

ACCJC Progress Tracking - College of the Redwoods

Recommendation	Responsible Parties	Expected Outcomes	Status	Results
<p><i>Recommendation 1: In order to increase effectiveness, the college should establish a cycle of validation of institutional set standards so that they remain relevant and informative for discussions on continuous improvement. The college should also publish all the institution standards. (I.B.3)</i></p>	<p>Keith Snow-Flamer, Paul Chown</p>	<p>Evaluate the current institution-set standards for appropriateness.</p>	<p>Complete</p>	<p>The Institutional Effectiveness Committee (IEC) reviewed the set-standards that would result from several different methods (e.g., 7-yr minimum, % of average). The IEC identified 90% of a 5-year average.</p>
		<p>Re-evaluate the method used to set the standards and determine and publish regular evaluation cycle.</p>	<p>Complete</p>	<p>The IEC reviews and evaluates the institution-set standards every April as established in the Integrated Planning Timeline. In April 2018, the IEC assessed these standards and confirmed that all standards were being met or exceeded (Agenda and minutes for 4/12/2018). In April 2019, the IEC assessed the institution-set standards and the Vision for Success goals (Agenda minutes for 4/18/19).</p> <p>The College’s Institutional Effectiveness Scorecard with Institution-Set Standards was augmented to include a new column listing the “Vision for Success” goals and include two new metrics, “Average Unit Accumulation of Degree Earners”, and an equity metric showing degree, certificate, and transfer rates for disproportionately impacted student populations.</p>
		<p>Publish all standards reported in the ACCJC Annual Report</p>	<p>Ongoing</p>	<p>The new Institution-Set Standards were reported in the 2018 and 2019 ACCJC Annual Reports. CTE programs used the new method to develop new standards for employment. This was also reported in the 2018 and 2019 ACCJC Annual report.</p> <p>The IR website now has an Institution-Set Standards webpage that includes key student success metrics, job placement rates, and licensure exam pass rates.</p>

<p><i>Recommendation 2: In order to improve, the team recommends the college review the processes for updating all published materials, including print and online information, to ensure alignment with institutional practices and provide clear and accurate information to students and prospective students. (I.C.1, I.C.2)</i></p>	<p>Molly Blakemore & Angelina Hill</p>	<p>Make sure the website is accurate and easy to navigate.</p> <hr/> <p>Process to ensure content consistency within website and print materials</p>	<p>In Progress</p> <hr/> <p>Complete</p>	<p>An online website certification form was created and sent to employees in the summer of 2019. Employees were asked to check two boxes for each of 67 websites: (1) they have reviewed all of the content on their public-facing website, (2) they certify that the content on that website is up-to-date and accurate. This certification is scheduled to happen on an annual basis so that we can track websites that have not been reviewed, and follow-up with those areas to make sure they are.</p> <hr/> <p>An audit of marketing print materials was conducted. It was determined that the College’s long time practice of developing individual trifold brochures for all departments and programs (65+ pieces developed, with 60+ additional pieces in the que) was unmanageable for print/online content consistency.</p> <p>A new content management process was launched in July of 2018. Whenever print material is created or updated the information in both print and online is reviewed for consistency and approved by the respective content clients. Conversely, when content is updated online by the webmaster for a client, we are also ensuring that content is updated in the respective print materials.</p> <p>The District’s older print materials are being retired and replaced with a consolidated line of promotional materials to help ensure a manageable system for print and online content. For example, twenty-five trifold career education brochures have been replaced with one career education booklet.</p> <p>New materials that have been developed include: a district booklet, a career education booklet, and flyers for each of the Associate Degrees for Transfer, a “Get Started” brochure for how to enroll, etc. All of these</p>
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				<p>materials have the same content in print as online.</p> <p>Student service brochures will be updated in print and online during the spring of 2020..</p>
		<p>Make sure the printed catalog and online information is accurate and easy to locate.</p>	Complete	<p>CR purchased eLumen for curriculum and catalog management. Faculty district-wide began using the curriculum module in fall 2019. Curriculum populated the online catalog system and the first eLumen online catalog was released for 2019-2020.</p>
		<p>Make student learning outcome assessment reports easy to locate and interpret by the public</p>	Complete	<p>Links to “Assessment” (https://www.redwoods.edu/assess/) and to “Integrated Planning” (https://internal.redwoods.edu/planning) were added to CR’s homepage under the “About CR” tab to provide greater accessibility to the public.</p>

<p><i>Recommendation 3: In order to improve effectiveness, the team recommends that the college continue to align courses to include student-learning outcomes at the program level in all of its programs that include information literacy and ethical reasoning. (II.A.11)</i></p>	<p>Academic Senate Co-Presidents, Angelina Hill</p>	<p>Align courses to include student-learning outcomes at the program level in all of its programs that include information literacy and ethical reasoning.</p>	<p>Completed</p>	<p>In October 2018, the Academic Senate convened an ad hoc task force to consider possible revisions of AP 4025: Philosophy and Criteria for Associate Degree and General Education, especially in terms of responding to the recommendation “that the college continue to align courses to include student-learning outcomes at the program level in all of its programs that include information literacy and ethical reasoning” (II.A.11). Specifically, the task force was to focus possible changes to CR’s Area E: Multicultural Understanding, which was then a separate general education requirement of previous iteration of AP 4025.</p> <p>In response to this charge, the task force engaged in the following activities:</p> <ol style="list-style-type: none"> 1. It examined the general education and associate degree requirements of every California community college. 2. It familiarized itself with the position papers and evaluative rubrics used by the American Association of Colleges and Universities for general education, including those concerning ethical reasoning, global reasoning and intercultural knowledge. 3. It considered the relevant sections of Title 5 and the Program and Course Approval Handbook. 4. It studied the recent modifications to general education at the California State University, as well as the local degree requirements at our most frequent transfer CSU campuses. 5. It contextualized CR’s AP 4025 within the institutional imperatives stretching back to the mid-2000’s and
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				<p>disseminated, students are primed to make balanced decisions and choices, both in academic and in social settings.</p> <p>The Academic Senate approved the recommendations of the task force in April 2019, and AP 4025 was subsequently approved by College Council and sent to the Board of Trustees.</p>
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<p><i>Recommendation 4: In order to improve effectiveness, the team recommends that the college enhance the depth and availability of overall documentation of dialog about student learning and institutional planning, and that the college demonstrates implementation of improvement plans across courses, programs, and service learning outcomes. (II.A.16)</i></p>	<p>Angelina Hill, Joe Hash</p>	<p>Determine process for enhancing depth of student learning dialogue.</p>	<p>In Progress</p>	<p>The College has had a system for reporting assessment dialogue for several years. The Academic Senate and Assessment Committee will discuss ways to make the dialogue process better understood. The Assessment Committee made changes to the closing-the-loop prompts in the reporting tool so that faculty and student development staff report the impact of improvement plans. The Assessment committee also identified ways of encouraging closing-the-loop within a 4-year assessment cycle.</p>
		<p>Identify platform for capturing improvement plans and dialogue about student learning.</p>	<p>In Progress</p>	<p>In November 2018, a Task Force began meeting to identify a system that would allow for better dialogue about student learning. The group selected eLumen. A pilot using eLumen for assessment is taking place in spring 2020. Associate Deans and faculty in 6 departments have volunteered to participate.</p>
		<p>Revise the assessment process</p>	<p>In Progress</p>	<p>eLumen will be used along with the program review process to enhance development and implementation of improvement plans. Improvement plans (called action plans in eLumen) will be created following a program’s review of course-level data and reflection, and how course-level attainment aligns to program-level outcome attainment. All action plans will be reviewed and their progress tracked annually as part of the program review process.</p>
		<p>Engage faculty and student services staff in ongoing dialogue about improving student learning.</p>	<p>In Progress</p>	<p>eLumen will be piloted for student services assessment in fall 2020.</p> <p>Student learning issues and improvements to student learning are discussed in Student Development Leadership Group (SDLG) meetings every two weeks throughout the year. Also, teaching faculty are invited to present information and engage in dialog with District counselors and student development advisors regarding their disciplines, programs,</p>

				<p>certificates and/or degrees and student learning issues at District-wide counseling/advising meetings every two weeks during the Fall and Spring semesters. At the end of Fall and Spring semesters, SDLG members meet to engage in dialog regarding strategies to improve student learning. During convocation in the fall 2019, a meeting was held with District teaching faculty to engage in dialog with members of the Student Development Division. They discussed student learning and strategies for improvement</p>
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<p><i>Recommendation 5: In order to improve, the team recommends that the college continue the collaborative work on updating AP 4021 to ensure all students enrolled in programs may complete their education in a timely manner with a minimum of disruptions. (II.A.15)</i></p>	<p>Keith Snow-Flamer, Angelina Hill, Academic Senate Co-Presidents</p>	<p>Re-evaluate the AP 4021 process to make certain that it ensures that all affected students are provided with College of the Redwood on-site support to succeed in the given online courses.</p>	<p>Complete</p>	<p>The revised AP 4021 process has been approved and fully implemented. A standing Program Viability Committee (PVC) has been created.</p> <p>As of fall 2019, the PVC is reviewing Athletics and the Drafting Technology programs. In 2018-19, the PVC discontinued the Business Technology and Digital Media programs, and suspended the Restaurant Hospitality program. The Administration of Justice program was deemed fully revitalized, and five additional programs remain in the revitalization process for annual progress updates until deemed revitalized or recommended for discontinuation..</p> <p>The PVC analyzed the Agricultural/Farm Program. In October 2018, the PVC and the Dean of Career Education recommended the discontinuation of some Agriculture degrees and certificates, redirecting the Ag Program away from livestock to horticulture, and strengthening the Shively Farm operation. The President approved all recommendations. The Dean of Career Education is working with IR to make sure that all students wanting to complete these programs are able to do so prior to CR no longer offering the degrees and certificates.</p> <p>The Academic Senate also revised AP 4020 to better link with the AP 4021 process. The same PVC will be used for the 4020 and 4021 processes.</p> <p>In November 2018, the Academic Program Evaluation Committee recommended that an additional analysis be added to the AP 4021 process that has, in September of each year, the Office of Institutional Research provide the following set of indicators to the PVC for each discipline:</p> <ol style="list-style-type: none"> 1. FTES 5-year trend (year-over-year change average) 2. FTES/FTEF 3. Persistence: Fall to Spring
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			<p>4. # completers (ADT, Degree, Certificate) 5. # transfers to 4-year</p> <p>For each indicator, the discipline will receive a ranking that is equal to the number of disciplines with the same or higher ranking.</p> <p>Rankings will be determined as follows.</p> <ol style="list-style-type: none"> 1. Top ranking goes to discipline with largest positive average year-over-year change 2. Top ranking goes to discipline with the largest ratio 3. Top ranking goes to the discipline with the largest percentage of students persisting 4. Top ranking goes to the discipline with the most completers 5. Top ranking goes to the discipline with the most transfers <p>By the end of each October, the PVC will identify disciplines to go through the 4021 process by adding the rankings of each indicator together for each discipline (the SUM). These disciplines identified for the 4021 that academic year will be the two transfer-oriented disciplines and the two career education disciplines with the highest SUM.</p>
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<p><i>Recommendation 6: In order to improve, the team recommends that the college and its student service programs revisit the outcome assessment cycle for these programs and establish a more structured timeline for each learning outcome. Further, the team recommends that the college use data to evaluate the effectiveness of strategy and its contribution to the success and learning of its students. (II.C.2)</i></p>	<p>Joe Hash, Assessment Committee</p>	<p>Re-evaluate the outcome assessment cycle. Enhance the cycle to include a structured timeline for evaluating the effectiveness of strategies to improve learning.</p> <hr/> <p>Identify and implement a more effective way of capturing contributions to the success and learning of students.</p>	<p>Completed</p> <hr/> <p>Completed</p>	<p>An assessment cycle timeline has been developed to ensure that assessments are completed in a timely manner. The timeline includes assessment reporting deadlines, opportunities to engage in dialog among peers in the Student Development Division (SDLG), engagement with the Assessment Committee and it’s chairperson, and engagement in dialog with teaching faculty to discuss strategies for improving student learning. This timeline includes meetings at the end of each semester to discuss assessment results and re-evaluation of strategies. Also, a meeting at convocation involving members of the Student Development Division with teaching faculty to discuss student learning and improvement strategies. In addition, the SDLG will have their SLO’s and assessment results checked by an external reviewer to ensure quality and appropriateness. Also, training and staff development is provided to SDLG members, especially those new to the college or their management positions, to ensure they have an understanding of the importance of and that they acquire the skills to participate in and complete quality assessment work and strategies for student learning improvement.</p> <hr/> <p>The Assessment Coordinator (AC) met with the Student Services Leadership Group (SDLG) on April 11, 2018 and again on October 9, 2018 to review and provide guidance on the process and discuss a number of pertinent assessment issues including: reviewing the four-year cycle and timeline; reviewing the process to revise outcomes; how to open and close loops and the rationale for doing so and what may trigger an open loop; the need for dialog with colleagues including staff, faculty and managers and the need to document the dialog; what artifacts and documents should be kept during the</p>
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		<p>Document the effectiveness of strategies and the contributions to the institution through the program review process.</p>	<p>Completed</p>	<p>assessment cycle and where those artifacts should be housed. The Assessment Coordinator offered to personally meet with student development leaders and assist them with revising outcomes and/or assist with any element of the process. The Coordinator also invited each student development program manager to attend the Assessment Committee meetings and receive constructive feedback about learning outcomes, assessment instruments, etc. This assistance is to strengthen the reporting, and to ensure that a full cycle of evaluation is completed during the 4-year cycle. A number of student development leaders have already attended Assessment Committee meetings and received assistance.</p> <p>This dialog, as well as continual dialog regarding assessment and student learning are captured in the notes of SDLG meetings conducted every two weeks. These notes are available on the SDLG webpage on the college's website. Also, dialog regarding student learning outcomes and assessments is captured at meetings at the end of each semester of SDLG members and during the Program Review process.</p> <p>The Program Review process provides an opportunity to report and reflect on each Student Development programs' assessment activities and program indicators, as well as a chance to evaluate plans from the previous year, report plans for the current year and the future, and request resources in support of those improvement plans. Each SDLG manager uses Program Review as a means to evaluate their own programs strategies for improvement and contributions to the mission of the college. This is all reported and documented in each programs' Program Review template which is reviewed and evaluated by the Program Review Committee. Each program report is reviewed by the Vice President of</p>
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<p><i>Recommendation 7: In order to meet the standards, the team recommends that the college adopt budgets that match ongoing revenues and expenditures in the unrestricted general fund without the need to make significant draws on one-time resources or transfers from other funds. (III.D.1, III.D.11)</i></p>	<p>Keith Snow-Flamer, VP/CBO BPC</p>	<p>Submit the follow-up report</p>	<p>Complete</p>	<p>The required follow-up report was sent to the ACCJC on March 2019 to address compliance recommendation 7. At the ACCJC's June 2019 meeting, the Commission acted to reaffirm accreditation for the remainder of the 7 year cycle based on the follow-up report. This recommendation is now considered addressed and it will not need to be addressed again in the midterm report.</p>
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<p><i>Recommendation 8: In order to improve, the team recommends that the college maintain adequate controls at all times to ensure financial integrity and provide dependable and timely information for sound decision-making. This includes closing their books in a timely manner and submitting their audit reports in a timely manner. (III.D.5)</i></p>	<p>Keith Snow-Flamer, Julia Morrison</p>	<p>Continue to review all personnel requests at the president’s cabinet.</p>	Ongoing	<p>The position inventory is updated monthly with relevant position changes, resignations, retirements, and re-organizations. Cabinet routinely reviews the position inventory for accuracy.</p>
		<p>Develop standard operating procedures.</p>	In Progress	<p>A standard operating procedure manual is being produced for each role in the Business Office, completion of the manuals are expected during the spring of 2020.</p>
		<p>Provide staff professional development routinely to assure financial data is reliable, and provided in a timely manner.</p>	Complete	<p>Staff trainings were held in conjunction with HR’s professional staff development program for staff across the District. The most recent trainings were held in March and October 2018. At a minimum, these trainings are done bi-annually. Another training will be held spring 2020.</p>
		<p>Develop a budget development and allocation process and timeline that is clear.</p>	Complete	<p>The Preliminary Budget is developed and presented to the Board for approval by April of each year, the Tentative Budget by June, and the Final Budget by September. The amount of the unrestricted general fund budget that will be available for allocations will be identified in the development of the Tentative Budget.</p> <p>The 2019-20 preliminary budget and multi-year forecast open forums with the District were held on May 16th in DN and May 17th and May 22nd in Eureka. Final budget and multi-year forecast open forums were held in KT on September 12th, in DN September 24th, and in Eureka September 24th and 26th.</p>
		<p>Develop a year-end closing calendar and ensure business services</p>	Complete	<p>In February 2019, a Fiscal Year Transition Plan was sent to the entire District by the Director of Administrative Services.. As dates that were indicated in this communication</p>

		<p>communicates the closing deadlines to the operating department managers.</p>		<p>near, follow-up information is distributed to keep staff and faculty up-to-date on pending closing deadlines and the importance of meeting said deadlines.</p> <p>In addition to the communications that are sent out from the Director, fiscal year transition meetings are held with personnel who oversee grants and categorical programs.</p> <p>The 2018-19 books will be closed in Datatel in mid-January 2020. The audit was submitted to the Chancellor's Office December 30, 2019. The 2019-20 Preliminary Budget was presented to the Board at the May 2019 Board meeting. The Tentative Budget and Multi-Year forecast was presented to the Board at the June 2019 meeting. The 2019-20 Final Budget and Multi-Year Forecast was presented to the Board at the September Board meeting.</p>
		<hr/> <p>Develop a plan to address short-term cash flow needs.</p>	<hr/> <p>Complete</p>	<hr/> <p>The analysis of cash flow will be done on a regular basis to determine cash flow needs. The District's Board annually authorizes the District to engage in inter-fund borrowing from the Humboldt County Treasurer during the year to meet cash flow needs, if necessary. The Board can also authorize the District to participate in the Tax and Revenue Anticipation Note (TRAN) program. A TRAN would be authorized in May for the following fiscal year.</p>
		<hr/> <p>Reconcile cash balances to bank statements monthly.</p>	<hr/> <p>Complete</p>	<hr/> <p>Bank accounts are being reconciled monthly and those that are not current continue to be monitored regularly.</p>
		<hr/> <p>Complete a business process study to help ensure that process and procedures as efficient and to provide</p>	<hr/> <p>Complete</p>	<hr/> <p>Director, Administrative Services and the Principal Accountant continue to work closely with the Business Office staff to prepare, distribute, and enforce to a <i>Fiscal Year Transition Plan</i> that designates important dates</p>

		<p>professional development to the Business Office staff.</p> <hr/> <p>Provide an experienced community college CBO as a mentor for the new VP/CBO.</p>	<p>Complete</p>	<p>to be adhered to in order to ensure a timely closing of the books and a successful and well-timed audit report. In order to facilitate a timely close, the Business Office is continuing the policy of freezing Cal-card use during a blackout period. This practice has made a positive impact in the timely closing of the books. For the 2018-19 audit, the books were mostly finalized prior to the auditors final visit and all audit requests were provided by the deadlines. As a result, the District had an audit with no findings that was approved by the Board on December 9th, 2019 and submitted to the Chancellor's Office on December 30th, 2019, one day before the deadline.</p> <hr/> <p>The President of Mendocino College agreed to allow his CBO serve as the mentor for our new CBO.</p>
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