Follow-Up Report Addendum

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This report details work that College of the Redwoods (CR) has completed since the Follow-Up report of October 15, 2009 and ACCJC Team site visit to the CR campus on October 20 and 21. Since the October report and visit, CR has continued work related to program review as well as leadership and governance through the following:

Program Review
- clarifying the process for developing planning priorities and budget development and ensuring proper linkages between program review and resource allocation
- clarifying the process of how program reviews are evaluated
- embedding learning outcomes into the program review process

Leadership and Governance
- addressing the composition of College Council
- improving communication channels through informal and team-building opportunities
- fostering understanding and respect for the role of each constituency
- creating a culture of leadership development
- annually reviewing the governance process with all constituencies

Recommendation 1 (2008)

Program Review: College of the Redwoods has addressed important aspects of the program review recommendation through a number of activities. The following section lists some of the remaining challenges that were identified by the College of the Redwoods Program Review Committee in the April 2009 Follow-up Report and noted by the ACCJC visiting team in the May 20, 2009 Evaluation Team report. Each is followed by a description of recent activities undertaken to fully resolve these issues.

Clarifying the process for developing planning priorities and budget development and ensuring proper linkages between program review and resource allocation: Since 2007, the College has struggled to link program review to institutional planning and resource allocation, with limited success. For the past two years, action plan funding was made available for innovative proposals that were supported by data and other information presented in program reviews. Allocation of 2008-09 instructional block grant funds was also tied to program review.

Following the October 2009 ACCJC team visit, an ad hoc subcommittee of the Program Review Committee (PRC) refined the integrated planning model that was included in the October 15 follow-up report appendix and wrote a seven-page narrative description of the process. This refined model and narrative description was approved by the Program Review Committee on November 13; the Academic Senate reviewed the integrated planning model and associated narrative on November 20 and provided feedback to the Program Review Committee. Suggestions from the Senate were incorporated into the narrative description, and on December 4 the integrated planning model and narrative was unanimously endorsed by the Academic Senate. The integrated planning process is designed to ensure that annual plans, built

upon the foundation of program review, informs institutional planning and budgeting (Evidence 1).

Clarifying the process of how program reviews are evaluated: The Program Review Committee formed three subcommittees that evaluate various aspects of each completed program review based on rubrics related to trends, budget resources, and assessment and planning. These three subcommittees each used a set of questions and a simple scoring mechanism to evaluate program trends (e.g. program growth, program decline, improved program success among students), budget resources (e.g. whether funding, equipment, facilities, and staffing are adequate), and assessment and planning (e.g. whether course and program learning outcomes are clear and measurable, what quality improvement plans have been developed and executed). The scores from these three subcommittees were compiled for the Program Review Committee (PRC). The PRC also created a summary that identifies program strengths, program challenges or obstacles, commendations, and recommendations. While the development and use of rubrics may require some adjustment to ensure consistent results and valid interpretation, the evaluation process is in place and has been completed for all program reviews in the current cycle.

Embedding learning outcomes into the program review process: The October 15, 2009 Follow-up Report detailed the College's work to improve the use of student learning outcomes in the program review process. This work included the implementation of course and program assessment forms that program review authors were asked to complete. On October 30 several faculty members led a workshop on course-level assessment to assist faculty in completing these additional assessment documents. The assessment workshop was also presented to faculty at the Del Norte and Mendocino Coast education centers at their request (Evidence 2).

In addition to the faculty-led workshops, Dr. Robert Pacheco, Director of Research, Development, and Planning at Barstow College, who was recommended by the State Academic Senate, led a six-hour workshop on program-level assessment for 42 faculty and staff. Beyond focusing on assessment basics (e.g. developing student learning outcomes and identifying assessment methods for programs), this workshop brought about a shared understanding of the role of assessment and the practical application of assessment principles (Evidence 3).

As part of its commitment to strengthening the assessment of student learning outcomes, the College has identified funding for an assessment coordinator starting in Spring 2010. Administrators have consulted with the Academic Senate co-presidents to identify a faculty member who can serve in this capacity. It is anticipated that this position will become a permanent part of an ongoing effort to ensure adequate progress on the institutional effectiveness rubric for student learning outcomes.

The College community is pleased with the progress it has made in addressing Recommendation 1 (2008). All of the credit courses have student learning outcomes and assessment is a required component of the annual program review. Integrated planning is proceeding and incorporates all of the linkages from program review.

Recommendation 1 (2009)

Leadership and Governance: The October 15, 2009 Follow-Up Report indicated the College had sought and received technical assistance from the Academic Senate for California Community Colleges (ASCCC) and the Community College League of California (CCLC). On October 22, 2009 the report developed by Dr. Jane Patton of the ASCCC and Mr. Scott Lay of the CCLC was received by the College (Evidence 4). This technical assistance team report observed that formal governance processes are in place; longstanding communications and campus climate issues persist; and the pace of change has resulted in conflict.

The technical assistance report made five general recommendations to better align CR's governance process and practice with the intent of AB 1725 as well as accreditation standards and best practices. These recommendations are paraphrased and summarized, below:

1) Amend the administrative policy for College Council to include identification of the specific composition of the council to reflect each constituency rather than simply allow the membership composition to be agreed upon jointly by the Superintendent/President and the Academic Senate.
2) Develop a foundation of strong interpersonal communication. Steps towards this may include a retreat with the leadership of various groups to begin goal-setting and team building. Informal meetings may provide an opportunity to share the responsibility for developing future directions and executing changes.
3) Foster understanding and respect for the role of each constituency. This might be accomplished through an audit of existing practices and procedures with the goal of consistently defining and documenting the respective roles of all parties. The importance of treating each organization and position with respect was emphasized.
4) Create a culture of leadership development through activities such as shadowing, mentoring, and other leadership development activities.
5) Hold annual reviews of the governance process with all constituencies. This may include a subsequent visit of the technical assistance team. CR was encouraged to develop a shared vision and commitment to improving processes for the future without undue preoccupations with the past.

These observations and recommendations have been discussed by CR's Board of Trustees, College Council, and the Academic Senate (Evidence 5) among other constituency groups.

Addressing the composition of College Council: College Council reviewed a list of proposed members, made adjustments, and agreed on the composition of the Council; codification of this agreed upon membership will be forthcoming in a revised administrative procedure (Evidence 6). College Council minutes also reflect an ongoing discussion of the scope and role of the Council as well as operating procedures (Evidence 5).

A Classified Senate is being formed to promote the interest of all categories of classified staff on other than contract (collective bargaining) issues. Dialogue regarding the formation of a Classified Senate was opened by President Jeff Marsee and Vice President of Administrative

Services, Ruth Bettenhausen in June 2009. Several formation meetings have taken place and it is anticipated that this constituency will have an enhanced ability to voice an opinion on a variety of topics not related to bargaining issues. Members of the Classified Senate will be appointed to planning and governance committees to ensure representation of this constituency group.

Improving communication channels through informal and team-building opportunities: Aspects of the second recommendation have been incorporated into recent activities, specifically the use of informal meetings with faculty in their discipline meetings provide opportunities for sharing the responsibility in developing future directions and executing changes as well as the planning of a goal-setting and team-building retreat.

One example of the use of informal meetings relates to issues emerging from the newly implemented administrative structure. CR's President proposed a reassignment of administrative duties and a reclassification for two instructional administrators to reduce an untenable workload assigned to a new academic Dean and improve the alignment of the College's health and community service programs under one administrator.

CR's President and Vice President for Instruction addressed faculty in individual academic divisions to present the proposed structure and elicit feedback (Evidence 7). These sessions resulted in the following:
- Improved two-way communication between faculty and administration that is welcomed and valued
- Commitment from CR's President to address future departmental faculty meetings on a regular basis for discussion of important topics
- Inclusion of faculty at outlying educational centers to ensure an opportunity to participate in such discussions

As a result of these discussions the President agreed to modify the proposed reorganization (Evidence 8).

Other efforts to improve communication throughout the district include the live webcast of President's Hour once per month. The link to this webcast is available on CR's webpage, and members of the College community are invited to submit questions prior to the webcast or in person during the webcast (Evidence 9).

College Council has identified the need to develop a core values statement to guide the actions of individuals and groups. To this end, a retreat is being planned as an opportunity for the College community to revisit the mission, values, and goals for the College, which will provide direction for constituency groups and cross-constituency committees in their work.

Fostering understanding and respect for the role of each constituency: The College's effort to update a number of Board policies and procedures presents a specific opportunity to foster understanding and respect for college constituencies. CR's Board of Trustees created an ad hoc

Board-related policy committee to develop a process for formulating, reviewing, and revising the policies that direct the action of the Board. The Board ad hoc committee's proposed process was presented at the November 2009 regular meeting of the Board of Trustees as a draft to be reviewed by all constituents. Once vetted, this provisional process will be used to address factual inaccuracies in Chapters 1 "District," and 2 "Board of Trustees" of the College's policies. The provisional process will then be reviewed for its effectiveness prior to being codified in Board policy and administrative procedure. The eleven-step process was developed to ensure that any member of the community can suggest a policy or procedure for revision and that each organization and position is respected (Evidence 10).

As mentioned in recent College Council and Board of Trustees meetings, the district intends to engage a third party to audit existing policies and procedures to identify inconsistencies as well as to facilitate discussion regarding clarifying roles and responsibilities of administration, the Academic Senate, and the faculty union. The College has requested ongoing consultation from the technical assistance team from the ASCCC and the CCLC to assist the College in identifying an appropriate consultant for this effort. The College is implementing an interest-based problem-solving approach similar to that of American River College and is striving to use this model to facilitate working together more effectively.

Now that senior administrative leaders are in place, members of the College community are working together to develop policies and procedures that are consistent with best practices. Debate is encouraged within a context of civility and respect, and college traditions that are assumed to be appropriate because "we've always done it this way" are being effectively addressed.

Create a culture of leadership development: Recent activities include forming a professional development committee, hiring a management consultant to lead a workshop, and ongoing leadership team activities.

While the College has a longstanding Faculty Development Committee, CR's Director of Human Resources has formed a committee to investigate professional development opportunities for all College employees. This committee will include classified staff, administrative and management employees, and faculty members and will convene to develop recommendations for developing administrative leaders from within the institution.

On November 19, the College sponsored a four-hour long workshop presented by Bill Pickens, Director of the Executive Leadership and Management Institute at Stanford University. This workshop covered two topics: "How Administrators Can Make Good Decisions and Get Through High Stakes Challenges" and "Communicating Effectively" (Evidence 11).

On November 4, CR's senior leadership team participated in a half-day workshop entitled, "Leadership Styles and Organizational Culture" (Evidence 12). This workshop was part of a professional development series that began in Spring 2009. Several managers and administrators at CR have also been encouraged to submit applications for the Association of

California Community College Administrators Mentor Program; the College will support these mentees should they be accepted into the program.

Annually reviewing the governance process with all constituencies: The fifth and final recommendation presented in the technical assistance visit report requires honest self-reflection.   This recommendation is a reminder that each project, such as the updating of policies and procedures, provides the opportunity to strengthen positive working team relationships, further define and clarify roles, and review the governance process to ensure an environment of collegiality, clarity, and transparency. The College has extended an open invitation to the technical assistance team for subsequent visits.

The commitment to reviewing the College's governance process is indicated by recent work the Board had embarked upon to develop goals and priorities for the President and for the Board. In August 2009 CR's Board of Trustees adopted a new procedure for evaluation of the President which included the administration of a survey instrument. In September the Board reviewed the survey results with two consultants from the Association of Community College Trustees (ACCT). At that time it was recommended that the College review its process for setting goals and priorities for the President and for the Board. In response, the College engaged the services of ACCT consultant Dr. Pamila Fisher, who facilitated a special Board meeting and led the trustees through a process of drafting goals and priorities (Evidences 5 and 13).

As stated in the conclusion of the technical assistance visit report, faculty, staff, administration, and Board members participated fully and thoroughly in the visit and expressed a sincere desire to improve the functioning of the district to benefit students. The College of the Redwoods faculty, staff, and administrative team members have committed themselves to addressing ACCJC Recommendation 1 (2009) as demonstrated in the Follow-Up Response Report and this addendum. We have made significant progress and are pleased that we are taking steps to move forward as one team, respectful and supportive of our various roles.

APPENDIX

College of the Redwoods Follow-Up Report Addendum
Evidence*

Evidence No. 1   Integrated Planning Model and Narrative

Evidence No. 2   Faculty-Led Assessment Workshop Sign-In Sheets

Evidence No. 3   Program Assessment Workshop Sign-In Sheets

Evidence No. 4   Technical Assistance Visit Report from Sept. 28 and 29, 2009 Visit

Evidence No. 5   Minutes from Board of Trustees (November 3, 2009); College Council
                         (November 2, November 16, and November 30); and Academic Senate
                         (November 6) Meetings

Evidence No. 6   Composition of College Council

Evidence No. 7   Summary of Notes from Meetings with Faculty

Evidence No. 8   E-mail from President Jeff Marsee to College community,
                         November 16, 2009

Evidence No. 9   President's Webcast Reminder Email to College community

Evidence No. 10   Powerpoint Presentation by Trustee President George Truett

Evidence No. 11   Flyers and Sign-In Sheets for Management Workshop Led by Bill Pickens

Evidence No. 12   Senior Leadership Team Workshop, "Leadership Styles and Organizational
                         Culture" Attendance Sheet

Evidence No. 13   November 2, 2009 Special Board Meeting Agenda and Minutes

* NOTE: The evidence listed in this appendix has been posted on CR's website and is available
through the following link: http://www.redwoods.edu/Accreditation/_documents.asp