," specifically establishes three main categories of ethical and legal violations: "Financial Interests — Conflicts of interest laws prohibit trustees from financially benefiting from Board decisions, or acting on matters that benefit family members; Fair and Open Decision-Making — California's open and public meetings laws (the Brown Act) require that the public's business be done in public. Examples of violations include making decisions in private or that should be made in public meetings, discussing items that have not been noticed to the public, and violating provisions that closed session information shall be kept confidential; and Use of Public Funds — It is felony to misuse public funds. Examples include claiming expenses that were not incurred and using college resources for personal or political purposes" (E.IV.C.4.c).

d. BP 2710 and AP 2710, titled "Conflict of Interest," cover primarily financial conflicts of interest, including "gifts" and employment conflicts, and also require that "Board members shall avoid conflicts of interest, or its appearance, between their obligations to the District and private business or personal commitments and relationships" (E.IV.C.4.d, E.IV.C.4.e).

e. BP 2716, "Board Political Activity," protects the institution from undue political pressure and influence by prohibiting members of the board from using "District funds, services, supplies, or equipment to urge the passage or defeat of any ballot measure or candidate, including, but not limited to, any candidate for election to the Board of Trustees" (E.IV.C.4.g).

f. The board advocates for the institution through its affiliation with the Community College League of California, California Community College Trustees, and the McCallum group to monitor educational legislation in Sacramento that may affect the College and advocate for legislation that would benefit the students the College serves.

g. In an effort to protect the College's most vulnerable student group, the board recently approved, unanimously, to support the administration's strategies to preserve the Deferred Action for Childhood Arrivals program that allows children of undocumented immigrants to pursue higher education in the United States (E.IV.C.4.f).

Analysis and Evaluation:
The board's adherence to a strict code of ethics and application of the protocols of effective trusteeship testify to the board's commitment to the public interest in educational quality. Conflict of interest and political activity policies protect the board from political influence and outside pressure. Board annual goals reaffirm its commitment to educational quality and the board has avenues for advocating beyond the local District boundaries. These ensure compliance with the requirements of the Standard on an ongoing basis.

Evidence Sources:

E.IV.C.4.a BP 2220
E.IV.C.4.b BP 2715 06 20 16 BOT
E.IV.C.4.c AP 2715
E.IV.C.4.d BP 2710 Conflict of Interest
E.IV.C.4.e AP 2710
E.IV.C.4.f Resolution No 704; Board Packet 1-10-17 pg 5
E.IV.C.4.g BP 2716 Political Activity

Standard IV.C.5
The governing board establishes policies consistent with the district mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard:

a. Board Policy (BP) 2200, entitled "Board Role and Responsibilities," clearly highlights the board's role in promoting the College's mission, setting "prudent, ethical, and legal standards for college operations," attaining "fiscal health and stability," and "monitor[ing] institutional performance and educational quality" (E.IV.C.5.a). The board generally delegates authority to the president/superintendent to actualize these tasks, but maintains authority to review rules, regulations, procedures and policies to ensure they harmonize with board policies. To ensure consistency with the institution's mission, BP 2410 requires that "the [b]oard shall regularly assess its policies for effectiveness in fulfilling the District mission" and Administrative Procedure (AP) 2410 outlines the process for creating and updating policies and procedures (E.IV.C.5.b, E.IV.C.5.e).

b. The board's commitment to quality, integrity, improvement, and resources is evident in the board's 2016-17 "Goals and Objectives." These include reviewing and discussing monthly financial reports and enrollment trends, quarterly evaluations of the president/superintendent, and student success and equity data (E.IV.C.5.c). To ensure consistency across the district, the president/superintendent's "2016-17 Goals" echo those of the board with more operational details included in the goals (E.IV.C.5.d).

c. The board ensures that student learning programs and services have adequate resources by taking its role in fiscal management seriously and infusing that role through its policies and district procedures. BP 6250 and AP 6250, "Budget Management," establish that "The budget shall be managed in accordance with Title 5 §58311 Principles for Sound Financial Management, Education Code 84040(c), Accreditation Standard IIID and the California Community Colleges Budget and Accounting Manual" (E.IV.C.5.f, E.IV.C.5.g). BP 6300 and AP 6300, "Fiscal Management," create systems to ensure that the board receives monthly financial reports, that there is "responsibility and accountability for fiscal management," and that the information is "timely, accurate, and reliable" (E.IV.C.5.h, E.IV.C.5.i). The board's standing "Audit and Finance" committee reviews and monitors all financial and budget material and acts as an advisory committee to the board on all financial and budgetary matters (E.IV.C.5.o). BP 6200 and AP 6200, "Budget Preparation," outline the criteria for annual budget creation, processes for presenting and approving

the annual budget, and establish the specific budget reserve requirements, and what will occur if the reserve requirement is not met or is exceeded (E.IV.C.5.j, E.IV.C.5.k).

d. On a regular basis, the board receives an Institutional Effectiveness Report and Scorecard for review and discussion. The board agenda includes a standing student success data item where the administration presents relevant student success data on a monthly basis for trustees to review and discuss. Performance indicator data drives these discussions and have led to board support for institutional changes like the College's effort to acquire a basic skills grant, English and mathematics acceleration projects, and the annual student success summits (E.IV.C.5.l).

e. The board and College administration have established BP 3050 and AP 3050, "Institutional Code of Ethics," to ensure the integrity of all College programs and services (E.IV.C.5.m, E.IV.C.5.n).

f. As indicated in Standard IV.C.2, the board acts as "one voice" on all matters, even if there is a divided vote, and is the ultimate authority and has the ultimate responsibility in all matters concerning educational quality, legal matters and financial integrity and stability at the College.

Analysis and Evaluation:
The College mission informs board policies and administrative procedures related to the quality, integrity, and improvement of students learning programs and services. The board and president/superintendent annual goals reflect this commitment and responsibility. The board's oversight over financial resources and delegation to the president/superintendent ensure that the College's resources support its commitment to the items listed in this Standard. As indicated in Standard IV.C.2, the board acts as "one voice" and recognizes its role as the ultimate authority in these matters. Because these are enshrined in policy, procedure, and practice the College meets the Standard and ensures ongoing compliance.

Evidence Sources:

E.IV.C.5.a BP 2200 - 062016BOT
E.IV.C.5.b BP 2410 - 060716BOT
E.IV.C.5.c Board of Trustees Board Goals
E.IV.C.5.d President's Office President's Goals
E.IV.C.5.e AP 2410
E.IV.C.5.f BP 6250 Budget Management
E.IV.C.5.g AP 6250 Budget Management
E.IV.C.5.h BP 6300 Fiscal Management
E.IV.C.5.i AP 6300 Fiscal Management
E.IV.C.5.j BP 6200

E.IV.C.5.k AP 6200
E.IV.C.5.l November 1, 2016 President
E.IV.C.5.m BP 3050 05 2016 BOT
E.IV.C.5.n AP 3050 BOT 06 07 16
E.IV.C.5.o AP 2220

Standard IV.C.6
The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard:

a. Governing board membership, elections, orientation, annual retreats, duties, and responsibilities are defined in policies that delineate all structural and operational matters pertaining to the Board of Trustees.

b. All board policies and administrative procedures are available on the College's publicly available website (E.IV.C.6.a).

c. Board Policy (BP) 2200, "Board Duties and Responsibilities," clearly enumerates seven primary responsibilities of the board (E.IV.C.6.b).

d. BP 2010, "Board Membership," specifies the size of the board and BP 2100, "Board Elections," establishes terms of office and defines the boundaries of each trustee district (E.IV.C.6.c, E.IV.C.6.d, E.IV.C.6.e).

e. BP 2210 establishes the board's officers and defines their duties and responsibilities (E.IV.C.6.f).

f. BP 2105 establishes the term of office and role of the student trustee (E.IV.C.6.g).

g. The board policies contained in "Chapter 2.Board of Trustees," explain board operating procedures for regular meetings, special and emergency meetings, closed sessions, public participation, communication, quorum and voting, and board evaluation (E.IV.C.6.h).

Analysis and Evaluation:
Board policies and administrative procedures outline the responsibilities of trustees and methods in which the board serves and interacts with District stakeholders and community members. All board policies and procedures are available on the District website and include approved and updated/revised dates.

District employees and members of the public have access to board meeting agendas, minutes, supporting documents, meeting schedules, policies, and administrative procedures on the Board of Trustees webpage located on the District website. The College also publishes the board policy

and administrative procedure outlining the four-year comprehensive policy and procedure review process on the website.

Evidence Sources:

E.IV.C.6.a Board of Trustees Board Policies
E.IV.C.6.b BP 2200; 06 20 16 BOT
E.IV.C.6.c BP 2010 Board Membership
E.IV.C.6.d BP 2100 Board Elections
E.IV.C.6.e Trustee Areas July 2014
E.IV.C.6.f BP 2210 Officers
E.IV.C.6.g BP2105-Approved 070715
E.IV.C.6.h Chapter 2. Board of Trustees

Standard IV.C.7
The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the College/district/system mission and revises them as necessary.

Evidence of Meeting the Standard:

a. Board Policy (BP) 2410 establishes that "[t]he [b]oard shall regularly assess its policies for effectiveness in fulfilling the District mission" and that "[p]olicies of the [b]oard may be adopted, revised, added to or amended at any regular board meeting by a majority vote (E.IV.C.7.a). Administrative Procedure (AP) 2410 outlines the steps required, and input necessary, for revisions to sections 1000 and 2000, and 3000-7000, of the board policies and administrative procedures respectively (E.IV.C.7.b).

b. BP 2745 and AP 2745, "Board Evaluation," establishes the guidelines and process for the board's evaluation of its processes with respect to the board's stated goals, the College's mission, and the board's responsibilities as enumerated in BP 2200 (E.IV.C.7.c, E.IV.C.7.d, E.IV.C.7.e). At its June meeting, the board reviews and discusses the results of the evaluation and reviews its and the president/superintendent's goals (E.IV.C.7.f).

c. The College has an established, four-year comprehensive review process for all board policies and administrative procedures to ensure their regular assessment, revision, and/or reaffirmation (E.IV.C.7.g, E.IV.C.7.h).

d. Every board member must comply with all policies and bylaws. This is outlined in BP 2715, "Code of Ethics/Standards of Practice," that includes the requirement that all board members "[f]ollow the Board's policies and procedures and the orderly agenda of the District" (E.IV.C.7.i). To ensure compliance, AP 2715, "Board

Protocols for Effective Trusteeship," includes a procedure for confirming violations of policy and establishes the consequences for violating the ethical standards set forth in BP 2715 (E.IV.C.7.j).

Analysis and Evaluation:
Board Policy/Administrative Procedure 2410 ("Policy and Administrative Procedure") details why and how policies of the board may be adopted, revised, added to, or amended at any regular board meeting. Administrative procedures are issued by the president/superintendent as statements of methods to be used in implementing board policy and are consistent with the intent of the accompanying board policy.

The president/superintendent, as the board's designee, assigns policies and procedures by subject area to members of his/her cabinet members for review. A four-year cycle for comprehensive chapter review process denotes new and updated policies and procedures to be developed and/or reviewed in the district's participatory governance process.

Evidence Sources:

E.IV.C.7.a BP 2410; 06 20 16 BOT
E.IV.C.7.b AP 2410
E.IV.C.7.c BP 2745
E.IV.C.7.d AP 2745
E.IV.C.7.e BP 2200 – 06 20 16 BOT
E.IV.C.7.f June 4, 2016 Workshop President; June 4 Workshop Minutes
E.IV.C.7.g 4-year Comprehensive Review Cycle
E.IV.C.7.h Ad Hoc Policy Group 1
E.IV.C.7.i BP 2715 06 20 16 BOT
E.IV.C.7.j AP 2715 07 05 16

Standard IV.C.8
To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard:

a. The Board of Trustees, the president/superintendent, and the entire College community work to ensure that key performance indicators of students learning and achievement and institutional plans for academic quality are established and reviewed through the institutional effectiveness processes (E.IV.C.8.a, E.IV.C.8.b).

b. One of the board's central goals, "Student Success and Equity," requires that the board "[t]he Board will regularly review and discuss data relevant to student success and equity" (E.IV.C.8.c, E.IV.C.8.p).

c. The College's Institutional Effectiveness Committee (IEC) is charged with the responsibility to lead the educational master planning and integrated planning processes. The IEC reports regularly to the board about the status of these plans and progress toward meeting the institution-set standards (E.IV.C.8.d).

d. As a part of its annual meeting planning process, the board incorporates a review and, where necessary, approval of IEC reports (including the Institutional Effectiveness Scorecard), student success data, education master planning documents, key performance indicator data, progress toward meeting institutional-set standards, disaggregated data for the College's various student populations, and annual plan reviews into its year-long schedule of meetings (E.IV.C.8.e, E.IV.C.8.j, E.IV.C.8.k, E.IV.C.8.l, E.IV.C.8.m, E.IV.C.8.n, E.IV.C.8.o, E.IV.C.8.r).

e. The board regularly reviews and, where necessary, approves curricular recommendations from the Academic Senate, financial status reports, accreditation reports, and reports of learning outcomes assessment (E.IV.C.8.f).

f. In October 2015, the board reviewed and approved the College's basic skills annual plan and the annual Student Success and Support Programs plan and continues to monitor progress toward goals identified in the plans (E.IV.C.8.g).

g. The board also receives reports on distance education, student success data, partnerships with local high schools, student equity data and reviews the progress toward the goals outlined in the Institutional Effectiveness Partnership Indicators and the Student Success Scorecard (E.IV.C.8.h).

h. Each year, the board monitors and oversees the work toward achieving the goals outlined in the College's annual plan and its own goals include "[t]hrough the policy role, review reports and data that help guide the District to achieve the mission of student success and sustainable enrollment growth (E.IV.C.8.i, E.IV.C.8.q).

Analysis and Evaluation:
On a monthly basis, the board regularly reviews key learning indicators and student outcomes. Board agendas and minutes provide evidence of monthly review, discussion, and input regarding student success and plans for improving academic quality. The level of engagement, along with knowledge about student learning and achievement, is high due to a strong commitment by Trustees. Board members ask insightful questions and expect honest and thorough responses from the College administrators. The board sets clear expectations for continuous improvement of student learning outcomes. Board practice ensures ongoing compliance with this Standard.

Evidence Sources:

E.IV.C.8.a BP 3225 – 06 2016 BOT
E.IV.C.8.b AP 3225 – 05 2016 BOT
E.IV.C.8.c Board of Trustees Board Goals
E.IV.C.8.d Institutional Effectiveness Committee Charge
E.IV.C.8.e BOT Agenda Calendar
E.IV.C.8.f February 24, 2016 Agenda
E.IV.C.8.g October 6, 2015 Agenda
E.IV.C.8.h June 7, 2016 Meeting Packet
E.IV.C.8.i April 7, 2015 Packet 3
E.IV.C.8.j Board Packet
E.IV.C.8.k December Board Packet
E.IV.C.8.l May 3, 2016 BOT Meeting Packet
E.IV.C.8.m May 5, 2015 packet
E.IV.C.8.n Meeting Packet Final
E.IV.C.8.o Meeting Packet Final
E.IV.C.8.p Meeting Packet
E.IV.C.8.q Board goals 2015-16
E.IV.C.8.r Agenda; Minutes

Standard IV.C.9
The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard:

a. Administrative Procedure (AP) 2740 outlines the process for orienting new members to the board. The board president is responsible for appointing a trustee mentor for each new trustee, encouraging the new member to complete the on-line Commission "Accreditation Basics" workshop, reviewing the district mission, code of ethics and protocols for effective trusteeship with the new member, and encouraging the new member to attend state and national conferences, especially the Community College League of California "Effective Trusteeship" workshop, to which the new trustee receives a special invitation. The president of the board also reviews the current board goals and objectives with the new member. In addition, the president/superintendent coordinates a session with new trustees to orient the new member to administrative, faculty, staff, and student leadership. The new trustee also receives the *Effective Trustee Handbook* and *Fiscal Responsibilities Handbook* (E.IV.C.9.a). Trustee Carol Mathews is the most recent trustee to receive this orientation.

b. AP 2740 also includes a process for orienting the student trustee, whose term of office is one year. The board president and president/superintendent review materials with the student trustee on effective trusteeship and the board president assigns the student trustee with a trustee mentor.

c. One of the board's standing goals is "board development" (E.IV.C.9.g) and this commitment to ingoing trustee professional development is codified in BP 2740 (E.IV.C.9.j). To achieve this, the board holds ongoing, regular workshops during the year that provide training for board members. Recently, workshop topics include a strategic visioning session on August 20, 2016, governance institute for student success, goal setting, self-evaluation, district mission and philosophy, accreditation standards, education master planning processes, and persistence data (E.IV.C.9.c, E.IV.C.9.d, E.IV.C.9.e, E.IV.C.9.f).

d. Board members attend state and national conferences. In the last year, four trustees attended conferences sponsored by the Community College League of California (CCLC). Additionally, two trustees attended the Governance Institute for Student Success Institute (GISS) with the president/superintendent. Attendance at the GISS was instrumental in helping the College trustees and president develop a governing culture grounded in verifiable evidence and increase their understanding of

institutional policies leading to improved student success. Three trustees have completed the CCLC "Excellence in Trusteeship" program and one attended the Association of Community College Trustees conference in 2015 in San Diego (E.IV.C.9.h).

e. The president of the College's board presently serves as a member of California Community College Trustees (CCCT) (E.IV.C.9.i).

f. Board Policy 2100 mandates that "[t]erms of trustees are staggered so that, as nearly as practical, one half of the trustees shall be elected at each trustee election" (E.IV.C.9.b).

Analysis and Evaluation:

All new board members participate in a new member orientation. New member orientations include a history of the district, budget history and a review of plans and reports (i.e., strategic plans, facilities plans, self-studies, etc.), and tour the College. The board has a commitment to ongoing professional development, enshrined in board policy, and practiced by members of the governing board. Board policy requires staggered terms of office to ensure continuity of the board. These policies and practices allow the College to meet the requirements of the Standard and to ensure ongoing compliance.

Evidence Sources:

E.IV.C.9.a AP 2740 Board of Trustees Professional Development
E.IV.C.9.b BP 2100 Board Elections
E.IV.C.9.c 08 20 16 Workshop
E.IV.C.9.d 06 04 16 Workshop President
E.IV.C.9.e July 18, 2015 Workshop
E.IV.C.9.f August 22, 2015 Workshop President
E.IV.C.9.g Board Goals 2015-16
E.IV.C.9.h Board Conference Attendance
E.IV.C.9.i CCCT Board Membership
E.IV.C.9.j BP 2740 BOT Professional Development

Standard IV.C.10
Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard:

a. Board Policy 2745 and Administrative Procedure 2745 establish that the board will conduct an annual self evaluation and define the process through which that evaluation takes place. In January, an ad hoc committee forms to define the evaluation process and criteria and conducts the evaluation. The ad hoc committee presents the results to the board in June. The reporting of results to the board is timed to ensure that the board's goals for the upcoming year are directly informed by the self-evaluation information (E.IV.C.10.a, E.IV.C.10.b, E.IV.C.10.g, E.IV.C.10.i).

b. For its 2016 self evaluation, the board used the Governance Institute for Student Success (GISS) Board Self-Assessment Tool to establish criteria for self evaluation and had the Association of Community College Trustees, the parent agency of GISS, prepare the resulting self-evaluation report for the board to discuss and use to plan its 2016-17 goals and objectives. The president/superintendent's goals and objectives are also determined at that meeting and are, at least partially, informed by the results of the self study. Some of the criteria used in the self evaluation include adherence to accreditation standards, fiscal stability, educational quality, and institutional effectiveness. The board administers its own annual evaluation survey that includes representative input from the College community (E.IV.C.10.c, E.IV.C.10.d, E.IV.C.10.e, E.IV.C.10.f).

c. The minutes from all board meetings are published to the College website and all meetings are open to the public, including the meetings where the board receives and discusses the results of its self evaluation and determines its goals and objectives for the following year.

Analysis and Evaluation:

Annual trustee self-evaluations are conducted at each annual board retreat. The board self-evaluation process has facilitated a focus on appropriate roles and responsibilities in policy-making in an effort to help promote and sustain educational quality, institutional effectiveness, and student success. All board members regularly participate in training, goal-setting, and self-

evaluation activities, to increase knowledge of appropriate engagement in policy-making and oversight of student success and educational quality outcomes. The board and president/superintendent are committed to continuously improve the board self-evaluation process to improve learning outcomes, promoting and sustaining academic quality, institutional effectiveness, and overall student success.

Evidence Sources:

E.IV.C.10.a BP 2745
E.IV.C.10.b AP 2745
E.IV.C.10.c 2016 Board Self-Assessment
E.IV.C.10.d 2016 Board Self Evaluation Constituent Feedback
E.IV.C.10.e 2016 Board Self Evaluation
E.IV.C.10.f 6 4 16 Workshop President
E.IV.C.10.g July 18. 2015 Workshop
E.IV.C.10.h July 18, 2015 Board Workshop Minutes
E.IV.C.10.i July 18, 2015 Workshop

Standard IV.C.11
The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. **(ER7)**

Evidence of Meeting the Standard:

a. The board has both a code of ethics policy and procedure and a conflict of interest policy that requires adherence to the code. Board Policy (BP) 2715, "Code of Ethics/Standards of Practice," and Administrative Procedure (AP) 2715, "Board Protocols for Effective Trusteeship," outline a set of ethical principles as well practices board members should undertake to adhere to those principles. For example, one element of the code of ethics includes, "[p]rotect the interests of students in every decision and assure the opportunity for high-quality education for every student." The corresponding standard of practice requires board members to "[r]ecognize the importance of understanding and evaluating the educational program of the District and of providing for long-term educational planning" (E.IV.C.11.a). AP 2715 further explains the ethical code and standards of practice by creating guidelines for appropriate board member behavior in the areas of "general protocols," "protocols for interactions with community members," "protocols for interactions with district employees and groups," "responding to concerns expressed during a crisis," "prior to

meetings [protocols]," "during the meeting [protocols]," "responding to needs or complaints expressed in board meetings during public comment on non-agenda items," "closed sessions," and "[to] publicly support the decisions of the board." The AP further explains the three major types of violations: "financial interests," "fair and open decision-making," and "use of public funds" (E.IV.C.11.b).

b. In 2016, the board reviewed and revised AP 2715 "Board Protocols for Effective Trusteeship" to make it more effective (the current version is referenced above, in "a"). The most significant change involved situations where someone alleged a board member had violated the BP or AP. New procedures require that, in those situations, "[t]he [p]resident of the [b]oard talks to the person about the implications of the perceived violation, including the negative impact the behavior will have on the College, the [b]oard, and the individual trustee."

c. BP 2715 and AP 2715 clearly spell out the consequences for violating ethics and protocols and the procedure for the board president and president/superintendent to take action, including legal action, to address the violation. Procedures vary in accordance with the severity of the violation.

d. BP 2710 requires all board members to "file statements of economic interest" and encourages members to seek legal counsel in every case where a question arises about a conflict of economic interest (E.IV.C.11.c). AP 2710 further explains and defines potential conflicts of interest in the categories of "incompatible activities," "financial interest," "no employment allowed," "financial interest in a decision," and "gifts" (E.IV.C.11.d).

e. AP 2712 covers the procedure for filing the annual disclosure statements, who is required to file them, and explains what kind of content needs to be included in the statements (E.IV.C.11.e). Annually, the Fair Political Practices Commission sends the College Form 700. The College distributes the forms to board members and other necessary personnel and collects and files the forms. The president's office stores copies of the forms (E.IV.C.11.f, E.IV.C.11.g).

Analysis and Evaluation:
The Board has a clearly articulated code of ethics and processes for sanctioning behavior that violates the code. Board members are required to file conflict of interest forms and annually submit disclosures regarding any personal financial connections to District business, an important consideration in small, rural communities.

Board members are fully aware of their responsibilities and, to date, there have been no reported instances of violation by any Trustee or any sanctions discussed or imposed. Board members have no employment, family ownership, or other personal financial interest in the institution.

Evidence Sources:

E.IV.C.11.a BP 2715 – 06 20 16 BOT.
E.IV.C.11.b AP 2715
E.IV.C.11.c BP 2710
E.IV.C.11.d AP 2710
E.IV.C.11.e AP 2712
E.IV.C.11.f Form 700 2016.2017 FINAL
E.IV.C.11.g Log 2016

Standard IV.C.12
The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or College, respectively.

Evidence of Meeting the Standard:

a. Board Policy (BP) 2430, "Delegation of Authority to President/Superintendent," clearly states that "[t]he [b]oard delegates to the [p]resident/[s]uperintendent full responsibility and authority to implement and administer the policies adopted by the [b]oard and authority to execute all decisions of the Board requiring administrative action. This responsibility and authority is granted without Board interference" (E.IV.C.12.a). This delegation of authority is clear in the president/superintendent's job description and is further clarified in the president/superintendent's annual goals that are created in goal-setting sessions with the board (E.IV.C.12.b).

b. As discussed in the College's response to Standard IV.C.3, the board has established policies and procedures for annually evaluating the president/superintendent. Criteria for evaluation include "board policy, the [p]resident/[s]uperintendent's job description, and performance goals and objectives developed in accordance with Board Policy BP 2430" (E.IV.C.12.d). The first goal of the president/superintendent evaluation process is to "[h]old the [p]resident/[s]uperintendent accountable for the successful operation of the District with regular and constructive consideration of her/his strengths and weaknesses." As a part of this evaluation process, the president/superintendent must submit a written self-evaluation that includes "a 'state of the College' report on the key indicators, such as employee morale, enrollment, accreditation, overall functioning and stability of the institution, status of integrated planning, status of strategic plans, etc." (E.IV.C.12.e).

c. The president/superintendent, the vice president of administrative services, and vice president of instruction and student development deliver reports to the board at each meeting. The report frequently includes apprising the board of actions taken to meet

the president/superintendent's annual goals, information about the state of the College, progress toward meeting the institution-set standards, and other items relevant to the president/superintendent's actions to implement and administer policies of the institution (E.IV.C.12.f).

Analysis and Evaluation:
As the board's chief executive officer, the president/superintendent acts as the advisor to the board and implements and administers policies without interference or micromanagement from the board. When board decisions require action at the operational level, the board charges the president/superintendent with the authority to execute those decisions without interference. An example of how this delegation has worked in practice can be seen in the 2016 goals for the president/superintendent that were discussed and agreed to. Each goal has an element of operational action; however, the board does not specify the specific details of those actions. The president/superintendent consults with the board and keeps them informed of actions and progress toward the goals, but the president/superintendent determines how to achieve the goals, implements those plans, and is accountable for the results. This delegation allows the board to focus its efforts on policy, rather than operations

The president and his cabinet support the training and focus of the board on its policy-making role. The board adheres to existing policies when evaluating the performance of the president and appropriately holds him, as their sole employee, accountable for all district operations. These practices have effectively empowered the president to manage the operations of the district and provide a structure by which the board holds the president accountable.

Evidence Sources:
E.IV.C.12.a BP 2430 – 06 07 16 BOT
E.IV.C.12.b President Superintendent Job Description - August 2014
E.IV.C.12.c President's Office President's Goals
E.IV.C.12.d BP 2435
E.IV.C.12.e AP 2435
E.IV.C.12.f President's Report to the BOT

Standard IV.C.13
The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the College's accredited status, and supports through policy the College's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard:
a. Board Policy (BP) 3200, "Accreditation," requires that the president/superintendent "keep the Board of Trustees informed of the District's status in meeting the standards of the ACCJC and other agencies with which particular District programs seek special

accreditation" (E.IV.C.13.a). Administrative Procedure (AP) 3200, along with BP 3200, ensure that the board participates in the accreditation process, especially for Standards and Eligibility Requirements that cover governing board roles and functions (E.IV.C.13.b).

b. To ensure that the board remains informed about all accreditation requirements and the College's standing, the president and vice president of instruction and student development provide regular reports to the board about accreditation issues (E.IV.C.13.c). In 2015/16, when the Commission revised the Accreditation Standards, the vice president of instruction and student development/accreditation liaison officer informed the board about the revised Standards and explained the changes to board members (E.IV.C.13.e).

c. One of the Board of Trustees' annual goals is to "[s]upport, through our policy role, all accreditation efforts as well as adherence to all ACCJC standards and Commission policies" and to "[s]upport the administration's work to ensure the District is prepared for the team visit" (E.IV.C.13.d). To achieve this goal, the board included a goal to maintain accreditation in the president/superintendent's 2016-17 Goals and:

    - Continue working with Cabinet and the IEC to improve alignment of institutional planning.
    - Meet or exceed ACCJC accreditation standards by providing leadership/oversight with Executive Cabinet, Expanded Cabinet, Academic Senate, and the Institutional Effectiveness Committee.
    - Ensure successful submissions of the 2017 Self-Study and Substantive Change proposals to the ACCJC.
    - Continue revising Board policies and Administrative procedures that will become outdated in 2016-17.
    - Continue enhancing the professional development program for all constituents.

d. As indicated in the College's response to Standard IV.C.9, all new board members receive training in requirements, Standards, and processes by completing the "Accreditation Basics" online training.

e. When Tom Henry was the College's special trustee in 2013-2015, the College hired a consultant from Butte College to train and mentor trustees in all of the accreditation requirements and processes (E.IV.C.13.f).

Analysis and Evaluation:
The board stays informed about accreditation matters through several channels, including participation in the evaluation of governing board roles during the self-evaluation process. At its

monthly public meetings, the board receives written and oral reports related to the health and progress of the institution. Both the president/superintendent and the institution's accreditation liaison officer (ALO) regularly provide information related to accreditation (including Eligibility Requirements, Accreditation Standards, Commission policies, accreditation processes, and the College's accredited status) and inform the board correspondence received from the Commission. This information provides context for the board as it supports the College's efforts to increase effectiveness through the enactment of policy. In recognition of the College's accreditation efforts, the board adopted a goal related to support for accreditation.

Board members receive trainings and presentations on accreditation. The Board of Trustees reviews all accreditation reports prior to their submission to the ACCJC. Decisions and discussion of policy reference methods to support the College meets accreditation standards.

During the preparation of the current Institutional Self-Evaluation Report, the board participated in the evaluation of the roles and functions of the governing board. The board reviewed preliminary drafts and the final draft of the self-study report prior to its submission to the Commission, as evidenced by the signatory page at the front of the document.

Evidence Sources:

E.IV.C.13.a BP 3200 – 05 2016 BOT
E.IV.C.13.b AP 3200 – 04 2016 BOT
E.IV.C.13.c Accreditation Report
E.IV.C.13.d Board of Trustees Board Goals; November meeting Packet
E.IV.C.13.e March 3/2015 Packet
E.IV.C.13.f March 29, 2014 Special Agenda

Quality Focus Essay

Identified Area of Need: Increasing Transfers to Four-Year Institutions

The College regularly reviews student achievement data to guide self-evaluation of the College's mission, and to plan for improvement. The College has established institution-set standards for student achievement. These standards are evaluated each year in the College's "Institutional Effectiveness Scorecard" and reviewed in the "Annual Report" to the ACCJC. In 2015-2016 and 2016-2017 the number of students transferring to four-year institutions fell below the institution-set standard. The College reported 285 transfers in 2016 and 310 transfers in 2015. The institution-set standard set by the College for the number of students transferring to four-year institutions is 344.

In response to the transfer data, the College has reviewed additional data on transfers to CSUs, UCs, out-of-state, and private institutions. This included a report of the number of students transferring into each major at Humboldt State University, the College's central "feeder" institution. Faculty and staff have evaluated the data to better understand transfer trends by location and over time, and they brainstormed ways of boosting the number of students transferring to four-year institutions. They also evaluated the reliability of the data sources and requested additional analysis to better understand the trends. For example, the College established institution-set standards in 2013-2014 during a time when larger cohorts were progressing through their studies. Significant enrollment declines in recent years have led to smaller cohorts eligible to transfer.

Many of these initial discussions about the transfer data have uncovered materials and activities that could augment the scope of the Transfer Center. The Transfer Center, housed in the Office of Counseling & Advising, currently offers advising, a college transfer day, transfer admission agreements, visits from four-year representatives, and a resource library. To better serve students, the College plans to continue to evaluate transfer data, and gather a Transfer Task Force with faculty and staff membership who have relevant expertise in instruction and student development. The task force is charged with making recommendations about how to promote and support students transferring to four-year institutions with the anticipated outcome of increasing the proportion of students who transfer out of all students who enroll at the College with the stated goal of transferring.

Initial discussions with faculty and deans in transfer programs about how to improve transfers have included:

- Hosting curriculum-alignment meetings with counterparts at Humboldt State University
- Inviting faculty at Humboldt State University to visit classes and talk about their programs, and taking College of the Redwoods students to visit Humboldt State University

- Developing additional materials to promote Associate Degrees for Transfer

Here is the specific plan the College will take to carefully focus efforts to promote and support students to transfer to four-year colleges and universities:

Action	Evaluation Plan	Timeline	Responsible Party
1) Transfer Task Force meets to review additional data	Analyze most recent transfer numbers. Analyze the number of transfers as a proportion of all students indicating an education goal of transferring.	June 2017 – September 2017	President/Superintendent, Task Force Members (Faculty, staff, students), Director of Institutional Research
2) Transfer Task Force recommends list of most impactful actions to increase transfers	Task force recommendations are vetted with responsible parties to ensure they can be carried out	September 2017 – November 2017	Dean of Counseling & other responsible parties identified
3) Actions identified in #2 above are carried out by responsible parties	Progress reports on the status of carrying out each recommendation will be provided to the Task Force each semester	January 2018 – August 2018	Depending on what the Task Force identifies. Could include Dean of Counseling, etc.
4) Transfer Task Force evaluates progress and recommends improvements to what has been carried out	Recent transfer rates are evaluated by institution and major. Actions such as transfer events will be assessed when offered.	September 2018 – March 2019	Transfer Task Force Members, Identified responsible parties
5) If not explicit in Task Force recommendations, the College's Transfer Center is strengthened to sustain the recommendations	Track center offerings, events, available resources, and student utilization and student satisfaction with the Center	January 2017 – March 2019	Dean of Counseling, Transfer Center Lead, Director of Institutional Research

Identified Area of Need: Integrated Planning to Promote Student Equity

The College has an ongoing history of embracing diversity and promoting student equity. For example, the Academic Senate has an active Multicultural and Diversity Committee to assist in the development of strategies to create campus environments that promote inclusiveness as an institutional and community value. The Academic Senate presents a Multicultural and Diversity Award to a deserving employee for demonstration of commitment to diversity within the district or in the community.

This commitment of the Academic Senate resulted in the creation of a new local general education area called "Multicultural Understanding" in 2014-15, which includes a student's ability to reason ethically and engage in diverse perspectives.

In March of 2017, the College approved an updated Equal Employment Opportunity Plan linked to Education Master Plan objectives. The revised plan included creating an advisory committee and initiatives for strategic hiring, providing diversity training to screening committees, training faculty and staff in diversity, and identifying methods to address and remedy significant underrepresentation.

Student Equity Plan

The Multicultural and Diversity Committee also supports the implementation of the Student Equity Plan. The College has regularly analyzed student equity data within the student equity plan. This analysis, along with regular review of the Chancellor's Student Success Scorecard has uncovered consistent achievement gaps and access issues for specific equity groups. By continuously assessing the Student Equity Plan, the College has identified improvements for some student groups for some metrics. For example, in 2012-2013, access to the Del Norte Campus was identified as an issue for Hispanic students. Hispanics were more represented in the county than at the campus. The Student Equity Plan called for more outreach in Del Norte, including staff dedicated to outreach activities throughout the Del Norte service area to enhance the Latino community's awareness of the College. The College carried out these recommendations with success. The percentage of Hispanic students at the Del Norte Campus grew from 10 percent in 2012-2013 to 20 percent in 2015-2016.

Successful course completion has also improved. In 2012-2013, average course success for African American students was notably lower than for Caucasian students. As of 2015-2016, course success is almost identical for both groups. Success increased markedly for African American students. This success has been attributed to several action plans within the student equity plan, but the Cap and Gown program, that provides additional academic and counseling support for student athletes, has been the most significant in reducing the achievement gap.

Despite these successes, achievement gaps are still present across student groups. The percentage of African-American students who complete a degree or certificate, for example, is far below

that of other student groups. Additionally, very few African-American students transfer to four-year colleges or universities. Actions in the Student Equity Plan are still being carried out to address achievement gaps. For example, based on recommendations in the 2015-18 Student Equity Plan, the College determined that it should create a Multicultural and Diversity Center in the Student Union. The space is scheduled to open in October 2017.

Planning Alignment

To further support for student equity in success, the College plans to leverage all of the groups working to support student success. A variety of committees and groups currently exist that have the explicit goal of, or potential to, support student equity:

- Multicultural & Diversity Committee
- Student Equity Planning Committee
- Basic Skills Committee
- SSSP Advisory Group
- Education Master Planning Committee/Institutional Effectiveness Committee
- Distance Education Planning Committee

Until the Chancellor's Office mandated the alignment of Student Success and Support Program (SSSP), Student Equity Plan (SEP), and the Basic Skills Initiative (BSI), these groups have developed plans and allocated resources fairly independently of each other.

To strengthen student success across equity groups, the College will increase integration among the existing plans of the College. This will allow for more focus in coordinating services and learning support for students across programs. This will also allow for more effective allocation of resources so that funds expended in all programs will have an identified impact on efforts to improve student equity.

Action	Evaluation Plan	Timeline	Responsible Party
Convene group leaders and agree on structure for ongoing planning		September 2017	Committee and Group Leadership and Director of Institutional Research
Identify existing and potential overlaps in plans	Review actions in each plan, evaluate progress and impact where overlap does/could exist	October 2017 – November 2017	Committee and Group Chairs, Director of Institutional Research
Identify gaps in plans	Data evaluation will guide gaps, identify additional data needs	October 2017 – November 2017	Committee and Group Chairs, Director of

			Institutional Research
Expand the planned actions in the integrated SSSP, SEP, BSI plan to include all plans related to student equity	Evaluate available budgets to support action plans	December 2017 – April 2018	Committee and Group Chairs, Director of Institutional Research
Incorporate the expanded plan into the Institutional Annual Planning Process	Evaluate the progress and impact of plans according to the normal annual plan evaluation process	May 2018 – March 2019	Committee and Group Chairs, Director of Institutional Research

Changes and Plans Arising out of the Self-Evaluation Process

Over the last couple of years, the College benefitted greatly from the process of compiling the Institutional Self-Evaluation Report. At a basic level, it is not common for so many groups of people from such disparate parts of the College to reflect upon how the institution functions, the value of its internal processes, the efficacy of its decision-making procedures, and how effective it is, overall, in meeting the exacting Standards and Eligibility Requirements of the Commission. If this was all that the self-study process accomplished, that would be worthwhile in and of itself. However, there were a few more specific issues that arose out of the process that the institution remains committed to improve.

This self-evaluation process caused constituent groups, particularly faculty and administrators, to examine more closely the processes the College engages in to create new programs, Administrative Procedure (AP) 4020, and the processes the College uses to revitalize or discontinue existing programs, AP 4021. The self-evaluation process precipitated a dialog between the constituent groups about the policies and procedures in place, how they functioned, and whether they were appropriate. All parties agreed that the procedures outlined in the APs proved too onerous, given their purposes, and actually tended to discourage the kind of innovation the College is seeking to promote. As a result, during the 2017-18 academic year the Academic Senate will undertake a full review and re-evaluation of both APs in an effort to streamline the processes while maintaining their integrity.

The self-evaluation process also revealed that while the College provided excellent professional development and training opportunities for faculty and staff, these were lacking for managerial employees. As a result, the College pledged to attend to this more closely and began a series of endeavors to rectify what it identified as a deficiency. The College was awarded a $50,000 California Community Colleges Leadership Development Award. The College used the award to send over twenty managers and administrators to the Cascadia Center for Leadership. Over the course of ten full days, the College's managers learned cutting-edge leadership concepts and tools. In July 2017, the College offered a multi-day Student Development Training Summit for staff and managers and created a managerial "buddy" system to integrate new managerial employees to all aspects of the College.

More specifically, as a result of the evaluation of the requirements in Standard III.D, a broad-based Budgeting and Funding Transparency Task Force will be created at the beginning of the fall 2017 semester to provide a greater degree of knowledge and understanding throughout the College community regarding the budgeting process. The ultimate goal is to achieve a higher level of understanding, participation, and transparency in the creation of the College's annual budget and in the annual expenditure of the College's funds. The task force membership will include administrative, faculty, staff, and student leadership. The task force will communicate to the College community by December of each year its ideas, findings, and recommendations, in order to ensure that next year's budget cycle includes a greater degree of transparency and more opportunity for thoughtful, informed collaboration among constituencies. The overarching

goal of the task force is to develop a plan for reviewing and modifying current processes in order to enhance the whole College community's ability to track and understand annual budgetary choices. The specific immediate goals of the task force are as follows:

1) Create a system for effectively educating all constituent groups and employees about budget and planning processes.
2) Create a clear, logical, and detailed description and flow chart of the process for budget creation.
3) Develop a web-based tool that provides all College constituent groups and employees easy access to the status of resource allocation requests during each year's budgeting process.