

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 educational purpose of the college is clearly identified in the Mission as developmental, career technical, and transfer education, as well as addressing lifelong learning and economic vitality needs of the community. The intended student population is defined in the mission statement 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 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 program review (E.I.A.1.c).
- d. The mission also indicates that education be accessible. The College has its main campus in Eureka, and campus in Del Norte, and instructional centers in Klamath-Trinity and Garberville. Courses are also offered online and interactive television to reach a wider audience. The College develops partnerships such as 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 regarding

other Standards in this report will demonstrate a commitment to assessment of course, program, service area, and Institutional Learning outcomes is evidence of the college's commitment to student learning and institutional performance.

- f. The Mission informs planning of the institution in all aspects (E.I.A.1.e). 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).

Analysis and Evaluation:

Evidence Sources:

E.I.A.1.a 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 2016-2017 Annual Plan

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 are analyzed to determine transfers to each CSU (E.I.A.2.c).
- b. 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.d). Two Noel-Levitz surveys are used: Student Satisfaction Inventory (E.I.A.2.e) and Employee Satisfaction Survey (E.I.A.2.f) to compare student and employee satisfaction with National benchmarks.
- c. The Board assesses the Mission each year (E.I.A.2.g). 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.h).
- d. Decision-making based on the Mission Statement is operationalized by action plans in the Institution's Annual Plan. The Mission drives all strategic planning, and this planning 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.i).
- e. Student achievement data is disaggregated in program review (E.I.A.2.j) 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 lower success rates of Hispanic and African American 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 they need to continue to work with the

Office of Institutional Research to analyze the long-term impact of their new accelerated path to statistics course.

Analysis and Evaluation:

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 CTE Outcome Survey Results
- E.I.A.2.e Student Satisfaction Inventory Results
- E.I.A.2.f Employee Satisfaction Survey Results
- E.I.A.2.g Board calendar showing assessment of Mission
- E.I.A.2.h Committee reviews of the IE Scorecard
- E.I.A.2.i 2015-2016 Institutional Effectiveness Report
- E.I.A.2.j 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.
- b. The Mission informs planning of the institution in all aspects (E.I.A.1.f). 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.e). These goals drive institutional decision-making through specific planning actions in each year's annual plan (E.I.A.1.g).
- c. The Academic Senate and Curriculum Committee who oversee course and program development assure that new and existing programs align with the College's mission. [REFERENCE THE RELEVANT STANDARD IN II THAT HAS TO DO WITH ALIGNING DEGREES/CERTIFICATES WITH THE MISSION ON THE FORMS] AP 4020 Program, Curriculum and Course Development 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.1.b). 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.c). 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.
- d. The Board of Trustees approved a revision of the mission at their June 4, 2016 meeting (E.I.A.3.d). The revisions came about after the Board of Trustees engaged in broad dialogue about the current Mission after reviewing the Missions of other colleges (tracking date of this special meeting). Discussions focused on access given an ongoing need for education to the large service area. Commitment to Diversity was included in the new Mission in order to drive the college's increased focus on diversity and student equity initiatives to enhance student success.

Analysis and Evaluation:

Evidence Sources:

E.I.A.3.a Program review with program mission alignment

E.I.A.1.b AP 4020

E.I.A.3.c AP 4021

E.I.A.1.f Integrated Planning model

E.I.A.1.e 2012-2016 Education Master Plan

E.I.A.1.g 2016-2017 Annual Plan

E.I.A.3.d Mission BP approval at June 2016 Board Meeting

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.
- 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 5-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 review the Mission each year. A review of the mission is on their annual calendar in April (E.I.A.4.e). In June 2016 during the 2015-2016 review, the Board decided to revise the mission in order to better reflect the college's commitment to diversity and equal access.

Analysis and Evaluation:

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.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 to track for 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. All faculty and staff are invited to participate in an ILO dialogue session for each ILO during an assessment cycle (E.1.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 Institutional Annual Plan (E.1.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.1.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.1.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.1.B.1.i). The Board of Trustees is also presented more in depth reports at each meeting on student achievement that delve into issues such as equity gaps (E.1.B.1.j).
- e. The curriculum routing process ensures faculty departmental discussion of quality as proposals are examined by the College's curriculum committee. (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 and 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, faculty regularly assess general education outcomes. Assessment of general education outcomes follows a published 4-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 ideas for improvement. These discussions are reported in the online assessment tool (E.I.B.1.n).

Analysis and Evaluation:

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.I.B.1.d 4-year GE & ILO assessment cycle
- E.I.B.1.e Institutional Learning Outcome & Statement of Philosophy
- E.I.B.1.f ILO session notes
- E.I.B.1.g Program review dataset with student equity breakdown
- E.I.B.1.h Program review plans linked to assessment data
- E.I.B.1.i Board of Trustees Calendar
- E.I.B.1.j Native American student achievement report to Board of Trustees
- E.I.B.1.k AB 798 College Textbook Affordability Resolution
- E.I.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 relevant 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 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). Steps have been taken to improve disciplines identified as having lower performance in online vs. face-to-face courses (E.I.B.2.n).

Analysis and Evaluation:

Evidence Sources:

- E.I.B.2.a Student Learning Outcome Assessment Tool
- E.I.B.2.b General Education 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.I.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 2014-2015 Closed Loop Report in Anthropology
- 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.I.B.2.n Changes to Online General Studies 6 Course (in progress, need to check in)

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 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: <i>Full-time</i>	46%	46%	52%	46%	50%
<i>Part-time</i>	39%	34%	35%	34%	40%
<i>Student Success Scorecard Cohort</i>	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-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 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 4-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 and transfer articulation officer at the college (E.I.B.3.f). The college worked with HSU to review transfer trends to identify why transfers in some majors had declined. [need to continue this work to show resolution]. (E.I.B.3.g)

- e. In addition to having Institution-Set Standard, the college adopts a framework of indicators that are approved by college stakeholders including 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. The same standards are in place for distance education instruction as for all other instruction.

Analysis and Evaluation:

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.g
- E.I.B.3.h Goals framework at Senate

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 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 GE Outcomes (E.I.B.1.g).

Analysis and Evaluation:

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 2015-16 Annual Plan highlighting Professional Development
- E.I.B.4.f GE Data for group discussion
- E.I.B.4.g GE Discussion of Global/Cultural Context

E.1.B.1.e ILO session notes

E.I.B.1.f GE session notes

E.I.B.1g Senate approval of new GE Outcomes

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 4-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.4.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.4.k).

Analysis and Evaluation:

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 2015-2016 Program Review Executive Summary

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 math (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, as well as 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 in order 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 for programs, 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 classes they teach.
- e. At each board meeting, the CIO/CSSO provides a report that includes student success data 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 is able to pull out that data for these sections and link it to student characteristics. Analysis of the data reveals that [this is not available yet. Need to follow-up with evidence]

Analysis and Evaluation:

Evidence Sources:

- E.I.b.5.a Student Equity Program Review Datasets
- E.I.b.5.b 2016-2017 Physical Sciences Program Review
- E.I.b.5.c Professional Development Offerings related to Student Equity
- E.I.b.5.d Goals in (year?) Student Equity Plan
- E.I.b.5.e Goal B.3 in the Student Equity Plan
- E.I.b.5.f October 2016 Office of Instruction Student Equity Data Announcement
- E.I.b.5.g Outcomes of African American Students in July 2016 Board Report
- E.I.b.5.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 and Administrative Policies 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 President/Superintendent.” College Council reviews and updates policies according to a 4-year cycle (E.I.B.7.a). This cycle of review ensures that Board and Administrative Policies 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. The results of this survey are analyzed and discussed by committee members at the annual Institutional Effectiveness Summit. 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 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 wasn’t enough communication, and others felt overwhelmed by the amount of e-mails 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 annual 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 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 SLO 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:

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
- E.I.B.7.k screenshot of ASPC (internal.redwoods.edu/senate/asp)

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 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 annual 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 [note: currently under development] resulted in widespread communication of evaluation and assessment activities to the institution. 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). Once approved, the Education Master Plan was presented by the President 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. E.I.B.8.g).

Analysis and Evaluation:

Evidence Sources:

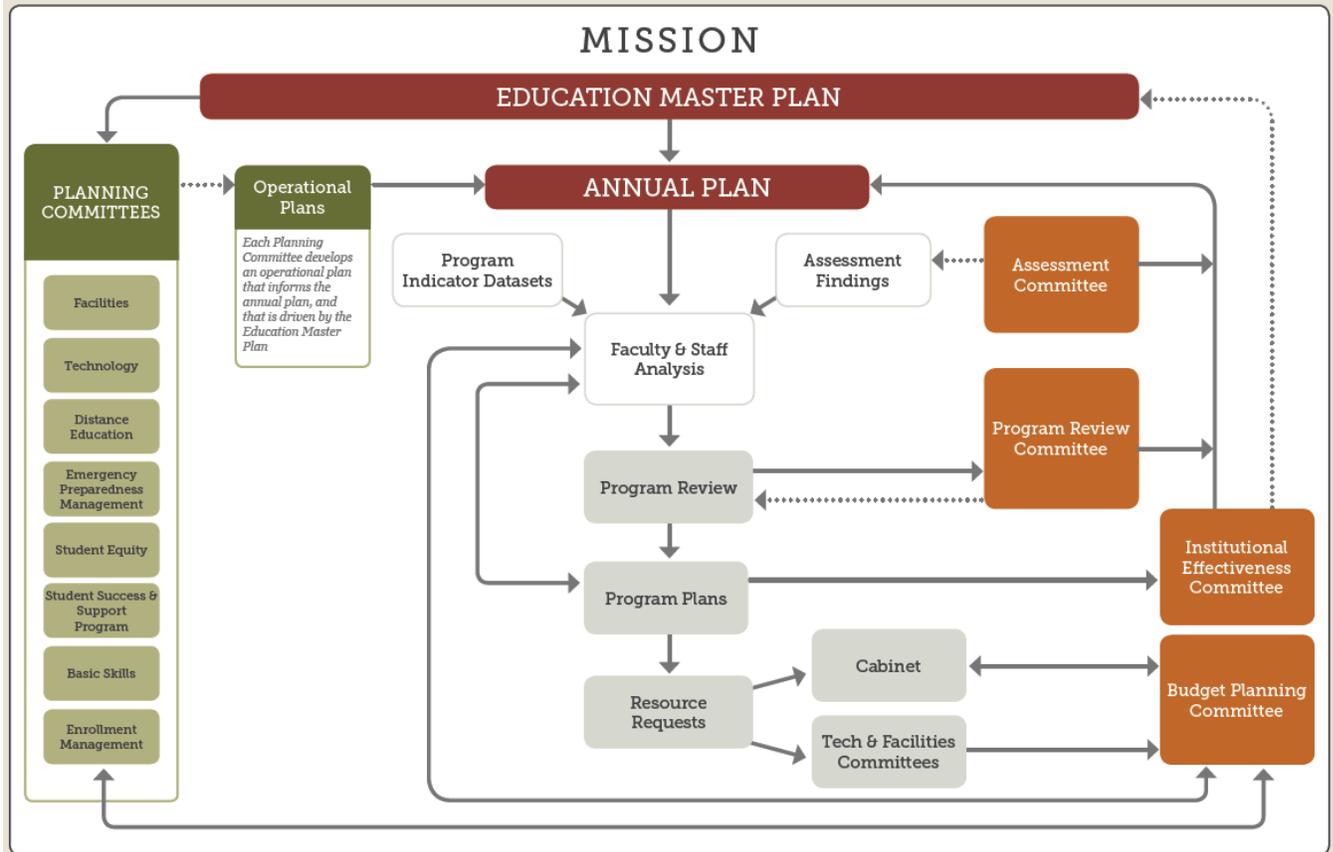
E.1.B.1.e ILO Statement of Philosophy
E.I.B.7.f ILO Data Presentation
E.I.B.7.g Annual Planning Progress Report
E.I.B.4.1 Program Review Executive Summary
E.I.B.8.b Education Master Planning Meeting Minutes
E.I.B.8.c Professional Development Survey Results
E.I.B.8.d Institutional Effectiveness Scorecard
E.I.B.8.e Program-level Assessment Report Results
E.I.B.8.f Assessment in Program Review Template
E.I.B.8.g program review committee meeting minutes where it discussed specific program review assessment results

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 10-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 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). [add specifics once completed]
- c. Key action items in the operational plans to be carried out in the next year are included in the Institution 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 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 link their own action items to actions in the annual plan. The Institutional Effectiveness Committee tracks the progress of actions in the annual 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.j). 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. Items not funded with discretionary budget are reviewed by the chairs of the Technology Planning and Facilities Planning Committees to determine which should 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 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 or not 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 XXXX 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 Institutional Annual Plan (E.I.B.9.p).

Analysis and Evaluation:

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 Strategic Plan Completion
E.I.B.9.e Annual Planning Progress Report
E.I.B.9.f Program review plans linked to assessment data
E.I.B.4.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. Mission, Academic Quality and Institutional Effectiveness, and 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 it's 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 students 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 Colleges Web Analyst to redesign the programs webpages. Most instructional and student services programs have their own specific web pages 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.1.1).

Analysis and Evaluation:

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 the website

Standard I.C. Mission, Academic Quality and Institutional Effectiveness, and Integrity

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. 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.b)
- c. Requirements provided in the catalog:
 - Admissions (E.I.C.2.i)
 - Student Tuition, Fees, and Other Financial Obligations (E.I.C.2.j)
 - Degrees, Certificates, Graduation and Transfer (E.I.C.2.k)
- d. Major Policies Affecting Students provided in the catalog:
 - Academic Regulations, including Academic Honesty (E.I.C.2.l)
 - Nondiscrimination (E.I.C.2.m)
 - Acceptance and transfer of credits (E.I.C.2.n)
 - Transcripts (E.I.C.2.j)
 - Grievance and complaint procedures (E.I.C.2.k)
 - Sexual harassment (E.I.C.2.m)
 - Refund of fees (E.I.C.2.l)
- e. The catalog also provides the location where other policies can be found [need to follow-up that this exists or add to catalog].
- 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.

Analysis and Evaluation:

Evidence Sources:

E.I.C.2.a

E.I.C.2.b

E.I.C.2.c

E.I.C.2.d

E.I.C.2.e

E.I.C.2.f

E.I.C.2.g

E.I.C.2.h

E.I.C.2.i

E.I.C.2.j

E.I.C.2.k

Standard I.C. Mission, Academic Quality and Institutional Effectiveness, and Integrity

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 course, degree/certificate, 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 4-year institutions (E.I.C.3.c).
- 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.
- 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.

Analysis and Evaluation:

Evidence Sources:

- E.I.C.3.a
- E.I.C.3.b
- E.I.C.3.c
- E.I.C.3.d
- E.I.C.3.e

Standard I.C. Mission, Academic Quality and Institutional Effectiveness, and Integrity

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 of its degrees and certificates to current and prospective students in the college catalog. The course 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.f). Distance Education faculty load their syllabus into Canvas. The 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 & 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.e). 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:

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 Degree Audit

E.I.C.4.f sample email from AOA about syllabus template

Standard I.C. Mission, Academic Quality and Institutional Effectiveness, and Integrity

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 4-year cycle of comprehensive review of all APs and BPs to ensure regular review. Subject matter experts begin the review, followed by review through participatory governance (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 Policies 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 the 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:

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. Mission, Academic Quality and Institutional Effectiveness, and Integrity

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:

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. Mission, Academic Quality and Institutional Effectiveness, and Integrity

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 in an effort 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.
- d. [THE ACADEMIC SENATE HAS AN AD HOC COMMITTEE CALLED “PROFESSIONAL RELATIONS COMMITTEE” THAT IS IN THE SENATE BY-LAWS (SECTION 11) (E.1.C.7.c)—MAYBE WE CAN USE THIS AS EVIDENCE HERE??]—
- e. [AND ASPC WILL COME UP WITH A PROFESSIONAL ETHICS STATEMENT THIS SEMESTER]

Analysis and Evaluation:

Evidence Sources:

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

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

E.I.C.7.c Senate by-laws Section 11

Standard I.C. Mission, Academic Quality and Institutional Effectiveness, and Integrity

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 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/PS 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:

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 on website (screenshot)

Standard I.C. Mission, Academic Quality and Institutional Effectiveness, and Integrity

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” (E.I.C.9.e).
- 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).

Analysis and Evaluation:

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.e Student evaluation form for counselors (schedule F3A in contract)

Standard I.C. Mission, Academic Quality and Institutional Effectiveness, and Integrity

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 does not seek to instill specific beliefs or world views.
- b. Students are expected to conduct themselves according the College's Student Conduct Code and Disciplinary 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 is 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 Administrative Procedure (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:

Evidence Sources:

- E.I.C.10.a AP 5500 Procedure in Catalog
- E.I.C.10.b Student Code of Conduct on CR website
- E.I.C.10.c Student Code of Conduct in the catalog
- E.I.C.10.d Reference to Code of Conduct in faculty handbook
- E.I.C.10.e AP 7365
- E.I.C.10.f CSEA CBA (Article XVI)

Standard I.C. Mission, Academic Quality and Institutional Effectiveness, and Integrity

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).

Analysis and Evaluation:

Evidence Sources:

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

Standard I.C. Mission, Academic Quality and Institutional Effectiveness, and Integrity

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:

- a. The College agrees to comply with Eligibility Requirements, Accreditation Standard, 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.
- b. 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.
- c. 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).
- d. 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).
- e. The College presents its accreditation status to the public via the catalog (E.I.C.12.e) and the College website (E.I.C.12.f)

Analysis and Evaluation:

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 in Catalog

E.I.C.12.f Accreditation Status on Website

Standard I.C. Mission, Academic Quality and Institutional Effectiveness, and Integrity

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 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 the College website (E.I.C.13.d).

Analysis and Evaluation:

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 [check nursing or MT]

E.I.C.13.d Accreditation Status in Catalog

Standard I.C. Mission, Academic Quality and Institutional Effectiveness, and Integrity

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. These objectives are [include once the new Ed Master Plan has been finalized].
- 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 student's 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 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:

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.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 non-credit, 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.w). The course outline of record includes clearly stated, measurable outcomes and each degree and certificate program includes program-level outcomes.
- 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 program new, substantial and non-substantial change documents, tie the program directly to the College's mission (E.II.A.1.d-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 ensures 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 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 that have been accepted by the Chancellor's Office and CSU system. This process insures their appropriateness to higher education. The pathways through the degrees are published in the College catalog (E.II.A.1.i).
- e. Course instructors, in consultation with the division deans, directors and vice president of instruction, 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 tele-presence 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 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 of 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” that indicates which course outlines require revision for currency. The data from the “stoplight” appears on the annual program review documents to insure compliance with the revision timeline (E.II.A.1.m, E.II.A.1.w).
 - i. In the comprehensive program review cycle, 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).
 - l. AP 4020??

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 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 for continuing to meet it in the future.

Evidence Sources:

- E.II.A.1.a [AssessmentReportProcessandExamples-1.pdf](#)
- E.II.A.1.b [DE Program Review 2016 Mission Statement.pdf](#)
- E.II.A.1.c [II.A.I Assessment results for web and webadvisor.docx](#) (why is this here?)
- E.II.A.1.d [Narrative for New Associate Degree for Transfer.doc](#)
- E.II.A.1.e [Narrative for New or Substantial Change to AA or AS Degree \(2015\).doc](#)
- E.II.A.1.f [Narrative for New or Substantial Change to Certificate of Achievement.docx](#)
- E.II.A.1.g [Narrative for New or Substantial Change to Noncredit Certificate.docx](#)
- E.II.A.1.h [ProceduresforProgramReport8.13.14.pdf](#)
- E.II.A.1.i (ADT page(s) that show 2-year course sequencing Catalog page(s) with "suggested program sequence"—publish in catalog for 2017-18!!!)
- E.II.A.1.j English and Math pathways charts
- E.II.A.1.k Program Review template (Addiction Studies, i.e.) for example of mission tie-in
- E.II.A.1.l Mission Statement
- E.II.A.1.m Program Review document (the curriculum update part)
- E.II.A.1.n CTE Program Review (labor market data)
- E.II.A.1.o Example of an ed. Plan
- E.II.A.1.p SSSP Plan (and ed plan development section)
- E.II.A.1.q ILO Assessment documents
- E.II.A.1.r Assessment PLO dialog that involves teaching/learning strategies discussion
- E.II.A.1.s 2-year course rotation in catalog (maybe for CTE program or 2)
- E.II.A.1.t AP 5055
- E.II.A.1.u BP 5055
- E.II.A.1.v example of a course outline that went through the curriculum committee—with the regular COR as a part of the submission
- E.II.A.1.w curriculum stoplight page

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 Institutional 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, 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 of 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.i, 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 Historic Preservation, Marine Science, and Fire Technology and has begun to revitalize 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 insures faculty departmental discussion of these methods and they 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 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.2.i, 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 (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:

Evidence Sources:

- E.II.A.2.a [2016-2017 annual plan.docx](#)
- E.II.A.2.b [Addiction Studies 4021 Process.pdf](#)
- E.II.A.2.c [Analysis of 2015-16 Program Review Plans for Annual Planning.docx](#)

E.II.A.2.d [Annual Plan driving program review actions.docx](#)
E.II.A.2.e [AP4021ProgramRevitalizationSuspensionorDiscontinuation_000.pdf](#)
E.II.A.2.f [C-ID courses approved.docx](#)
E.II.A.2.g [college of the redwoods submitted courses 8-25-16 \(1\).csv](#)
E.II.A.2.h [CT AC Mtg 2015-12-9 reference to employee satisfaction survey questions.pdf](#)
E.II.A.2.i [DE Course Assessment.docx](#)
E.II.A.2.j [Departmental Dialogue of PLO.docx](#)
E.II.A.2.k [Faculty Development Funding since Fall 2012.xlsx](#)(where does this fit?)
E.II.A.2.l [Fire Tech 4021 Process.pdf](#)
E.II.A.2.m [Honors Report 6.14.16 Ver4.docx](#)
E.II.A.2.n [HPRT 4021 Process.pdf](#)
E.II.A.2.o [HRC 4021 Process.pdf](#)
E.II.A.2.p [IntegratedPlanningModel_051616.pdf](#)
E.II.A.2.q [Marine Science.pdf](#)
E.II.A.2.r [MUS-12 COR 03.11.16.pdf](#)
E.II.A.2.s [POLSC-10 DistEd 04.22.16.pdf](#)
E.II.A.2.t [Program Review Data & Analysis.docx](#)
E.II.A.2.u [Program Review DataSets.docx](#)
E.II.A.2.v [Program Review Impact on Program Changes.docx](#)
E.II.A.2.w [SLO Dialogue on methods.docx](#)
E.II.A.2.x [\[FINAL\] Curriculum Routing Flow Chart.pdf](#)
E.II.A.2.y AP4021
E.II.A.2.z faculty evaluation forms (blank) from the contract

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 include learning outcomes and are kept current through the program review process' review of the "curriculum stoplight" (E.II.A.3.i, E.II.A.3.s). All course syllabi include these outcomes and are posted on the College website (E.II.A.3.r). The syllabus template requires the outcomes to be listed exactly from each course outline of record (E.II.A.3.q, E.II.A.3.s).
- 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.b, E.II.A.3.h, E.II.A.3.f, E.II.A.3.j). 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.c, E.II.A.3.d, E.II.A.3.g, E.II.A.3.k, E.II.A.3.l).
- c. The College recently evaluated its assessment process and determined that the two-year cycle to assess all outcomes was too brief a period of time 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 (similar to our "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.e).
- 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.p).
- 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.a). 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.m, E.II.A.3.n, E.II.A.3.o)
- g. See I.B.1 for assessment dialog language: The college's assessment process necessitates broad dialog... AND 1.B.2.c and d

Analysis and Evaluation:

Evidence Sources:

- E□□□□□□□□.□ [2016-2017 Catalog with ILOs.pdf](#)
- E.II.A.3.b [Assessment Coordinator 16 17.pdf](#)
- E.II.A.3.c [Assessment Planning Mapping Reporting Screen Shots.docx](#)
- E.II.A.3.d [Assessment Reporting Tool.pdf](#)
- E.II.A.3.e [Assessment Stoplight.docx](#)
- E.II.A.3.f [Associate Deans 16-17.pdf](#)
- E.II.A.3.g [Course Assessment Planning Example.docx](#)
- E.II.A.3.h [CRFO Assessment in Contract.pdf](#)
- E.II.A.3.i [Curriculum Stoplight.docx](#)
- E.II.A.3.j [Dean.pdf](#)
- E.II.A.3.k [Degree Cert Planning Example.docx](#)
- E.II.A.3.l [GE4YearCycle \(3\).docx](#)
- E.II.A.3.m [ILO 2 Dialogue Notes.docx](#)
- E.II.A.3.n [InstitutionalLearningOutcome3 \(3\).pptx](#)
- E.II.A.3.o [InstitutionalLearningOutcomes1.pptx](#)
- E.II.A.3.p [Resource Requests linked to assessment.docx](#)
- E.II.A.3.q [rEUREKA SyllabusTemplateMaster 6 16 16 \(4\).docx](#)
- E.II.A.3.r [Syllabi on website.docx](#)
- E.II.A.3.s COR (blank)

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 non-credit) from college-level curriculum on each course outline of record and in its course numbering system, which appears in the catalog (E.II.A.4.e).
- b. The College employs multiple measures (primarily in English and Math) to determine whether a student would benefit from pre-collegiate level coursework and directs students into those courses (E.II.A.4.f).
- c. Non-credit course outlines of record have to be routed through all faculty who teach college-level courses to insure proper course alignment (E.II.A.4.g, E.II.A.4.i).
- d. The English department has created a system to align pre-collegiate with college-level coursework in the discipline (E.II.A.4.h).
- e. The Math department has met with non-credit instructors to insure that there is curricular alignment in that discipline (E.II.A.4.i).
- f. To better enhance student success and decrease time-to-degree, the English and Math 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.j, E.II.A.4.k, E.II.A.4.m). 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 to develop and teach accelerated basic skills coursework and align those courses with college-level curriculum (E.II.A.4.n). In fall 2015, the College invited Katy Hearn, the co-founder of the California Acceleration Project, to speak at and run workshops at the College's convocation (E.II.A.4.r).
- 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.l).
- h. At this time, 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.o, E.II.A.4.p). The College does offer non-credit distance education courses in Guidance 220, Education 203, and Education 210, Education 225. Courses proposed for distance education typically seek Distance Education Planning Committee advice and approval prior to beginning the curriculum routing process (E.II.A.4.q).

Analysis and Evaluation:**Evidence Sources:**

E.II.A.4.a [350 draft revisions and walkthrough.docx](#)

E.II.A.4.b [350 Task Force Updates 10.31\[1\].docx](#)
E.II.A.4.c [MATH-272 03.14.14.doc](#)
E.II.A.4.d [MATH-276 03.14.14.doc](#)
E.II.A.4.e Catalog page (that shows pre-collegiate and college-level courses)
E.II.A.4.f Example of “multiple measure” assessment
E.II.A.4.g Curriculum Routing chart
E.II.A.4.h English dept meeting (re: scaffolding)
E.II.A.4.i Math meeting with non-credit instructors (notes?)
E.II.A.4.j English 102 course outline
E.II.A.4.k Math 102? (acceleration course) outline
E.II.A.4.l BSI grant (page appropriate to “g” above)
E.II.A.4.m assessment reports for English 102 and Math 102
E.II.A.4.n acceleration 102 evidence??
E.II.A.4.o Chem 100 DE outline (item #6, especially)
E.II.A.4.p Math 380 DE outline (item #6, especially)
E.II.A.4.q DEPC minutes—for non-credit courses
E.II.A.4.r Convocation F2015

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, E.II.A.5.e, E.II.A.5.f).
- b. Career Technical Education programs use labor-market data and advisory committee recommendations to insure that 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.g, E.II.A.5.h, E.II.A.5.i, E.II.A.5.j).
- c. 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. (E.II.A.5.f)
- d. The Catalog further specifies policies regarding academic standards (E.II.A.5.k):
 - List of Associate of Arts and Science Degrees with its respective general education plans
 - List of curriculum for Certificates of Achievement
 - List of curriculum for Skills certificates
 - Graduation requirements
 - General Education Requirements for Transfer patterns sheets (CSU, UC, IGETC)
 - Descriptions of courses

Analysis and Evaluation:**Evidence Sources:****E.II.A.5.a 2-year schedules**

[2016-18 2yr schedule AJ EKA.xlsx](#)

[2016-18 2yr schedule MSBSS DN.xlsx](#)

[2016-18 2yr schedule MSBSS EKA.xlsx](#)

[2016-18 2yr schedule MSBSS KT.xlsx](#)

[2016-18 2yr schedule MSBSS VC Online.xlsx](#)

- [~\\$2016-18 2yr schedule MSBSS DN.xlsx](#)
- E.II.A.5.b [AP4105 Distance Education.pdf](#)
 - E.II.A.5.c [DE Regular Effective Contact .pdf](#)
 - E.II.A.5.d [Program unit requirements in catalog.docx](#)
 - E.II.A.5.e Board Policy on Units for AA/AS?? AP??
 - E.II.A.5.f Sample ADT scheduling page from catalog (maybe 2 or 3?)
 - E.II.A.5.g CTE use of labor-market data
 - E.II.A.5.h CTE advisory committee notes (example)
 - E.II.A.5.i Auto NAITEF certification document?
 - E.II.A.5.j Nursing and state standards document?
 - E.II.A.5.k College catalog (specific examples of what is in “d” above)

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, directors and faculty. Two-year course sequences for degrees and certificates are published in the College catalog for students and counselors to use when planning their pathways (E.II.A.6.e, E.II.A.6.f).
- 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.g).
- c. The College has incentivized students to create an educational plan by offering priority registration. This planning procedure streamlines the time it takes to reach their 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. Additionally, learning in certain course sequences, such as the pathway from English 1A to English 1B and most of the Math offerings, is met through the establishment of course pre-requisites.
- 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.k).
- g. In 2014-15, the College purchased and began installation of Ellucian’s Retention Alert System. This system was purchased as part of the goal to provide follow-up services for at-risk students in the Student Success and Support Program. This alert system will allow faculty and staff to identify and provide interventions to students who are exhibiting any variety of at-risk characteristics. The Retention Alert System is a referral tool that faculty can use to ensure 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 fall 2016 semester, a cohort of 25 full- and part-time faculty members pilot-tested the system and it was fully implemented the following spring (E.II.A.6.n, E.II.A.6.o).
- h. The College has also developed a non-credit 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 the faculty 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.p).
- i. New online course planning tool for students to more effectively manage scheduling [ADD THIS]

Analysis and Evaluation:

Evidence Sources:

- E.II.A.6.a [4-year course assessment example 2.JPG](#)
- E.II.A.6.b [4-year course assessment Example.JPG](#)
- E.II.A.6.c [highendschedule2015-17.pdf](#)
- E.II.A.6.d [Link to English Department Literature Rotation.docx](#)
- E.II.A.6.e Catalog page sample (with two-year course rotation)
- E.II.A.6.f CRFO contract on scheduling??
- E.II.A.6.g orientation for one-reg (power point in counseling for student orientation)
- E.II.A.6.h A student Ed Plan??
- E.II.A.6.i English 102 and Math 102 CORs
- E.II.A.6.j Evidence of analyzing the effectiveness of the English and Math accelerated courses
- E.II.A.6.k [Screen Shot 2016-09-28 at 10.53.05 AM.png](#)
- E.II.A.6.l Retention Alert Manual
- E.II.A.6.m GUID 215
- E.II.A.6.n Retention Alert participant list
- E.II.A.6.o Retention Alert manual
- E.II.A.6.p GUID 215 COR

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:

The TRiO Student Success Program located at College of the Redwoods, on the Del Norte and Eureka Campus is funded by a Student Support Services grant from the US Department of Education at \$226,600 per year. The grant was acquired and first implemented during the 2015-16 school year. The project provides comprehensive and personalized services to help students achieve their educational goals in a timely manner and to improve academic performance, retention, and graduation rates for underrepresented students at College of the Redwoods. The TRIO Student Success Program offers assistance and encouragement to approximately 150-200 low-income, first-generation students, and/or students with disabilities. The program provides academic, personal, financial-aid, and career planning help, along with added advocacy and educational planning for completing a certificate or degree, or for transferring to a 4-year university. Services include personalized counseling and advising, in-person and online tutoring, workshops on various topics, help with choosing classes, assistance with financial aid forms and scholarships, university tours, and activities through Club TRIO. 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.j). [Ask BECKY BLATNIK in DN]

The Disabled Students Programs and Services (DSPS) Department assures 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.g, E.II.A.7.u).

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. 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, ILSTAY [ACRONYM???], Parole and Community Team (PACT), Humboldt County Office of Education Foster Youth Program, and Humboldt State University's ELITE [ACRONYM??] Scholars.

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 FFY [ACRONYM?] 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 [Acronym??] scholar program for independent students
- CARE [acronym??] services
- cash grants
- transportation assistance
- meal plans and meal cards

Cap 'n' Gown (Joe Hash)

Mystery program at KT

Latino Outreach program (?)

- 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.a, E.II.A.7.c, E.II.A.7.d)
- c. 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.p)
- d. All of the 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.r)
- e. In the institutional effectiveness review process, delivery modes are evaluated to determine whether they are effective (E.II.A.7.e)
- f. Cathy will provide something about the OTLT and the DE components of this standard.
- g. 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.s)
- h. The College has devoted substantial resources toward providing services to its student veterans, in an effort to support their college success. They are one of the largest single groups of students at the college. The CR Veteran 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.t)
- i. The College periodically offers professional development opportunities, especially regarding pedagogy related to teaching diverse student populations, that faculty. Instructional faculty may count their professional development hours in order to fulfill their flex obligations (E.II.A.7.v).
- j. 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.z).
- k. In accordance with memorandum of understanding (MOU) 2013-16-7 “Instructor Preparation and Professional Development”, College of the Redwoods faculty and

associate 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.dd). 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 four-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 Online Education Initiative's Course Design Rubric Section D. 3 Technical Accessibility, and Section D.4 Accommodations for Disabilities serve as the model evaluation criteria for accessible course design and is built into the lesson content (E.II.A.7.w, E.II.A.7.x).

- l. 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.y).
- m. The College created a new position (Student Equity and Success) and president's community advisory board on student equity and diversity (Native American panel—Sept 2016, Latino Panel—Sept 7, 2016, League of Women Voters (10/27/16)—information about the elections/ballot measures)
- n. 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." In fall 2016, the College has a cohort of faculty participating in the "Institutional Transformation Coaching Series" (E.II.A.7.aa, E.II.A.7.bb).

- o. 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.cc).

Analysis and Evaluation:

Evidence Sources:

E.II.A.7.a Sample Assignments New Faculty Mentoring Program Fall 2015 Sample Assignments:

[Committee Visitation Assignment.doc.docx](#)

[Peer Evaluation Assignment.docx](#)

[Teaching Scenario Discussions.docx](#)

E.II.A.7.b [DistanceEducationForm-Approved4.1.16-2-2.docx](#)

E.II.A.7.c [Fall 2015 New Faculty Mentoring Syllabus.pdf](#) and fall/spr 16-17

E.II.A.7.d [Fall Meeting Schedule 2015 New Faculty Mentoring Program.pdf](#)

E.II.A.7.e [IE report with SLO attainment by modality.docx](#)

E.II.A.7.g DSPS services through individualized assessment screening

E.II.A.7.h ASC tutoring

E.II.A.7.i OTLT modules (DSPS and accessibility standards)

E.II.A.7.j TRIO evidence

[2016-17.TRIO.GAN.pdf](#)

[SSS TRIO Grant Data.2.pdf](#)

[TRIO Program Handout.pdf](#)

[TRIO Satisfaction Survey 2015-16.pdf](#)

[TRIO Success by Ethnicity 2015-16.pdf](#)

E.II.A.7.k EOPS?

E.II.A.7.l EPIC Program?

E.II.A.7.m DSPS Non-Credit

GUID 206 Survival Literacy (check this)

GUID 212 Functional Money Skills

E.II.A.7.n GS 1? How does this fit in here?

E.II.A.7.o GS 6? How does this fit in here?

E.II.A.7.p COR "Methods of Instruction" (as per the routing process, there is a departmental discussion of this)

E.II.A.7.q An example of "Multiple Methods" assessment

E.II.A.7.r CORs with the Representative Assessment Tasks and Required Assessment parts filled in well

E.II.A.7.s The SEP and an evaluation of some effort we undertook to improve student success for underrepresented groups

E.II.A.7.t Student veteran services and assistance

E.II.A.7.u Screenshots from relevant pages of DSPS website

E.II.A.7.v Faculty development workshops on teaching diversity (Smith poster, Stereotype threat, Teaching men of color, promoting student success)

E.II.A.7.w OTLT section D3

E.II.A.7.x OTLT section D4

E.II.A.7.y Between the World and Me pdf

E.II.A.7.z Professional development for science faculty document

E.II.A.7.aa Equity Alliance of the North Coast mission statement screenshot

E.II.A.7.bb list of participants in the Transformational Coaching Series

E.II.A.7.cc Professional Learning Network document

E.II.A.7.dd (MOU) 2013-16-7 “Instructor Preparation and Professional Development”

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 Math departments use Accuplacer and also employ forms of multiple measure for placement in English composition and Math 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.c, E.II.A.8.d). The Accuplacer organization has processes that work to reduce test bias (E.II.A.8.h).
- b. Students are able to 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 insures reliability and equity (E.II.A.8.e, E.II.A.8.f).
- 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 RN and LVN programs. The ATI organization thoroughly reviews the tests to eliminate bias using a systematic process before being released. 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. Where 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 Test of Essential Academic Skills (TEAS) exam is used as part of admission criteria in the RN program as approved by the Chancellor's Office. 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 to the RN program. (E.II.A.8.b).
- 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.a).

Analysis and Evaluation:**Evidence Sources:**

E.II.A.8.a [M-MAP comparison to Current Placements \(6\).docx](#)

E.II.A.8.b screenshot of:

<https://www.atitesting.com/Solutions/DuringNursingSchool/ComprehensiveAssessmentAndReviewProgram.aspx>

E.II.A.8.c Catalog, p.9

E.II.A.8.d website for ASC placement (redwoods.edu/asc/Placement)

E.II.A.8.e AP 4260

E.II.A.8.f (prerequisite challenge form)

E.II.A.8.g (screenshot of):

http://www.redwoods.edu/Portals/28/Forms/Petitions/PrerequisiteChallengeform_2016.pdf?ver=2016-09-07-160707-863

E.II.A.8.h [accuplacer-program-manual.pdf](#)

E.II.A.8.i Multiple measures Chancellor's Office program we are piloting

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 is also codified in the local 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 insure 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 includes careful faculty review, on a regular basis, of all course outlines of record, degree and certificate proposals. Faculty put 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:

Evidence Sources:

E.II.A.9.a [Assessment Report Links.docx](#)

E.II.A.9.b [Course Outline Example with Course Learning Outcomes.docx](#)

E.II.A.9.c [Examples of Course Learning Outcomes from a Course Outlines.docx](#)

- E.II.A.9.d [Four-year assessment planning.docx](#)
- E.II.A.9.e [Program to Course Outcome Mapping.docx](#)
- E.II.A.9.f [Syllabi with Course Outcomes CT-21A example.pdf](#)
- E.II.A.9.g [Syllabi with Outcomes Engl-150 example.pdf](#)
- E.II.A.9.h [Web Site for Syllabi with Course Learning Outcomes.docx](#)
- E.II.A.9.i Curriculum Inventory—active courses
- E.II.A.9.j Assist
- E.II.A.9.k C-ID page (again—it was in a prior standard's evidence)
- E.II.A.9.l CR GE sheet
- E.II.A.9.m CSU GE sheet
- E.II.A.9.n IGETC GE sheet
- E.II.A.9.o CTE consortia/advisory groups
- E.II.A.9.p ILO assessment
- E.II.A.9.q Assessment evidence (course, program, degree, certificate)
- E.II.A.9.r AP 4020 (at the very end)

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 SIXTEEN? associate degrees for transfer, 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 ADT 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).

Analysis and Evaluation:

Evidence Sources:

- E.II.A.10.a [AP 4235.docx](#)
- E.II.A.10.b [Articulation webpage.pdf](#)
- E.II.A.10.c [ATD CommStudies 091415.pdf](#)
- E.II.A.10.d [Transcript services.pdf](#)
- E.II.A.10.e [Transfer Center Resource Library.docx \(broken link—10/10/16\)](#)
- E.II.A.10.f [Transfer Center webpage and resources.pdf \(broken link—10/10/16\)](#)
- E.II.A.10.g [Transfer requirements in College catalog.pdf \(broken link—10/10/16\)](#)
- E.II.A.10.h C-ID page (again)
- E.II.A.10.i ADTs (all)
- E.II.A.10.j COR transfer section
- E.II.A.10.k Articulation officer job description?
- E.II.A.10.l Transfer disclosure on website,
 - o in catalog,
 - o in schedule
- E.II.A.10.m Assist.org page?
- E.II.A.10.n Special agreements with Oregon universities (SOU? Others??)
- E.II.A.10.o Senate curriculum committee by-law that shows AO on the CC
- E.II.A.10.p Credit by exam, etc.. page in 2016-17 catalog
- E.II.A.10.q BP 5120
- E.II.A.10.r screenshot of counseling/articulation
- E.II.A.10.s AP 5014
- E.II.A.10.t BP 5014

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 authors of all proposed and current general education 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 general education (GE) category in which they are proposed or currently fit. The curriculum committee evaluates the author's rationale for the course proposed in the proposed GE area(s) (E.II.A.11.l, E.II.A.11.m).
- c. The College publishes the GE requirements in its catalog (E.II.A.11.d).
- d. 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).
- e. 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).
- f. 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).
- g. 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).
- h. Several of the College's 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:**Evidence Sources:**

E.II.A.11.a Area E History - Senate Approval

- [2014March7Area Proposal AgendaSupportingDocuments.docx](#)
- [April 17 2015 4.2GEAssessmentProposalVersion2.3.pdf](#)
- [Dec 5 2014 Ad hoc Committee Meeting1.docx](#)

- [Nov 6 2015](#)
[4.4procrevAP4025Philosoph...andGeneralEducation102315withconstituentfeedbackrevisionsandtrac.pdf](#)
- E.II.A.11.b [AT AC Mtg 2014-05-15 outlines NATEF information.pdf](#)
- E.II.A.11.c [CT AC Mtg 2015-12-9 reference to employee satisfaction survey questions.pdf](#)
- E.II.A.11.d [GE Requirements.docx](#)
- E.II.A.11.e [ILOs Program Outcome Attainment.docx](#)
- E.II.A.11.f [PLO Reporting Page.docx](#)
- E.II.A.11.g [PLOs in the catalog.docx](#)
- E.II.A.11.h Local GE catalog page
- E.II.A.11.i GE outcome assessment example
- E.II.A.11.j Assessment mapping (to program; to ILOs)
- E.II.A.11.k English 1A COR (required research part)
- E.II.A.11.l GE part of COR (blank and one that was filled out)
- E.II.A.11.m example of a GE discussion on the curriculum committee forums (maybe AG from the 9/23/16 meeting?)
- E.II.A.11.n BP 4025
- E.II.A.11.o AP 4025

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 authors of all proposed and current general education 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 general education (GE) category in which they are proposed or currently fit. The curriculum committee evaluates the author's rationale for the course proposed in the proposed GE area(s) (E.II.A.11.l, E.II.A.11.m).
- c. The College publishes the GE requirements in its catalog (E.II.A.11.d).
- d. 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).
- e. 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).
- f. 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).
- g. 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).
- h. Several of the College's 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:

Evidence Sources:

E.II.A.11.a Area E History - Senate Approval

- [2014March7Area Proposal AgendaSupportingDocuments.docx](#)
- [April 17 2015 4.2GEAssessmentProposalVersion2.3.pdf](#)
- [Dec 5 2014 Ad hoc Committee Meeting1.docx](#)

- [Nov 6 2015](#)
[4.4procrevAP4025Philosoph...andGeneralEducation102315withconstituentfeedbackrevisionsandtrac.pdf](#)
- E.II.A.11.b [AT AC Mtg 2014-05-15 outlines NATEF information.pdf](#)
- E.II.A.11.c [CT AC Mtg 2015-12-9 reference to employee satisfaction survey questions.pdf](#)
- E.II.A.11.d [GE Requirements.docx](#)
- E.II.A.11.e [ILOs Program Outcome Attainment.docx](#)
- E.II.A.11.f [PLO Reporting Page.docx](#)
- E.II.A.11.g [PLOs in the catalog.docx](#)
- E.II.A.11.h Local GE catalog page
- E.II.A.11.i GE outcome assessment example
- E.II.A.11.j Assessment mapping (to program; to ILOs)
- E.II.A.11.k English 1A COR (required research part)
- E.II.A.11.l GE part of COR (blank and one that was filled out)
- E.II.A.11.m example of a GE discussion on the curriculum committee forums (maybe AG from the 9/23/16 meeting?)
- E.II.A.11.n BP 4025
- E.II.A.11.o AP 4025

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 course work 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 general education 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 particular 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 must demonstrate to the curriculum committee that it continues to fulfill the content and outcome requirements of that area. (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 as an upper-division student 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 an upper-division student 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. The College decided to offer several (WHAT PERCENTAGE??) 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.g, 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.

Analysis and Evaluation:

Evidence Sources:

- E.II.A.12.a [AP 4025 - 052016BOT.pdf](#)
- E.II.A.12.b [Articulation Officer of Curriculum Committee.docx](#)
- E.II.A.12.c [GE Requirements.docx](#)
- E.II.A.12.d [Mapping of Course to Program Outcomes.docx](#)
- E.II.A.12.e Catalog GE sheets (local, CSU and IGETC)
- E.II.A.12.f GE part of the COR (blank and from a specific course)
- E.II.A.12.g ACCJC sub change form
- E.II.A.12.h 2016-17 catalog, p. 28
- E.II.A.12.i Academic Senate discussion of shifting away from 3-prong GE to the two outcomes in each category model
- E.II.A.12.j 2016-17 catalog, p. 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 in 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). CTE programs are additionally evaluated 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 (E.II.A.13.h, E.II.A.13.i).

Analysis and Evaluation:

Evidence Sources:

- E.II.A.13.a [ILOs \(1\).pdf](#)
- E.II.A.13.b [Program Assessment Report.docx](#)
- E.II.A.13.c [Program to Course Outcome Mapping.docx](#)
- E.II.A.13.d catalog page with degree requirements (p.30 in the 16-17 catalog)
- E.II.A.13.e curriculum routing document
- E.II.A.13.f course to program outcomes mapping documents
- E.II.A.13.g example of assessment dialog—can use History ADT, outcome #1 report from fall 2016
- E.II.A.13.h Example of program outcomes in catalog
- E.II.A.13.i screenshot of /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 WIB (acronym??) 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 associate 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 to identical with 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 website includes information on career exploration and 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 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:

Evidence Sources:

- E.II.A.14.a [AT AC Mtg 2014-05-15 outlines NATEF information.pdf](#)
- E.II.A.14.b [CT AC Mtg 2015-12-9 reference to employee satisfaction survey questions.pdf](#)
- E.II.A.14.c [CT Advisory Minutes 5-12-16 PLO review and skill gap discussion.doc](#)
- E.II.A.14.d [CTEOS 2016 Redwoods.pdf](#)
- E.II.A.14.e [DT AC Mtg 2016-05-13.pdf](#)
- E.II.A.14.f NATEF certification evidence
- E.II.A.14.g Evidence of nursing student pass rates?
- E.II.A.14.h Evidence of career center and local EDD partnership (??)
- E.II.A.14.i Career development and student employment website /counseling/career screenshot
- E.II.A.14.j Program review example to show response to core indicator data
- E.II.A.14.k CTEA fund application using core indicator data
- E.II.A.14.l POST review example
- E.II.A.14.m POST annual report with employment info

E.II.A.14.n Dental Board, Article 2, 1070.2.2 Educational Programs
E.II.A.14.o Commission on Dental Accreditation Standard 1-7
E.II.A.14.p NATEF Accred document
E.II.A.14.q Advisory committee notes for Auto Tech
E.II.A.14.r CTE facebook page?
E.II.A.14.s Construction advisory comm. Minutes
E.II.A.14.t Constr Tech survey results
E.II.A.14.u ATMAE report from 11/2016
E.II.A.14.v CTEA annual application and final report
E.II.A.14.w Evidence of SLO and PLO ECE alignment
E.II.A.14.x [HOC RN Continuous Program Evaluation Plan.docx \(FILLED IN VERSION\)](#)
E.II.A.14.y [AP 4102 Advisory Committee - Approved 06-04-13.pdf](#)
E.II.A.14.z [CT surveys S16.pdf](#)
E.II.A.14.aa [CTE Handbook- Advisory Committee.doc](#)
E.II.A.14.bb [Employer Follow-2.docx](#)
E.II.A.14.cc [Spring 16 Advisory minutes.pdf](#)
E.II.A.14.dd screenshot of CTE Employment Outcomes Survey 2016
E.II.A.14. ee screenshot of licensure and certification reported on the web (Hillary can provide)

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 the “Program Revitalization, Suspension, or Discontinuation Process” (AP 4021) 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 transferred its Mendocino Coast Instructional Center to Mendocino College and 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) degree, but did keep the AJ Associate Degree for Transfer (ADT), so all of the courses students had taken previously were still applicable toward the transfer degree. This created no problems for students as they either had catalog rights for the old degree or could apply all of their previous classes toward the ADT degree. Students desiring a certificate of achievement in AJ would maintain their catalog rights as well and, although none have contacted the College thus far, if a student needed a course the College is no longer offering in order to complete an AJ certificate, they would be directed to an online class from another institution. AJ Professor Gary Sokolow let his classes know a year in advance 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 or were enrolled in corrections courses. For the reasons outlined above, in both situations, the discontinuation of the AJ and corrections degrees, no accommodations had to be made.
- 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, standard policy outlining how to serve students in cases where programs are eliminated or requirements radically changed that it developed in 2012, but has had cause to utilize that policy a few times since. In all cases, student educational goal attainment has not been hampered.

Evidence Sources:

E.II.A.15.a Show cause closure report

E.II.A.15.b [Letters to students in suspended programs.pdf](#)

E.II.A.15.c Mendocino ACCJC sub change 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, non-credit, CTE, collegiate, or pre-collegiate, distance-education approved, must document and report an analysis and findings through the program review process.
- 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. 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 College's curriculum committee has a permanent member designated as the distance education expert, who assists the committee in evaluating the distance education course proposals. This committee member works closely with the College's distance education committee to ensure the quality of all of the institution's distance 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. 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.

Evidence Sources:

- E.II.A.16.a Annual program review example
- E.II.A.16.b Comprehensive program review example
- E.II.A.16.c Example of program review connection to planning
- E.II.A.16.d CTE program review example
- E.II.A.16.e Senate by-laws—curriculum committee membership
- E.II.A.16.f AP 4105
- E.II.A.16.g DE faculty Manual/Handbook

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 a distance education classroom 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

Commented [CR1]: We need to address how we're going to provide reference service to students at Pelican Bay. Maybe in Evaluation section, mention beginning to use paper version of form?

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 are currently being developed to assist students in learning how to use library resources, including basic database searching, and should be available on the library website by the end of Fall 2016 to assist off-campus students and those in distance education courses (E.II.B.1.d, E.II.B.1.l).
- 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.
- 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 (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—Light Center evidence).
- 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.

More needs to be done 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 (UPDATE IN SPRING WITH ADDITIONAL INFO).

Evidence Sources:

- E.II.B.1.a [2015 Library Program Review Assessment&Evaluation.pdf](#)
- E.II.B.1.b [2016 SP Reference Desk Schedule.pdf](#)
- E.II.B.1.c [2016 SpringFacultyHandout.pdf](#)
- E.II.B.1.d [2016SP Library Instruction Schedule.pdf](#)
- E.II.B.1.e [A-Z Databases.pdf](#)
- E.II.B.1.f [Ask-A-Librarian questions-answers.pdf](#)
- E.II.B.1.g [Ask-A-Librarian Webpage.pdf](#)
- E.II.B.1.h [Del Norte Library Hours Spring 2015.pdf](#)
- E.II.B.1.i [DN Librarian Fall 2015.pdf](#)
- E.II.B.1.j [E-books Accessing and Using.pdf](#)
- E.II.B.1.k [Embedding Films On Demand into Canvas.pdf](#)
- E.II.B.1.l [Faculty Email Library Instruction.pdf](#)
- E.II.B.1.m [Library Learning Student Support Services.pdf](#)
- E.II.B.1.n [Library Homepage.pdf](#)
- E.II.B.1.o [Library Mission Statement.pdf](#)
- E.II.B.1.p [LibraryInternetUse.pdf](#)
- E.II.B.1.q screenshots of ASC website with services offered at Eka, DN, and KT
- E.II.B.1.r [NetTutor - Fall 2016 Live Tutoring Schedule \(Pacific\).pdf](#)
- E.II.B.1.s ASC handouts (examples)
- E.II.B.1.t Math Lab evidence
- E.II.B.1.u Light Center evidence (what it provides)

Commented [CR2]: Not sure if you want to include mention of efforts on the part of the Dept. of Corrections to develop ways of supporting program such as "Internet-in-a-Box", etc. since that's kind of out of our control.

E.II.B.1.v Writing Center services evidence

E.II.B.1.w [NetTutor Proposal.pdf](#)

E.II.B.1.x [AP4040 Library Services.pdf](#)

E.II.B.1.y [Email Internet Research and Incarcerated Students.pdf](#)

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). Faculty are consulted 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 should be repeated in 2017-18 to determine the impact of the changes in the collection.

Evidence Sources:

- E.II.B.2.a [2015 Library Program Review Resource Requests.pdf](#)
- E.II.B.2.b [2015 Library Program Review.pdf](#)
- E.II.B.2.c [Faculty email - Database Trials.pdf](#)
- E.II.B.2.d [Faculty email - Streaming Media Trials.pdf](#)
- E.II.B.2.e [Faculty Email-Books for Agriculture.pdf](#)
- E.II.B.2.f [Faculty Email-NAS and the Library.pdf](#)
- E.II.B.2.g [Fall 2016 Del Norte Textbook Wishlist.pdf](#)
- E.II.B.2.h [Library Survey Results Report 2015.pdf](#)
- E.II.B.2.i [2015-16 ASC Program Review Report.pdf](#)
- E.II.B.2.j [2015-16 DSPS Program Review Report.pdf](#)
- E.II.B.2.k TRIO (?) program review example
- E.II.B.2.l An example of a change to ASC, DSPS, TRIO, Library that came out of program review analysis (and/or outcome assessment)
- E.II.B.2.m [Library Collection Assessment-Books.pdf](#)
- E.II.B.2.n [Library Collection Assessment-eResources.pdf](#)
- E.II.B.2.o [A-Z Databases.pdf](#)
- E.II.B.2.p [E-books Accessing and Using.pdf](#)
- E.II.B.2.q [Embedding Films On Demand into Canvas.pdf](#)
- E.II.B.2.r [Faculty email-Library materials for ECE.pdf](#)
- E.II.B.2.s [2016 Social Science Program Review Plan draft.pdf](#)

E.II.B.2.t [Email-Media for Social Sciences 2016-10-26.pdf](#)

E.II.B.2.u [AP4040 Library Services.pdf](#) (THIS IS UPLOADED TO THE EVIDENCE SITE, BUT I DON'T KNOW HOW THIS FITS THE STANDARD)

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.c, 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 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 16 and again at the end of Spring 17 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. The Library is also assessed through questions on the Noel-Levitz Student Satisfaction Inventory (E.II.B.3.k). (WHAT DID THIS SHOW AND WHAT WAS DONE ON THE BASIS OF WHAT IT SHOWED)
- f. 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.l, E.II.B.3.m).

Analysis and Evaluation:

Evidence Sources:

- E.II.B.3.a [2015 Library Program Review Assessment&Evaluation.pdf](#)
- E.II.B.3.b [SSI Library Results.docx](#)
- E.II.B.3.c [~\\$bsite survey results.docx](#)
- E.II.B.3.d [Library Survey Results Report 2015.pdf](#)
- E.II.B.3.e [2015-16 ASC Program Review Report.pdf](#)
- E.II.B.3.f [2015-16 DSPS Program Review Report.pdf](#)
- E.II.B.3.g
 - [TRiO Fall WorkshopsII.B.3.1.pdf](#)
 - [TRiO Satisfaction Survey 2015-16.II.B.1.4.pdf](#)
 - [TRiO Success by Ethnicity 2015-16II.B.3.1.pdf](#)
 - [TRiO Summer WorkshopsII.B.3.1.pdf](#)
 - [TRiO Workshop Schedule2II.B.3.1.pdf](#)
 - [TRiO Workshop ScheduleII.B.3.1.pdf](#)
- E.II.B.3.h [Email - Funds transfer from ASCR to Library.pdf](#)
- E.II.B.3.i [Email - Del Norte reserve from ASCR.pdf](#)
- E.II.B.3.j [Fall 2016 Del Norte Textbook Wishlist.pdf](#)
- E.II.B.3.k [SSI Library Results.docx](#)
- E.II.B.3.l [NetTutor Proposal.pdf](#)
- E.II.B.3.m [NetTutor - Fall 2016 Live Tutoring Schedule \(Pacific\)II.B.3.5.pdf](#)

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 for the libraries and learning resources are provided by security services, on-site staff, alarm systems, and automatic door locking systems.
- 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 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 number of interactions and subjects in which tutoring was requested (E.II.B.4.f).

Analysis and Evaluation:

NEED TO ADDRESS THE ISSUE THAT WITH COURSES OFFERED AT PELICAN BAY, WE MAY HAVE TO RELY ON THE CALIFORNIA DEPT. OF CORRECTIONS TO PROVIDE A CERTAIN LEVEL OF SERVICES SUCH AS THE “INTERNET-IN-A-BOX” THAT WE ARE HOPING WILL ALLOW US TO TEACH RESEARCH SKILLS.

Evidence Sources:

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

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 strategic plan, educational master plan, and annual plan, which are all informed by the school's mission, to set a broad framework of goals for the College (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 (i.e. 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, that 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:

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 Institutional Effectiveness Report
- E.II.C.1.e [DSPS Program Review assessment results.docx](#)
- E.II.C.1.f DSPP student satisfaction survey and analysis
- E.II.C.1.g ASC surveys
- E.II.C.1.h [Website survey results.docx](#)
- E.II.C.1.i DE Orientation Letter
- E.II.C.1.j Lisa Sayles email about on-line coordinator
- E.II.C.1.k Library program review
- E.II.C.1.l screenshot (ASK A LIBRARIAN)
- E.II.C.1.m screenshot (library ebooks)
- E.II.C.1.n screenshot (library periodical database)
- E.II.C.1.o screenshot of application listing services students can select
- E.II.C.1.p "welcome letter"
- E.II.C.1.q "placement testing at a distance" screenshot
- E.II.C.1.r [Standard II.C.1 Support Services evidence - SSSP.docx](#)
- E.II.C.1.s screenshot of /Admissions/getstarted
- E.II.C.1.t on-line teaching certification MOU

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 in order 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 (E.II.C.2.a). 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 the program review process, the DE area discovered that there was a need for more online course offerings and an overall student dissatisfaction with the current learning management system (LMS). As a result, the DE area created a plan to offer more support and training to instructors seeking to teach online courses and also prompted the College's change to a new LMS. The College created an LMS task force to accomplish this transition in a way that would best meet the needs of students (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 non-credit 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:

Evidence Sources:

- E.II.C.2.a [DSPS Persistence.htm](#)
- E.II.C.2.b [EOPS Plan.htm](#)
- E.II.C.2.c [UB Improvement Plan.htm](#)
- E.II.C.2.d [2015 Distance Education Program Review Assessment.pdf](#)
- E.II.C.2.e [GS 6 closed loop.htm](#)
- E.II.C.2.f Student services assessment leading to improvement
- E.II.C.2.g student services assessment plans (screenshot?)
- E.II.C.2.h examples of “b” above—we need them to concretize what is said
- E.II.C.2.i student services example of resource request tied to assessment
- E.II.C.2.j Athletics program review 2014-15
- E.II.C.2.k Athletics program review 2015-16
- E.II.C.2.l Cap and Gown success (Matt?)
- E.II.C.2.m screenshot of inside.redwoods.edu/distanceed/lms/archive/2013-2014.asp

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 are able to apply to the College by submitting a paper application or through the online application form, available in both English and Spanish (E.II.C.2??)—THIS IS A REPEAT OF WHAT'S ALREADY IN ANOTHER II.C STANDARD—CAN REFERENCE IT HERE
- 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 ESL 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 in order 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 in order 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. Non-credit 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 EVIDENCE??).
 - o. EOPS and the TRIO programs hire additional tutors designate to assist students in each of the programs (E.II.C.3.ff EVIDENCE??).
 - p. The College’s participation in the Online Education Initiative makes tutoring services available to all students taking courses in a distance modality (E.II.C.3.gg EVIDENCE??—GET COX’S NOTES).
 - q. The College bookstore, located on the Eureka campus, provide students with all of 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). (BOOKSTORE INADEQUACIES—DN, STUDENTS IN OTHER LOCATIONS, NOT HAVING BOOKS WHEN STUDENTS NEED THEM)
- 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).

Analysis and Evaluation:

Evidence Sources:

- E.II.C.3.a [CR-Online Home.pdf](#)
- E.II.C.3.b [CR-Online How to be a successful learner.pdf](#)
- E.II.C.3.c [Google Analytics of Del Norte Site.docx](#)
- E.II.C.3.d [II.C.3. KT Training & Support for ES 2.2.16.docx](#)
- E.II.C.3.e [Online Orientation.pdf](#)
- E.II.C.3.f [RE PBSP update.txt](#)
- E.II.C.3.g [Remote Assessment.pdf](#)
- E.II.C.3.h [YTD Outreach recap.pdf](#)
- E.II.C.3.i screenshot of services available on the online application
- E.II.C.3.j CR catalog, p.9
- E.II.C.3.k ASC's distance placement evidence??
- E.II.C.3.l SARS reports
- E.II.C.3.m GS activities emails
- E.II.C.3.n transfer workshop flyers
- E.II.C.3.o counseling on the quad evidence
- E.II.C.3.p example of report about students who haven't completed SSSP requirements
- E.II.C.3.q email example to a student who has not completed one of the core SSSP services
- E.II.C.3.r screenshot of counseling/Probation-and-Dismissal/Probation
- E.II.C.3.s orientation self-assessment
- E.II.C.3.t DSPS online (screenshot)
- E.II.C.3.u EOPS online (screenshot)
- E.II.C.3.v CalWORKs online (screenshot)
- E.II.C.3.w records of DSPS, EOPS, CalWORKs travel to sites (DN, KT)
- E.II.C.3.x DSPS program review
- E.II.C.3.y EOPS program review
- E.II.C.3.z CalWORKs program review
- E.II.C.3.aa Eureka TRIO: trio/eureka (screenshot)

- E.II.C.3.bb Del Norte TRIO: delnorte/TRIO (screenshot)
- E.II.C.3.cc ASC tutoring-services (screenshot)
- E.II.C.3.dd DSPS “Guidance Labs” evidence?
- E.II.C.3.ee Non-credit GUID tutoring course scheduling at all locations?
- E.II.C.3.ff EOPS and TRIO tutoring evidence
- E.II.C.3.gg OEI tutoring services evidence
- E.II.C.3.hh online bookstore page: shop/textbooks-and-course-materials (screenshot)
- E.II.C.3.ii Service area program review example—with reflection/dialog about equitable access to services and also showing widespread, district-wide input

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 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 a program called 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 of 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 CR 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 the College's Revitalization and Discontinuation Process, allowing the Program and its viability to be evaluated through the College's annual Program Review (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.z).
 - 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. CR's 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 VP 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:

Evidence Sources:

- E.II.C.4.a [Email - Library orientations for Cap & Gown.pdf](#)
- E.II.C.4.b [E.II.C. 4 AB 1358.pdf](#)
- E.II.C.4.c [E.II.C. 4 Honors Report 6.14.16 Ver4.docx](#)
- E.II.C.4.d [E.II.C.4 AP 5400 AssociatedStudentsOrganization.pdf](#)
- E.II.C.4.e [E.II.C.4 ASCR Bylaw Code.pdf](#)

E.II.C.4.f [E.II.C.4 ASCR Constition.pdf](#)
E.II.C.4.g [E.II.C.4 ASCRSenateClubGuide.pdf](#)
E.II.C.4.h [E.II.C.4 BP 5400.pdf](#)
E.II.C.4.i [II.C.4 ASCR accountabilty report.pdf](#)
E.II.C.4.j 2014-15 student services program review
E.II.C.4.k EDAD and R-4 report
E.II.C.4.l 2016-17 program review athletics
E.II.C.4.m screenshot of:
<http://www.redwoods.edu/superblog/Home/ArtMID/799/ArticleID/227/Recognizing-Student-Athlete-Achievements>
E.II.C.4.n community track meet application
E.II.C.4.o Corsairs redwoods weekend advertisement or calendar
E.II.C.4.p Dash of Color fun run
E.II.C.4.q CR's Loleta facebook page pictures
E.II.C.4.r copy of recent Golden Valley Conference report
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
E.II.C.4.w AP 6300
E.II.C.4.x BP 6400
E.II.C.4.y AP 6400
E.II.C.4.z AB 1358

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 e-mail 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, that 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). (MENTORING FOR OTHER EMPLOYEE GROUPS?? USE LANGUAGE OF STANDARD MORE DIRECTLY HERE)

- 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 all of the core services with priority registration.
- l. College faculty have created courses, General Studies 1, 6, and Guidance 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 General Studies 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 all of 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).
- n. (IR SURVEY AND IMPROVEMENT PART—ANGELINA WILL FILL IN)

Analysis and Evaluation:

Evidence Sources:

E.II.C.5.a [DSPPS Advising Services..docx](#)

E.II.C.5.b [FYE program review.pdf](#)

E.II.C.5.c [SSSP Plans.pdf](#)

E.II.C.5.d orientation services (how students can access different orientation modes) screenshot (/orientation)

E.II.C.5.e program evaluation "how to" sheet

E.II.C.5.f counseling webpages that include the information from “c” above
E.II.C.5.g screenshots of redwoods.edu/online
E.II.C.5.h catalog pages relevant to “e” above
E.II.C.5.i faculty mentoring program email
E.II.C.5.j screen shot of convocation activities (F16)
E.II.C.5.k counseling/advising training opportunities
E.II.C.5.l counseling/advising meeting agendas and minutes (Bio—10/21/14;
Comm—11/15/16; Math—10/??/16)
E.II.C.5.m counseling/advising meeting minutes that include someone reporting
back from training sessions (Juana’s ETS and HBCU/Jennifer and Matt Student
Success Conference) Sheila’s update on the SSSP Coordinators training
E.II.C.5.n “Welcome Letter”
E.II.C.5.o SSSP report to provide services to all
E.II.C.5.p IT report of students who have received services online
E.II.C.5.q emails alerting students who need to complete one or more SSSP
requirements
E.II.C.5.r Guid classes SEPs
E.II.C.5.s transfer center workshops (evidence from all sites)
E.II.C.5.t transfer center student evaluations and improvement

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). (OTHER DISCIPLINES/ADTs??) Counselors and advisors present these to students at the various orientations and they are also available on the College's website, in 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 non-credit 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, in order 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:

Evidence Sources:

- E.II.C.6.a [English course sequence.pdf](#)
- E.II.C.6.b [II.C.6.AP 5010 Admissions.pdf](#)
- E.II.C.6.c [II.C.6.AP5050.pdf](#)
- E.II.C.6.d [Math course sequence.pdf](#)
- E.II.C.6.e BP 5010
- E.II.C.6.f AP 5011
- E.II.C.6.g AP 5012
- E.II.C.6.h "Welcome Letter"
- E.II.C.6.i screenshot of ASC page (English/Math sequences)
- E.II.C.6.j screenshot of Counseling/Advising page (English/Math sequences)
- E.II.C.6.k catalog pages with Eng/Math sequences
- E.II.C.6.l GS 1 COR
- E.II.C.6.m GS 6 COR
- E.II.C.6.n GS program review
- E.II.C.6.o GUID 215 COR
- E.II.C.6.p GUID 215 SEPs
- E.II.C.6.q Dual Enrollment policy
- E.II.C.6.r Dual Enrollment screenshot FAQ
- E.II.C.6.s concurrent enrollment email from Keith
- E.II.C.6.t Bridge program press release
- E.II.C.6.u comprehensive outreach spread sheet (Lupita)
- E.II.C.6.v counseling on the quad email (Sheila)
- E.II.C.6.w counseling on the quad forms
- E.II.C.6.x Transfer workshop schedules
- E.II.C.6.y catalog pages with degree requirements and CTE course sequence
- E.II.C.6.z webadvisor program evaluation tool
- E.II.C.6.aa OneReg screenshot and press release(?)

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 Strategic Plan 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 Strategic Plan, 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 BP 5010, BP 5052, 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:

Evidence Sources:

E.II.C.7.a [Open CCC Apply App with Spanish.JPG](#)

E.II.C.7.b “What is enrollment management document”

E.II.C.7.c Integrated planning evidence (screenshots of EMC and IEC webpages)

E.II.C.7.d BP 5010

E.II.C.7.e BP 5052

E.II.C.7.f AP 5010

E.II.C.7.g AP 5052

E.II.C.7.h Spanish application on AOC website

E.II.C.7.i Lupita’s outreach grid

E.II.C.7.j p. 9 of 2016-17 catalog

E.II.C.7.k “Placement Scale for Accuplacer Testing”

E.II.C.7.l “English accuplacer retakes and advising zones” (ASC webpage)

E.II.C.7.m Angelina’s data on the CalPASS Plus thing

E.II.C.7.n CASAS evidence??

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.j).
- 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 review the manual, the checklist, and sign the confidentiality contract.
- c. As outlined in 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 which allows paper forms to be shredded (E.II.C.8.c).
- d. The College has inventoried all of the 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.k).
- 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.

- i. LISA WILL SEND ME STUFF ON CANVAS SECURITY

Analysis and Evaluation:

Evidence Sources:

- E.II.C.8.a [Confidential Information- Use Statement.pdf](#)
- E.II.C.8.b [CR Procedures Manual & Checklist for Protecting Confidential Information.pdf](#)
- E.II.C.8.c [II.C.8 SecureRecordsStorage doc from 2012Rec4WkGrpProgressResMarch1.pdf](#)
- E.II.C.8.d [II.C.8. Enrollment Services Door Locked 2.23.16.pdf](#)
- E.II.C.8.e [II.C.8. FERPA Training for Enrollment Services Staff.docx](#)
- E.II.C.8.f [II.C.8. Confidentiality Contract.pdf](#)
- E.II.C.8.g [II.C.8AP3310RecordRetentionandDestruction.pdf](#)
- E.II.C.8.h [II.C.8AP5040StudentRecordsDirectoryInformationandPrivacy.pdf](#)
- E.II.C.8.i “mailchip notice”?
- E.II.C.8.k e-mail from Keith to deans about FERPA

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.aa).

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 (E.IV.A.1.bb).

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 District. 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. Board Policy 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 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 Gelinias & 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.1.1l).

- 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 meet 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 agendaized 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.

Evidence Sources:

- E.IV.A.1.a [BP 1200 - 062016BOT.pdf](#)
- E.IV.A.1.b [Institutional Effectiveness Committee About.pdf](#)
- E.IV.A.1.c [NotesIPSummit3-24.pdf](#)
- E.IV.A.1.d [PlanningSurveyReportSummary.pdf](#)
- E.IV.A.1.e [020717 Agenda - Student success data and CRFO CSEA Management Report.docx](#)
- E.IV.A.1.f [New Faculty Mentoring Spring Schedule.docx](#)
- E.IV.A.1.g [4.6fdcworksheetsround32015-16.pdf](#)
- E.IV.A.1.h [Academic Senate Faculty Development Committee.pdf](#)
- E.IV.A.1.i [VPISDWklyUpdate.pdf](#)
- E.IV.A.1.j [President's Blog.docx](#)
- E.IV.A.1.k [President's Report - success and improvement .docx](#)
- E.IV.A.1.l [VPISDBdReport.docx](#)
- E.IV.A.1.m [COMMDIGEST.pdf](#)
- E.IV.A.1.n [IBBTrainings.pdf](#)
- E.IV.A.1.o [IBBAgreement \(SA 2010-13-1\).pdf](#)
- E.IV.A.1.p [SalaryConcession.pdf](#)
- E.IV.A.1.q [Feb 2 2016 minutes - CRFO CSEA Management meet regularly.doc](#)
- E.IV.A.1.r [Feb 2 2016 minutes - CRFO CSEA Management meet regularly.doc](#)
- E.IV.A.1.s [Feb 2 2016 minutes - CRFO CSEA Management meet regularly.doc](#)
- E.IV.A.2.t [Budget Forum.docx](#)
- E.IV.A.1.u [President's Goals 2015-16.docx](#)
- E.IV.A.1.v [BP 1201 - 062016BOT.pdf](#)
- E.IV.A.1.w [Revised AP 3250 010517.pdf](#)
- E.IV.A.1.x [1 BP 2510 participation in local decision making.pdf](#)
- E.IV.A.1.y [ConvoAcceleration.pdf](#)
- E.IV.A.1.z [CAP attendees.xlsx](#)
- E.IV.A.1.aa [BasicSkillsGrant.docx](#)
- E.IV.A.1.bb [CAP attendees.xlsx](#)
- E.IV.A.1.cc [Englishpathways.pdf](#)
- E.IV.A.1.dd [Manager OnBoarding Employee Checklist.docx](#)
- E.IV.A.1.ee [StudSuccessSummit2014.pdf](#)
- E.IV.A.1.ff [1-28-16 EXEC Annotated Dean of Students.docx](#)
- E.IV.A.1.gg [SCHEDULE H\(SARTCO\)FROM CBA.docx](#)
- E.IV.A.1.hh [1a AP 2510](#)
- E.IV.A.1.ii [Institutional Research Institutional Research Home.pdf](#)
- E.IV.A.1.jj [020717 Agenda - Student success data and CRFO CSEA Management Report.docx](#)
- E.IV.A.1.kk [2017 S AFDD.pdf](#)

E.IV.A.1.11 [Strategic Visioning Process - Draft.docx](#)

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, in [YEAR??] the program review committee identified [THEME OR ISSUE] that arose in a number of program reviews. This [THEME OR ISSUE] became a part of the College’s following year’s annual plan to be acted upon and implemented** (E.IV.A.2.p, E.IV.A.2.q).
- 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. Board Policy 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). MAYBE HERE IS THE PLACE WHERE WE CAN INSERT WHAT IS AT THE END OF "i"?? ARE ALL OF THESE ITEMS ASCR INITIATIVES?? [Student involvement in District lobbying/advocacy efforts (Sacramento trip); Specific examples: student involvement in food pantry/Multi-Cultural Center/cafeteria improvements/bookstore in DN/lobbying and advocacy efforts/student input into configuration of the new Student Veterans Center/marketing and re-branding/soccer and baseball teams]

Analysis and Evaluation:

Guided by board policies and administrative procedures, the College has a 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.pdf](#)
- E.IV.A.2.b [Revised AP 3250 010517.pdf](#)
- E.IV.A.2.c [EMPCCommitteeMembers.pdf](#)
- E.IV.A.2.d [BP2520SenateResponsibilities.pdf](#)
- E.IV.A.2.e [AcademicSenateMembership.pdf](#)
- E.IV.A.2.f [BP2510.pdf](#)
- E.IV.A.2.g [ap2510.pdf](#)
- E.IV.A.2.h [CollegeCouncilAbout.pdf](#)
- E.IV.A.2.i [CollegeCouncilMembership.pdf](#)
- E.IV.A.2.j [Expanded CabinetAbout.pdf](#)
- E.IV.A.2.k [BP 2431 - 6-14-2016 krsf.pdf](#)
- E.IV.A.2.l [BP 5400 AssociatedStudentsOrganization - BOT082016.pdf](#)
- E.IV.A.2.m [BSSPGMREVIEW.pdf](#)
- E.IV.A.2.n [College Council emai.pdf](#)
- E.IV.A.2.o [ENROLLPGMREV.pdf](#)
- E.IV.A.2.p example of program review committee identifying a common issue that emerged across reviews (maybe minutes of meeting? Executive summary?)
- E.IV.A.2.q annual plan that reflects the issue raised in E.IV.A.2.p

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 [BP2510.pdf](#)
- E.IV.A.3.b [ap2510.pdf](#)
- E.IV.A.3.c [BP 3250 - 052016BOT.pdf](#)
- E.IV.A.3.d [Revised AP 3250 010517.pdf](#)
- E.IV.A.3.g [Program Review Membership.pdf](#)
- E.IV.A.3.h [BPCMembership.pdf](#)
- E.IV.A.3.i [IECMembership.pdf](#)
- E.IV.A.3.j [College CouncilMembership.pdf](#)
- E.IV.A.3.k [FPCMembership.pdf](#)
- E.IV.A.3.l [TPC Membership.pdf](#)
- E.IV.A.3.m [Student Equity Membership.pdf](#)
- E.IV.A.3.n [Expanded CabinetMembership.pdf](#)
- E.IV.A.3.o [DEPCMembership.pdf](#)

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 Deans or Directors, 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 President” 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 Dean or Director 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 President if a faculty member is not available), and one representative appointed by the President/Superintendent” 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 [BP4020a.pdf](#)

E.IV.A.4.b [CCMembership.pdf](#)

E.IV.A.4.c [Curriculum Routing Chart & Change Types Reference \[01.27.17\].pdf](#)

E.IV.A.4.d [AP4020Program_CurriculumandCourseDevelopment_000.pdf](#)

E.IV.A.4.e [AP4021.pdf](#)

E.IV.A.4.f [ap4022.pdf](#)

E.IV.A.4.g [DistanceEducationForm approved 12.12.16..docx](#)

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 is a good example of aligning decision-making with expertise. The committee 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 technology planning group, 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 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 non-credit, 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 [1a AP 2510 ParticipationInLocalDecisionMakingrev62716.pdf](#)

E.IV.A.5.b [1 BP 2510 participation in local decision making.pdf](#)

E.IV.A.5.c [CCMembership.pdf](#)

E.IV.A.5.d [Demystifying Curriculum-Public notespage.pdf](#)

E.IV.A.5.e [TPC Membership.pdf](#)

E.IV.A.5.f [FPCMembership.pdf](#)

E.IV.A.5.g [SSSPMembership.pdf](#)

E.IV.A.5.h [Expanded CabinetMembership.pdf](#)

E.IV.A.5.i [DeanCouncilDeanofStudents.pdf](#)

E.IV.A.5.j [Canvastransition-final.pdf](#); [LMSMeetingNotesMay162014.docx](#)

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 e-mail 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, publicly recording the vote of each trustee. 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 [Standard IV.A.6.a - AP 3225 - 052016BOT.pdf](#)
- E.IV.A.6.b [Standard IV.A.6.b - Accreditation website.pdf](#)
- E.IV.A.6.c [2012-2013 IE Report.pdf](#)
- E.IV.A.6.d [2013-14 Institutional Effectiveness Report.pdf - Adobe Acrobat Pro.pdf](#)
- E.IV.A.6.e [2014-15 Institutional Effectiveness Report.pdf](#)
- E.IV.A.6.f [InstitutionalEffectiveness.081812llh.pdf](#)
- E.IV.A.6.g [Standard IV.A.6.g - BOT MeetingPacket_005.pdf](#)
- E.IV.A.6.h [ap2510.pdf](#)
- E.IV.A.6.i [Standard IV.A.6.i - Program Review website.pdf](#)
- E.IV.A.6.j [Standard IV.A.6.j - College Council website.pdf](#)
- E.IV.A.6.k [Standard IV.A.6.k - CC Meeting Minutes 09.23.16.pdf](#)
- E.IV.A.6.l [Standard IV.A.6.l - 11 16 16 PRC Packet.pdf](#)
- E.IV.A.6.m [Standard IV.A.6.m - Committee Digest.pdf](#)
- E.IV.A.6.n [Standard IV.A.6.n - BOT minutes from 11-3-2015.pdf](#)
- E.IV.A.6.o [Standard IV.A.6.o - senateminutesfeb52016.pdf](#)

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, E.IV.A.7.b). 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 [Standard IV.A.7.a - BP2435.pdf](#)
- E.IV.A.7.b [Standard IV.A.7.b - BP2435.pdf](#)
- E.IV.A.7.c [Standard IV.A.7.c - BP2745.pdf](#)
- E.IV.A.7.d [Standard IV.A.7.d - AP2745.pdf](#)
- E.IV.A.7.e [Standard IV.A.7.e - Board 2016 Self Eval.pdf](#)
- E.IV.A.7.f [College Council Agenda and Minutes and 4 year cycle of review.docx](#)
- E.IV.A.7.g [Standard IV.A.7.g - 10915PRCAgenda.Documents.pdf](#)
- E.IV.A.7.h [\[FINAL\] CC Meeting Minutes 12.09.16.pdf](#)
- E.IV.A.7.i [Standard IV.A.7.i - CC Minutes 09.09.16.pdf](#)
- E.IV.A.7.j [Standard IV.A.7.j - CC Meeting Minutes 10.14.16.pdf](#)
- E.IV.A.7.k [Standard IV.A.7.k - Academic Senate Retreat Aug 27 2016.pdf](#)
- E.IV.A.7.l [Standard IV.A.7.l - College Council emai.PDF](#)
- E.IV.A.7.m [Standard IV.A.7.m - Dec 11 ASPCMinutes.pdf](#)
- E.IV.A.7.n [Standard IV.A.7.n - VPISD-Dean, Students Staffing Request.pdf](#)
- E.IV.A.7.o [DeanCouncilDeanofStudents.pdf](#)
- E.IV.A.7.p [Standard IV.A.7.p - sdlgnotes022316.pdf](#)
- E.IV.A.7.q [\[FINAL\] CC Meeting Minutes 01.27.17.pdf](#)
- E.IV.A.7.r [2014-15IEReport.pdf](#)
- E.IV.A.7.s [2015-16IEReport.pdf](#)
- E.IV.A.7.t [4116fridayupdate.pdf](#)

E.IV.A.7.u [DeanStudIC Notes.docx](#)
E.IV.A.7.v [DeanStudSDLG Notes.docx](#)
E.IV.A.7.w [DeanStudSDLG Notes2.docx](#)

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 effectiveness. 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/superintendent'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 in order 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, College personnel and 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. The College has benefitted from his experience, including his valuable contributions to and guidance of the self study. At the time of the comprehensive team site review in October 2017, the college will have chosen a permanent president/superintendent.
- 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 selection 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 contracts, 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 development/orientation coordinator (E.IV.B.1.s).

Analysis and Evaluation:

The College meets the Standard. 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

Evidence Sources:

E.IV.B.1.a [President's Goals.pdf](#)

E.IV.B.1.b [CollegeCouncilMembership.pdf](#)

E.IV.B.1.c screenshot of executive cabinet membership (or minutes from a meeting that shows membership on this cabinet)

E.IV.B.1.d [ExpCabinetMembership.pdf](#)

E.IV.B.1.e [IECMship.pdf](#)

E.IV.B.1.f [BP 7110 Delegation of Authority.pdf](#)

E.IV.B.1.g [BP 7120 060716.pdf](#)

E.IV.B.1.h [BP 2430 - 060716BOT.pdf](#)

E.IV.B.1.i [IECAbout.pdf](#)

- E.IV.B.1.j [Cabinet notes - planning doc.docx](#)
- E.IV.B.1.k [expanded cabinet notes - ed master plan.doc](#)
- E.IV.B.1.l [IECAAnnualPlanReview.pdf](#)
- E.IV.B.1.m evidence from a convocation that show a discussion about a planning document
- E.IV.B.1.n [Institutional Effectiveness Report Email .msg](#)
- E.IV.B.1.o [BP6200.pdf](#)
- E.IV.B.1.p [BP 6300 Fiscal Management.pdf](#)
- E.IV.B.1.q [January 2017 Board Comments.docx](#)
- E.IV.B.1.r [FCMAT board discussion.docx](#)
- E.IV.B.1.s Evidence of president hiring faculty development/orientation coordinator
- E.IV.B.1.t [Blog for January 10.docx](#)
- E.IV.B.1.u HR's schedule of administrative evaluations

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, E.IV.B.2.c, E.IV.B.2.d, E.IV.B.2.e, E.IV.B.2.f).
- 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 Effectiveness 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. 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 in order 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. As a result of 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:

The College meets the Standard. 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 all of 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 060716.pdf](#)
- E.IV.B.2.b [ORChart Administrative Structure 2015-16.pdf](#)
- E.IV.B.2.c [ORChart Administrative Services 2015-16.pdf](#)
- E.IV.B.2.d [ORChart Human Resources 2015-16.pdf](#)
- E.IV.B.2.e [ORChart Instruction 2015-16.pdf](#)
- E.IV.B.2.f [ORChart Student Development 2015-16.pdf](#)
- E.IV.B.2.g [Reorg in 2015.docx](#); [Reorg in 2015 \(2\).docx](#)
- E.IV.B.2.h [Vice President Instruction.pdf](#)
- E.IV.B.2.i [Dir HR.doc](#)
- E.IV.B.2.j [Dir Institutional Effectiveness.docx](#)
- E.IV.B.2.k [ExecDirCollAdvFinal.doc](#)
- E.IV.B.2.l [12-12-16 Annotated Expanded Cabinet agenda.doc](#)
- E.IV.B.2.m [1-5-2017 Annotated EXEC.docx](#)
- E.IV.B.2.n [12-12-16 Annotated Expanded Cabinet agenda.doc](#)
- E.IV.B.2.o [Student equity and IR director proposing director of student equity position.pdf](#)
- E.IV.B.2.p [Approved Jan 14, 2016 Foundation Meeting Minutes.pdf](#)
- E.IV.B.2.q [Reorg in 2016.docx](#)

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 President/Superintendent 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 to 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 (1 year) and long-term (6 years) 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 (**IS THIS TRUE?—ANGELINA WILL CONFIRM**) 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) **(HAVE ANGELINA CONFIRM THIS—BIOLOGY AND FORESTRY—CAN WE GO INTO SOME DETAIL HERE ABOUT WHAT, SPECIFICALLY, WE DISCOVERED AND WHAT WE DID TO IMPROVE).**

- 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 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 College meets the Standard. 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.pdf](#)
- E.IV.B.3.b [AP 2510 Participation In Local Decision Making.pdf](#)
- E.IV.B.3.c [BP 2430 - 062016BOT.pdf](#)
- E.IV.B.3.d [BP6200.pdf](#)
- E.IV.B.3.e [AP6200.pdf](#)
- E.IV.B.3.f [July 2016 Approval of 2016-17 Board Goals.docx](#); [July 2016 Approval of 2016-17 President Goals.docx](#); [Final signed KSF 201516 Goals.pdf](#)
- E.IV.B.3.g [g 4-11-16 Expanded Cabinet agenda.pdf](#)
- E.IV.B.3.h minutes from the academic senate meeting where there was a discussion of the “institutional set standards”
- E.IV.B.3.i [i FW Transfers from CR.msg](#); [i FW another answer about transfers.msg](#)
- E.IV.B.3.j example of IR report to the board (from March 2017 meeting)
- E.IV.B.3.k [IR Demographics Screenshot.PNG](#)
- E.IV.B.3.l [Program Review.pdf](#)
- E.IV.B.3.m [PlanningManual.pdf](#)
- E.IV.B.3.n [BP 3250 - 052016BOT.pdf](#)
- E.IV.B.3.o [AP4020Program CurriculumandCourseDevelopment 000.pdf](#)
- E.IV.B.3.p [AP4021.pdf](#)
- E.IV.B.3.q example of the 4021 report sent to the president (any one is fine)
- E.IV.B.3.r [IECAAnnualPlan.docx](#); [IECAAnnualPlanReview.pdf](#)
- E.IV.B.3.s [Planningtimeline.pdf](#)
- E.IV.B.3.t [E.I.B.5.j Planning Resource Requests.docx](#)

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 re-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 College meets the Standard. 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 - 052016BOT.pdf](#)
- E.IV.B.4.b [Copy of Matrix of ACCJC Standards 1-26-2016.xlsx](#)
- E.IV.B.4.c [AcademicSenateSubChangeReview.docx](#)
- E.IV.B.4.d [aoc MemberList.pdf](#)
- E.IV.B.4.e [3.4 Accreditation Update.docx](#)
- E.IV.B.4.f [CR Newsletter for Week of Oct. 20th.msg](#)
- E.IV.B.4.g [AcademicSenateReviewStandards.pdf](#)

E.IV.B.4.h [StaffReviewStds.pdf](#)

E.IV.B.4.i [Goal status 060116.docx](#)

E.IV.B.4.j [July 2016 Approval of 2016-17 Board Goals.docx](#)

E.IV.B.4.k [July 2016 Approval of 2016-17 President Goals.docx](#)

E.IV.B.4.l [President's Goals 2015-16.docx](#)

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/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:

The College meets the Standard. 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 statutes, regulations, and policies are met and followed.

Evidence Sources:

- E.IV.B.5.a [screenshot of about College Council.JPG](#)
E.IV.B.5.b [screenshot Program Review Mission Section.JPG](#)
E.IV.B.5.c [BP6200 - Budget Preparation.pdf](#)
E.IV.B.5.d [BP 2430 - 060716BOT.pdf](#)
E.IV.B.5.e [4yr Comprehensive Review Cycle 012617.pdf](#)

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.b).
- c. The president/superintendent/superintendent works closely with Humboldt and Del Norte County superintendents on issues pertaining to education and articulation.
 1. The president/superintendent encourages faculty, staff, and administrators to participate in statewide initiatives, professional groups, and accreditation teams. He/she 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 math 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 HS 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 provides discipline expertise the Redwood Coast Tsunami Working Group.
- d. 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).
- e. 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:

The College meets the Standard. Community outreach by the president/superintendent, administrators, managers, staff, and faculty demonstrates the commitment to effective communication with communities served by the College.

Evidence Sources:

E.IV.B.6.a [Keith Calendar - Rotary Screenshot.PNG](#)

E.IV.B.6.b [Goal status 060116.docx](#)

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.e, E.IV.C.1.f).
- b. As outlined in BP 2430, the board establishes the general policies for the institution in all of 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 [BP2010BoardMembership_000.pdf](#)
- E.IV.C.1.b [BP2100BoardElections_001.pdf](#)
- E.IV.C.1.c [Standard IV.C.1.c - EXH 2100.a TrusteeAreasFINAL-July2014.pdf](#)
- E.IV.C.1.d [Standard IV.C.1.d-e - BP2105-Approved070715.pdf](#)
- E.IV.C.1.e [Standard IV.C.1.d-e - BP2105-Approved070715.pdf](#)
- E.IV.C.1.f [Standard IV.C.1.f - AP2105-Approved070715.pdf](#)
- E.IV.C.1.g [BP 2430 - 060716BOT.pdf](#)
- E.IV.C.1.h [BP 2200 - 060716BOT.pdf](#)
- E.IV.C.1.i [Standard IV.C.1.i - BP 2410 - 062016BOT.pdf](#)
- E.IV.C.1.j [Standard IV.C.1.j - AP2410_000.pdf](#)
- E.IV.C.1.k [Standard IV.C.1.k - BP5050.pdf](#)
- E.IV.C.1.l [Standard IV.C.1.l - AP5050.pdf](#)
- E.IV.C.1.m [Standard IV.C.1.m - BP 1200 - 062016BOT.pdf](#)

E.IV.C.1.n [Standard IV.C.1.n - BP 1201 - 062016BOT.pdf](#)
E.IV.C.1.o [Standard IV.C.1.o - BP 3200 - 052016BOT.pdf](#)
E.IV.C.1.p [Standard IV.C.1.p - BP 3050 - 052016BOT.pdf](#)
E.IV.C.1.q [Standard IV.C.1.q - BP 3250 - 052016BOT.pdf](#)
E.IV.C.1.r [Standard IV.C.1.r - BP 6250 Budget Management.pdf](#)
E.IV.C.1.s [Standard IV.C.1.s - BP 6300 Fiscal Management.pdf](#)
E.IV.C.1.t [Standard IV.C.1.t - Board Goals website.pdf](#)

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 standing united in support of an immigrant-friendly, diverse and inclusive environment for all students who choose to better their lives through education. Even though the vote was not unanimous, all members of the board supported the ultimate decision. 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.

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 [Standard IV.C.2.a - BP 2715 - 062016BOT.pdf](#)

E.IV.C.2.b [AP2715_001.pdf](#)

E.IV.C.2.c [December 6 2016 Keith.docx](#)

E.IV.C.2.d [November 1 2016.docx](#)

E.IV.C.2.e [1-10-2017 Minutes.docx](#)

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 has engaged the process outlined in BP 2431 in its effort to select a president/superintendent. A committee has formed and has 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 [Standard IV.C.3.a - BP 2200.pdf](#)

E.IV.C.3.b [bp2431.pdf](#)

E.IV.C.3.c [Standard IV.C.3.c - BP 2345 060716.pdf](#)

E.IV.C.3.d [Standard IV.C.3.d - November 1, 2016 Meeting Packet.pdf](#)

E.IV.C.3.e [1-10-2017 Minutes.docx](#)

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 Standard on an ongoing basis.

Evidence Sources:

- E.IV.C.4.a [Standard IV.C.4.a - BP2220.pdf](#)
- E.IV.C.4.b [BP 2715 - 062016BOT.pdf](#)
- E.IV.C.4.c [AP2715_001.pdf](#)
- E.IV.C.4.d [Standard IV.C.4.d e - BP 2710 Conflict of Interest.pdf](#)
- E.IV.C.4.e [ap2710.pdf](#)
- E.IV.C.4.f [Resolution No 704.docx](#); [Standard IV.C.4.f - Board Packet 1-10-17 pg 5.pdf](#)
- E.IV.C.4.g [BP2716PoliticalActivity_000.pdf](#)

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 all of 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.pdf](#)
- E.IV.C.5.b [BP 2410 - 060716BOT.pdf](#)
- E.IV.C.5.c [Board of Trustees Board Goals.pdf](#)
- E.IV.C.5.d [President's Office President's Goals.pdf](#)
- E.IV.C.5.e [AP2410_000-1.pdf](#)
- E.IV.C.5.f [BP 6250 Budget Management.pdf](#)
- E.IV.C.5.g [AP 6250 Budget Management.pdf](#)
- E.IV.C.5.h [BP 6300 Fiscal Management.pdf](#)
- E.IV.C.5.i [AP 6300 Fiscal Management.pdf](#)
- E.IV.C.5.j [BP6200.pdf](#)
- E.IV.C.5.k [AP6200.pdf](#)
- E.IV.C.5.l [November 1 2016 Keith.docx](#)
- E.IV.C.5.m [BP 3050 - 052016BOT.pdf](#)
- E.IV.C.5.n [AP 3050 - BOT060716.pdf](#)
- E.IV.C.5.o [AP2220.pdf](#)

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.pdf](#)
- E.IV.C.6.b [BP 2200 - 062016BOT.pdf](#)
- E.IV.C.6.c [BP2010BoardMembership_000.pdf](#)
- E.IV.C.6.d [BP2100BoardElections_001.pdf](#)
- E.IV.C.6.e [TrusteeAreasFINAL-July2014.pdf](#)
- E.IV.C.6.f [BP2210Officers.pdf](#)

E.IV.C.6.g [BP2105-Approved070715.pdf](#)

E.IV.C.6.h [BTBPChapter 2. Board of Trustees.pdf](#)

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,” establish 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 - 062016BOT.pdf](#)

E.IV.C.7.b [AP2410 000.pdf](#)

- E.IV.C.7.c [BP2745.pdf](#)
- E.IV.C.7.d [AP2745.pdf](#)
- E.IV.C.7.e [BP 2200 - 062016BOT.pdf](#)
- E.IV.C.7.f [060416 Workshop Keith-1.pdf; June 4 workshop minutesrev2.pdf](#)
- E.IV.C.7.g [4yr Comprehensive Review Cycle.xlsx](#)
- E.IV.C.7.h [AdHoc Policy Group 1.pdf](#)
- E.IV.C.7.i [BP 2715 - 062016BOT.pdf](#)
- E.IV.C.7.j [AP 2715 070516.pdf](#)

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 - 062016BOT.pdf](#)
- E.IV.C.8.b [AP 3225 - 052016BOT.pdf](#)
- E.IV.C.8.c [Board of Trustees Board Goals.pdf](#)
- E.IV.C.8.d [IECAbout.pdf](#)
- E.IV.C.8.e [BOTAgCalendar.pdf](#)
- E.IV.C.8.f [022416 Agenda.docx](#)
- E.IV.C.8.g [100615Agenda_000.pdf](#)
- E.IV.C.8.h [6-7-16 Meeting Packet-1.pdf](#)
- E.IV.C.8.i [April72015packet3.pdf](#)
- E.IV.C.8.j [BoardPacket_002.pdf](#)
- E.IV.C.8.k [DecemberBoardPacket2.pdf](#)
- E.IV.C.8.l [May 3, 2016 BOT Meeting Packet.pdf](#)
- E.IV.C.8.m [May52015packet.pdf](#)
- E.IV.C.8.n [Meeting Packet Final1-1.pdf](#)
- E.IV.C.8.o [Meeting Packet Final1.pdf](#)
- E.IV.C.8.p [MeetingPacket.pdf](#)
- E.IV.C.8.q [Board goals 2015-16.pdf](#)
- E.IV.C.8.r [r Agenda.docx; r Minutes.docx](#)

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 Standard and to ensure ongoing compliance.

Evidence Sources:

- E.IV.C.9.a [AP2740BoardofTrusteesProfessionalDevelopment_000.pdf](#)
- E.IV.C.9.b [BP2100BoardElections_001.pdf](#)
- E.IV.C.9.c [082016_workshop.docx](#)
- E.IV.C.9.d [060416_Workshop_Keith.pdf](#)
- E.IV.C.9.e [071815_Workshop.pdf](#)
- E.IV.C.9.f [082215_Workshop_rev1_KSF.doc](#)
- E.IV.C.9.g [Board_goals_2015-16.pdf](#)
- E.IV.C.9.h [Board_Conference_Attendance.docx](#)
- E.IV.C.9.i [CCCT_Board_Membership.PNG](#)
- E.IV.C.9.j [BP2740BOTProfession alDevelopment_000.pdf](#)

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 [BP2745.pdf](#)
- E.IV.C.10.b [AP2745.pdf](#)
- E.IV.C.10.c [2016 Board Self Assessment .PDF](#)
- E.IV.C.10.d [2016 Board Self Evaluation Constituent Feedback.PDF](#)
- E.IV.C.10.e [2016 Board Self Evaluation.PDF](#)
- E.IV.C.10.f [060416 Workshop Keith-1.pdf](#)
- E.IV.C.10.g [071815 Workshop.pdf](#)
- E.IV.C.10.h [July 18 2015 Board Workshop Minutes.doc](#)
- E.IV.C.10.i [July182015Workshop_000.pdf](#)

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 - 062016BOT.pdf](#)
- E.IV.C.11.b [AP2715_001.pdf](#)
- E.IV.C.11.c [bp2710.pdf](#)
- E.IV.C.11.d [ap2710.pdf](#)
- E.IV.C.11.e [ap2712.pdf](#)
- E.IV.C.11.f [Form 700 2016.2017 FINAL.PDF](#)
- E.IV.C.11.g [Log 2016.doc](#)

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 - 060716BOT.pdf](#)

E.IV.C.12.b [President Superintendent Job Description - August 2014.doc](#)

E.IV.C.12.c [President's Office President's Goals.pdf](#)

E.IV.C.12.d [BP2435.pdf](#)

E.IV.C.12.e [AP2435 000.pdf](#)

E.IV.C.12.f [President's Report to the BOT.docx](#)

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 in the president/superintendents 2016-17 Goals to Maintain Accreditation 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.IV.C.13.g).

- 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 Self-Study 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 - 052016BOT.pdf](#)
- E.IV.C.13.b [AP 3200 - 042016BOT.pdf](#)
- E.IV.C.13.c [E.IV.C.13.c - accreditation report.docx](#)
- E.IV.C.13.d [Board of Trustees Board Goals.pdf](#); [d NovemberMtgPacket_001.pdf](#)
- E.IV.C.13.e [March32015packet.pdf](#)
- E.IV.C.13.f [E.IV.C.13.f March 29 2014 Special Agenda.doc](#)
- E.IV.C.13.g sample certificates from trustees completing ACCJC Accreditation