

COLLEGE OF THE REDWOODS
ACCREDITATION PROGRESS REPORT
MARCH 15, 2006

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Introduction

This progress report, prepared at the direction of the Commission, is the product of a deliberate, inclusive process. On February 7, the college received the direction to submit a progress report by March 15 on a series of specified recommendations. To ensure that the report was thorough and accurate, as well as timely, task forces were immediately convened in the areas of: planning, program review, technology, facilities, institutional research, and finance. A regular college committee formed the core of each task force; furthermore, the Academic Senate provided additional faculty representatives, and Senior Staff assigned additional managers/administrators to ensure that there was broad representation and effective participation, given the short time available (Evidence-Exhibit 1). Task forces were given the charge to both 1) assess work to date relative to all recommendations noted, identify information either not included in the self-study or not recognized in the visiting team's report, and compile related evidence, and 2) develop a 12-month action plan identifying specific activities and outcomes necessary to address the remaining issues in the recommendation, including persons responsible and any additional resources required, using the well-practiced format of the college's annual operational plan. While the college absolutely recognizes that, in most cases, more than 12 months will be needed to completely address the recommendation, future work beyond 12 months will become integrated with the college's annual operational planning, a process covered in detail later in this report. A steering committee, comprised of Senior Staff, the Academic Senate copresidents, and the chairs of all task forces, met weekly to review evidence related to each recommendation, to review drafts of the progress report, and to crosscheck information across task forces.

The college appreciates the work of the visiting team, agrees with the 2005 recommendations generated by their review, and looks forward to feedback on what we have done since the team's October visit and what we have planned for the next 12 months.

On the other hand, the college was surprised by the team's sense that recommendations from 1999 had gone unaddressed. A review of our own self-study revealed gaps in information, which, if included, may have helped to clarify these issues.

In order to be as clear as possible, this progress report is divided into two sections. The first section provides additional responses, information, and reference to evidence for the college's accomplishments on the four recommendations from 1999, about which the Commission still has some questions. The second section reports on the college's work on 2005 recommendations highlighted by the Commission from the team's visit in October 2005.

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Section 1 – Recommendations from 1999

The college first addressed the recommendations from its 1999 comprehensive visit in an Interim Report, (submitted by the college in November 2001 and accepted by the Commission in January 2002). The college then submitted a midterm report in fall 2002. The Commission accepted the Midterm Report and commended the college for "the progress it has made in assessing its community's needs and then responding through curriculum change and class scheduling." The college believes that it has fully responded to the recommendations from 1999 and has, for several years, continued to perfect those responses. The college further believes that, in the self-study, we did not provide enough detail to clarify all that has been implemented in the last six years. The college relied too much on the Interim and Midterm reports and thus, failed to sufficiently elaborate

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in the most recent self-study. This failure to communicate in enough detail undoubtedly left the team with a murky sense of how the college had responded to the previous set of recommendations, and, without clear guidance from the self-study, the team was unable to interpret the evidence provided. While College of the Redwoods continues to improve its effectiveness in all areas, the college believes that it fully addressed the four recommendations from 1999 and offers the following:

Recommendation #1: The team recommends that the college develop and implement a comprehensive integrated strategic planning process that clearly defines the connection between planning, research, evaluation, budget, and program development. The team recommends that planning be based on broad involvement from faculty, students, classified staff, and administration from the campuses as well as from north coast communities.

Integrated Planning System: In 1999, College of the Redwoods recognized that it lacked an integrated planning system that would provide direction to the institution and that would incorporate data from research, from the community, from students, from faculty, and from staff. There had been one halted attempt at developing an Education Master Plan in 1998; however, the plan was not completed (Evidence-Exhibit 2).

Upon her arrival in July 1999, the new president found that the college was perceived as disconnected from the communities it served and unresponsive to community needs. In those regards, the college was not meeting the goals of the board. As a result, the college sought to build a planning process that would begin with a community needs assessment and would build to a full integration of planning, both long-term and annual; budgeting, both long-term and annual; and program development and evaluation, both long-term and annual.

Because College of the Redwoods is a multi-campus, single-college district, with sites up to three hours from the main campus, and because the college was focused on ensuring involvement and consistency across sites, all levels of planning had to carefully build involvement across this extensive service area including faculty, staff, students, and members of many different communities, some extremely remote and underserved. Although an ambitious agenda, this full range of concern was important to all constituent units.

Although the recommendation only included strategic planning, the college's integrated planning process is divided into three types of planning: Strategic (implemented in 1999-00), Annual Operating, referred to as Management Activities (implemented in 2001), and Master Planning (implemented in 2004). These three levels of planning;

- separate strategic initiatives from annual operations,
- ensure that the college looks to the long term for future planning,
- require multi-year objectives that keep the institution locally relevant, and
- establish achievable annual goals that lead to the achievement of multi-year objectives.

The graphic attached clearly indicates the relationship between these three types of planning (Attachment A).

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The college believes that it has responded fully to this recommendation. The college further believes that in the self-study, we did not provide enough detail to clarify all that has been implemented in the last 6 years and all that is nearing completion. The college relied too much on the Midterm Report submitted to the Commission in November 2002 and accepted by the Commission in January 2003, and thus failed to elaborate in the most recent self-study. This failure to communicate in sufficient detail undoubtedly left the team with a less than clear sense of how the college's extensive, district-wide planning processes fit together and integrate with assessment and budget.¶

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College of the Redwoods, in 1999, recognized that it lacked an integrated planning system to provide direction to the institution, and to incorporate data from research, from the community, from students, faculty, and staff. Upon her arrival in 1999, the new president conducted a brief assessment and determined that the college was seen as disconnected from the communities it served and unresponsive to community needs. In those regards, the college was not meeting the goals of the Board. As a result, the college sought to build a planning process that would begin with community needs assessment and build to a full integration of planning, both long term and annual, budgeting, both long term and annual, and program development and evaluation, both long term and annual. Because College of the Redwoods is a multi-campus, single college district with sites up to 3 hours from the main campus, all levels of planning had to carefully build involvement across an enormous geography. An ambitious agenda, this full range of concern was important to all constituent units.¶

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The college's integrated planning process is divided into three types of planning: Strategic, Annual Operating (called Management Activities), and Mas ... [1]

Strategic Planning: After the full planning process was developed, the first component to be implemented was the strategic planning level because it contained the key driver of community involvement. Not only had the 1999 visiting team specifically recommended that information from the community be used, but also the college was, at that time, perceived as disconnected from and unresponsive to its service area. Our strategic planning process, which plans for a three-year horizon, was first implemented in 2000 and then repeated in 2003, as called for in the design (Attachment B). A three-year planning cycle built on the broadest sense of community engagement allows the college to stay closely connected to its service area.

College of the Redwoods' strategic planning process begins with an evaluation of the college's mission. Each implementation of this process then involves a series of listening sessions, some for faculty and staff, some for students, and some for community members. These sessions begin with the college's mission, a practice which has helped our communities become more knowledgeable about the college's primary functions. These sessions were held in fall 1999 and in fall 2003 at various locations throughout the district, regardless of whether the college had a facility in the area or not. In each case, in addition to students, faculty, and staff, several hundred community members participated. These sessions were advertised in the media and invitations were sent out to identified community leaders and partner agencies and organizations. Sessions were organized as focus groups, facilitated by faculty and staff from throughout the district to ensure maximum involvement and to begin building bridges among faculty and staff from different campuses (also a recommendation from 1999) and between the college and the varied communities it serves. All listening session participants in the same strategic planning cycle are asked to respond to the same planning questions. As a result, the college is able to collect usable information from throughout the entire district. Each session produced a full data set across all questions. (Evidence-Exhibit 3)

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In each strategic planning cycle, listening session data was synthesized by the formally appointed Integrated Planning **Committee** (Evidence-Exhibit 4) by analyzing themes and related evidence or examples, in order to develop a series of strategic drivers and related outcomes. This form of data analysis, rooted in ethnographic field research, allows for a rich understanding of complex phenomena-like colleges. Draft plans were then finalized through the college's shared governance structure and endorsed by the board (Evidence-Exhibit 5). This process will be repeated, on schedule, beginning in fall 2006 for the 2008-2011 plan. This process, which has been viewed favorably in the region, has been replicated by other entities in our service area, including Humboldt **State University**. The significant difference in the levels of sophistication between the college's first attempt (2000-03 Plan) and its second effort (2004-07 Plan) demonstrates the college's ongoing growth and improvement in exercising strategic planning.

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Strategic goals are, by nature, somewhat broad and need to be operationalized in order to be addressed, accomplished, and evaluated. Operationalization takes place in the annual operational planning process.

Annual Operational Planning: The annual operational planning process was first implemented in the fall of 2001. This process is called management activities. The process involves identifying, scheduling, completing, and evaluating those annual activities that would continue to achieve the goals of the strategic plan. This piece of the process is designed to take the broad, strategic drivers, which are intended to be accomplished in a three-year timetable, and address each one via annual,

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sequential measurable activities. The 2004-07 Plan makes an explicit statement about implementation which reads:

The Strategic Plan is a district-level document. In order for the work of the institution to move forward in these areas, the college's Senior Staff is responsible for engaging departments in consideration of the identified Strategic Drivers. This process, implementation of the strategic plan, creates an annual operational plan with activities, measurement, assignment of responsibility, and resources required. The process takes place annually (2004-07 Plan, page 5/Evidence Exhibit 5).

Annual operational planning begins each June with a Senior Staff retreat. The previous year's activities are reviewed, the strategic drivers are addressed, and the areas of focus for the upcoming year are identified. Each member of Senior Staff represents a major function within the college (Academic Affairs, Student Services and Learning Support, Business Services, Human Resources, Institutional Research, Mendocino Coast Education Center, Del Norte Education Center, and the President's Office). Each member of Senior Staff prepares for this meeting by reviewing the work within his/her areas of responsibility over the previous year and by reviewing the three-year goals of the strategic plan.

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Following this meeting, a retreat is held every August for all administrators and managers in all areas who:

- review identified areas of focus for the upcoming year,
- identify specific, measurable activities,
- identify any additional resources needed for those activities,
- define the steps to be taken to accomplish this work, and
- identify individuals responsible for its completion.

This allows for a "bottom-up" approach to planning that still links to overall strategic institutional efforts.

Activities are presented in a matrix, constituting the college's annual plan (Evidence-Exhibit 6). This matrix is presented and discussed at the September board retreat, at which time the final college budget is also approved.

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Annual allocations to each senior staff member (which are in turn allocated to various cost centers) are designed to support ongoing work as well as new activities specifically related to the strategic plan. When necessary, resources can be shifted at the division level to accommodate newly planned activities. In addition, upon completion of each strategic planning cycle, the college identifies specific funds annually [\$140,000 annually for the 2001-02 and 2002-03 academic years under the 2000-03 Strategic Plan and \$40,000 annually for the 2003-07 strategic plan] to support planned activities (Evidence-Exhibit 7). In this way, the activities intended to meet the broad strategic goals are tied closely to the annual work of the institution and are supported in the annual budget allocation process. In addition, this ensures that the college's strategic plan is a living document that continuously guides institutional decisions.

In January of each year, members of Senior Staff prepare a mid-year report on management activities. An end-of-year report is presented to the board at its April retreat. This report entails an evaluation of the measured accomplishments against the planned activities. If activities were altered during the year, those alterations are explained. Activities that are not fully completed are carried over with any necessary changes noted. In this way, the college is able to operationalize, track, and achieve its broader strategic goals through measurable activities.

Other annual processes also integrate with the college's strategic plan. These include the Academic Senate's annual faculty prioritization process to identify new faculty positions and the Senate's annual Projects for Learning Enhancement process that supports innovative faculty activity. In each of these annual processes, faculty are charged with linking their activities to the drivers of the strategic plan, to ensure that our allocation of resources, time, attention, and activity are collectively moving the college in the directions identified. In fact, the annual faculty position prioritization process begins at the April faculty meeting, with the President highlighting the areas in the strategic plan that may impact the preparation and consideration of new faculty position requests (Evidence-Exhibit 8).

Program review and assessment are also tied into annual operational planning. Program review remains an area of focus for further improvement and will be fully discussed later in this document in response to 2005 Recommendation #1. Some areas, both instructional and support, are fully active in program review, feeding their results through their division into the annual management activities process, and some have yet to conduct their review under the revised process, approved through shared governance in spring 2004. Longer term issues raised in program review, such as facilities, can be moved to the strategic planning level if they cannot be operationalized in annual increments.

There have been many significant achievements through the annual operationalization of strategic goals. The college offers the following as a limited number of examples. A careful review of annual operational plan matrices will show annual activities leading to the accomplishment of multi-year goals that have their roots in the strategic plan. Each example below, for purposes of illustration, is clearly identified with a strategic driver from either the 2000-03 or the 2004-07.

- Development of a new Tourism/Hospitality Program; including a city/college partnership in Arcata to combine culinary training with a business incubator for food-based businesses as well as a five-year fundraising protocol to sustain the program, resulting in over \$400,000 raised privately, and a locally-sponsored grant to augment the teaching kitchen (*Learning Opportunities/2000-03 Plan and Curriculum/2004-07 Plan*)
- Conversion to a compressed calendar offering a variety of semester lengths to meet a variety of community needs (*Accessibility/2000-03 Plan*)
- Opening of instructional sites in Arcata and downtown Eureka to bring instruction closer to those communities (*Accessibility/2000-03 Plan*)
- Consolidation of assessment and academic support services in the newly constructed LRC (*Access/2004-07 Plan*)
- Successful grant application for feasibility study for a Dental Hygiene program (*Curriculum/2004-07 Plan*)
- Commitment to schedule of nursing pre-requisite courses on the Mendocino Coast Campus (*Curriculum/2004-07 Plan*)

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- Design and development of the research on the underprepared student, along with the subsequent implementation of findings and recommendations (*Accessibility/2000-03 Plan*)
- Development and implementation of the Center for Teaching Excellence (*Learning Opportunities/2000-03 Plan*)
- Development, submission, and funding of a Title III grant to support institutional research (*Accessibility/2000-03 Plan*)
- Implementation of WebAdvisor to support student access online (*Access/2000-03 Plan*)
- Successful Tech Prep grant to support student learning outcome training for faculty across the college and throughout regional high schools (*Curriculum/2004-07 Plan*)
- Development and implementation of General Education program outcomes (*Learning Opportunities/2000-03 Plan*)
- National independent program accreditation for Construction Technology, Drafting Technology, Manufacturing Technology, Automotive Technology, and Dental Assisting Programs (*Learning Opportunities/2000-03 Plan*)

Education Master Planning: The third piece of the planning model began implementation in spring 2004 when the college engaged a consultant to develop and present an external scan (referred to in the visiting team’s report as the “15 year study”). Our Education Master Plan, CR 2020, nearing completion, uses a 15-year timetable and is designed to focus the college’s attention on the issues that will emerge in the future, such as: employment/workforce trends, economic trends, technological trends, and regional demographic trends. Because institutions of higher education can become insulated from the needs of the community, an external researcher can provide a critical eye and can see relationships between an institution and external trends that may remain invisible to those who work in the college or those who experience only a portion of the district’s large service area.

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The consultant’s report was presented in the spring of 2005 to the Board of Trustees and the college community, providing an environmental scan to serve as the backdrop to the development of the Education Master Plan (Evidence-Exhibit 9). In addition to the work of the consultant, during the spring of 2005, the college’s Board of Trustees prepared and provided its framework (Attachment C) for the development of CR 2020, the Education Master Plan. Both the external scan and the board’s framework were widely distributed throughout the institution, were thoroughly discussed, and continue to provide a rich context for discussion as the college finalizes its master plan.

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The college’s formally appointed Integrated Planning Committee (IPC), the same committee that works on strategic planning, is the vehicle for completion of CR 2020, the Education Master Plan. IPC has been working with the consultant’s environmental scan, the board’s framework, internal data, and program data in all areas since August 2005 (Evidence-Exhibit 10). A representative and inclusive group (Evidence-Exhibit 11), the IPC members work together and in consultation with their constituents districtwide –

- to develop and check planning questions and assumptions,
- to analyze institutional context data, and
- to develop and refine goals.

This group is on schedule to present a draft of CR 2020 to the college community and board in April 2006 and to prepare it for formal submission to the board in June 2006.

The completion of CR 2020 will complete the full implementation of the college's integrated planning model, with each level clearly related to assessment, research, and budget, bringing together all aspects of the institution. The full implementation of a planning model is, of course, not the end of the college's work on planning. The college will continue to refine its planning process each time it engages in any level of planning. In addition, the college will continue to refine the intersections of program review, assessment, and planning, ensuring that all assessment and planning activities are united efforts that focus institutional resources on those issues most related to student learning.

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Recommendation #3: The team recommends that the college use collaborative processes to develop and implement a plan for an organizational structure for technology support and service that is clear, coordinated, efficient, and effective and that addresses the need for sufficient staff training and funding at all campuses and sites.

In its comments on the college's efforts in addressing this 1999 recommendation, the visiting team provided the following single paragraph:

There is little evidence to support that this recommendation has received appropriate attention. Although some support positions have been added since the last site visit, and the operations of the district have been made more efficient through the use of electronic communications, there is no formal plan in place for technology acquisition or replacement. It is the opinion of the team that this recommendation has not been met. (Visiting team's report, page 12)

Notwithstanding the brief comments of the visiting team, the college believes it has strenuously addressed this recommendation. We did not interpret 1999 Recommendation #3 as focusing narrowly on the issue of technology acquisition and replacement. The 1999 full report only raised that issue in one section of its review (page 29) that primarily concerned physical resources generally such as maintenance, inventory, and equipment replacement (including vehicles), and which did not include any citation to 1999 Recommendation #3. Instead, the 1999 report repeated Recommendation #3 within sections of the report that dealt with much broader questions of overall district staffing (as well as technology staffing), training, organizational structure, and effective support. As a result, our interpretation and our efforts went in that direction.

Furthermore, if empirical results matter, then it is hard to reconcile the visiting team's claim that this broad recommendation from 1999 "has not received appropriate attention" with its own statements in the same report as follows:

[the college's] Information System [should read Information Technology Services] department appears to be effective in its support of the college information technology infrastructure (Visiting team's report, page 33);

...the college's Center for Teaching Excellence's dedication to faculty training (which, we note, includes all faculty technical training as well as project-specific technical support) is a laudatory and effective means by which the institution advances in its commitment to providing high quality instruction (Visiting team's report, page 18);

The college has successfully transitioned its information systems infrastructure to the Datatel system. The Datatel system integrates database needs relevant to financial, enrollment, student records, and other traditional forms of institutional data capture. Datatel training was provided, and continues to be provided, for those needing access to, and knowledge of, use of this system. (Visiting team's report, page 33)

Again, when speaking of actual results of the college's technology planning and management processes, the visiting team notes that:

[the college] has taken positive steps to integrate and coordinate overall services at its campus and instructional sites, and has done a particularly good job with the integration and coordination of student services... (Visiting team's report, page 11)

Integration and coordination is enhanced through the use of a new Datatel system. Because the computer system has integrated the registration and student support functions, accessing this functionality at a remote site provides services that are similar to that on the Eureka campus. This seamless use of the new student system has facilitated very supportive services to students attending at the various locations. (Visiting team's report, page 12)

So while the college is responding to the visiting team's assertion that 1999 Recommendation #3 has not been appropriately met, it is somewhat puzzled as to the implied dismissal of its major initiatives in response to that finding, when those initiatives have been so notably successful in providing technology support and service that is plainly coordinated, efficient, and effective; that include major ongoing training components; and that are structured and funded in such a manner as to guarantee full access across all campuses and sites.

Perhaps one cause of the apparent disjunction noted above is that the visiting team may have been insufficiently informed about the role played by the college's Technical Advisory Group (TAG) in managing, integrating, and planning for technology-related activities across the college. It may be noted that, in order to meet as a group with members of the visiting team, TAG convened a special meeting on October 18, 2005, which was not at its regular time and was not able to include all its regular members.

The report says that "an informal Technology Assessment Group [should read Technology Advisory Group] convenes regularly and serves as an advisory body to senior management for issues related to instructional technology." This statement is inaccurate on several counts. TAG is a longstanding, full-fledged, working committee comprised of two district vice-presidents, several directors, and other key staff who collectively are the "owners" of the various data modules that comprise the major components of the college's integrated database system (Datatel), as well as other key technology staff such as the college's web specialist and its DSPS technology specialist.

TAG's role is not limited (despite its name, which, leaning toward collegiality, may be something of a misnomer) to serving as an "advisory body to senior management." Instead, the vast majority of issues and concerns that come before TAG for discussion are resolved completely within TAG itself. As a forum for all the various owners of the college's distributed integrated database and technical infrastructure, TAG is empowered to resolve fundamental issues of scheduling, planning, and coordinating of the successful Datatel system and the major functional areas it supports, namely, all areas of the institution touched by technology. Some issues may be referred out of TAG to Senior Staff, the Academic Senate, or other venues. But in this regard TAG is no different from other college standing committees that have a specific focus and occasionally refer issues to other governance bodies. Additionally, two members of Senior Staff (the Senior Vice President, Chief Instructional Officer and the Vice President, Chief Student Services Officer) are regular members of TAG, while the group is chaired by the Director of Information Technology, who reports directly to the Vice President, Chief Business Officer and keeps him regularly apprised of the committee's activities.

Because its role originally grew out of the ad-hoc coordinating meetings for the successful initial deployment of the integrated database system, TAG has long had an overarching responsibility for identifying and integrating information technology districtwide. (The visiting team's assertion on page 33 that the college does not have "a formal and inclusive committee responsible" for such activities is incorrect.) But, in addition, it also provides guidance and resolution for issues pertaining to instructional technology (not as its primary role as suggested in the visiting team's sentence quoted previously) as well as consistently monitoring the integration of the college's technology planning with various other planning processes.

In addition to its core membership cited above, which includes the "owners" of various components of the college's integrated database package and infrastructure (curriculum, enrollment services, fiscal services, financial aid, human resources, counseling, testing and assessment, disabled students services, Web specialist, etc.), TAG has also always announced itself as an open committee which welcomes other interested college participants to attend. The TAG membership has also included longstanding faculty representatives throughout most of its existence, although scheduling difficulties have at times caused either turnover or gaps in faculty representation. But the college respectfully asserts that, in its composition, function, and results, TAG is far from the informal, merely advisory shadow committee depicted in the visiting team's report.

In addition to and in support of the major points of clarification to the visiting team report presented above, the college would like to take the opportunity here to provide the Commission with a brief history of the wide-ranging good faith efforts it has taken to comply with the substance of 1999 Recommendation #3 – efforts that speak directly to the college's strong efforts to improve its organizational structure for technology support and service in terms of ensuring its clarity, coordination, efficiency, and effectiveness.

As stated in the self study, the President appointed a Technology Support Planning Team in the 2000-01 academic year, charged with reviewing the then current structure for the delivery of technology support services and with making recommendations for establishing an improved delivery system. This effort was aimed directly at the 1999 recommendation at issue here. At that time, technology support was problematic on the Mendocino Coast campus and the Del Norte

campus, since all services were dispatched centrally from Eureka, some hours away. In addition, at that time, technology support was spread out in several departments, within different management structures, impeding coordination. The Technology Support Planning Team was a representative group, and their discussions ranged widely and produced various alternative strategies that might be used to accomplish better integration of technology services across the college and its sites. Ultimately the committee determined that its primary recommendation would be to create a single department with overall responsibility for technology, both administrative and instructional, with appropriate management staffing to handle that task and to implement a help desk function that would serve both administrative and instructional areas. The deliberations and the ultimate recommendations of the committee were publicized and ultimately approved through the full shared governance processes, including consultation with the Academic Senate, Senior Staff, and the College Council. The committee's final recommendation for establishing a new administrative department was reviewed and approved by the Board of Trustees at its April 10, 2001 meeting (Evidence-Exhibit 12).

Following the board's approval, the ITS (Information Technology Services) department was created, replacing the former MIS and Data Processing areas, under the Vice President, Chief Business Officer, and appropriate management job descriptions were created and advertised. In November 2001, a new position (manager for operations and technical integration) was hired to supervise the combined help desk and operations functions within the new department and also help integrate the ongoing Datatel implementation with particular unique needs of instructional and administrative departments. That complemented an already existing manager position that coordinated more hardware-based support for Technical Support Services. And, in January 2002 a new Director of Information Technology Services was hired who had previous full-time experience as an IT manager in public education at both the K-12 and college levels.

In November 2002, the final piece of the current structure was put into place when the subsidiary support unit named Technology Support Services (responsible for support and maintenance of the college's fiber-optic physical plant, instructional technology infrastructure, lab and office workstations, office telecommunications, and audio/video communications technology) was moved from Facilities and Grounds to the ITS department. That move was consistent with the role of the ITS department and its overall responsibility for centralized technology services, planning, and policies, and which had already included Datatel planning and support; network architecture and security; and the newly combined operations and help desk functions. Some months earlier, as part of the college's improved service model, new technology specialist support positions had been created and filled at both the Del Norte and the Mendocino Coast centers and linked through the ITS department.

By the end of 2002, the only significant, general technical support function remaining outside the ITS umbrella was instructional technology training (including first level technical support) for faculty. This was a conscious decision, consistent with the college's development of the Center for Teaching Excellence (CTE) as the "one stop" location for all support and training for full and part-time faculty on the Eureka campus. (This support service is available via distance, districtwide; moreover, the instructional support team has traveled to the distant centers to provide training when required and when requested.) The links between CTE and ITS are collaborative and ongoing. The Director of the CTE is a standing member of TAG, and s/he also regularly participates in the

weekly internal meetings of ITS technical services staff. Meetings are held each term to discuss any issues around the Blackboard course management system, which is co-supported by CTE and ITS. Procedures have been established for referring CTE support calls to ITS, or vice-versa, where appropriate.

In 1999 the college began a process to move from stand-alone legacy software systems that varied across departments to a single relational database. Following the selection of Colleague/Datatel in 2000 (via an open RFP process that had sought and received input from the entire college community) as the system of choice, the college engaged in a districtwide, three-year implementation plan, involving staff from campuses two to three hours from the main campuses, reviewing all business processes, creating districtwide coordinated rules of application, applying academic policy to computer processes, training, testing, and walking data from five unrelated legacy systems into a coordinated database.

New funding was allocated for this mission-critical project. An entire new project-specific training center, located in two leased trailers and equipped with A/V and lab computers, was developed adjacent to the Security office in a lower parking lot. An experienced manager in the ITS (formerly MIS) area, was reassigned 100 percent to serve as the Datatel implementation project manager. An internal web page was created to bring current news of the project to all faculty and staff. Team leaders (data "owners") were designated in each major functional area and given substantial released time to work on the implementation, and provided with back-fill support where necessary (such as a temporarily hired CPA to backfill for the Director of Fiscal Services). As soon as the RFP process selected Datatel as the final vendor, college staff began actively participating in "3CDUG," the California statewide organization of community colleges using Datatel as their overall integrated database package. A staged plan for the implementation of each major module was created and followed. All procedures and processes were examined; work flow diagrams were created; and all centers and organizational units were consulted in restructuring the flow of data where necessary. Policies, procedures, forms, and physical workspaces were altered as needed to make the system work as a whole. Districtwide user training was provided subsequent to the implementation of each major module (Evidence-Exhibit 13).

Had we not done a thorough and careful job restructuring our technology support system, this task would have been next to impossible. The college, in fact, has been cited for the strength of its implementation process, for the degree of training provided, and for the smoothness of its transition by both the college's independent auditors and by the Datatel company itself, both of which have referred others to College of the Redwoods as a model of implementation and operation.

Following the initial implementation of our system, the college formalized TAG, as described above, to maintain ongoing collaboration and to plan for the inevitable system upgrades that follow this kind of implementation. In particular, TAG brought together not only the data owners and faculty representatives, but also the college's web specialist and student services manager to successfully launch the college's web-enabled class registration and enrollment system in October 2003.

In addition to training and support for faculty, the college has provided significant and varied training opportunities for staff related to both the implementation of the Datatel system and the

overall use of technology to support the work of the college (Evidence-Exhibit 14). Since the spring of 1996, the district has partnered with the Humboldt County Office of Education to provide coordinated (100 percent district funded) technology training for all Redwoods Community College District permanent staff. Training includes multiple proficiency level training in district supported/purchased software packages (i.e. MS Word, MS Excel, and MS Access). The district's Community Education department offers similar software training at additional times and locations. At the Eureka campus, the annual Staff Day, instituted in 2001, has offered technology and software training that includes the following examples:

- creating electronic forms
- Outlook
- on-line printing requests
- Datatel access training

In the fall of 2003, the district initiated technology training through its bi-monthly Management Learning Sessions; examples include the following:

- Datatel budget access
- using CCCConfer (an e-conferencing service)
- accessing management procedures/forms on-line
- accessing West Law via the internet

In addition, the Center for Teaching Excellence (CTE), established in 2001, provides both formally-scheduled training sessions as well as drop-in technical assistance for all faculty. CTE also houses the new faculty mentoring program, developed in 2001, which is a year-long program providing orientation, training, support, and mentoring for new full-time faculty, as the college is currently undergoing a heavy turnover from large numbers of retiring faculty.

The college's organizational structure for technology support and training, built through a collaborative process, was made increasingly clear, coordinated, and efficient, as urged by 1999 Recommendation #3. Based on ongoing, dedicated funding, the revised structure was fully designed to support staff and training at all campuses and sites. The college believes that this solution, which was implemented over many months following representative discussions and review and, which has been consistently in place since late 2002, expressly meets all the goals of the cited recommendation. But this solution, it should be noted, is only part of an even broader pattern of ongoing improvements in the quality and level of staffing, training, policy, and technical services that the college has achieved between the 1999 and 2005 visits.

In partial response to the cited 1999 Recommendation #3, as it applied more broadly to the need for clear, coordinated, and efficient staffing not just in technology but across the board, the college also reviewed and revised districtwide staffing in Financial Aid, approved by the board in December 2000 (Evidence-Exhibit 15). Furthermore, the college in February 2001 retained the services of a consulting firm to perform a study of all positions and position placements outside of the faculty. Using surveys and individual interviews, along with proprietary placement tools, the consulting firm established standard job descriptions and placements districtwide. They also provided the templates, tools, and training for Human Resources to continue to use their system to develop new job descriptions and accurately place the positions on the salary schedule. The new job descriptions and placements went into effect on February 1, 2002, and were helpful to the

college in aligning the technology support positions across the district, including those at the remote centers.

In another example, the anticipated establishment of a web-based component to the Datatel system, together with ongoing changes in technology and computer security, led the college to reexamine its existing policy on the use of computer and network resources by students, faculty, and staff. Suggested updates to the prior policy were circulated and discussed both informally and formally with presentations to Senior Staff, the Academic Senate, and the College Council, and the resulting revised board policy #824.01 "Use of Information Resources," was formally presented to and approved by the Board of Trustees at its regular meeting on June 3, 2003.

Perhaps one more recent example would be helpful that illustrates both the college's overall approach to resolving technical issues as well as the actual role of TAG within that approach. In early November 2005, as part of the college's initiative to remove barriers to student success, the college's faculty suggested that a "waitlist" function for closed class sections would be useful for both students and faculty in managing the enrollment process. This was the result of several weeks of deliberation. This idea was brought to the TAG meeting on November 10, 2005. In the days that followed, a special Academic Senate meeting was called to discuss the possibility of a waitlist function and its ramifications; additional work involving members of TAG and the Academic Senate ensued. Various operational alternatives were explored and clarified when the actual behavior of the Datatel waitlist function, having been thoroughly researched by staff, was again presented for discussion at the November 17 TAG meeting. The net result was that the Datatel waitlist features were agreed upon, formally approved by the Academic Senate at its November 18 meeting, tested in a separate work area, and installed in time for the opening of spring term registration on November 28, 2005 – a model of services that are coordinated, efficient, and effective.

Again, rather than being an "informal" committee as the visiting team concluded, the TAG group is a vital working team that helps direct the college's technical success both in terms of shorter term operational issues and longer term strategic issues.

One example of TAG's role in more strategic planning involves CR 2010, the college's facilities plan. Technology is certainly a key component of the college's infrastructure. As such, a large portion of the attention given to facilities planning and a significant amount of the effort to outline projects to be supported through the college's recent general obligation bond also involved technology. A forum was convened in spring 2005, as part of the bond-supported project development teams, to develop standards for classroom technology (Evidence-Exhibit 16). This forum both built on and augmented the work of TAG and will guide the technological renovations supported by the college's overall facilities upgrade (CR 2010). In addition, the opening of the Eureka downtown education site in fall 2005 (itself a project related to facilities renovation more fully discussed later in response to 2005 Recommendation #5), provided a relatively inexpensive beta test site for the identified standard classroom technology, allowing faculty a chance to assess the fit of their recommendations.

In their assessment of the college's work on 1999 Recommendation #3, the 2005 visiting team noted that the college lacked a discrete technology plan, and we concur. We do not have a separate

formal technology plan. An overarching, formal technology plan as such was not part of 1999 Recommendation #3, which instead focused on the need for improved staffing, training, and coordination of services.

However, the college's lack of emphasis on a formal, overarching, stand-alone technology plan, as we have tried to show above, does not indicate the lack of either strategic technology direction or thoughtful technology planning. The college integrates technology into the annual operational plan, including annual budgeting allocations, and into the strategic planning process. In addition, the college's education master planning process began with a commissioned external scan, referred to in the team's report inaccurately as the "15 year study." In that commissioned scan, the college incorporated the future of technology. Furthermore, the facilities planning process (CR 2010) specifically included technology planning. It has been the college's practice to integrate planning for technology rather than to plan technology in isolation. This integration has been and remains a cornerstone of the college's planning process. Future work in creating a more formal technology plan for the college must, in the college's view, be seen from that perspective and is discussed in detail later in this report in relation to 2005 Recommendation #5.

Recommendation #4: The team recommends that the college use research, information from the community, current students, and analysis of outcomes to assess and modify as needed the choice of course and program offerings and class scheduling to respond to community needs.

In its analysis of our efforts to address this prior recommendation, the 2005 visiting team writes:

The "15-year study" conducted by a consultant and the proceedings of "listening sessions" were used to provide evidence addressing this recommendation. It was stated that changes to the schedule, to the course offerings, and to the location were all made as a result of this input. These are commendable activities and, in part, address the recommendation. However, the use of research and analysis of outcomes seems to be missing from the response. It is unclear how research is being used in the planning process, and how research is incorporated into the on-going activities. There was no evidence in the document section of outcomes research for assessment. The college has received a Title III grant to promote the use of research in decision-making on campus, which will help in achieving this recommendation in the future." (Visiting team's report, page 10)

First of all, the college strongly asserts that both the contracted environmental scan and the formally designed and conducted listening sessions each constitute research. Environmental scanning is research that identifies and defines trends that may impact an institution, opportunities that may be available, and challenges that may be ahead. Focus groups repeated over time are a clear example of grounded field research, with each subsequent round providing a structured research opportunity to follow-up on prior planning and assess, at the very least, the community perception of progress and achievement, providing important and necessary information for any community college. Both of these types of research are clearly aligned with the type of planning for which they are intended to serve as resources. In addition, a careful reading of the college's Title III project application reveals the intent as the development of an institutional research function for the college, something that had been eliminated in 1992, and resurrected in 2001 for mandated reporting only (mostly via the work of a gifted analytical member of the ITS department who announced his retirement that

same year), and something that is essential to a cycle of outcomes assessment and the improvement of student learning toward which College of the Redwoods is moving. As far as the link between research conducted and actions taken as a result, the college offers the following.

As has been previously discussed (and as 1999 Recommendation #4 clearly suggests), the college has deliberately, and on a large scale, engaged in two sequential research-based planning/assessment activities (2000-03 and 2004-07 Strategic Plan) to integrate community, student, faculty, and staff information into planning, resulting in a new program, multiple calendar formats, additional instructional sites, invigorated programs, ongoing community advisory groups, enhanced fundraising, etc. Specific examples of significant achievements through the annual operationalization of strategic goals have been detailed earlier in this report, including their links to the broad strategic goals, developed through our community-based research.

Along with most of our colleagues in higher education, College of the Redwoods continues to work on the full implementation of outcomes assessments in all areas of instruction and services. In addition, the college has actively pursued and secured funding to launch an institutional research function that will support the identification and analysis of outcomes and the evaluation of innovations throughout the institution. As part of the development of the grant for initial funding, the college identified and committed to specific, necessary ongoing funding (funds that would be freed up prior to the end of the grant period as a result of retirement of district debt obligations) for this position beyond the life of the initial grant to ensure that the function remains viable (Evidence-Exhibit 17). Grant funding began in October 2005, and it is fully discussed later in this report in response to 2005 Recommendation #7 from the visiting team's report. In addition, the college's Academic Senate, through its annual PLE (Project for Learning Enhancement) allocation, has approved funding for the college to participate in Community College Survey of Student Engagement 2006, a national project to assess student engagement. This nationally validated research will provide additional information to assist in the improvement of student learning.

A specific example that was provided in documentation in the team room of one area in which the college has engaged in outcomes assessment and program improvement is in the area of Registered Nursing, which, as an example, in its 2004 program review identified a problem with learning outcomes, proposed curricular revision, implemented such a revision, and assessed its impact. Ongoing outcome assessment in the program had noted a 2001 drop in NCLEX scores, the licensing exam for which the program qualifies students. Faculty development was implemented and curriculum was revised. Subsequently, 2002 and 2003 NCLEX scores were monitored. Each subsequent year the scores were at or above the California average. This is a clear and specific example of research-based outcomes assessment resulting in program revisions and follow up assessment (Evidence-Exhibit 18). The college makes no claims that all programs have achieved this level of clarity, but the college asserts that the visiting team's statement that there is "no evidence...of outcomes research for assessment" is inaccurate. In addition, the college notes that this outcomes research, undertaken within this program, predates the formal implementation of the Commission's new standards and their emphasis on the assessment of student learning outcomes.

In addition to the nursing example, the college offers the example of a substantial, collegewide, research-based project to address the needs of the underprepared students who constitute a significant majority of our population. This project, well documented by the visiting team's report,

began with a year-long, faculty-driven research project to identify programming revisions that would increase the success rates of students who enroll at College of the Redwoods without specific reading, writing, or math skills necessary for college-level work. This initial research led the Academic Senate to approve revisions to the college's programs and services to align with identified best practices in the field of serving the underprepared, first-year college student. Those changes created a First Year Initiative (FYI). Now the college is assessing those changes for effectiveness in the identified population. Preliminary research indicates that the college has been able to increase the retention of students who enter CR underprepared for college work (Evidence-Exhibit 19).

In the fall semester of 2004, College of the Redwoods instituted the First Year Initiative (FYI), a program to address the needs of underprepared students at the college. Based on a year of research by a task force convened by the President, CR began a directive and intrusive approach to placing students in courses to help them develop the reading, writing, academic, and technical skills needed to succeed in college.

In the first fall there were groups of students whose assessment scores placed them into either Basic Adult Literacy (GS 360) or Reading and Writing Skills (ENGL 350). Students taking GS 360 were encouraged to also enroll in Basic Skills for Life, Work and College (GS 361). Students in ENGL 350 were urged to take Learning Success (GS 150). The additional courses provided students with life and college skills to help them manage all aspects of their lives and to focus on success in college. Students who enrolled in the combined courses, GS 360/361 or ENGL 350/GS 150, would have the added benefit of linked sections in which the faculty would work together.

The college wanted to examine whether linking early developmental English coursework with additional skills-based courses (creating a cohort or learning community), would have an impact. Additionally, the college wanted to measure the degree to which that impact would support success at the subsequent level of English. This example illustrates a college that is moving actively toward a deeper understanding of the impact of program design on student learning.

We have followed all students enrolled in GS 360 and ENGL 350 in the fall of 2004 through the spring 2006. In that first semester, 34 students were enrolled in GS 360 alone and 57 students were enrolled in the GS 360/361 cohort. Since that time, 85 percent of the students who began at the GS 360 level and who successfully completed the next level of course (ENGL 350) were students in the original GS 360/361 combination. As those students continued to move through the curriculum, 77 percent of the original students who moved to the next level of English courses (ENGL 150) had originally enrolled in the combined GS 360/361 rather than the stand-alone course. 75 percent of those original students who are currently enrolled in English 1A (College Composition) and who began in GS 360, were enrolled in the combination. 7.5 percent of the students completing the GS 360/361 combination have successfully progressed to College Composition. This is remarkable given that many GS 360 students have reading skills below seventh grade level.

Enrolling students simultaneously into the ENGL 350/GS 150 combination also appears to enhance student success. Students enrolled in the combined courses comprised 58.5 percent of the students that successfully completed the next course in the English (ENGL 150) curriculum. As students

moved through the English curriculum, 67 percent of the fall 2004 ENGL 350 students succeeding in ENGL 1A had taken the combined courses.

While this data is preliminary, it does form a longitudinal, baseline set that will help the college analyze and improve its First Year Initiative.

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Recommendation #5: The team recommends that the college collaboratively develop a clear plan for facility modification, facility construction, and/or alternate use of facilities and land resources. This plan should be based on the results of program/service assessment and other strategic plans.

Regarding this recommendation, the visiting team noted the following as its sole response, “The recently passed general obligation bond reflects a collaborative effort and clear plan for major modifications to facilities and new construction.” (Visiting team report, page 11)

This response clearly endorses the college’s activities in response to the 1999 recommendation, and seems to indicate satisfaction on the part of the team that this recommendation has been fully addressed. The college is unsure of the nature of the remaining concerns about this recommendation, but the response misses a great deal that has been accomplished since 1999 in this area, which the college would like to highlight below.

The college has a very healthy facilities operation which includes facilities maintenance, strategic planning, and facilities renewal programs. This is clearly demonstrated in the district’s Five Year Construction Plan, which lists the district facility needs, and the Scheduled Maintenance Report, both of which are ongoing and each of which is also approved externally by the Chancellor’s office. The health of the facilities operation is further demonstrated by the average of 1,200 work orders received and completed by the Facilities Department each year for the last five years. The college continually assesses facilities needs, as demonstrated by the numerous and varied minor projects totaling over \$5 million since 1999, as well as the completion of a new Learning Resource Center and Child Development Center, each 100 percent state-funded. These minor projects cover not just instructional areas but repair to the facilities infrastructure, as well as accessibility (ADA) and other regulatory compliance. These projects were not isolated on one campus but, like all other components of the college, were multi-site. With input from all sites, along with direction from Senior Staff and the Board of Trustees, ongoing projects were prioritized. Unlike many community colleges in the state, College of the Redwoods has not yet experienced a large influx of students from either Tidal Wave I or II, so for many years, changes in facilities, driven by educational or administrative needs, have been handled within the existing spaces.

Facility modification/alternative use: The college maintains a consistent practice for small facility modification that routes requests from divisions, through Facilities and Grounds, to Senior Staff (Attachment D). This process requires that divisions identify the nature of the modification, the reason for the modification, a cost estimate for the modification (from Facilities and Grounds), and a source of revenue for the modifications. Such proposals are reviewed twice a year, in October and in February. This process allows for the scheduling of work that is needed in a timely fashion and ensures that all departments involved have a clear understanding of what is proposed, why it is needed, and how it can be achieved within available resources. The Academic Senate also has PLE (Project for Learning Enhancement) grants each year, and these funds are directed to educational

enhancements in the classrooms, some of which require minor modifications and/or technology installations. For example, in 2005, \$75,000 was set aside for instructional projects. The process calls for the faculty to initiate a project request which is then prioritized and approved by a sub-committee of the Academic Senate. Approved project requests are routed to the Facilities and Grounds and the ITS Departments for standards review (including ADA compliance), budgeting, and timelines. These two examples clearly show full collaboration between the segments of the college community. These processes, however, do not deal with long-term planning (Evidence-Exhibit 20).

Construction/Modernization: In 2000, the Administration brought together the management team, which included academic division chairs, department managers, as well as administrators from all district sites to review the new strategic plan. From this meeting several processes were started. One was an ongoing process to investigate systemic barriers to student learning, leading into the annual planning (management activities) to develop strategies, plans, and timelines to deal with these barriers. The discussions were varied, but an underlying point emerged that the college could no longer continue to adjust for the needs of students with the size, the configuration, or the currency of the space and facilities available. It was also fully recognized that the college needed to increase its ability to deliver its programs to outlying areas. All of this was reflected in the then recently completed strategic plan, based on listening sessions which included students, faculty, staff, and community members districtwide.

In November 2001, the district established Administrative Regulation #809.07, regarding Access to Programs and Facilities. The district's American with Disabilities Act (ADA) Transition Committee, comprised of faculty, classified staff, and management constituent representation, developed the Administrative Regulation #809.07, which specified an annual operating fiscal budget for ADA barrier removal and a working plan for removing all ADA barriers. This regulation was a direct result of the completion of the 1999 ADA Transition Plan. The committee has completed its fourth cycle of funding ADA barrier removal, a significant improvement of access for people with permanent disabilities.

Approximately \$150,000 in expenditures has been allocated since 2001 by the ADA Transition Committee. Furthermore, the district has integrated an ADA compliance review process prior to starting any new construction or remodeling projects. The college had consistently set aside 1/10 of one percent of the annual general fund budget for transition work each year since the completion of the plan, yet many of the areas still to be addressed were related to facilities highlighted as needing modernization and/or safety repairs. (Evidence-Exhibit 21)

In 2002-03, working with the Chancellor's office, the college went through an assessment program of its facilities and had an independent company do the analysis of the district buildings. They submitted the following summary, "The overall FCI of the facilities in the College of the Redwoods is 23.13, typical of what we find for facilities of similar age, type, and function across the nation. While this is a "poor" FCI (as defined by the APPA) the facilities are generally well maintained." (Evidence-Exhibit 22) This formal assessment, coupled with the earlier strategic plan and management activities discussions led to a concrete action plan.

Beginning in early fall 2003, as the college approached its 40th birthday and the facilities neared the age of 35, the college engaged in a districtwide program and service-based assessment of facilities. Divisions, departments, and campuses forwarded projected facility needs. Based on the earlier facilities assessment report (3D/I), the Department of Facilities and Grounds provided assessments of mechanical systems and energy systems. The college had been active in maintaining its facilities: the roofs throughout the district had been completely replaced in 1999-2000, the board having financed their share to match state funds; a schedule of painting had been rigorously maintained; and much of the district's asphalt was replaced. In addition, two new facilities, the Learning Resource Center and the Child Development Center, which were completed in 2002 and 2003 respectively, essentially completed the college's building plan. Statewide formulas indicated that the district had sufficient classroom space per enrollment; thus, state funding for new construction was unlikely. The clear issue for the district was modernization, with much of the district having been constructed in the late 1960s.

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In January 2004, the board held a facilities study session. The board heard from each division regarding future facility needs in modernization and safety repairs. In addition, the college's ADA Transition Plan, completed in 1999, was reviewed (Evidence-Exhibit 23). The study session also included a review of all facilities projects completed since 1989.

The board scheduled a follow up discussion for prioritizing projects at its retreat in April 2004, requesting additional information where needed. At the April retreat, the board prioritized those projects that were deemed most pressing, creating a full plan for facilities modernization (including enhanced access for persons with disabilities and safety repair), now entitled CR 2010. In May 2004, in order to operationalize the plan, the board held a study session to learn about types of financing available to community colleges in California for specific types of projects. The board appointed an ad hoc committee to further review such opportunities, and in June 2004, the board received the recommendation from that ad hoc committee that they place a general obligation bond measure on the ballot under Proposition 39, requesting voter support of up to \$18 per \$100,000 of assessed valuation to raise \$40.3 million. Because of the district's service area, ballots in all of Humboldt County, all of Del Norte County, coastal Mendocino County, and western Trinity County had to contain this measure, including many areas with no local college facility and none proposed within the bond measure. It further required that the college conduct active information sessions throughout the district to inform voters about these measures, assisted by a citizen's committee, "Friends of CR." In November 2004, the district's bond initiative received just over 64 percent of the vote districtwide, well in excess of the required 55 percent, authorizing \$40.3 million to begin the work on the projects identified through the process above. The college believes that its community-based planning process and consistent outreach throughout its district, combined with a plan for facilities that was clear to voters, are directly responsible for this result (Evidence-Exhibit 24).

The board acknowledged that, during the time of construction, the costs would likely exceed the bond funds available and charged the staff with continuing to identify additional funding sources including but not limited to: matching state support, private and or public grants, and/or individual donors. The board was clear in its decision that:

- it endorsed the need for the projects identified, not simply the need to expend bond funds, and

- it did not expect district voters to be the sole source of funding.

The facilities modernization project, CR 2010, is well underway (Evidence-Exhibit 25). The individual project components each have design teams that, during spring 2004, developed individual project needs answering the following questions:

What disciplines need to be supported by this instructional space? Include current curriculum and also include curriculum that, based on your review of the future, will need to be developed. On average, how many students are currently served in each of these areas each semester?

What is the instructional philosophy that guides instruction in these disciplines? What specific elements in the instructional space would best accommodate that philosophy?

What are the frustrations with and/or limitations of the current space that hamper learning? Please be specific. Refer to earlier work

What types of instructional activities will need to be accommodated in this instructional space? Please be exhaustive and specific.

What are the technical demands that this space must meet?

What other disciplines and/or services on campus have a direct relationship with this area and explain the benefits of proximity to any of those areas.

Include any other descriptions and/or analyses that would assist the architects in designing space that would best accommodate student learning in the disciplines with which you are concerned.

The list of design teams, composed of both faculty and staff, are as follows: (Evidence-Exhibit 26)

Nursing Skills – Eureka campus
Dental Program – Eureka campus
Life Sciences instructional space – districtwide
Physical Sciences instructional space – districtwide
Building and Construction (Construction, Historic Preservation, and Fine Woodworking) – districtwide
Distance Learning – districtwide
Automotive Technology – Eureka campus
Digital media/digital art/broadcasting – districtwide
Fine Arts – districtwide
Public Safety instruction – Eureka campus
Computer supported instructional space (includes Eureka LRC mezzanine) – districtwide
Student Services Center – Eureka campus
Administrative relocation – Eureka campus
Establish classroom technology standards – districtwide

Library renovations – districtwide
Classrooms/facilities/ventilation – Del Norte
Classrooms/facilities/ventilation – Mendocino Coast
Classrooms/facilities/ventilation – Eureka

Following the initial work of these teams, architects and designers began a process of working with specific project-development teams and departments, along a well established timeline, as the projects move through their identified phases. In summer 2005 two safety projects were completed: in addition, four large projects, involving the Eureka campus as well as the centers in Del Norte and Mendocino Coast, began their design, with external review from the Department of State Architecture expected by August 2006, and with construction beginning on those projects in January 2007. The timeline for all projects is reviewed monthly, budgets continue to be adjusted as information becomes available, and the board remains committed to the full range of projects identified through this extensive process. The timeline clearly indicates the amount of additional funding still being sought to complete the full list of projects (Evidence-Exhibit 27).

Use of land resources: The 268-acre Eureka campus is seismically challenged, a fact that was firmly well established by the engineering work done prior to the 2000 start of construction for the Learning Resource Center. The district does, however, have useable land at both its Mendocino Coast and Del Norte campuses. Because these campuses are small and likely to remain so and because they are parts of small communities, the board has looked for cooperative projects for land use.

Between 2000 and 2005, a series of collaborative community efforts resulted in the addition of four new buildings on the Del Norte campus: Hansell Child Development Center, Disability Resource Center, College and Career Planning Center, and the nursing building. Hansell Child Development Center, completed in 2000, was funded by other agency resources and a community development block grant. The College and Career Planning Center was funded by a grant obtained by the Del Norte County Unified School District; the building was located on the Del Norte campus in 2000. The Disability Resource Center, completed in 2002, was funded by a Crescent City community development block grant, contributions from community groups, and the college. The addition of the nursing building, completed in 2004, was made possible by a Workforce Investment Act 15% Set Aside grant obtained jointly by Del Norte County Department of Social Services, Rural Human Services, and the college; the grant funds augmented Del Norte's health occupations training program. The college also invested considerable funds in the building. The college believes that the development of small campuses in remote communities requires not only careful planning on the part of the institution, but it also requires strong, effective, focused, and sustained community partnerships as described above.

The college understands that it has years of work ahead to complete CR 2010. However, we believe that we have more than met the substance of the earlier recommendation, which gave us enough information and a compelling enough plan to allow the college to develop and pass a general obligation bond in four counties, ensuring that the plan can, indeed, be completed.

Section 2 – New recommendations from the fall 2005 team

This section addresses several new recommendations highlighted by the Commission from the 2005 visiting team’s report. The college is actively working on these recommendations and believes that the work will lead to improvement.

This section provides an update on all activities completed by the college since the team’s visit in October 2005. In addition, for each recommendation a 12-month action plan has been developed. Although the action plan appears here as a separate and freestanding plan, each one will be integrated, beginning in June, into the 2006-07 Management Activities to ensure adequate resources and accountability. Obviously, the work on these recommendations will continue beyond 2006-07. Each subsequent year of operational planning will reflect that work.

Recommendation #1: The team recommends that the college develop and implement a means of systematic, collaborative, and evidence-driven Program Review for all instruction, student services, and institutional support areas. In order to assure maximum effectiveness, such reviews should be conducted on a regular cycle that links the findings to the annual planning process for all programs and services.

The college has developed and implemented a systematic, collaborative, and evidence-driven program review process. The development was completed by the board’s approval in February 2004, and followed a period of intense debate and review, springing from a dysfunctional and antagonistic institutional history of program review. This process has been implemented although not all programs have gone through the process yet. A schedule and template have been developed. In addition, a thorough annual calendar for related program review activities has been developed, detailing the interface between program review, the new faculty position request process, and annual operational planning (management activities) which guides annual budget allocations (Attachment E).

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The college has many programs that conduct reviews for multiple reasons, and our process allows those reviews, if they meet the standards of the college’s template, to stand as program reviews. This is a deliberate decision to ensure that programs that extend themselves to measure against industry-standard benchmarks are not also required to do a repetitive or an additional report. Because employment in our region is severely limited and many students seek to relocate, the portability of credentials is important. In many fields, this is best achieved by external program accreditation. At College of the Redwoods, the following programs have achieved such recognition through program review: Registered Nursing (BRN), Licensed Vocational Nursing (BLVN), Dental Assisting (ADA), Automotive Technology (NATEF/ASE Certification), Law Enforcement (both basic academy and advanced officer training) (POST), Construction Technology (NAIT), Manufacturing Technology (NAIT), and Drafting Technology (NAIT). The impact of gaining NAIT accreditation for technical programs may not have been clear to members of the visiting team since College of the Redwoods is the only community college in California to have any NAIT accredited program. Each of these external reviews requires not only a structural review but also the kinds of outcomes assessment that the college will continue to develop across all of its programs and services. While each of these programs measures itself against a specific set of external criteria as part of this process, each also meets the standards of the college’s program review process. To ensure these standards are well documented, we will use a cover template for all program review

documents that will help to align these outside agency reviews with our internal reviews. This template is being tested in the current semester by the aforementioned programs on the basis of their most recent program review.

The implementation of a revised, renewed program review process has come with difficulty, not the least of which was the college's efforts to secure funding to support institutional research, a function that had been eliminated at the college in 1992 as a result of state budget reductions. Without a dedicated institutional research staff, the gathering, filtering, and distributing of data needed for thorough and effective program review became increasingly difficult. This directly hampered efforts to revive program review. The college wrote and secured a Title III proposal with funding beginning in October 2005 that will rebuild this capacity. In the funded proposal, the college identified and committed to specific long-term funding to ensure the future of institutional research. This function, now guided by an advisory group chaired by faculty, will provide reliable data to support the college's program review process beginning with the production in summer 2006 of data for programs scheduled to be under review in 2006-07.

Currently, the following programs are engaged in program review: Legal Assistancy, Agriculture, Diesel Technology, Athletics, and Security. These reviews, due on April 1, will be presented to the board at its May meeting. Results of the completed program reviews, therefore, will be available for reference in the June Senior Staff meeting that begins to establish annual operating plans (management activities). Data related to staffing needs will be available for the Academic Senate's faculty prioritization process, which begins in May, and data related to additional programming needs will be available for the Academic Senate's annual PLE process, which begins each fall.

In addition the Senate has begun specific discussions regarding the minimum writing and analytical thinking requirements for the general education component of the college's Associate of Arts and Associate of Science degrees. The full Senate will consider a specific proposal as early as its second meeting in March (Evidence-Exhibit 28).

In addition to specific program reviews, the college is also initiating a full review of the remaining components of its general education program. This project is a joint effort of the Academic Senate, the administration, and the Program Review Committee (PRC). The PRC will be discussing process and structure options for completing this review with the Academic Senate in March. It is anticipated that these discussions will lead to the development of a process for a broad-based, collegewide assessment of the general education program involving faculty and administrators from all campuses. The vision for this project is to review the philosophy and structure of the current general education program and to focus on assessing how the current program is meeting the student learning outcomes for general education, formally adopted by the Senate in December 2004, and proposing any needed changes in the program. The currently proposed timeline for this review would have it completed on the same schedule as the current review of minimum degree requirements in writing and analytical thinking. All revisions would be in place for the 2007-08 academic year. The review of the general education program is on a larger scale than the review of specific degree or discipline programs.

Program Review – 12-Month Action Plan Summary:

In April 2006, the PRC will review completed summaries from recently completed external academic program reviews, following the template developed, and forward its recommendation to the Academic Senate. Once approved by the Academic Senate, these reports will be reviewed by the Board of Trustees. Also in April, the PRC will review reports of academic program reviews being completed during the 2005-06 academic year. These include Agriculture, Legal Assistancy, and Diesel Technology. (Nonacademic programs are reviewed at this point in the process by Senior Staff and by College Council before being sent to the board.) The PRC will forward its recommendations regarding these reviews to the Academic Senate in May. Upon approval by the Academic Senate, these program review reports will be reviewed by the Board of Trustees. Upon final completion, the results of these reviews can be used to inform the annual shared governance process for authorizing new permanent faculty positions and to inform the college's annual management activities/funding allocation process.

In May 2006, PRC will finalize the process and inventory of program reviews to be conducted during the 2006-07 academic year. The committee currently anticipates that the academic programs to be reviewed will include three disciplines accredited by the National Association for Industrial Technology, namely Drafting Technology, Manufacturing Technology, and Construction Technology. Other academic programs scheduled for review in 2006-07 include Welding Technology and Computer Information Systems, which includes Digital Media and Graphic Communications. The ongoing schedule for the review of student services programs may be revised after the appointment of a new Vice President, Chief Student Services Officer, who is expected to be appointed in May of 2006; however, in 2006-07, Enrollment Services and Counseling and Advising are scheduled for program review. Other services to be reviewed in 2006-07 include Human Resources, Communications and Marketing, Fiscal Services, and Information Technology Services.

In summer 2006, with the assistance of the college's newly developed institutional research function, relevant performance data will be collected and assembled for all programs being reviewed in 2006-07. In the fall semester of 2006, reviews of these programs will be conducted and appropriate reports will be drafted. These drafts will be reviewed, edited, and finalized in December of 2006. Final reports of the academic programs will be sent to the PRC in December of 2006.

PRC will review and analyze the reports academic programs and forward its analysis and recommendations to the Academic Senate in February of 2007. The reports will be reviewed by the Senate in April of 2007 and, upon approval, will be forwarded to the Board of Trustees in May of 2007. Upon final completion, the results of these reviews will be used to inform the annual shared governance process for authorizing new permanent faculty positions and to inform the college's annual management activities/funding allocation process. Final reports from nonacademic programs are sent first to Senior Staff, then to College Council, and finally to the Board of Trustees.

12-Month Action Plan

Activity	Primary Responsibility	Outcomes/ Indicators of completion	Date Due	Any additional resources
Local report summaries produced for academic programs previously reviewed for external accreditation	Program faculty leadership	Summaries forwarded to Program Review Committee	3.24.06	
Reports and local summaries reviewed by Program Review Committee	Program Review Committee	Reports and local summaries forwarded to Academic Senate	4.7.06	
Reports and local summaries reviewed by Academic Senate	Academic Senate	Reports and local summaries forwarded to Board of Trustees	4.21.06	
Reports and local summaries reviewed by Board of Trustees	Board of Trustees	Reports and summaries accepted by board	5.1.06	
Draft reports of current reviews completed	Academic Affairs Business Services Student Services and Learning Support	Draft reports forwarded to Program Review Committee Nonacademic Program Reviews to Senior Staff	3.31.06	
Draft reports of current reviews reviewed by Program Review Committee	Program Review Committee or Senior Staff	Reports of current reviews forwarded to Academic Senate of College Council, as required	4.14.06	
Reports of current reviews reviewed by Academic Senate or College Council	Academic Senate College Council	Reports of current reviews forwarded to Board of Trustees	4.21.06	
Reports of current reviews reviewed by Board of Trustees	Board of Trustees	Current reports accepted by board	5.2.06	
Previous reports with local summaries and final current reports available for development of faculty position requests and annual budget	All divisions	Final reports distributed	6.1.06	
Programs identified for review in 2006-07	Program Review Committee and Senior Staff	Program faculty or area staff notified of review schedule	5.06	
Program review data collected and assembled	Academic Affairs Institutional Research	Data tables distributed to program faculty or staff	8.06	

2006-07 reviews conducted and draft reports produced and edited	Program faculty or staff	Reports forwarded to Program Review Committee or Senior Staff	12.06	
Reports reviewed by Program Review Committee or Senior Staff	Program Review Committee Senior Staff	Reports forwarded to Academic Senate or College Council	2.07	
Reports reviewed by Academic Senate or College Council	Academic Senate College Council	Reports forwarded to Board of Trustees	3.07	
Reports reviewed by Board of Trustees	Board of Trustees	Reports accepted by board	5.07	
Reports available for development of faculty position requests and annual budget	All divisions	Reports distributed to faculty	5.07	

Recommendation #5: The team recommends that the district improve its planning processes to include: the development of a long-range educational plan; the development of a facilities master plan; and the development of an information technology plan. It is further recommended that the district develop a long-range financial planning process to provide early notices of structural imbalances between revenue and expenditures; to identify resources needed to adequately support changes in technology systems, facilities, and enhancement to student support systems; and to regulate the pace of changes consistent with available funds.

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This recommendation blends a number of elements. In order to provide a comprehensive response, as well as to enable the reader to follow each piece of the college’s ongoing activities and plans, this response is divided into four areas: long-range education plan, facilities master plan, information technology plan, and long-range financial plan. The college’s work over time, however, will not be divided and will continue integrating all aspects of planning into its full, established, and practiced planning process, creating specific sections within each plan to highlight attention to these areas, and to make it easier for those outside the institution to understand the connections. In addition, the college will work with a model of tracking established by Cascadia Community College (WA) to make the link between planning and assessment more obvious and to establish links to applicable accreditation standards (Evidence-Exhibit 29).

Long-Range Education Plan – Education Master Planning

Background and Analysis: As indicated earlier in this report, the college has invested over 18 months to date in the careful development of a long-range education plan (CR 2020 – Education Master Plan) to be presented to the college community in April as a draft and to the board in June 2006 for approval. This process began with a consultant who developed a districtwide environmental scan covering the major population centers of the over 5,000 square miles of this district. The scan, like the strategic planning data, was thoroughly disseminated and discussed districtwide, along with the planning framework developed by the board and finalized in

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spring 2005. The approval of the Education Master Plan will complete the college's integrated planning process, as discussed in the earlier response to 1999 Recommendation #1.

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12-Month Action Plan

Activity	Primary Responsibility	Outcomes/ Indicators of completion	Date Due	Any additional resources
Complete draft of Education Master Plan	IPC	Draft posted on Public Outlook; copies to board members	4.1.06	
Feedback on plan received	IPC	May board meeting minutes; April 14 town hall meeting notes; Del Norte and Mendocino Coast campus meetings	5.2.06	
Final plan reflects feedback	IPC	Final plan posted on Outlook; copies produced	5.30.06	
Plan approved	Board	Meeting minutes	6.6.06	

Facilities

Background and Analysis: Activities regarding facilities planning are fully detailed in the college's response to 1999 Recommendation #5. Currently, the college is completing the facilities plan as developed, including continuing the search for additional funding to augment the \$40.3 million from the successful general obligation bond. In addition, as the college completes its Education Master Plan, it will incorporate future facilities considerations into the plan, including the completion of CR 2010, the current facilities plan.

Finally, the college has begun the development of a plan to modernize its residence halls, not part of the overall modernization plan originally because the district did not want to mix auxiliary programs (residence halls, food services, bookstore) with district programs in the facility development plan. At the direction of the board and with the cooperation of the College of the Redwoods Foundation, under whose auspices the auxiliary services are organized, the college is developing a business plan for auxiliary services that will encompass facility needs for these services, including the residence halls. This business plan will go beyond the current practice of saving for scheduled maintenance from auxiliary revenue to look at investing in modernization of facilities in conjunction with the college's long-term plans. A current assessment of facilities needs in the residence halls includes:

- replace the aging wood shingle roofs with standing seam metal roofs
- replace the rain gutter and leader system with aluminized metals to avoid rust
- review seismic bracing and structurally enhance
- repair or replace exterior walkway at the Mendocino Hall
- remodel student room bathrooms to include new showers, sinks, and commodes
- replace carpet in student rooms and hallways
- replace window coverings with light control blinds
- replace window glass in student rooms with double paned glass

- redesign and reconfigure the heating systems
- replace and increase outside lighting
- repair and replace walkways and interior roads in the complex

12-Month Action Plan

Activity	Primary Responsibility	Outcomes/ Indicators of completion	Date Due	Any additional resources
CR 2010 – continue on established schedule (attached)	Vice President, Chief Business Officer	Projects move according to timeline; bond funds are expended on schedule	2010	Funds required beyond bonds
Review Education Master Plan and, through collaboration, establish facilities plan that begins the next phase 2011-2026	Vice President, Chief Business Officer, and Director, Facilities and Grounds	Facilities plan developed outlining CR facility needs from 2011-2026, approved through shared governance and by the board	4.07	May require consulting funds for technical areas in spring 2007
Monitor CR 2010 expenditures to assist with acquiring additional funding for approved projects (state match, grants, private donations)	Director, Facilities and Grounds	College Senior Staff remains informed about the funding gap between bond funds and approved projects; data remains current and applicable to various funding requests	annually	
Develop facilities plan for auxiliary programs (residence halls, bookstore, food service)	Director, Facilities and Grounds	Facilities plan that addresses needs through 2010	3.06	
Explore potential financing/funding sources to accomplish enterprise facilities plan	Vice President, Chief Business Officer; Director, Facilities and Grounds; Director, Fiscal Services	Financing options with fiscal debt services requirements and supporting financial projections of operations developed	4.06	
Board approval of plan and related financing/funding	Vice President, Chief Business Officer	Board decision	6.06	
If approved, develop steps and timeline for design, approval, construction, and financing activities	Vice President, Chief Business Officer; Director, Facilities and Grounds; Director, Fiscal Services	Construction and financing plans with timetable of important dates	8.06	

Technology

Background and Analysis: The college has not emphasized separate planning for technology but has attempted to integrate its strategic technology planning (beyond one year) within its overall strategic planning mechanisms while managing its operational technology planning (less than one

year) through coordinating it with those management activities using the TAG (Technology Advisory Group) committee. (This has been discussed at some length above in regard to 1999 Recommendation # 3). In response to 2005 Recommendation #5, the college will specifically highlight information technology planning as part of its overall planning process. The college believes that technology support is critical to both the instructional and the administrative functions of the institution and that planning for it is inextricably dependent upon planning for those activities.

Long-range issues to be included in ongoing planning for technology include the following: software and hardware upgrades required to support ongoing Datatel upgrades; network infrastructure improvements planned as part of the CR 2010 facilities upgrades and as needed for the use of remote video interpreting for deaf students; more formal constitution of, and faculty involvement with TAG; increased focus on planning for distance education (in cooperation with the newly appointed Coordinator of Distance Education); revisiting the district's currently decentralized approach to faculty and lab workstation renewal; and engaging the Academic Senate in a discussion of the current staffing structure for technical support of academic computer labs. The action plans engaged with those issues are included below.

12-Month Action Plan

Activity	Primary Responsibility	Outcomes/ Indicators of completion	Date Due	Any additional resources
Clarify formal charter of TAG committee; affirm committee membership; request Academic Senate to formally designate up to four standing faculty members; include Distance Ed Coordinator as standing member of TAG; publish agendas and minutes in Outlook folders for districtwide access; request that report on TAG activities by ITS Director be included as monthly item on Academic Senate agenda	Director, ITS	Requests forwarded to administration and academic senate as appropriate and acted upon by those bodies; actual publication of minutes and agendas occurs; monthly briefings to Academic Senate occur	all by 6.30.06	Academic Senate and other shared governance bodies as appropriate
Through TAG committee (in conjunction with other existing planning committees) draft formal Technology plan for discussion and eventual approval through the shared governance process	Director ITS; TAG Committee	Plan circulated, discussed, revised, and approved	2.07	Senior Staff; existing district planning committees

Through TAG committee, coordinate necessary hardware and software upgrades to accommodate Datatel Release 18; WebAdvisor 3.0; and other new Datatel system updates and extensions	Director, ITS; programming staff; TAG committee	Updates occur according to timelines without major disruption of services	Phase 1, 3.30.06; Phase 2, 10.30.06	Funding from existing system implementation budget
Continue to involve ITS infrastructure staff with <u>CR 2010</u> project planning, review and design work	Director, ITS; Manager, Technical Support Services	Blueprints and other <u>CR 2010</u> construction and remodeling plans include ITS inspection, including assessment of standards to be followed and network resources to be provided, and sign-off. Actual construction includes inspection by ITS staff for compliance with agreed upon technical standards and plans.	present until <u>CR 2010</u> projects are complete	Maintenance and Facilities staff; outside architects; faculty and staff
Through TAG committee, and in consultation with Academic Senate, explore feasibility of a centralized equipment replacement strategy in place of current decentralized workstation replacement policies	Director, ITS; TAG committee; Academic Senate		March through December 2006	Senior Vice President, CIO. Vice President, CBO. Development of a plan may have districtwide budgetary implications
Engage TAG committee and Academic Senate in discussion of Distance Education planning, support and implementation	Distance Education Coordinator; TAG committee; Academic Senate		ongoing	
Review current goals and staffing structure for academic computer labs	TAG committee; lab faculty		March through December 2005	Vice President, CHRO; Senior Vice President, CIO; lab technicians

Using evidence of service request levels and other data, review current technical help desk and support staffing levels and make appropriate recommendations	TAG committee		March through December 2006	Vice President, CHRO; Senior Vice President, CIO; Vice President, CBO. Recommendations on staffing levels may have districtwide budgetary implications
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Finance

Background and Analysis: The college is committed to integrating long-range financial planning into its overall planning. As part of issuing its general obligation bonds, the college had to be rated by both Moody’s and by Standard and Poor’s. The college received ratings of A-1 and A+, respectively, reflective of a solid financial condition, several years of unqualified audits, and a review of all reserve funds, both restricted and unrestricted. In fact, the college carefully planned and deliberately built up reserves for periods of state funding and/or enrollment fluctuation (as have been experienced over the past 30 months) as College of the Redwoods weathered both the state funding crisis and the localization of the statewide downturn in enrollment. These plans/preparations offered the board the opportunity to choose to reduce reserves for two years to determine whether the downturn was cyclical or long term and to determine, during a time of projected high retirement numbers, how much attrition would change the staffing and long-term financial picture. Lack of such planning would have denied the board the ability to evaluate and choose among options during recent years.

In addition, unlike many similar institutions, the college has not only carefully planned but has also diligently executed its plan to address its future financial liability regarding health care costs for retirees. The visiting team’s report, which commends this accomplishment, actually quotes an older actuarial study, citing the college’s projected liability at over \$8 million. In fact, an additional actuarial study had been completed in November 2004 and was available in the team room. (Part of the college’s original plan involved securing a new actuarial study for purposes of determining funding needed every three years. This process was recently revised to require an actuarial study every two years, in advance of the most recent GASB requirements.) The more recent study reported the college’s projected future liability to be just over \$6 million. Since the college has currently set aside in excess of \$4 million, we are at least 66 percent funded for our future liability. In addition, since the college has also continued to set aside current service liability, there should be no additional accrued, unfunded liability. The college has been working with this plan for over ten years. This is a subject of frequent discussion at both the staff and board level, and the discipline to continue this planned activity through the full funding of this future liability is well established.

A number of other examples of the college's engagement in long-range planning incorporate financial planning. Two such examples follow:

- CR 2010, the college's facilities plan, obviously involves a major financial component. Long-term financial planning involves evaluating what resources will be consumed and how those resources will be made available. After a collaborative process of evaluating our long-term facilities and technology infrastructure needs, an initial project budget was developed. This budget is reevaluated and updated on a monthly basis. Each individual project has been evaluated for resources needed, and for the allowable funding source(s). Potential funding sources were explored including general obligation bonds, state facilities allocations, grants, and financing (Evidence-Exhibit 30). The board made an initial allocation of general obligation bond funds, which voters approved, and the board has directed staff to plan for and to acquire additional funding sources to complete the full list of approved projects. The institution continues to explore additional funding sources (Evidence-Exhibit 31).
- Title III Strengthening Institutions Grant - Standard IID.3 envisions an institution closing the decision loop by evaluating its use of financial resources or allocation decisions. In preparing our Title III proposal, we included strengthening financial decision making as a key activity by integrating data and research into our allocations decisions. Specific, effective resource allocation strategies and evaluation processes are prescribed (Evidence-Exhibit 32). The grant also supports the college's development of scenario planning to examine competing future possibilities in light of potential future resources. Several activities have already taken place under Title III to begin to address this issue, and the grant activities plan specifies five years of related activities to take place through September 2010.

Finance – 12-Month Action Plan Summary: The college plans to continue to have an integrated approach to planning and to strengthen the way all of these areas are currently incorporated into all three levels of our integrated planning process. That will ensure: 1) continuity across plans; 2) full collaborative participation, since planning is organized with districtwide multi-constituent participation; and 3) integration of planning with accountability.

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The college has begun the development of the recommended long-range financial plan, and will integrate long-term financial planning into the college's ongoing planning at the strategic planning level, using a three-year horizon. Since the team's visit in October, the college has identified a model for such a plan through a search of best practices of colleges in the Vanguard College cohort, a group of institutions nationwide that has committed to learning as their core value and to the improvement of learning as their primary objective. Lane Community College's model of a long-range financial plan will guide the development of CR's product (Evidence-Exhibit 33). This plan will be developed by the standing Financial Advisory Committee and will be processed through the college's shared governance structure and to the Board of Trustees for approval by April 2007. In this way, it will provide financial data that can be part of the 2008-11 strategic plan. This process will be repeated every three years.

12-Month Action Plan

Activity	Primary Responsibility	Outcomes/ Indicators of completion	Date Due	Any additional resources
Survey leading community colleges for long-range and other financial planning best practices	Director, Fiscal Services	Examples of best practices	3.06	
Seek guidance from campus constituencies and other stakeholders on practices and content of interest	Director, Fiscal Services; Financial Planning Task Force	Four weekly task force reports	3.15.06	
Prepare and maintain an inventory of best practices and stakeholder interests	Director, Fiscal Services	Chart of best practices and stakeholder interests by subject matter and processing steps	Initially 3.15.06, and then ongoing	
For institutional planning documents of interest, determine and document timeline for inclusion in long-range financial planning process.	Director, Fiscal Services	Schedule of documents, data of interest, and dates available	Initially 5.06, and then ongoing	
Incorporate long-range financial planning steps in the board- approved budget calendar	Vice President, CBO; Director, Fiscal Services; and Financial Advisory Committee	Revised board-approved budget calendar	9.06	
Incorporate long-range financial planning issues in the development of the annual budget assumptions	Financial Advisory Committee; Senior Administrative Staff; College Council	Board-approved budget development assumptions	2.07	
Conduct research and gather appropriate data for analysis	Director, Fiscal Services	Copies of source data	Initially 11.06 and updated by 4.07	
Prepare analysis of data for individual components of the overall plan for discussion with stakeholders	Director, Fiscal Services; Financial Advisory Committee	Financial Advisory Committee agendas, minutes, and handouts	As available through 4.07	
Complete plan document	Director, Fiscal Services	Completed draft	4.07	
Through consultation obtain approval of draft plan after appropriate amendments	Director, Fiscal Services; Financial Advisory Committee	Final plan endorsed by Senior Staff, College Counsel, approved by Board of Trustees	4.07	

Disseminate plan drafts and final version through web postings and presentations to interested faculty and staff groups	Director, Fiscal Services	Web posting, Power Point presentation, and handouts	4.07	
Evaluate effectiveness of long-range financial planning and implement appropriate changes	Director, Fiscal Services; Financial Advisory Committee	Financial Advisory Committee agendas, minutes, and handouts	11.07	

Recommendation #6: The team recommends that the college develop a financial plan that will accomplish the following goals:

- Respond to declining revenue resulting from the loss of full-time equivalent students*
- Establish a prudent and sufficient unrestricted general fund balance reserve*
- Address changes in annual expenditures to assure that such expenditures are equal to or less than available resources*

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Background and Analysis: The team’s report suggests a steady decline in full-time equivalent students; however, a long-range look at enrollment reveals that College of the Redwoods’ enrollment patterns largely mirrors the state’s patterns, including years of growth and years of decline (Evidence-Exhibit 34). The slow growth of the area as a whole, coupled with the projected decline in regional K-12 enrollment suggests that we will experience slow growth over time even with our enrollment development efforts. The team also suggests that there has not been appropriate attention to the reserve fund balance. For each of the past two years, the board has approved a budget that drew some funding from reserves in an attempt to ride out what is proving at this time to be a cycle of economic downturn. It is unclear, given dramatic shifts in enrollment in the larger California community colleges, what the impact of a revised funding formula will be, unless the revision recognizes the ongoing necessary costs of small centers distant from the main campus. Our Mendocino Coast and Del Norte education centers were created in statute. The district has a commitment to equal quality for students at those sites, despite their fluctuating enrollments. Beyond that, the college plays an essential role in those communities. This creates an ongoing financial challenge.

The board retains a policy-level commitment to a six percent reserve; furthermore, the college is working on a plan to achieve such a figure by the beginning of fiscal year 2008 through the allocation of salary savings, projected COLA, and other line-item savings to the reserve balance. The college will propose a balanced budget for FY2007 with a reserve of five percent, based on a flat enrollment estimate. This requires deliberate planning, active management, and broad involvement. The college has a well-documented record that indicates that these issues, enrollment, and budget, are continuously monitored, reviewed, reported, and discussed.

In recent years, the college has implemented a number of strategies that assist with the substance of this recommendation, namely the careful planning and ongoing management of resources:

- All positions that become vacant must go through a review process. Faculty positions go through a specific process managed by the Academic Senate. Classified, management, and administrative positions are reviewed by Senior Staff.
- The college has initiated allocating part-time faculty salary in a budgeting process. Prior to this, departments built schedules without bottom-line budget information leading to instances of overspending and increased course cancellation. These budgets are built on historic enrollment patterns. The Title III proposal contains specific language about how scheduling, in general, will be impacted by an enhanced institutional research capacity.
- A committee was formed in February 2003 to look at ways to lower College of the Redwoods' health and welfare costs. The committee consisted of two representatives from each bargaining unit, a Human Resources Technician, the Payroll and Benefits Manager, and the Vice President, Chief Human Resources Officer. After research and discussion, the committee recommended that the district should remain in the JPA pool through the Humboldt County Office of Education, but negotiate with each bargaining unit to select a different plan with lower premiums and a slightly higher deductible. It was also concluded that the district could save approximately \$80,000 by going with a composite rate for retirees, which was implemented in July of 2003. Discussions started with both bargaining units in the spring of 2004 to change medical plans. The district agreed to change to Plan F with the JPA, but maintain the benefits of Plan A for each employee through reimbursing the employee the difference between coverage under Plan F and Plan A. The certificated bargaining unit agreed to the change; however, the classified bargaining unit voted against the change. In April of 2005, administrators, managers, confidential, and certificated staff were converted over to Plan F with reimbursement. During the first nine months of the conversion, the district has netted approximately \$260,000 in cost savings.
- College of the Redwoods has had successful labor relations agreements with the two unions representing all permanent classified staff and faculty. Multi-year agreements have provided a stable, predictable environment for budgeting and planning from year to year. Through interest based negotiations, the College of the Redwoods Faculty Organization contract ties the current year's salary schedule to the previous year's cost of living adjustment. This process provides a known factor, which facilitates greater accuracy and ease in budget planning. The district has proposed parallel language in current negotiations with the California Schools Employees Association classified union.
- The college's Title III project incorporates financial decision-making as an area in which the college seeks to increase participation and to improve performance by more specifically tying outcome data to funding. This project, just underway, began with a series of workshops for faculty and staff to build increased sophistication about the way the college receives and expends funding.

Enrollment Development: Active enrollment development is also a key to future growth, especially in our remote district. College of the Redwoods has incorporated a number of strategies to increase enrollment. The college, in partnership with the Humboldt County Office of Education and Humboldt State University, has conducted research in the region and determined that although regional student achievement in high school compares favorably to the state average, the region consistently sends a smaller proportion of high school graduates on to postsecondary education than

the state as a whole (and California itself compares poorly to the rest of the US at 27th in the percentage of high school graduates who enroll in college). This research has led the college to develop an enhanced outreach effort, a 23-minute DVD entitled “Why College?” to reach regional high school students and their families. “Why College?” features fast-paced interviews with 50 adults of all ages and from all walks of life in the College of the Redwoods’ service area who have attended college. They discuss the long and short-term benefits, challenges, and realities of post-secondary education. The college expects this effort to have long-term enrollment benefits, as well as economic benefits to the region.

To support the transition from high school to college in a more substantial way, CR has become active in the early college high school effort. Beginning in fall 2005, ninth grade students enrolled in two new high school programs – Academy of the Redwoods (AR), an early college high school program on the Eureka campus in partnership with Fortuna Union High School District; and Klamath River Early College of the Redwoods (KRECR), a project-based high school program sponsored by Del Norte Unified High School District, the Yurok Tribe, and CR, operated in the town of Klamath.

AR will add a class of up to 70 students each year for 4 years until it reaches the target full enrollment. Likewise, KRECR will enroll an additional class of 45 each year for 4 years, for a total of 180. Although different in target audience, curriculum design, and operating model, these two efforts both provide high school students with the motivation to enroll in college, work with families to create and support expectations of higher education, and provide access to appropriate concurrent learning opportunities as well as provide necessary services for college planning. Both programs are part of a national effort, sponsored by the Gates Foundation effort, to initiate small, student-focused high schools linked to colleges. AR, part of the California Community College Foundation effort, and KRECR, part of Antioch University’s application of this model to indigenous youth, are part of CR’s work to increase the proportion of our region’s high school graduates that attend postsecondary education. Each effort links CR to others who are working on this model, providing information and expertise. We expect these enrollment development efforts to have a long-term enrollment impact on CR both through increased concurrent enrollment and through postsecondary enrollment.

In addition, the college’s research about persistence among its own students, in particular those who come under prepared for college work, led the college to reconfigure the first year experience available for new students. The college expects this work to have long-term retention benefits which, ultimately, will strengthen enrollment and make both scheduling and funding more predictable. The retention efforts are in their second year, and we are looking at first-year data to evaluate the early success and the need for revisions in our effort. This effort is more fully described in the response to 1999 Recommendation #4

Recommendation #7: *The team recommends that the college improve its capacity for collaborative and data-driven decision-making. Such decision-making should incorporate broad-based participation, use of qualitative and quantitative data, and establish appropriate measure of effectiveness.*

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Background and Analysis: The college realized in early 2001, as it began its work on the underprepared student, that it was severely hampered by the lack of institutional research, the department having been eliminated back in 1992 due to fiscal constraints, and not formally reconstituted again until later in 2001 when a research function- but for mandated reporting only – was located within the new ITS department. Between 1992 and 2001, all institutional research had consisted of state-required MIS reporting and federal IPEDS reporting, along with an annually produced “fact sheet” that gave basic district information and minimal student demographics. The implementation of Datatel provided managers with the enhanced ability to develop information for use in their work; however, the college lacked a formal unit charged with developing and sustaining a rigorous review of outcomes and with developing varied scenarios to support planning.

In spring 2003 the college began to prepare an application for a Title III project with a focus on developmental students, student support services, and institutional research. The development effort involved over 40 individuals from throughout the district. Out of this districtwide committee work in fall 2003, institutional research emerged as the foundational need of the college and as a fundable effort under Title III. The grant was written and submitted in spring 2004. Preparation of this kind of detailed proposal led the college to design both broad-based goals for the collegewide institutional research as well as specific projects targeting the college’s use of data for decision-making, including our longer range plans for outcomes assessment. The grant writing team worked throughout spring 2004 to complete the task (Evidence-Exhibit 35). The grant was held in the Title III office at the Department of Education for a year. The college continued to attempt to meet some of its institutional research needs by bringing together a group of individuals whose jobs touched on research and by starting to develop an annual data calendar. The college was notified in June 2005 that the proposal had finally been funded. Funding began October 1, 2005, with a project coordinator assigned 50 percent and an activities director assigned 100 percent. This information was shared with the visiting team.

Attempting to change institutional patterns of decision-making and creating a culture of evidence where a culture of anecdote prevails is a slow, deliberate process that requires intentional actions, internal support, and continuous reflection. To achieve this goal, CR has worked to establish a comprehensive institutional research function and will later integrate this new function into core operations of the college.

College of the Redwoods initiated its committee searches for institutional research staff in September 2005, before the funding began. The college hired an Institutional Research Director, who began at College of the Redwoods on February 6, 2006, who brings a strong background in community college institutional research, and who has already begun to work with the advisory group to move the college’s research agenda forward, planning the integration of research with the college’s planning and assessment (Evidence-Exhibit 36). The Title III proposal itself identified a source of college funding to ensure that those functions established under the grant continue beyond the five-year period of funding (\$1.6 million), including an endowed fund for the future support of research and assessment (Evidence-Exhibit 37).

In order to establish a comprehensive institutional research (IR)function, the college has been conducting other activities in addition to staffing the office, including developing a resource library, researching IR best practices, identifying potential trainers for staff development, conducting

informational and professional development sessions for college employees, and initiating the formation of an IR Advisory Committee. The college is currently searching for and will add a Researcher Analyst position this spring, ahead of the grant's timeframe. Over the next five years, the IR office will also add a graduate intern in collaboration with Humboldt State University.

In November 2005, the CR community and volunteers from the initial Title III workgroups were invited to participate in a formation meeting to define the function, membership, and structure of an IR Advisory Committee. This committee brings together college stakeholders from a broad base of perspectives – faculty, staff, and administrators from across the district – to provide leadership and direction to institutional research efforts. Approximately 30 district employees participated in a formation meeting. Committee appointments were formally made by appointing authorities in January 2006 (Evidence-Exhibit 38). The multi-constituent, districtwide group has already convened with its full membership three times to begin its work. The committee has addressed activities outlined in the first year of the Title III grant, including the development of a mission statement and goals for institutional research activity at CR, the prioritization of college data needs, and the allocation of IR resources for the next 12 months. As with virtually all college organizations, this group's meetings are open and meeting notes are accessible to college employees in Outlook Public Folders.

Institutional Research – 12-Month Action Plan Summary

The 12-month action plan for institutional research (Attachment F) is based on the Title III implementation strategy outlined in the grant and enhanced by the link of the IR Advisory Group. It identifies the steps necessary for improving College of the Redwoods' capacity for collaborative and data-driven decision-making across the institution. This action plan, which is much more detailed than the others included here, has had the benefit of broad review in the grant development process.

As a result of this plan, CR will benefit from a comprehensive institutional research function including the establishment of an IR office and the integration of research and data into academic program planning, institutional management, and fiscal planning. In the first six months of the plan, staff and resources will be primarily devoted to establishing the office and building CR's research capacity through the development of a centralized data system. In the latter stages of the plan, the IR department will consult with faculty and service directors to begin identifying data indicators to measure specific student learning outcomes at the course and program level, establishing baseline data for these indicators, and training faculty and staff on data collection and reporting protocols specific to these indicators.

The mission of IR at the College of the Redwoods will be to provide consistent and accurate information that fosters student success, institutional effectiveness, and a culture of evidence and inquiry (Evidence-Exhibit 39).

The IR office will work with college divisions, departments, and programs to support collaborative and data-driven decision-making by:

- building and maintaining a central collection of data for evidence-based decision-making;
- providing the tools and training for college employees to access and interpret the information they need;

- overseeing data integrity from collection and entry to storage, retrieval, access, analysis and use;
- providing leadership for required external accountability reports; and
- proactively sharing data and information with all college stakeholders (faculty, staff, board of trustees, students and community members) to support institutional goals.

Implementing Institutional Research at CR will be a highly collaborative effort and will be guided by a multi-constituent districtwide IR advisory group. The IR Director and staff will also consult with committees in CR's governance structure as well as specific departments to ensure that data systems and research projects are developed which meet their specific needs. In addition to this, faculty and staff will be trained on how to access, interpret, and use data. This will serve to equip employees with the necessary skills for effective decision-making as well as promote broad-based participation in the decision-making process.

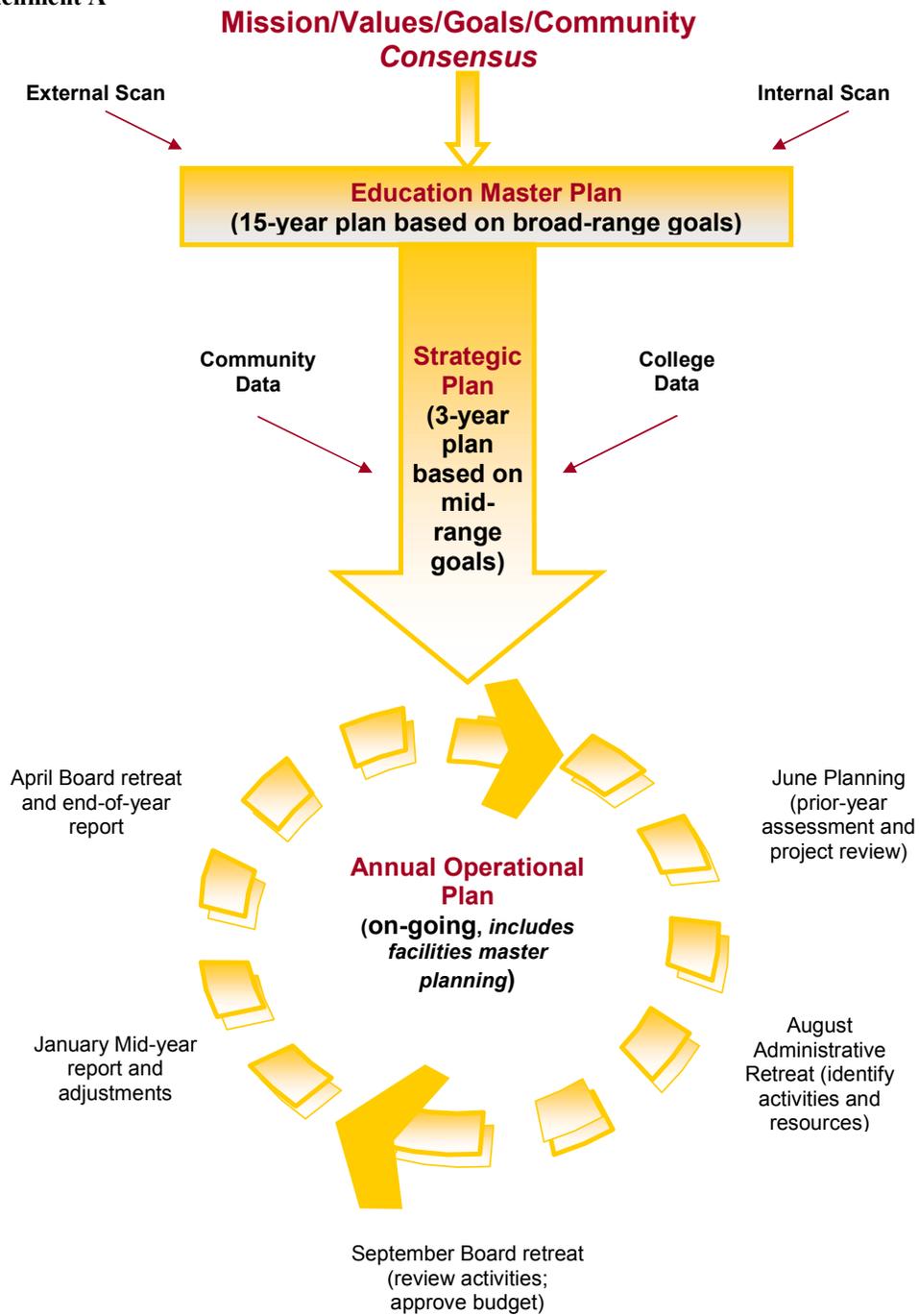
Conclusion

The college has responded to the Commission's request for a progress report on subsets of both the 1999 recommendations and the 2005 recommendations. We look forward to a visit from Commission representatives to clarify anything in this report or anything that still remains unclear about the nature of our responses. In addition, we have compiled all the evidence referenced in this progress report, all of which will be on-hand for the visiting representatives.

Preparation of this progress report has been inclusive, and the full report has been posted on the college's internal Public Outlook folder so that it is available to the entire college community, as this work impacts all segments of the college. In addition, the progress report, a draft of which was fully reviewed by the Board of Trustees, has been sent, in its final form, to each Trustee. The college is confident that the progress report is fully representative of the work to date on all areas of the recommendations and that the plans in place to move work ahead on the recommendations is widely understood.

The college looks forward to the work it has planned and believes fully that the completion of this work will strengthen College of the Redwoods.

Attachment A



Attachment B

REDWOODS COMMUNITY COLLEGE DISTRICT
Office of the President
MEMORANDUM
March 9, 2000

TO: All

FROM: Casey Crabill

SUBJECT: Integrated Planning Committee Membership, Process, and Timeline

You will recall that our accreditation self-study referenced the formation of an Integrated Planning Committee to establish and oversee planning efforts that would, ultimately, integrate facilities planning, program planning, and budget planning into an ongoing cycle based on a set of strategic drivers or goals. I want to take this opportunity to update you on the progress we are making.

The Community Listening Sessions provided a jumping off point for this effort by gathering planning data necessary for the development of a District vision. As the final version of the vision begins to emerge, it is time to begin the planning process.

The Integrated Planning Committee will be charged with developing a set of broad, strategic drivers for the District. The formal charge to the committee reads:

Using a horizon of no more than three years, develop, through research and analysis, a limited set of strategic drivers to guide operational planning throughout the District.

These broad statements will incorporate the goals we, as a District, need to achieve our vision. Membership of the Integrated Planning Committee will be as follows:

Integrated Planning Committee Membership

Vice Presidents (2)
Mendocino Representative*
Del Norte Representative*
Business Services Division (2 directors)
Student Services Division (2 directors)
Academic Senate (3 faculty)
Deans (2)
Classified Staff (2 representatives)
President=s Appointments (2)
ASCR (2 representatives)

*Mendocino and Del Norte campuses will each have a campus-based committee for local operationalizing of the strategic plan. The make-up of those groups will be determined by each campus but will include the IPC representative.

The broad-based District planning will then be used as a guide for local operational planning. This will occur at the campus and/or department level in order to ensure that those most closely involved in the work are at the heart of operational planning.

We will also align the operational planning cycle with the budget allocation calendar. This will help us, at the most local levels, to allocate funds necessary to implement activities that enable us to meet our goals.

The following rough timeline provides a guide for when these activities will occur:

<u>Process and Timeline</u>	
February/March	Members identified and materials disbursed
March 27	Half-day meeting (8:30-11:30)
	A. Learn about strategic planning (SWOT, scanning)
	B. How vision meets mission (core values)
	C. Identify data source
	D. Develop sub-committees as needed
April 26	Half-day meeting (8:30-11:30)
	A. Develop first set of strategic drivers
	B. Arrange roll-out and review for all campuses, departments, and staff
May Board Retreat	Review draft with Board for input
May 22	Half-day meeting (8:30-11:30)
	A. Review feedback
	B. Formulate work to be done over the summer
August Convocation	A. Vision, mission, strategic drivers linked
	B. Annual planning begins at division/campus level (September) for 2001-02 to be tied to budget allocation cycle

Ongoing Review

Each fall, IPC reviews data and reflects a strategic direction, makes amendments as necessary, and impacts the annual plan. The whole process is repeated in 2003-04 (end of three-year horizon).

Publications

April 2000	Vision with mission
September 2000	A. Vision with mission and strategic drivers B. Template that includes space for divisional plans: 1. Academic Affairs 2. Student Services 3. Business Services 4. Mendocino 5. Del Norte
December 2000	Publicity regarding the above
Annually	Updated report on progress to goals

CC:bg

Attachment C

2020 FORESIGHT

College of the Redwoods Education Master Plan 2007-2020

A Vision of a College for the Future –Good planning rests on a powerful vision

College of the Redwoods is a leader in a region that is known for the high percentage of students who enter and complete postsecondary education, and the college is itself the first choice for higher education for students on California's north coast. CR is a comprehensive community college, fully embracing the complex mission of a California Community College, offering university transfer preparation, professional and technical programs, business and industry training, and community education programs to meet the needs of the communities within its north coast district using both local resources and those resources available through technology. The college serves as a link to educational opportunities for students of all ages throughout our district.

Transfer preparation includes a solid general education core defined by CR faculty that not only meets the requirements for CSU and UC admission but also provides a coherent experience that strengthens the overall academic preparation. Programs geared for workforce preparation include recognized workplace skills, oral and written communication, analytical reasoning and skills, teamwork, leadership, and resource management. Business and industry training can be specifically developed and regionally delivered to meet the changing needs of the north coast business community.

Although the college conducts programs and provides services at a number of sites, it is a single institution. Educational sites away from the Eureka campus enhance the educational opportunities immediately available in their communities, provide the core of the college's transfer curriculum on a predictable schedule and, when possible, provide specific signature programs utilizing local talents and/or opportunities that are developed in collaboration with strong community partnerships. The college's signature programs are well-known and draw students to the college from throughout California, across the United States, and around the world. In addition, each site offers appropriate lifelong learning opportunities through self-supporting community education. Distance delivery mechanisms are used effectively to extend opportunities to remote parts of the district as well as students outside the north coast region.

College of the Redwoods fully embraces California's commitment to making postsecondary education accessible. The college makes effective use of technology to deliver programs and services to ensure accessibility. Financial accessibility is ensured through the college's streamlined approach to financial aid, scholarships, and student employment opportunities. Because not all workforce preparation programs are available at each campus, the college makes full use of its residence halls to maximize participation for district students in college programs. The college's year-round academic calendar includes programming that enables students to meet a variety of goals whether they choose to attend weekdays, evenings, and/or weekends.

Serving a growing student body, College of the Redwoods serves an annual enrollment of 7,000 FTES. The college maintains a full range of services focused on the individual achievement of student goals, including a curriculum and scheduling process that guarantees a

student's ability to get the courses needed to reach his/her goal within a reasonable timetable, recognizing that the old term "two-year degree" is not an applicable term to describe an associate degree, particularly when students enter college without the prerequisite skills. A full range of support services across all campuses is available through a single point of contact, minimizing the "bureaucratic hassle" for students and ensuring that our service delivery system is efficient, effective, and informed by data related to student goals. CR students have significant opportunities through internships, co-op experience, and service learning to apply their knowledge and skills in the broader community as an important component of their education. The college's focus on student goal development and attainment, on the documentation of student learning, and on the provision of personal attention to the individual, distinguishes it from other institutions.

All of the college's programs and services are regularly evaluated against local, regional, statewide, and national standards to ensure quality, efficiency, effectiveness, and their support of student learning. Faculty establish outcomes and regularly review program and course offerings to ensure currency and relevance. The college supports faculty in their efforts to improve programs through assessment and review. The college actively seeks external advisors for program development and review. In addition, the college regularly tracks the success of its graduates through transfer data and employer feedback to ensure the quality and relevance of programs and services.

The college communicates regularly and effectively with all constituents and is able to clearly articulate its value to both local and state audiences. The college also actively listens to its communities, grounding its planning in community data and providing appropriate responses to community needs. Because the college values its ability to respond to community needs, its program/course/service development process is streamlined and efficient. The college's strategic plan is widely distributed, and community influence in that document is evident.

The college's excellent fiscal condition is achieved through a balanced approach of prudent spending and creative revenue generation involving fundraising, grants and "public enterprise." Budget allocations align with institutional goals and are sufficient to support competitive compensation, excellent facilities, and first-rate equipment. Operational and programming decisions are based on data. Because the college, over time, provided seed money for community programming, the non-credit programs produce reliable revenue and enable the college to play an active role in the lifelong learning needs of the communities served.

There is a high level of responsible participation of the part of students, faculty, staff, and board in the shared governance of the institution, built on a mutual commitment to student goal achievement, a commitment which drives programming and decision-making. The workforce of the institution is highly engaged, fully prepared, and professionally involved on campus, in the community, and in the larger sphere of their individual disciplines and of the community college world. The professional climate is intellectually engaging, technically sophisticated, and outwardly focused. Searches for faculty and staff cast a wide net and draw extremely competitive pools. The college's recruitment materials attract outstanding applicants.

An essential component of north coast life, College of the Redwoods maintains strong, supportive relationships with other educational institutions, municipal agencies, service

organizations, businesses, and professional networks throughout northern California, ensuring that it is an active player in the development of this region. The college has earned a strong reputation as an educational hub because of the practice of hosting, sponsoring, and developing educational, cultural, and civic forums to enhance the quality of life in the community, providing a service that is valued throughout the area. The college provides early outreach to regional students as early as the 4th grade, ensuring that postsecondary education is part of the life plan for children in our service area. This outreach, supported by the broader business community and offered in partnership with both Humboldt State University and the regional county offices of education, provides useful information to students and their families about the full range of postsecondary educational opportunities available and the services provided to ensure access.

Attachment D

RELOCATION/ REMODELING/ RECONSTRUCTION PROJECT

Step 1 – DESCRIPTION OF MOVE OR PROJECT

Department/Division: _____ Desired Date of Completion: _____

 Submitted by: _____ Identify Potential Sources of Funds:

 (Deans/Directors/or VPs only)

 Date: _____

Detail of Relocation or Project:

Step 2 – COST ESTIMATION

Forward form to Director of Facilities & Grounds for cost estimate.

Checklist:

Architect/Engineer required: _____

Relocation or Construction Timeframe:

Number of days: _____

DSA approval required: _____

Time of year: _____

Board approval required: _____

In-house or contract labor: _____

Cost Estimate: _____

ADA Compliance: _____

Ergonomic Review: _____

Step 3: Forward to Division/Department to identify funding sources

Funding Sources: _____

Step 4: Forward to Senior Administrator for approval (Remodeling/Reconstruction accepted in February or October only)

Reviewed _____ Approved Denied

Step 5: Forward to Human Resources for certification of ADA Compliance and Ergonomic Review

Reviewed _____ Approved Denied

Relocation Projects -- Skip to Step 7

Step 6: Forward to Senior Staff for approval (April or December)

<i>Reviewed</i> _____	<i>Approved</i> <input type="checkbox"/>	<i>Denied</i> <input type="checkbox"/>
Step 7: Forward to Director of Facilities & Grounds for final price and time schedule		
<i>Cost:</i> _____ _____	<i>Time of Remodeling/Reconstruction:</i> _____	
Step 8: Forward to Senior Administrator for final approval		
<i>Reviewed</i> _____	<i>Approved</i> <input type="checkbox"/>	<i>Denied</i> <input type="checkbox"/>
<i>If the Project is approved, submit this form and Work Request to the Director of Facilities & Grounds.</i>		

Note: Major remodeling projects are reviewed twice a year as noted in the District Budget Calendar. Projects should be submitted to the appropriate Vice President in October for a spring remodel project and February for a fall remodel project. Senior Staff will review major remodeling projects at their December and April meetings. **Relocations can take place throughout the year. Submit this form for Relocations at any time.**

7/7/04

Attachment E

Program Review Cycle

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
				ACCJC						ACCJC
Instruction	LVN	DT (NAIT)	RN	DA	LVN	DT (NAIT)	MA	RN	DA	
		MT (NAIT)	AT		AJ	MT (NAIT)	ADCT	AT	ENGL	
		CT (NAIT)	DEVED		AG	CT (NAIT)	MS/NH	DEVED	RE	
			ATHPE		DHET	WT	TH	ATHPE	FOR/NR	
					LEGL	GE (cont.)			MATH/ENG	
					GE (begin)	CIS		EDUC/ECE	SPCH	
						DM/GC		BUS/ECON	FWW	
Student Services							Career Center			
		Upward Bound	CalSOAP	EOPS		Enrollment Services	Health Center	Campus Activities	LRC	
				DSPS		Counseling/Advising		Residential Life	ASC	
				Academy of the Redwoods						
Business Services							Financial Aid			
		Financial Aid	Bookstore		Security	Fiscal Services	Bookstore	Facilities		
			Facilities		ATHPE	ITS				
President's Office						Human Resources				
						Public Information				

PROGRAM REVIEW ANNUAL ACTIVITY CALENDAR

- Summer:** Data are collected and assembled for programs to be reviewed during the following academic year. This annual review cycle includes programs in Student Services and Business Services as well as academic programs, and is reflected in the program review calendar.
- September – October:** Programs are reviewed and reports are drafted.
- November:** Reports are revised and edited.
- December:** Reports are completed and forwarded to the Program Review Committee. Reports from non-academic programs are sent for review to Senior Staff and to College Council.
- February:** Reports approved by the Program Review Committee are forwarded to the Academic Senate.
- March:** Reports approved by the Academic Senate or by Senior Staff and College Council are forwarded to the Board of Trustees.
- April:** Reports are available to inform new faculty position request process and annual budget development process.
- May:** The Board of Trustees receives and reviews program review reports from the Academic Senate and from College Council.

PROGRAM REVIEW REPORT OUTLINE

Inputs

External Factors

- Student needs and expectations
- Labor market information
- Wage and salary information
- Licensing requirements
- University transfer requirements

Internal Factors

- Student demographics
- Enrollment data and patterns
- Faculty qualifications and availability

Program

- Purpose and description
- Degree requirements
- Courses and curriculum
- Pedagogy
- Technology
- Facilities
- Costs

Outputs

- Learning outcomes
- Student achievement

Assessment

- Observations
- Data
- Analysis
- Recommendations

PROGRAM REVIEW REPORT SUMMARY

1. Program strengths identified in the review.
2. Program challenges identified in the review.
3. Program opportunities identified in the review.
4. Analysis and conclusions resulting from the review.
5. Specific recommendations for program improvement.

Attachment F

12-Month Action Plan: Institutional Research					
Activity	Primary Responsibility	Methods	Outcomes/Indicators of Completion	From	To
I. Establishment of IR Department					
a. Develop IR mission statement and introduce to the college	IR staff and IR advisory group; Activity Director	Study sessions; review of other institutions" IR; survey members of IR organizations	College familiar with mission	3.06	4.06
b. Develop resource library on data/research applications in educational management	IR Director; Activity Director	Research and networking	Materials are available to assist with IR	3.06	3.06
c. Acquire necessary equipment	IR staff	College bid and purchasing	Office is equipped and networked	3.06	4.06
d. Hire Analyst to focus on mandated reporting procedures	IR Director; Activity Director	College hiring procedures	Staff assigned to manage external accountability reporting	3.06	6.06
e. Incorporate classroom-based research activities into Analyst position	IR Director and Staff	Perform research and analysis related to instructional/classroom based issues	IR expands to focus on academic innovation	10.06	<i>ongoing</i>
f. Develop and implement an annual professional development strategy for IR Director and staff	IR Director and Staff	Research professional development options and recommend program to President	IR Staff continues to develop needed skills and create network with field colleagues	10.06	11.06
II. Networking and Professional Affiliations					
a. Acquire membership in California IR organization	IR Director	College membership and purchase	IR staff connected to statewide colleagues, pertinent information	3.06	3.06
b. Participate in Association for Institutional Research Forums and Professional Development Activities	IR Director	College membership, purchase and event attendance	IR staff connected to national colleagues, pertinent information and professional development opportunities	5.06	6.06

12-Month Action Plan: Institutional Research					
Activity	Primary Responsibility	Methods	Outcomes/Indicators of Completion	From	To
c. Develop relationship with HSU Analytic Department Staff	IR Director	Contact department director to discuss graduate intern project, data-sharing and other partnerships	CR and HSU develop partnerships to enhance institutional research functions in Humboldt County	5.06	8.06
III. Participation and Collaboration through Meetings and Committees					
a. Participate in IR Advisory Committee Meetings, Title III Leadership Team, Senior Staff, Administrative Council, Technical Advisory Group and Division Meetings	IR Staff; Activity Director	Meeting attendance	IR staff is introduced to key governance groups and becomes familiar with the data needs of these groups	3.06	<i>ongoing</i>
b. Develop and implement a five -year schedule of presentations to the Board of Trustees, Academic Senate and College Council	IR Director; IR Advisory Group; Activity Director	Develop list of topics; schedule meetings; maintain presentation logs	Governance structure is informed by institutional research	5.06	<i>ongoing</i>
IV. Technical Training and System Development					
a. Provide IR staff with Colleague/Datatel training	Colleague/Datatel Management Committee	In-house training; attendance at statewide and national Datatel conferences by all IR staff members	IR staff are skilled users of CR's database management system	3.06	4.06
b. Develop and implement annual data reporting calendar	Activity Director; Senior Staff; Division Chairs; Senate; IR Advisory Committee; IR Director and staff; ITS Director	Review reports; program service review requirements; research requests	College has reliable, predictable schedule to receive data	4.06	5.06
c. Develop and maintain log for data requests outside of annual calendar	IR staff and IR advisory group; Activity Director	Develop and maintain tracking system	College can track types of research requests	4.06	<i>ongoing</i>
d. Develop and implement a campus intranet location for IR information	Activity Director; IR Director; ITS Staff	Design and implement intranet site	Faculty/staff retrieve information and interact with IR Staff	4.06	5.06

12-Month Action Plan: Institutional Research					
Activity	Primary Responsibility	Methods	Outcomes/Indicators of Completion	From	To
e. Develop centralized data collection system/procedures	IR Director; ITS Director; Programmer/Analyst	Build relationship between IR and Colleague/Datatel	Data is consistent	4.06	5.06
f. Develop core set of queries for centralized data collection and incorporate into training models	IR Director; Programmer/Analyst	Research query needs and write scripts	Decision-makers can meet some of their own information needs	5.06	8.06
g. Develop and implement a system for data/research requests outside of annual calendar	IR Director; Programmer/Analyst; IR Advisory Group	Establish necessary forms and protocols	Faculty and staff understand how to make requests	5.06	8.06
h. Develop training sessions for faculty and staff on the annual reporting schedule and procedures for accessing and requesting data	IR Director and Staff	Develop training protocols and timeline	Faculty and staff are aware of training schedule	5.06	8.06
i. Deliver training sessions developed above to faculty and staff	IR Director and Staff	Launch training at fall convocation and conduct regular sessions throughout the semester	Faculty and staff understand when data is available and how to access and request data	8.06	12.06
j. Conduct research on long-term Data Warehousing solution	IR Director; ITS Director; Programmer/Analyst	Identify specific Data Warehousing needs for CR, participate in California Datatel User Group initiatives for state-wide Data Warehousing system, attend product demonstrations	Data Warehousing Solution compatible with CR's specific data storage and retrieval needs is identified	3.06	2.07
V. Provide Coordination and Leadership to External Accountability Reports					
a. Develop mandated reporting calendar and timeline (including regular data discrepancy edits)	IR Analyst; ITS Staff; Data-keepers	Review MIS and IPEDS reporting schedule and create appropriate timeline	External reporting timelines are clear and accessible to affected departments	6.06	7.06
b. Establish protocols for data quality and reporting standards	IR Director; IR Analyst; ITS Staff, Data-keepers	Create and publish protocols and standards for data-entry, coding, storage and retrieval that align with external reporting requirements	Data standards are articulated and shared with affected departments	6.06	8.06

12-Month Action Plan: Institutional Research					
Activity	Primary Responsibility	Methods	Outcomes/Indicators of Completion	From	To
c. Develop and implement solutions for data quality issues and inefficient reporting processes pertaining to external data submissions	IR Analyst; ITS Staff; Data-keepers	Review historical data submissions, identify problem areas, develop solutions	Quality of data is increased while time and labor for mandated reporting is decreased	6.06	9.06
d. Develop and deliver training on data quality and reporting standards to Datatel Data-keepers	IR Director; IR Analyst	Develop training and deliver to affected departments and personnel	Data-keepers understand standards and protocols	9.06	10.06
VI. Integrate Data and Research into Academic Program Planning and Decision-Making					
a. Assist Selected Academic Departments/Programs with the identification and development of program-level learning outcomes and related data indicators	VP Academic Affairs; Division Chairs; Faculty; Activity Director, IR Staff	Curriculum review and outcomes research	Preliminary program outcomes are and data indicators are identified	3.06	5.06
b. Develop a schedule for data collection and reporting specific academic program indicators	VP Academic Affairs; IR Director; Activity Director	Review data demands and develop schedule	Collection of data and reporting schedule aligns with academic program needs	5.06	8.06
c. Develop structures for the collection of baseline data on academic program indicators	IR Staff	Research, analysis	Structure for baseline data available; indicators identified	5.06	8.06
d. Develop and begin pilot training modules to faculty and staff on how to use data for Academic Program Planning and Decision-Making	Activity Director; IR Director and Staff; HR Staff; Continuing Ed. Staff; CTE Staff	Research available trainers, research best practices	Curriculum developed and piloted	8.06	2.07
VII. Integrate Data and Research into Institutional Management					
a. Student Support/Administrative Services complete identification of program performance indicators	VP Business; VP Student Learning Support; HR Director	Research service reviews of other institutions	Service standards and outcomes clearly stated; data indicators are identified	5.06	6.06

12-Month Action Plan: Institutional Research					
Activity	Primary Responsibility	Methods	Outcomes/Indicators of Completion	From	To
b. Develop a schedule for data collection and reporting specific management program indicators	VP Business; BP Student Learning Support; IR Director; Activity Director	Review data demands and develop schedule	Data collection and reporting aligns with needs of student support services and administration	6.06	7.06
c. Introduce IR function, mission, and annual reporting calendar at regular management trainings	Activity Director; IR and HR Directors; College President	Schedule information management training curriculum	Managers are informed about availability and future development	10.06	10.06
d. Assess training needs for management staff and develop two-year development plan	Activity Director; HR Director	Survey managers regarding skill level; assess training needs	Needs clearly identified	10.06	12.06
e. Collect and publish baseline data on support service and administrative project indicators	IR Staff	Research, analysis	Baseline outcomes data available; data indicators are identified	10.06	2.07
f. Develop and begin pilot training modules for managers on data-based decision-making for budgets	Activity Director; IR and HR Directors; Continuing Ed Staff	Research available trainers, research best practices	Curriculum developed and piloted	10.06	2.07
VIII. Integrate Data and Research into Fiscal Planning					
a. Transition student education plan creation, storage, and retrieval from current system to an on-line system using Colleague/Datatel to improve the allocation of instructional resources	ITS Staff; Counseling Staff, IR Staff; Activity Director	Review and implement web-based student ed plan module	Module available for counselor use	5.06	7.06
b. Identify all discretionary funds in the 2004-2005 approved budget	VP Business Services; Director of Fiscal Services	Define discretionary funds; review budget and identify sources	Shared understanding of discretionary spending	5.06	7.06
c. Analyze enrollment data for general education courses which close early in the registration process to better allocate instructional resources	VP Academic Affairs; Student Services and IR staff; Activity Director	Review historical enrollment data - previous 5 semesters	Model developed, highlighting relationships	5.06	7.06

12-Month Action Plan: Institutional Research					
Activity	Primary Responsibility	Methods	Outcomes/Indicators of Completion	From	To
d. Determine the extent to which days, times, and locations of section offerings affect student enrollment patterns in general education to better allocate instructional resources	IR Staff, Enrollment Services Staff, Division Chairs; Activity Director	Review historical enrollment data - previous 5 semesters	Model developed, highlighting relationships	5.06	7.06
e. Research, select, and purchase budget scenario-building software	Director of Fiscal Services	Research conducted	Product identified and purchased	10.06	12.06
f. Acquire training on selected budget-scenario-building software and develop implementation timetable	Director of Fiscal Services, ITS Director	Work with product developer to acquire necessary training	Implementation schedule clear	12.06	2.07
g. Begin to reallocate initial 2% of identified discretionary spending in the 2005-2006 budget to support validated innovation as indicated by research and analysis	Senior Staff	Define discretionary spending; current year budget; determine 2% target	Budget begins to reflect reallocation targets	2.07	2.07
h. Form a committee to analyze current year discretionary spending and begin to determine 2% targets for next year	Activity Director	Committee appointment procedures	Reallocation Committee formed; targets under development	2.07	2.07
IX. Evaluate and Assess Progress on First Year Activities					
a. Refine and administer annual survey measuring the college community's view of data-based decision-making and the individual use of institutional data in planning and evaluating programs and strategies	Activity Director; IR Advisory Group; IR Director	Revise and administer survey piloted 12.05	Annual data collected informs college on success of project	11.06	12.06
b. Develop and administer survey for faculty and staff to assess current use and training needs in the area of research and data analysis	Activity Director; IR Director; IR Staff	Identify best practices and design survey	IR Staff is able to identify most common training needs	1.07	2.07

12-Month Action Plan: Institutional Research					
Activity	Primary Responsibility	Methods	Outcomes/Indicators of Completion	From	To
c. Evaluate Progress on actions and objectives and create next 12-month plan	Activity Director; IR Director; IR Staff; IR advisory group	Review results of action plan, progress on Title III Activities and survey results - plan strategies for next 12 months	Measurable objectives for establishing effective Institutional Research practices at CR are identified for Year 2	2.07	3.07

Recommendation 1- The team recommends that the college develop and implement a comprehensive integrated strategic planning process that clearly defines the connection between planning, research, evaluation, budget, and program development. The team recommends that planning be based on broad involvement from faculty, students, classified staff, and administration from the campuses as well as from north coast communities

The college believes that it has responded fully to this recommendation. The college further believes that in the self-study, we did not provide enough detail to clarify all that has been implemented in the last 6 years and all that is nearing completion. The college relied too much on the Midterm Report submitted to the Commission in November 2002 and accepted by the Commission in January 2003, and thus failed to elaborate in the most recent self-study. This failure to communicate in sufficient detail undoubtedly left the team with a less than clear sense of how the college's extensive, district-wide planning processes fit together and integrate with assessment and budget.

College of the Redwoods, in 1999, recognized that it lacked an integrated planning system to provide direction to the institution, and to incorporate data from research, from the community, from students, faculty, and staff. Upon her arrival in 1999, the new president conducted a brief assessment and determined that the college was seen as disconnected from the communities it served and unresponsive to community needs. In those regards, the college was not meeting the goals of the Board. As a result, the college sought to build a planning process that would begin with community needs assessment and build to a full integration of planning, both long term and annual, budgeting, both long term and annual, and program development and evaluation, both long term and annual. Because College of the Redwoods is a multi-campus, single college district with sites up to 3 hours from the main campus, all levels of planning had to carefully build involvement across an enormous geography. An ambitious agenda, this full range of concern was important to all constituent units.

The college's integrated planning process is divided into three types of planning: Strategic, Annual Operating (called Management Activities), and Master planning.