



College of the Redwoods

*7351 Tompkins Hill Road
Eureka, CA 95501*

**ACCREDITATION
FOLLOW-UP REPORT**

Submitted to
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

October 15, 2013

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

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Date: October 15, 2013

This Follow-Up Report is submitted for the purpose of assisting in the determination of College of the Redwoods' accreditation status.

We certify that there was broad participation by representatives of the College community and we believe this Follow-Up Report accurately reflects the nature and substance of this institution.



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INTRODUCTION

The Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges, at its January 9-11, 2013 meeting, reviewed the College of the Redwoods Show Cause Report submitted in response to the Commission's action letter of January 2012 and the report of the evaluation team which visited College of the Redwoods on November 5-6, 2012.

The Commission acted to remove Show Cause and impose Probation for College of the Redwoods based on its review of the institution's adherence to the Eligibility Requirements, Accreditation Standards and Commission Policies. The Commission found the College had resolved many of the deficiencies that had resulted in the order of Show Cause in January 2012, but important areas of deficiency remained. The sanction of Probation requires the College to correct the deficiencies noted in the letter from ACCJC President Dr. Barbara Beno dated February 11, 2013.

This Follow-Up Report will confirm that the institution has fully resolved the deficiencies associated with Recommendations #6 and #7, Eligibility Requirement #17 and Standards III.D.1.b and III.D.3.a; has implemented and sustained its new program review, budgeting and planning processes (Recommendations #1, #2, and #1-2008); and now meets all Eligibility Requirements, Accreditation Standards and Commission Policies.

STATEMENT OF REPORT PREPARATION

As noted in the Show Cause Team Report from the evaluation team that visited College of the Redwoods on November 5-6, 2012, many of the processes critical to College of the Redwoods (CR) being in full compliance with Accrediting Commission for Community and Junior Colleges (ACCJC) Eligibility Requirements, Accreditation Standards and Commission Policies were in place; however, an annual cycle of implementation and assessment to confirm effectiveness and sustainability had not yet been completed.

Since the time of that report, the College has implemented and assessed plans to correct all the deficiencies noted in the ACCJC action letter of February 11, 2013, and has incorporated new activities into our routine processes to ensure sustainability of the plans.

The College's planning and assessment processes are focused on continuous quality improvement and culminate each academic year with an annual Planning Summit which took place this year on April 6, 2013. At this summit, members of the various planning and functional committees reviewed the integrated planning and budgeting process, including the annual plans, program reviews and assessment activities. The cross-committee dialogue provides for full compliance with the planning processes and ensures a culture of continuous quality improvement. With a focus on long-term fiscal stability and a sustainable budget and funding model, sustained structural improvements to the District have emerged and have been implemented. The College has reorganized the administrative structure to more clearly define and align the responsibilities of faculty and administrators, as well as bringing cohesion to the Student Services and Instruction divisions. This was done collaboratively between faculty and administrative leadership and it is evident on many levels and on a consistent basis that the culture at College of the Redwoods has changed. Faculty, staff and administrators are demonstrating a commitment to collegial and collaborative dialogue and interaction that focuses on student success.

The preparation of this report was led by the President/Superintendent using an inclusive approach that included Executive Cabinet members (the Vice President of Instruction and Student Development, the Vice President of Administrative Services, the Executive Dean of Academic Affairs/Accreditation Liaison Officer and the Director of Human Resources) and the Director of Institutional Effectiveness and Information Systems. This leadership team enlisted the input and contribution from the planning and functional committees that could best address the recommendations. Committee members from all constituent groups provided input, feedback and evidence to ensure accuracy of the document and to confirm that the practices fully meet ACCJC Eligibility Requirements, Accreditation Standards, and Commission Policies.

The draft Follow-Up Report was broadly distributed District-wide in September 2013 and all constituent groups, including classified staff, confidential staff, full-time and associate faculty, managers, administrators and students, were provided the opportunity to review, comment on and provide input to the final document. The draft Follow-Up Report was provided to the Board

of Trustees for its review in September 2013 and approved at its regularly scheduled board meeting on October 1, 2013.

RESPONSE TO COMMISSION ACTION LETTER

Recommendation #6: Strategic Hiring Plan

In order to meet the standard, the team recommends that the College develop and implement a strategic hiring plan which analyzes demographic data to address employee equity and diversity. (Standard III.A.4.b)

Introduction

Standard III.A.4.b states, “*The institution regularly assesses its record in employment equity and diversity consistent with its mission.*”

The Accrediting Commission for Community and Junior Colleges (ACCJC) action letter of February 11, 2013 states, “*With regard to Recommendation #6 above, the College has developed its Strategic Equity in Hiring Plan and an Equal Employment Opportunity Plan by analyzing demographic data and outlining action steps based on the analysis. The College has implemented the first element of the plan and has confirmed the schedule for the completion of the remaining elements of implementation.*”

This Follow-Up Report demonstrates that the College of the Redwoods (CR) has fully implemented all elements of the Strategic Equity in Hiring Plan and has established processes to ensure long-term sustainability of the plan.

Background

The College developed a Strategic Equity in Hiring Plan (#R6-1) and began its implementation in September 2012. The plan demonstrates through its practices and policies an appropriate understanding and concern for issues of equity and diversity (Standard III.A.4).

The Equal Employment Opportunity (EEO) Plan (#R6-2) was adopted and implemented in September 2012, in accordance with the Chancellor’s Office Model Plan. The plan includes analysis of demographic data and specific actions that support a campus climate supportive of diverse personnel (Standard III.A.4.a).

An EEO Advisory Committee, which includes a representative from the Academic Senate’s Multicultural and Diversity Committee (MDC), was established as part of the EEO Plan. As outlined in section IV of the Strategic Equity in Hiring Plan, this advisory group is charged with reviewing the actions and effectiveness of the Strategic Equity in Hiring Plan, as well as the EEO Plan (#R6-3, #R6-4).

Actions Taken to Resolve Recommendation #6

Full Implementation of the Strategic Equity in Hiring Plan

All of the fifteen strategic initiatives detailed in the Strategic Equity in Hiring Plan that were targeted to be completed in 2012-13 have been completed. To ensure sustainability, the initiatives that are ongoing processes and tasks have been integrated into the College's planning systems and operations.

The following specific actions have been taken to fulfill the fifteen strategic initiatives for 2012-13:

1. *Update all Board Policies and Administrative Procedures related to employment diversity to reflect the goals of the Strategic Plan and to be compliant with current California Education Code and Title V requirements and limitations.*
 - Board Policy (BP) and Administrative Procedures (AP) 7100, Commitment to Diversity, were approved by College Council and adopted by the Board of Trustees on August 6, 2013 ([#R6-5](#), [#R6-6](#)).
 - BP 3410, Nondiscrimination, was adopted by the Board of Trustees on May 3, 2011 ([#R6-7](#)).
 - BP 3420, Equal Employment Opportunity, was approved by College Council and adopted by the Board of Trustees on August 6, 2013 ([#R6-8](#)).

2. *Employment goals will be reported to the Board of Trustees as part of the annual reporting of the Strategic Equity in Hiring Plan.*
 - The first annual report to the Board of Trustees took place on May 7, 2013, and reporting is now on the annual board calendar to take place every year in June ([#R6-9](#)).

3. *Expand recruitment advertising to a broad range of relevant websites and publications oriented toward reaching a diverse range of applicants. Websites and publication resource links will also be listed on the Human Resources webpage beginning Fall 2012.*
 - A webpage has been created and is reviewed at least twice per year by the EEO Advisory Committee ([#R6-10](#)).
 - In an effort to expand recruitment efforts within the Hispanic population, the College uses LatinoNet, a local networking website whose mission is to improve the quality of life for Spanish speaking families on the North Coast. A permanent link on the main webpage of LatinoNet has been established, linking LatinoNet readership with all CR employment opportunities ([#R6-11](#)).
 - Brochures and/or job announcements of current openings are mailed to 20 tribal headquarters or Rancherias located throughout the four counties that encompass

the Redwoods Community College District - Del Norte, Humboldt, Trinity, and Mendocino (#R6-12).

- The College utilizes location-specific newspapers for instructional center local recruiting efforts: The Del Norte Triplicate and Curry Coastal Pilot for positions in Del Norte County; the Two Rivers Tribune for positions at Klamath Trinity; and the Fort Bragg Advocate News and Mendocino Beacon for positions at the Fort Bragg/Mendocino Coast Campus.
- Affirmative Action emails are purchased for positions posted on HigherEdJobs.com. These emails help recruit a diverse applicant pool through weekly email distribution of the job postings to 260,420 job seekers who have asked to receive such notices for colleges and universities that are actively recruiting candidates in accordance with affirmative action or diversity plans (#R6-13).

4. *Create and maintain a diversity related webpage that demonstrates that CR is an institution that honors and welcomes diversity. The site will include statements underscoring the institution's commitment to diversity. A statement provided by the President/Superintendent will be highlighted. This site will include links to relevant position openings, the Multicultural and Diversity Committee webpage, the Student Equity Plan, the EEO Plan and the Strategic Equity in Hiring Plan. Additionally, this site will include links to websites which announce local cultural activities and resources and other promotional materials. The Multicultural and Diversity webpage will be updated by the MDC annually.*

- A webpage has been created and is reviewed at least twice a year by the EEO Advisory Committee (#R6-3).

5. *Require that all selection committees question applicants in the interview process about their personal knowledge and understanding of issues regarding diversity, using a standardized question(s).*

- All recruitment processes and interviews now include at least one diversity-related question (#R6-14).

6. *Implement web-based training on diversity in hiring for all persons who may be involved at any level of the hiring process.*

- A Hiring Committee Training module has been established and each person who is to serve on a hiring committee reviews the training module and completes a quiz. Once completed, the committee member has fulfilled their paper/exam obligation for two years; however, each hiring committee still receives in-person training on confidentiality and EEO compliance (#R6-15).

7. *Improve the College's relationship with diverse groups within our communities, and serve as a model for community agencies in promoting respect and appreciation for diversity. The Director of Human Resources (or designee) will continue to meet with diverse groups*

within the District. Specifically, a copy of the Equal Employment Opportunity Plan and its commitment to diversity will be sent to the County and local state offices of Employment and Training, as well as the respective County Workforce Investment Boards.

- An annual announcement of the EEO Plan and the College's commitment to diversity is distributed to the respective offices outlined within this action item (#R6-16).
- The Multicultural and Diversity Committee, in conjunction with District representatives, collaborates with Humboldt State University to deliver a Latino Film Festival to the North Coast community (#R6-17).

8. *Application materials and announcements will include key diversity related components of the institutions' values statement.*

- Every recruitment announcement brochure includes a statement expanding on the College's commitment to equal employment opportunity (#R6-18).

9. *Include cultural proficiency as a preferred qualification for employment.*

- All recruitment announcements include, as a condition of employment, that a candidate possess sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds in a community college (#R6-19).

10. *The Multicultural and Diversity Committee will review curriculum offerings to determine courses (or additional courses) that would serve our underrepresented students and attract a diverse pool of instructors. The resulting list of courses will be sent to appropriate discipline experts, division deans, and directors to consider in course scheduling and course initialization. The list will also be sent to the Enrollment Management Committee for consideration.*

- The MDC reviewed curriculum offerings and sent the resulting list of courses to appropriate discipline experts, division deans, directors, and the Enrollment Management Committee (#R6-20).
- In response to the MDC curriculum review, the Enrollment Management Committee provided a commitment to an action plan to utilize the MDC recommendations when considering course scheduling and cancellations (#R6-21).

11. *Professional Development Committee investigates funding for employee professional development in the area of diversity.*

- As a follow-up to the previous year program review, additional funding has been secured to support District-wide professional development activities (#R6-22).

- The Office of Human Resources (HR) partnered with the Multicultural and Diversity Committee and the Office of Instruction to bring a renowned diversity speaker to the College in September 2013 (#R6-23).

12. *The Human Resources Department will continue to provide new employees with appropriate collective bargaining agreements and other information of rights established under District contracts. In addition, new employees will be directed to appropriate collective bargaining units for further information regarding conditions of employment and employee representation related to the bargaining unit.*

- This is an ongoing task that HR ensures takes place, in cooperation with the respective bargaining units. When a new classified employee is hired, they are provided an orientation with representatives from the classified union. New contract faculty and associate faculty are provided information on how to access their union, as well as enrollment forms. All new classified employees and faculty are provided copies of the current contracts with their respective bargaining units.

13. *Within the first year of employment all personnel will be provided EEO and diversity training.*

- A commitment to diversity and notice of the EEO Plan is provided to all new employees, including associate faculty, student workers, and temporary employees (#R6-24).
- All new employees are required to view our diversity training video titled “Is it Bias? Making Diversity Work” (#R6-25).

14. *Standardize on-site/in-person interview process to provide uniformity of experience to provide equitable consideration for all employment candidates. This includes uniformity of all interview related activities and accommodations.*

- This is an ongoing obligation adhered to by HR and verified by employees on the respective hiring committees and employees on the EEO Advisory Committee.

15. *Ensure standardization of selection process for part-time faculty that requires equitable recruiting and employment practices.*

- This is an ongoing obligation adhered to by the Associate Faculty Coordinator. The Associate Faculty Coordinator collects all applications received for part-time faculty positions, reviews minimum qualification requirements, verifies transcript records, and provides completed, qualified applications to the Associate Deans for employment consideration. When a qualified applicant is hired, the Associate Faculty Coordinator calculates salary placement based on contractual eligibility parameters. These practices ensure all qualified applicants are considered and salary placement is consistent based on defined criteria within the faculty union collective bargaining agreement.

Full implementation of the Equal Employment Opportunity Plan

From the EEO Plan, the following elements have been fully implemented:

1. Establishment of an EEO Advisory Committee
 - The EEO Advisory Committee has met twice to review charges of the Committee and discuss analysis of the District workforce and applicant pool. The Committee will meet again during the Fall 2013 semester to discuss an updated workforce analysis (#R6-26).
2. Distribution of an annual written notice to community organizations
 - An annual written notice was disseminated to community organizations through the Northern California Association of Nonprofits and the Workforce Investment Board (#R6-27).
3. Regular analysis of the District Workforce and Applicant Pool
 - An initial analysis was created when the Plan was adopted. The workforce analysis included a three-year analysis through 2011-12. This analysis was updated in August 2013 to include 2012-13 data (#R6-26). As part of the annual assessment and review process outlined in the Plan, the EEO Advisory Committee shall review the 2012-13 data during the Fall 2013 semester to assess Plan effectiveness and make recommendations for improvements.
4. Other measures necessary to further Equal Employment Opportunity
 - A guest speaker was invited to present to the College and student community on important topics related to diversity (#R6-23). This presentation was sponsored by the College's Multicultural and Diversity Committee, Office of Instruction, and Office of Human Resources. Consistent with the professional development assessment process, participant evaluations were completed and feedback from the presentation was shared with the Multicultural Diversity Committee and the Professional Development Committee.
 - In order to continue including diversity in planning within the institution, the College has maintained a commitment to provide professional development opportunities with a focus on diversity in the Institution's 2013-14 Annual Plan (#R6-28).
 - The College annually publishes a paid diversity statement and notice that it is an equal opportunity employer by choice in six different publications: Minority Outreach, Hispanic News, The Black Journal, Women's Business Journal, The Veteran News and T.M.E. (Total Media Enterprises).

- Through the People Admin application system, College of the Redwoods gathers voluntary demographic information regarding equity and diversity from all applicants. That information is compiled into spreadsheets for analysis annually.
- The HR office has worked to ensure that sensitivity to and understanding of diversity is incorporated into conditions of employment and added to all job descriptions and recruitment brochures.
- The HR office established a diversity-related webpage per Strategic Initiative #1 of the Strategic Equity in Hiring Plan.

Conclusion

The November 2012 accreditation visiting team recognized that the College addressed the recommendation and at the time of the report, was “*on the path to meeting Standard III.A.4.b.*” However, the team noted that though the plan was being implemented, there were pieces of the plan which, because of its annual cycle, could not be completed and assessed within the timeline of the team visit. Since that visit, the College has completed the remaining elements of plan implementation to resolve the deficiencies associated with Recommendation #6.

Actions Planned for Continuous Quality Improvement

As part of the implementation of the Strategic Equity in Hiring Plan process, which analyzes demographic data to address employee equity and diversity, the College has established annual assessment review processes. The EEO Advisory Committee oversees the initiatives within the Strategic Equity in Hiring Plan and the EEO Plan. The Committee reviews the annual diversity analysis and current EEO and diversity efforts, programs, policies, and progress. When appropriate, the Advisory Committee makes improvement recommendations to the governing board, the President/Superintendent, and the Equal Employment Opportunity Officer. Annual updates on the EEO Plan, Strategic Equity in Hiring Plan, and District diversity activities are included in the Board of Trustees annual board agenda calendar. These initiatives help the College meet Annual Plan Goal 1, “Employing strategies to keep students continually enrolled from one semester to the next,” and Education Master Plan Objective 1.6, “Improve success among underrepresented populations.”

Recommendation #7: Professional Development

In order to meet the standard, the team recommends that the College develop a comprehensive professional development program which is linked with the College mission and strategic plan and which encourages opportunities for leadership growth within the College. The program should be regularly evaluated based on the needs assessment data, outcomes, and relationship to mission (III.A.5.a, III.A.5.b).

Introduction

Standard III.A.5 states, *“The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.”*

Standard III.A.5.a states, *“The institution plans professional development activities to meet the needs of its personnel.”*

Standard III.A.5.b states, *“With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.”*

The Accrediting Commission for Community and Junior Colleges (ACCJC) action letter of February 11, 2013 states, *“With regard to Recommendation #7 above, the College established a comprehensive professional development program based on needs assessments. By linking professional development activities more closely with Strategic Plan goals and objectives, the College can complete the work necessary to fully meet the Standards.”*

Background

Prior to the implementation of a comprehensive professional development program, professional development activities could occur independently without a systematic approach to evaluating links to the College mission and goals. In response to Recommendation #7, College of the Redwoods (CR) developed and implemented a comprehensive professional development program that assesses the professional development needs District-wide, coordinates program offerings to meet identified needs, and evaluates offerings for effectiveness. To better meet Standard III.A.5.b, the College established stronger assessment and planning strategies to link trainings with Strategic Plan goals and objectives.

Actions Taken to Resolve Recommendation #7

The Formation of a Comprehensive Professional Development Program

Within the past 18 months, a Professional Development Committee (PDC) has been established. The PDC includes representatives from each of the campus committees/groups involved in

professional development activities, including: Flex Committee, Faculty Development Committee (an Academic Senate Committee), Distance Education, Veterans Resource Center, Disabled Students Programs and Services, Associate Faculty, Community Education, and Classified Employee training programs. The PDC assesses professional development needs District-wide, coordinates program offerings to meet identified needs, and evaluates offerings for effectiveness. The PDC coordinates the various professional development efforts to provide a comprehensive program ([#R7-1](#), [#R7-2](#), [#R7-3](#)).

The PDC has directed the following actions to make this program accessible and responsive to the professional growth needs of college employees and to ensure that professional development activities are regularly assessed and linked to the mission and goals of the College. These actions include:

- Regular PDC meetings of representatives of the constituent professional development groups.
- Uniform statements of all constituent professional development committees/groups that ensure professional development activities are linked to the College mission and goals.
- Creation of a professional development calendar that provides a comprehensive listing of professional development activities ([#R7-4](#)).
- Systematic evaluations of all activities by the PDC to ensure links to the College mission and goals ([#R7-5](#)).
- Annual calendared review of the comprehensive professional development program.
- Annual calendared surveys to ensure that the professional development program is meeting the needs of college employees.
- A Professional Development webpage that allows easy access to all facets of professional development and professional development activities, including constituent surveys and committee self-assessments ([#R7-6](#)).

For the third year in a row, the PDC has administered a training needs survey to different constituent groups in an effort to assess District-wide training needs ([#R7-7](#), [#R7-8](#), [#R7-9](#)). The PDC reviews these summaries on an annual basis to ensure that the activities are linked with the goals and objectives from the College's Strategic Plan and Education Master Plan, and to determine if the year's activities are meeting needs of employees as judged through the professional development survey responses.

Convocation training activities were created through the data gathered from the training needs surveys administered in May 2012. As a result, an additional "Technology Tuesday" was added to the Convocation training schedule to address the technology training needs requested by all constituent groups ([#R7-10](#)).

Additional training series for the different constituent groups were established as a result of the training needs surveys. A subsequent survey was administered in April 2013, and the PDC utilized the resultant survey data to plan training for Convocation and academic year 2013-14 ([#R7-11](#)).

In addition to administering a training needs survey, a question has been added to the program review template assessing a program's identified needs for professional development. When program review data is compiled, the professional development data will be shared with the PDC for review and inclusion in planning training (#R7-12).

The College honors classified employee release time per contract section 4.1 of the California School Employee Association (CSEA) Collective Bargaining Agreement (#R7-13). The College provides release time to support employees who desire to participate in college courses to enhance their skills and prepare them for upward mobility. After the semester in which an employee completes their training, a follow-up survey is conducted to assess how the course helped them to meet their stated objectives for taking the course. During the fall semester of each academic year, the PDC reviews the list of approved release time to assess program effectiveness and to consider ways to improve supporting professional development (#R7-14).

The December 2011 Evaluation Team Report noted, "*The College could benefit from internal leadership training in support of upward mobility opportunities.*" To further support employees' abilities to be successful in their current positions and advance within the institution, the College provided distinct professional development series for faculty, staff and managers. Additionally, a comprehensive training on practices and procedures within the institution, the Support Staff Summit, was offered for new employees, for employees in new positions, and for experienced employees as refresher training. As evidence of the College's commitment to upward mobility opportunities, in 2012-13:

- one confidential employee was promoted to a manager,
- one classified employee was promoted to a manager,
- one classified employee was promoted to an administrator,
- one faculty was promoted to an administrator,
- one manager was promoted to an administrator, and,
- fifteen classified employees were promoted within the classified unit.

Professional development is encouraged by the President's Office and the Office of Human Resources. Past year trainings included:

- Accrediting Commission for Community and Junior Colleges Accreditation Basics,
- Incident Command Systems (ICS) – including ICS 100, 200, 300, 400, 700, and 800,
- Suicide prevention,
- Conducting personnel evaluations,
- Child Abuse Mandated Reporting,
- EEO monitor training,
- Blood borne pathogens, and
- Sexual harassment.

On September 30, 2013, College Council approved Board Policy (BP) 7160, Professional Development, and sent it to the Board for review (#R7-15). This board policy recognizes that “*planned professional development is essential to the efficient and economical operation of the school system and contributes to an improved instructional program for students*” and states an institutional commitment to “*continually improving job performance and individual job-related skills, and enhancing the understanding of total staff responsibilities*” (#R7-16).

Evaluation of Program and Linkages to Strategic Plan and Other Institutional Planning

Each campus and committee group involved in professional development activities that is represented on the PDC has developed an operating statement which states its commitment to linking activities with the mission and goals of the College (#R7-17).

The PDC has established a uniform training assessment tool that is administered after each PDC training, Associate Faculty training, and Community Education training. To facilitate continuous quality improvement, the evaluations are 1) provided to the instructors for them to review and consider participant feedback, and 2) reviewed by the PDC to determine if the activity can be improved and if it should be repeated or eliminated. The PDC also conducts an annual committee self-evaluation. The annual committee self-evaluation is used to make improvements to the following year’s processes and planning (#R7-3).

To further improve the linking of professional development activities with the Strategic Plan goals and objectives, a comprehensive training matrix was established as a tool to assess prior year training linkages and to better plan future training activities (#R7-18). This matrix evaluated 78 trainings and 19 PDC meetings against the goals and objectives within the Strategic Plan, Annual Plan, and Education Master Plan. The committee has calendared this annual review in its planning cycle to take place in fall of each academic year (#R7-19), after which time an annual summary report of the prior year training matrix and training assessment summaries shall be drafted and distributed to the College community (#R7-20).

Conclusion

The November 2012 accreditation visiting team recognized the College has “*made progress toward meeting the related standards by establishing a professional development program based on needs assessments*” and has a well-functioning professional development process. However, the team noted continued work was required to link professional development activities more closely with Strategic Plan goals and objectives in order to complete the work necessary to fully meet the Standard.

The PDC reviews, assesses, and improves upon its processes and deliverables for quality support of the institution, its students, and the communities it serves. As part of the implementation of a comprehensive professional development program, as stated above, the College has strengthened its annual assessment review, planning processes, and linkages of training to the Strategic Plan, and now fully meets Standard III.A.5.

Actions Planned for Continuous Quality Improvement

The PDC oversees the initiatives within the comprehensive professional development program. Ongoing and annual assessment processes have been established for continuous quality improvement and assurance that the trainings planned and delivered link to the College's Strategic Plan. These initiatives help the College meet Annual Plan Goal 1, "Employing strategies to keep students continually enrolled from one semester to the next," Strategic Plan Goal 1, "Focus on Learners," Strategic Plan Goal 4, "Technological Relevance," Education Master Plan Goal 1, "Ensure Student Success," and Education Master Plan Goal 3, "Practice Continual Quality Improvement."

Eligibility Requirement #17

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

Introduction

The Accrediting Commission for Community and Junior Colleges (ACCJC) action letter of February 11, 2013 notes that “...*the institution is working to develop realistic plans to maintain financial stability, to increase revenues and reduce expenditures.*”

The College has used the State Chancellor’s Office ‘Sound Fiscal Management Self-Assessment Checklist’ to identify areas of financial management and stability that still need improvement. The College should complete the work necessary to come into compliance with ER #17, and Standards III.D.1.b and 2.c.”

The team report summarized the College’s fiscal challenge as follows, “*The College is currently facing challenges related to past short-term financial decisions affecting the long-term fiscal health of the College. The focus of the College this year is on re-establishing its long range planning to assure financial stability.*”

Background

The major changes that have occurred since the team comprehensive visit in November 2011 revolved around a reduction of the College reserves resulting in an ending fund balance of 3.28 percent at June 30, 2012, and financial issues related to a projected budget shortfall for 2012-13 of approximately two million dollars.

To address this issue, College of the Redwoods (CR) engaged its collaborative integrated planning committee, the Budget Planning Committee (BPC), to review the situation and make recommendations to the President/Superintendent relative to assuring both short-term fiscal solvency and long-term financial stability. The College further engaged the larger college community through a series of budget dialogue sessions to develop a list of budget savings suggestions ([#ER17-1](#)). After careful planning, the College implemented two reorganizations to generate budget savings and resized the number of employee positions to better align with a conservative multiyear student enrollment and revenue forecast. The College engaged all employee groups, both represented and unrepresented, and secured contractual agreements to assure financial stability and to steadily rebuild the fund balance over the three-year financial planning horizon. Therefore, the changes enacted have been both substantive (significant budget savings) and comprehensive (savings realized across all areas of the College).

Actions Taken to Meet Eligibility Requirement #17

To help evaluate the District's compliance with both Eligibility Requirements and Accreditation Standards related to fiscal stability, the District completed State Chancellor's Office's "Sound Fiscal Management Self-Assessment Checklist" as part of its Show Cause Report dated October, 15, 2012 (#ER17-2). For the current report, the District has also prepared responses to the questions included in the ACCJC document, "Required Evidentiary Documents for Financial Review" (#ER17-3).

Presented as evidence to support the District's continued progress and sustained compliance with Eligibility Requirement #17 and the financial stability standards is a complete update to the State's 15 item self-analysis as (#ER17-4). The State's Self-Assessment documented improvements in all areas.

In particular, in response to Question 1 of the self-assessment, "Deficit Spending – Is this area acceptable?" there are three material changes to the budget supporting the improvement in this area:

- Round One Reorganization and Reduction in Force (RIF) and Round Two RIF
- Permanent salary concessions for all employees:
 - Board of Trustees: 40 percent budget cut through suspended stipends, increased medical payment, and other budget cuts
 - President/Superintendent and Administrators: 9 percent permanent salary cut
 - Managers: 8.5 percent permanent salary cut
 - Full-time Faculty: 8.7 percent permanent salary cut
 - Part-time Faculty: 8 percent permanent salary cut
 - Classified and Confidential: 6.5 percent permanent salary cut
- Revenue increases:
 - 1.57 percent increase in funding from the State
 - 1.1 percent budgeted increase in student enrollments
 - Lease revenue from recently signed leases with PG&E, Three Rivers Charter School and the Humboldt County Office of Education.

The combined budget savings and increased revenue from the above listed items are over two million dollars.

The District recently ratified new collective bargaining agreements with both of its labor groups, faculty and staff. The recently ratified faculty contract runs through June 30, 2016, and the recently ratified classified staff contract expires on June 30, 2015. To ensure a sustainable budget over multiple years, the classified and faculty bargaining units also ratified the following changes in their respective collective bargaining agreements:

- Both collective bargaining agreements allow for future adjustments to the step schedule (i.e. Cost of Living “COLA” increases) only when the District’s fund balance is budgeted to be above 6 percent and then only when the State increases the funding per FTES in the Chancellor’s Office apportionment model by more than 1.6 percent. Only then can the amount above 1.6 percent be added to the step schedule as a COLA.
- In years when the fund balance is budgeted below 6 percent, any increase to the step schedules will be temporarily withheld until the fund balance can be maintained at 6 percent or better.
- This language will safeguard the District from funding a COLA during a weak fiscal period.
- In years when the State provides an inflationary increase, the 1.6 percent threshold will provide a sustainable funding source to help the District cover items such as cost increases in health and welfare benefits plans and increases in operating expenditures.
- Both bargaining units agreed to multiple reopeners over the contract term which will permit the District to return to negotiations if necessary as the State’s outlook develops.

The District has made material improvements on Question II, “Fund Balance – Is this area acceptable?” Early in 2012-13, the District committed to ending the fiscal year with at least a five percent ending unrestricted fund balance. The District stated this commitment in writing in its quarterly reports to the State Chancellor’s Office. The Board of Trustees reviewed and ratified these quarterly reports ([#ER17-5](#)).

To permanently memorialize this commitment to maintain a minimum 5 percent fund balance and to create a policy for increasing the fund balance above that minimum floor, the College’s shared governance committee, College Council, is reviewing a revision to Board Policy (BP) 6200 Budget Preparation. That revision would provide a fund balance policy as follows:

“Each year the Tentative and Final Budgets shall maintain an unrestricted general fund balance as follows:

- a. If the fund balance is below 5 percent, the budget shall restore the year-end fund balance to 5 percent;
- b. If the fund balance is below 10 percent but greater than 5 percent, the budget shall steadily increase the fund balance to a goal of 10 percent (equal to about 1.5 months of payroll expenditures); and
- c. If the fund balance is greater than 10 percent:
 - i. The budget may maintain the fund balance or steadily reduce the fund balance to no less than 10 percent,
 - ii. or may increase the fund balance further, but shall include an explanation of the need to accumulate an excess fund balance above 10 percent (i.e. as a reserve for potential mid-year cut in State funding, to fund a multiyear strategic initiative, etc.).”

Once College Council finalizes its revision, the revised policy will go to the President/Superintendent for review and on to the Board of Trustees for approval.

The 2013-14 Final Budget shows a beginning 5 percent fund balance growing to a projected 5.3 percent by June 30, 2014. The multiyear forecast for 2014-15 and 2015-16 is budgeted to steadily grow the College's fund balance to 5.6 percent by the June 30, 2016.

With regards to Question III, "Enrollment - Is this area acceptable?," the District's enrollments have dropped in recent years, but the student enrollment budget for 2013-14 contains a growth factor of 1.1 percent over the previous year. The District has increased marketing and recruitment efforts and is expanding non-credit offerings to stabilize and increase student enrollments for 2013-14. The Marketing Task Force has met to develop strategies for attracting students and has periodically reported out to the Academic Senate. See the minutes of the April 12, 2012 Academic Senate and the May 2013 Senate update ([#ER17-6](#), [#ER17-7](#)).

The Marketing Task Force was also discussed at the May 7, 2013 Board of Trustees meeting. See the minutes on page 17 of the June 4, 2013 Board Agenda ([#ER17-8](#)). Also, see page 151 of the May 7, 2013 Board Agenda ([#ER17-9](#)).

As a contingency plan for 2013-14, the budget includes a revenue reserve should actual enrollments come in below target. This contingency plan would allow the College to make adjustments for 2014-15 and beyond through the shared governance process with Budget Planning Committee recommendations to the President/Superintendent. Therefore, the College has planned for a modest increase in students, but also has a contingency plan ready to implement, if needed.

Conclusion

The District has significantly improved its financial stability through permanent reductions in the payroll budget, and has increased its revenues from State apportionments and rental income. The ongoing forecasted revenues match budgeted expenditures. The District successfully negotiated and ratified new collective bargaining agreements with both bargaining units. The District has implemented sound, conservative Business Office practices with regards to the budget and has prepared a 2013-14 Final Budget that will further increase the fund balance above 5 percent. The District consistently plans with multiyear budget forecasts, but also prepares contingency plans to implement if needed.

The College will continue its ongoing dialogue, assessment, and improvement processes. The College will maintain strong financial health through continuous assessment, planning, and implementation of plans. During the period of the College's multiyear budget forecast and beyond, the College will continuously assure ongoing financial strength through the following:

- Active engagement of the Budget Planning Committee.
- Consistent linking of budget plans to the College's Strategic, Education Master and Annual Plans.

- Increased collaboration with the Enrollment Management Committee to identify enrollment targets.
- Assessment and action on feedback from constituent groups, as appropriate.
- Negotiations through reopeners with its bargaining units, if necessary.
- Timely action relative to program revitalization, suspension and/or discontinuance.
- Continued emphasis on conservative budget and fiscal planning, implementation, and assessment.

Actions Planned for Continuous Quality Improvement

Based on an analysis of the above, the most challenging tasks of making material reductions to the College's expenditure budget have been accomplished. The College will implement contingency plans, if needed, which will maintain financial stability in the current year and allow time for the College's Budget Planning Committee to make revised recommendations to the President/Superintendent. This helps the College meet Strategic Plan Goal 3, "Fiscal and Operational Sustainability," and Strategic Plan objectives 3.5, "Practice continuous quality improvement," and 3.6, "Practice continuous adherence to accreditation standards."

The College will make changes to academic programs pursuant to its board policies and administrative procedures, in particular, the College's interim administrative procedure on program revitalization, suspension, and/or discontinuance. This will help the College meet Education Master Plan Goal 2, "Develop programs and services to meet community needs," Goal 3, "Practice Continuous Quality Improvement," and Education Master Plan Objective 1.4, "Increase degree and certificate completions." and 3.3, "Systematically use data to inform decision making."

Senior College staff will pursue expanding funded student enrollments through distance education courses offered to inmates at facilities located within the District's service area. This will require certain Chancellor's Office approvals and successful negotiation of agreements between the College and the respective corrections facility administrators. This initiative will be vetted through the appropriate shared governance committees to ensure relevant constituent groups are informed and supportive of this proposal.

Senior College staff will follow up with K-12 administrators on initiatives to increase the number of high school students and graduates enrolling at the College, and offering additional credit and non-credit courses at K-12 campus locations. These initiatives will help the College meet Education Master Plan Goal 1, "Ensure Student Success," and Objective 1.6, "Improve success among underrepresented populations," as well as Strategic Plan Goal 2, "Focus on Learners: Community Partnerships," and Objective 1.3, "Students will be able to complete their desired educational goals."

Standard III.D.1.b

Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Introduction

The Accrediting Commission for Community and Junior Colleges (ACCJC) action letter of February 11, 2013 notes that “...*the institution is working to develop realistic plans to maintain financial stability, to increase revenues and reduce expenditures.*”

The College has used the State Chancellor’s Office ‘Sound Fiscal Management Self-Assessment Checklist’ to identify areas of financial management and stability that still need improvement. The College should complete the work necessary to come into compliance with ER #17, and Standards III.D.1.b and 2.c.”

The team report summarized the College’s fiscal challenge as follows, “*The College is currently facing challenges related to past short-term financial decisions affecting the long-term fiscal health of the College. The focus of the College this year is on re-establishing its long range planning to assure financial stability.*”

The team report further noted, “*The past practice of the College was to take a conservative approach to fiscal forecasting; however, decisions in the period of 2009-10 and 2011-12 along with a reset of the enrollment base to accurately reflect enrollment, placed the College in a short-term fiscal problem that they plan to fully resolve over the next three years.*”

Background

As noted by the visiting team, for several years the College’s budgets were developed and implemented on a trend assuming increasing levels of student enrollments. The expenditure budget and the employee position budget were sized under an assumption of growing enrollment funding from the State. However, the State did not provide the necessary enrollment funding resources. As a result, the Chancellor’s Office capped the number of students eligible for State Apportionment funding and reduced the amount it funded per student through year-over-year mid-year cuts. Moreover, the State realigned its priorities for providing funding for student enrollments which further reduced the College’s prospects for funded enrollment growth.

At the same time, the State did not provide any inflationary adjustment in its funding to community colleges, while the College actually funded an inflationary adjustment to faculty and expanded the number of employee positions. As a result, the College’s budget posted a multiyear net deficit totaling nearly \$2.5 million over the three year period of 2009-10 to 2011-12, and saw its fund balance drop to 3.8 percent by fiscal year-end of 2011-12.

The College enlisted its Budget Planning Committee (BPC) to provide recommendations for budget savings and solicited budget savings ideas from the larger campus community. After careful planning, the College implemented two employee reorganizations to achieve budget savings and to realign the employee base to match the conservative revenue expectations. All college employee groups agreed to salary concessions and triggers to control the growth of the payroll budget. Since the team's visit, the College reached multiyear contract agreements with both of its bargaining units, classified and faculty, for salary concessions ranging from 6.5 percent for classified to 8.7 percent for full-time faculty. Both bargaining units ratified contracts with funding triggers.

Actions Taken to Meet the Requirements of Standard III.D.1.b

The BPC regularly reviews and makes recommendations on balancing the budget. For example, at the February 16, 2011 BPC meeting, the Committee reviewed a spreadsheet showing a \$1.5 million budget shortfall and plans for budget savings (#IIID-1).

The May 11, 2011 BPC meeting minutes document discussions of austerity measures and plans to trim expenditures (#IIID-2).

The February 1, 2012 BPC meeting included a review of a 2012-13 budget forecast showing a "best case" budget with a \$1.2 million shortfall and a "worst case" budget with a \$2.2 million shortfall (#IIID-3).

At the February 26, 2012 meeting, the BPC recommended to the President/Superintendent five recommendations for budget reductions, with "pay concessions" being the number one recommendation (#IIID-4).

At the April 4, 2012 meeting, the Committee recommended cancelling certain leases and seeking less costly alternatives. The BPC documented its rationale and identified linkages to the District's Strategic Plan. Another integrated planning committee, the Facilities Planning Committee also reviewed the data and supported this recommendation (#IIID-5).

At the May 9, 2012 BPC meeting, the Committee reviewed a three year forecast that showed fiscal deficits under both "best case" and "worst case" scenarios (#IIID-6).

The September 10, 2012 Board of Trustees agenda included a discussion of the decision to implement a prudent, conservative practice on the write down of bad debts effective with the 2011-12 year. Each year the Business Office analyzes student accounts and writes down all delinquent debt (defined as over 90 days past due) from that year to the allowance for doubtful accounts. See page 192 of the September 10, 2012 Board of Trustees agenda (#IIID-7). Prior to the Board discussion, this issue was also discussed during the August 29, 2012 BPC meeting (#IIID-8).

Due to the State's own fiscal crisis and history of "mid-year cuts" and "deferrals," the District's budget has been prepared in a realistic and conservative manner. For example, the total revenue reported on the unrestricted general fund revenue budget changed by only \$67,000 in total from

the adopted budget at the beginning of the fiscal year to the budget at June 30, 2013. There were significant changes within the various revenue line items; however, these adjustments were primarily driven by changes in the State's funding streams (i.e. Proposition 30 funding) that occurred after the start of the year.

There was a significant change to the expenditure and transfers budget. In this case, the change was primarily driven by agreements for employees to take furloughs that were ratified after the start of the fiscal year. In both cases, the budget prepared at the beginning of the fiscal year was realistic and reflected conservative principles. See page 36 of the Board of Trustees August 6, 2013 agenda for the monthly financial status report at June 30, 2013 ([#IIID-9](#)).

The BPC has solidified its role and continues to review realistic budget forecasts, to make appropriate recommendations to the President/Superintendent, and to consider links to institutional planning documents when formulating recommendations. The BPC will continue in this role.

Conclusion

The evidence demonstrates that the BPC is a high functioning committee that understands the importance of fiscal stability and the importance of a balanced and sustainable budget. The BPC has demonstrated this by making appropriate and timely recommendations that help ensure fiscal stability. The BPC helps ensure the College's long-term financial stability by implementing the Committee's charge which includes, "Review a multiyear student enrollment and budget forecast to maintain a minimum fund balance as determined by the Board of Trustees." The charge also includes a specific reference to Accreditation Standard III ([#IIID-10](#)).

The BPC will continue to adhere to its mission and charter ([#IIID-11](#)). It will continue to review realistic and conservative multiyear budget forecasts and to make recommendations to maintain the institution's fiscal health.

Actions Planned for Continuous Quality Improvement

The College has implemented new procedures for timely payments on student accounts and is researching additional recommendations. Effective Fall 2013, residence hall applicants are required to complete a Residence Hall Payment Plan Worksheet to identify sufficient resources to pay all obligations to the College and to acknowledge their financial responsibilities ([#IIID3-9](#)).

Senior staff is analyzing non-resident student accounts to make recommendations to improve the timeliness of student payments from this student population. Also, the College has engaged an outside payment plan service provider to increase the number of timely payments from this student population. Simultaneously, with the revised payment plan procedures planned for Spring 2014, the College will update its enrollment system to require each student to make payment arrangements in order to complete their registration. These initiatives help the College meet Strategic Plan Goal 3, "Fiscal and Operational Sustainability," and Strategic Plan Objective 3.5, "Practice continuous quality improvement."

Effective for 2013-14, a quarterly cash flow and variance report has been placed on the recurring Board agendas beginning with the October 1, 2013 agenda. The first cash flow update is included in the October Board agenda on page 59 (#IIID-12). This initiative helps the College meet Strategic Plan Goal 3, “Fiscal and Operational Sustainability.”

Effective for 2013-14, the BPC will review an annually updated report of the State Chancellor’s Office “Sound Fiscal Management Self-Assessment Checklist” (#ER17-4). This initiative helps the College meet Strategic Plan Goal 3, “Fiscal and Operational Sustainability.”

In 2013-14, the BPC will begin reviewing resource requests prepared on a revised program review template that was updated with feedback from BPC members (#IIID-13). This initiative helps the College meet Strategic Plan Objective 3.5, “Practice continuous quality improvement.”

Standard III.D.3.a (formerly Standard III.D.2.c)

The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Introduction

The Accrediting Commission for Community and Junior Colleges (ACCJC) action letter of February 11, 2013 notes that “...*the institution is working to develop realistic plans to maintain financial stability, to increase revenues and reduce expenditures.*”

The College has used the State Chancellor’s Office ‘Sound Fiscal Management Self-Assessment Checklist’ to identify areas of financial management and stability that still need improvement. The College should complete the work necessary to come into compliance with ER 17, and Standards III.D.1.b and 2.c.”

The team report summarized the College’s fiscal challenge as follows, “*The College is currently facing challenges related to past short-term financial decisions affecting the long-term fiscal health of the College. The focus of the College this year is on re-establishing its long range planning to assure financial stability.*”

Background

The College has experienced problems with cash flow due to the State’s deferral of payments. College of the Redwoods has accessed funds through Tax and Revenue Anticipation Notes (TRANs) in 2011-12 and 2012-13.

As noted by the visiting team, for several years the College’s budgets were developed and implemented on a trend assuming increased student enrollments and funding. However, higher levels of enrollment funding did not materialize. Over the long-term forecast, the State realigned its priorities for providing funding for student enrollments which further reduced the College’s prospects for funded enrollment growth.

A statewide issue for community colleges has been the State’s increasing reliance on payment deferrals. However, with the passage of Proposition 30, the State has begun to reduce payment deferrals which in turn have reduced the College’s reliance on TRANs.

Prior to 2011-12, the College did not address a growing issue with delinquent tuition and fee accounts. Since then, the College has implemented a deregistration process and has begun referring delinquent account holders to a collection agency and reporting the delinquent debt on consumer credit reports.

Overly optimistic enrollment forecasts, the State’s increasing reliance on payment deferrals, and the accumulation of delinquent student debt combined to negatively impact the College’s cash

position over multiple years. In recent years, the College has improved its cash flow by budgeting more conservatively, by reducing the growth of delinquent accounts, and by the State reducing its payment deferrals which has allowed the College to reduce its reliance on TRANs. The annual TRANs was reduced from \$4 million in 2012-13 to \$2.4 million for 2013-14.

The College has moved to improve its fund balance position and plans to steadily improve its reserves over the period of the multiyear budget forecast from 2013-14 to 2015-16. A more rapid fund balance increase, such as the one percent annual increase that was stated in the Show Cause Report of October 15, 2012, would require more aggressive enrollment growth and/or payroll reductions which likely would not be sustainable over the long run. A revision to the College's Board Policy (BP) 6200 Budget Preparation relative to maintenance of the fund balance is currently under shared governance review.

Actions Taken to Meet the Requirements of Standard III.D.3.a

The District maintains sufficient cash flow by participating in the Community College League's TRANs program. A TRAN provides short-term cash to the District at a relatively low financing cost. As a result, the District's unrestricted general fund cash flow has remained at an appropriate level to allow for timely payments and transfers. For example, see page 109 of the May 7, 2013 Board of Trustees agenda ([#IIID3-1](#)).

To increase collected revenue, the District has been deregistering students with unpaid bills. See page 16 of the minutes of the Board of Trustees meeting on August 7, 2012 ([#IIID3-2](#)).

To further increase cash balances and to recoup lost revenue, the Board of Trustees authorized the District to engage an outside collection agency to collect on delinquent student debts. The Business Office processed a Request for Qualifications (RFQ) and has engaged a collection agency ([#IIID3-3](#)).

Board Policy (BP) 5030 Fees was updated to allow for a "Delinquent Collection Fee" ([#IIID3-4](#)). Administrative Procedure (AP) 5030 was further updated to include a description of the account collections process ([#IIID3-5](#)).

Delinquent account holders are being assessed for the collection costs. Due to the large number of inquiries into the Business Office, small batches of delinquent accounts are being forwarded for outside collections each month. The Business Office's practice is to review delinquent accounts at the close of each fiscal year and to write down all delinquent debts from that year to an allowance for doubtful accounts. Therefore, any collections will both increase the District's cash balance and its fund balance. See page 14 of the 2012-13 Final Budget for a discussion of debt collection ([#IIID3-6](#)).

The President/Superintendent, in consultation with the Executive Cabinet, developed a draft of a potential Round Three Reorganization and Reduction in Force (RIF) as a contingency in case negotiations were unsuccessful. This reorganization would have been implemented if the salary concessions had not been negotiated with the bargaining units. Since this reorganization was not

needed, it has not been made public and therefore an exhibit is not available. However, it demonstrates the District's commitment to planning for contingencies.

The District's 2013-14 Final Budget shows an increase in the unrestricted general fund balance to 5.3%. The budget also includes a revenue contingency budget of \$350,000 as a safeguard to help offset any potential mid-year budget cut from the State or other potential contingency (#IIID3-7).

At its August 19, 2013 meeting, the College Council reviewed proposed changes to the BP and AP 6200 Budget Preparation. The changes included the following fund balance policy:

- “Each year the Tentative and Final Budgets shall maintain an unrestricted general fund balance as follows:
- a. If the fund balance is below 5 percent, the budget shall restore the year-end fund balance to 5 percent;
 - b. If the fund balance is below 10 percent but greater than 5 percent, the budget shall steadily increase the fund balance to a goal of 10 percent (equal to about 1.5 months of payroll expenditures); and
 - c. If the fund balance is greater than 10 percent:
 - i. The budget may maintain the fund balance or steadily reduce the fund balance to no less than 10 percent,
 - ii. or may increase the fund balance further, but shall include an explanation of the need to accumulate an excess fund balance above 10 percent (i.e. as a reserve for potential mid-year cut in State funding, to fund a multiyear strategic initiative, etc.).”

Once the College Council's review is complete, the President/Superintendent will recommend the revised BP to the Board of Trustees for approval.

The District has also effectively managed cash flow of other funds. The Board of Trustees authorized the President/Superintendent to issue stop work orders on capital projects due to slow reimbursement payments by the State. See page 109 of the July 10, 2012 Board of Trustees agenda (#IIID3-8).

The District continues to participate in TRAN offerings. The District is deregistering unpaid students and sending delinquent account holders to outside collections. The District is formalizing its fund balance policy and its goal to maintain a prudent reserve equal to one and a half months of payroll expenditures. The District manages cash flows in the unrestricted general fund and other funds, such as the capital accounts, and makes plans for contingencies. The District will finalize the fund balance revisions to the budget preparation policies and procedures.

Conclusion

The evidence demonstrates that the District is managing revenue, controlling costs, and prudently planning for adequate cash flow. The District will continue to increase its unrestricted fund balance and will follow the revised BP and AP 6200 Budget Preparation, once finalized.

The combination of these and other District practices, taken as a whole, demonstrate a District that maintains sufficient cash flow and reserves, manages risks appropriately, and proactively plans for contingencies. The revised BPs and APs assure the District of sustained effort in this area. The District will continue to make use of TRANs in a fiscally prudent manner to ensure adequate cash flows for District operations. Appropriate collection efforts will continue on delinquent accounts.

Actions Planned for Continuous Quality Improvement

The District will implement a prudent fund balance reserve policy and will develop plans to address potential contingencies. The specific plan is to complete the shared governance review of the proposed fund balance policy revision to BP 6200 Budget Preparation. Once the College Council makes a recommendation on the policy, the President/Superintendent will present a recommendation for review and approval by the Board of Trustees. This initiative helps the College meet Strategic Plan Goal 3, "Fiscal and Operational Sustainability," and Strategic Plan Objective 3.6, "Practice continuous adherence to accreditation standards."

Payments to the District on State capital projects have resumed. However, should the State again slow or temporarily halt its payments, the President/Superintendent will again act to potentially halt construction, as the situation dictates. This initiative helps the College meet Strategic Plan Goal 3, "Fiscal and Operational Sustainability."

To increase cash balances, the College implemented new procedures for timely payments on student accounts and is researching additional recommendations. Effective Fall 2013, Residence Hall applicants are required to complete a Residence Hall Payment Plan Worksheet to identify sufficient resources to pay all obligations to the College and to acknowledge their financial responsibilities (#IID3-9). Senior staff is analyzing non-resident student accounts to make recommendations to improve the timeliness of student payments from this student population. Also, the College has engaged an outside payment plan service provider to increase the number of timely payments from this student population. Simultaneously with the revised payment plan procedures planned for Spring 2014, the College will update its enrollment system to require each student to make payment arrangements in order to complete their registration. This initiative helps the College meet Strategic Plan Goal 3, "Fiscal and Operational Sustainability," and Education Master Plan Goal 1, "Ensure Student Success."

Effective for 2013-14, a quarterly cash flow and variance report has been placed on the recurring Board agendas beginning with the October 1, 2013 agenda. The first cash flow report is included in the Board agenda on page 59 of the October 1, 2013 Board agenda (#IID3-10). This initiative helps the College meet Strategic Plan Goal 3, "Fiscal and Operational Sustainability."

Implementation and Sustainability of Program Review, Budgeting and Planning Processes

Introduction

The Accrediting Commission for Community and Junior Colleges (ACCJC) action letter of February 11, 2013 states, “*The Follow-Up Report should demonstrate that the institution ...has implemented and sustained its new program review, budgeting and planning processes (Recommendations #1, #2, and #1-2008), and now meets all Accreditation Standards.*”

Recommendation #1 states, “*In order to meet the standards and improve institutional effectiveness, the team recommends that the College: maintain an on-going, sustainable process of assessing student learning outcomes at the course, program, certificate, and degree levels; promote widespread dialogue on the results of the assessments; and use assessment results to improve programs and institutional processes including resource allocations. (Standards I.B.1, II.A.1.c, II.A.1.b, II.A.1.c, II.A.2.b, II.A.2.f, II.A.2.i, II.B.4, II.C.2, III.D.1, III.D.2.a, III.D.3)*

(a) In order to meet Standard I.B.1, the team recommends that the College include student learning as one component in assessing institutional effectiveness;

b) In order to meet Standard II.A, the team recommends that the College fully and meaningfully assess all certificate and degree programs using student learning outcomes assessment to improve student learning and ensure that faculty and staff fully engage in the student learning outcomes assessment process. Additionally, the team recommends that the College develop a streamlined process and accountability measures for student learning outcomes assessment.

(c) In order to meet Standard II.B.4, the team recommends that the College complete measurable student learning outcomes for all appropriate student services programs, utilize a variety of assessment methods, and use the results to improve the delivery of support services. Analyses of the actual student learning outcomes for student support services should be fully integrated with institutional planning and resource allocations.”

Recommendation #2 states, “*In order to attain sustainable continuous quality improvement in institutional planning, the team recommends that the College: integrate its component plans into a comprehensive strategic plan to achieve broad educational purposes and improve institutional effectiveness; establish and assess measurable, actionable goals to improve institutional effectiveness; include educational effectiveness as a demonstrated priority in all planning structures and processes; and promote on-going, robust and pervasive dialogue about institutional effectiveness. (Standards I.B.1-4, III.A.6, III.B.1.a, III.B.2.a, III.B.2.b, III.C.2, III.D.1.a, III.D.2.g, III.D.3)”*

Recommendation #1-2008 states, “*The College should determine a template for student achievement data and related analyses that is to be included in all program reviews and should use the institutional research staff and others knowledgeable about data analyses to guide the faculty and ultimately the College in discussions of what these data show about student success; these discussions should become part of the culture and practice of the institution. (Standards II.A.1.a and c, II.A.2.a, II.A.2.e)”*

Background

The program review, budgeting and planning processes have been in place for several years, and the processes are continuously refined as part of an annual planning summit. The program review process relies on the programs' evaluation of student achievement data, learning outcome attainment, and other meaningful indicators, for which faculty and staff give increasingly higher ratings of utility. The link between student learning outcome assessment, program planning, and resource allocation provides for a strong, effective institution. Programs demonstrate how their planning actions relate to objectives in the Strategic and Education Master Plans, and to learning outcome assessment. Programs request resources directly from these linked planning actions. Resource requests are prioritized by the planning committees based on how they link to institutional plans and assessment evidence. This process has effectively tied planning to evaluation, and uses this information to allocate resources.

Actions Taken to Implement and Sustain Program Review, Budgeting and Planning Processes

Program Review

The program review process at College of the Redwoods (CR) is the method by which the College evaluates the effectiveness of its instructional and service area programs in providing high levels of student achievement and satisfaction. The process is monitored and evaluated by the Program Review Committee (PRC).

The College has had a program review process in place for several years that allows departments and the administration to continuously gauge the effectiveness and efficiency of its instruction and service area programs. The length of time that program review has been a part of the College's planning process illustrates a long systematic commitment to maintaining and improving high quality academic and service programs. By systematically reviewing the departments' and service areas' missions, goals, priorities, activities, and outcomes, the College has achieved the desired result of continuous improvement in the quality of teaching, learning and service.

The PRC has made improvements each year to the program review process (#PROC-1). The vice presidents and deans continue to provide resource support for the program review process by assisting instructional and service areas and evaluating programs' prioritized resource requests. The student learning outcome assessment process has been better aligned with the program review process. Programs reflect on the impact of their assessment activity, and use assessment results to drive program planning and resource requests as part of program review.

Program review data and the authors' interpretation of the data have improved so that the information better informs the process (#PROC-29). Program review includes qualitative data, such as focus group and survey results, and quantitative data, such as labor market information, student success, student equity and student achievement data. The program review templates have consistently called for authors to address several sections: support for the College mission and goals, program information highlights/accomplishments, number of degrees and certificates,

and employee and budget data. Templates also call for authors of instructional programs to address data analysis metrics such as enrollment, fill/retention/persistence/success rates, student achievement and student equity data. In the case of service areas, authors of program reviews address self-identified metrics that speak to the effectiveness or efficiency of the area.

The use of data to analyze the impact on student learning clearly highlights differences in all indicators and is effective in comparing equity differences throughout various programs and courses (#PROC-2). The data analysis supports dialog within and between instructional and service areas in order to make changes that better address the needs of the students.

Evaluation of the 2012-13 program review template noted that a stronger link between planning and resource requests needed to be established. The 2013-14 templates have been revised to include detailed instructions and “quality” examples for authors to follow.

The 2012-13 program review executive summary (#PROC-1) noted that:

- 1) Thematically, across instructional programs, assessment led to greater dialogue between faculty on a variety of issues, such as:
 - Establishing appropriate English and math pre-requisites throughout the curriculum and creation of English/math courses with applications relevant to other disciplines.
 - Discussing the value of particular aspects of courses and revision of course outcomes to better fit program outcomes.
 - Discussing ways to strengthen curriculum to reinforce course learning outcomes and identify potential gaps and areas which are repetitive.

- 2) Assessment activities have led to course and program improvements such as:
 - Improved mapping of course outcomes to program outcomes and to general education outcomes.
 - Improved methods of evaluating how students learn (#PROC-3).
 - Increased discussion among faculty and staff on how to address both success and retention of basic skills students, and increasing the emphasis on basic writing skills and thesis development (#PROC-4).
 - Course and syllabi revisions making the students more aware of course Student Learning Outcomes (SLOs) and more focus on the core issues of the curriculum (#PROC-5).
 - Improvements in students’ ability to demonstrate desired skills (#PROC-6).

3) Reported reflections of area Student and Program Learning Outcomes include:

- Assessment has led to increased student contacts with counseling and advising staff by improving the service delivery and the tracking of these services for Special Programs' students.
- Special Programs' orientations were enhanced to include additional information about the importance of career planning and goal setting.
- The eligibility and intake processes for Extended Opportunity Programs and Services (EOPS) students were modified to require students to apply for financial aid and take their math and English placement tests before they could apply for EOPS and Cooperative Agencies Resources for Education (CARE) programs.
- Efforts to educate student athletes about eligibility requirements and academic success resources have been largely successful. These efforts have included the use of student athlete Attendance Reports, Academic Progress Reports, a Student Athlete Handbook, and Student Education Plan (SEP) completion with an academic advisor in the first semester of enrollment. These efforts have increased the level of academic success by five percent since last year.
- Counseling found that the assessment results of two learning outcomes in 2011, coupled with the General Studies GS-6 SLO assessment results, show the importance of requiring student education plans for student success and progression. Inclusion of SEP completion has risen in importance to the institutional level and references to the completions of SEPs have been included in the Strategic Plan, Education Master Plan and the Enrollment Management Plan. A task force was created to develop a common SEP form on the WebAdvisor platform and develop a process for successful completion of the SEP in the first semester of students' educational journey.
- Disabled Students Programs and Services' (DSPS) assessments have led to the development of the new verification form to improve accommodations for students with disabilities.
- Basic skills data related to Guidance 145 have led to the development of three new classes more specifically focused on subject area. This will hopefully improve our delivery of academic assistance in the face of reduced staffing. Each class will allow for more specific instruction in the development of adaptive strategies for math, English and science.

4) Service area improvements related to assessment results include:

- Assessment of bad debt expense led the District to eliminate the practice of failing to collect on debts and has taken steps to implement deregistration, to update related policies and procedures and to engage the services of outside collection agencies.
- Assessment of fiscal year closing timeliness has resulted in an effort to increase communications and the working relationship with the county financial unit.
- Continued progress working with the planning committee to provide and interpret data in a consistent, systematic manner. Committee members indicate that they are now more comfortable relying on data and anticipate continued improvement.
- Custodial staff has gone through local vendor training on product selection and cleaning techniques to provide healthier and safer facilities.

The following actions have been taken to improve the program review process for 2013-14:

- Incorporated/aligned assessment and program review processes ([#PROC-7](#)).
- Provided better guidance for authors to link program plans and resource requests to the College's planning initiatives ([#PROC-8](#)).
- Established and refined the College's internal procedures for completing program reviews, incorporating the new academic leadership structure ([#PROC-9](#)).
- Revised the program review timeline to allow for currency of findings and action and increased linkage between the program review and the budgeting processes ([#PROC-10](#)).

Assessment of Student Learning Outcomes

The College has maintained a sustainable process of assessing student learning outcomes at all levels. At the course level, instructors have continued to assess course learning outcomes according to the two year assessment cycle established in Fall 2012. The process was strengthened by developing assessment reporting deadlines for each semester ([#PROC-11](#)). The semester deadlines were created to keep everyone on track given that instructors plan their assessments according to their two-year plan on a semester basis. The deadline was also created so that sufficient assessment progress could be documented and reflected upon in program review.

The assessment reporting tool is used for tracking course-level assessment activity. Minor adjustments have been made to the course level reporting form based on feedback solicited from instructors. Access to viewing completed reports, program reviews, assessment plans and maps have been adjusted for easier access in the report and on the assessment website, and a question prompting for assessment results was changed to elicit more description about the impact of the assessment ([#PROC-12](#)).

A new planning feature has been added to the assessment software to make it easier for instructors to plan for the future, and to track the progress towards their plan. The new planning tool displays the last time a course outcome was assessed, and allows faculty to identify the next time the course outcome will be assessed in upcoming semesters ([#PROC-13](#)). This builds on the assessment planning Excel sheets created during Fall 2012 Convocation. The new planning tool was presented at the Fall 2013 Convocation, and a work session was provided so that instructors could gain experience using the tool for the upcoming year. The assessment software was also adjusted to report assessment activity for each course outcome as opposed to each course so that progress towards assessing all outcomes in a two year period can be easily tracked ([#PROC-14](#)).

At the degree and certificate (program) level, assessment of each program outcome continues via group dialogue concerning all course-level assessments that align to the program outcome. Members of the Assessment Committee facilitated program assessment dialogue sessions in various departments ([#PROC-15](#)). These sessions helped train a number of faculty to conduct the sessions so that they will not need an Assessment Committee facilitator in the future. The program form in the assessment reporting tool was redesigned to effectively accommodate this

dialogue, with questions identifying the courses used to assess the program outcome, and a description of the changes to the program or courses under review (#PROC-16).

Assessment of the general education outcomes has continued by collecting assessments from a randomly selected pool, followed by a dialogue session of the assessment data and impact on student learning. This process has been carried out each semester since Fall 2011. The College now has baseline assessment data for each of the general education outcomes in terms of the extent to which students meet expectations (#PROC-17). Discussions have taken place comparing levels of attainment across the outcomes, and instructors have shared strategies for improving learning outcomes attainment (#PROC-18).

Student service programs assess all of their programs each year. The Student Development Assessment Group has held regular assessment dialogue sessions to discuss assessment results (#PROC-19). Several student service programs have worked together to develop shared outcomes to evaluate their areas more effectively (#PROC-20). A group of student service leaders worked to redesign the assessment reporting form so that the questions are better suited for service areas as opposed to class instruction. The content of the form has been developed and is currently being implemented (#PROC-21).

An important part of sustaining an assessment process is to continuously equip instructors with knowledge of how to effectively conduct assessments. Faculty and staff were provided a variety of assessment related professional development activities during 2012-13. Assessment training sessions occurred at the Fall 2012 Convocation and at Spring 2013 flex sessions (#PROC-22). Assessment training was also part of the associate faculty orientation at the main and branch campuses (#PROC-23). In addition, the Fall 2013 Convocation had sessions related to the improved assessment process, the new assessment planning tool, and the development and assessment of Institutional Learning Outcomes.

An Assessment Committee and coordinator support the campus. A new assessment coordinator was appointed in Summer 2013 to co-chair the Assessment Committee and to provide assistance to faculty. The Director of Institutional Effectiveness and Information Systems was also appointed as co-chair of the Assessment Committee to make sure that the committee had access to all of the information they needed. Administrative assessment support is also being provided with the new associate dean structure. The associate dean over each division has been charged with overseeing the assessment process, making sure that course and program outcomes are assessed according to plan, and offering assistance to help areas plan or coordinate dialogue when needed (#PROC-24).

Assessment dialogue sessions were offered to the campus on April 18, 19 and 24, 2013. Sessions were offered on a variety of topics including Institutional Learning Outcomes, the “closing the loop” process, assessing the first-year experience, and basic skills. Some sessions were held more than once to work around teaching schedules. Like the Assessment Summit held in Spring 2012, these dialogue sessions were documented in the assessment forum that can be accessed from the assessment website (#PROC-25). Another Institutional Learning Outcome session was offered during the Fall 2013 Convocation with the goal of finalizing a proposed set of outcomes and assessment measures (#PROC-26).

The institution tracks the progress of learning outcomes assessment activity when evaluating institutional effectiveness. The Institutional Effectiveness Scorecard has been updated for the 2012-13 year; including the section on the extent to which outcomes at all levels have been assessed (PROC-51). At the end of 2012-2013, assessment reports were submitted for 92 percent of all currently offered courses over the course of the two year assessment cycle, and for 83 percent of all degrees and certificates. In addition, learning outcome assessment is on track for all student service programs and all general education outcomes.

Data-Informed Decision Making

The College consistently uses a common template of student achievement data in program review reports. In 2012-13, a revised student achievement data set was interpreted by all instructional programs. Student equity data was added to the template, and the analysis of this data led to useful discoveries for many of the programs (#PROC-27). Other achievement indicators, such as success and retention, also led to meaningful dialogue that fed program planning (#PROC-28).

Authors were asked to evaluate the utility of the data sets after their analysis was complete. Over three-fourths of the authors reported that the analysis of the program review data was useful in assessing their program. The Program Review Committee detailed a set of improvements to the data sets for the 2013-14 year based on feedback from the committee and the program review authors. Changes included looking at persistence based on cohorts with a concentration of units instead of using the students' declared majors, as well as adding a stand-alone data set specific to online courses for committee review. The recommended changes were included in the Program Review Executive Summary (#PROC-29).

The culture of using data to inform decisions continues to strengthen across the College. Chairs of the Integrated Planning Committees are scheduled to meet with the President/Superintendent and the Director of Institutional Effectiveness and Information Systems to review relevant data from the Institutional Effectiveness Report and Scorecard to inform planning actions for the year (#PROC-30). The Director of Institutional Effectiveness and Information Systems presented data reports on a variety of topics including declared student goals of basic skills students (#PROC-31), and course taking patterns of students compared to assessment level (#PROC-32). A discussion of the 2012 IPEDS Data Feedback Report took place at meetings of Expanded Cabinet, Academic Senate and the Enrollment Management Committee (#PROC-33).

The Director of Institutional Effectiveness and Information Systems visited each division to provide detailed training on the use of the student achievement data set, and she also trained the Assessment Committee to interpret the data set so that they could assist in training their colleagues (#PROC-34). Several dialogue sessions have also taken place at planning committee meetings and with the Board of Trustees regarding the new California Community Colleges Student Success Scorecard (#PROC-35). The Office of Institutional Research also sent a screen cast to the campus detailing the Scorecard for the College (#PROC-36). The Board of Trustees engaged in discussion based on student achievement indicators, especially with regards to persistence and basic skills performance, which called for attention across the Student Success Scorecard and the Institutional Effectiveness Scorecard (#PROC-37).

Budget Planning

The District's integrated planning and budgeting processes have continued for multiple budget cycles with successful results. To ensure broad constituent input, the Budget Planning Committee (BPC) membership includes appointments of administrators, managers, faculty, staff, and students. The BPC's charge includes the following: "The Budget Planning Committee (BPC) is a forum for sharing of financial information. The BPC provides an opportunity for representatives of campus constituencies to make recommendations through the integrated planning process to the Chief Business Officer and the President/Superintendent about budget development and other financial issues likely to have significant financial impact on the District." Furthermore, the BPC's "Evaluation and Ranking Protocol" includes the notation: "Relationship to and relative importance of the request to the institutional strategic plan and educational master plan and program review" (#PROC-38).

Two of the BPC's functions are to provide to the President/Superintendent a recommendation on the budget forecast and to review and rank the resource requests arising out of annual program reviews (#PROC-39).

The 2013-14 program review resource requests were reviewed and ranked by the BPC using an evaluation template that also documents links to planning agendas (#PROC-40).

This process has worked well for the College over several years and provides a predictable and transparent way for plans to be disclosed and for constituents to provide feedback on the plans. The accreditation visiting team report of November 5-6, 2012 agreed as noted: "*Financial information is brought to the entire BPC and those members report out to the respective constituency groups...The College's current resource allocation process begins in the fall with program review...This information is also disseminated to various campus groups in information forums held on campus...College constituents have the opportunity to participate in the budget planning process through multiple venues...*" Evidence of the results of this transparent planning process are discussed below.

In planning for 2013-14, the BPC recommended to the President/Superintendent a conservative budget with a \$2 million budget reduction target (#PROC-41).

The BPC routinely reviews and updates an extensive list of potential budget savings and revenue generation ideas that have been generated through multiple District dialogue sessions and other sources (#PROC-42).

All constituencies were provided the opportunity to provide feedback on the development of a Priority Funding Plan for 2013-14 as noted on page 9 of the 2013-14 Final Budget. The bottom of the chart includes a listing of the major groups that have reviewed this plan. The "Notes" section describes the link between the item and the fiscal planning issue that is addressed, which in most cases is that the item will contribute to financial stability (#PROC-43).

The 2013-14 Final Budget is also subject to a public hearing and is an agenda item at the Board of Trustees meeting. These actions further ensure that a wide constituency has been provided the

opportunity to provide meaningful feedback. The Final Budget was most recently on the agenda as item 3.7 at the September 10, 2013 Board of Trustees meeting ([#PROC-44](#)).

The College's budget calendar is also reviewed and approved annually by the Board of Trustees. As evidence of the stability and transparency of this planning calendar, only minor changes were made to the 2014-15 Budget Calendar. See page 98 of the Board agenda for September 10, 2013 ([#PROC-45](#)).

For 2013-14, existing planning processes will continue with some modifications. For example, during 2012-13 there were three committees: Budget Planning, Facilities Planning, and Technology Planning. Facilities Planning and Technology Planning reviewed and prioritized items that were then sent to the BPC for a District-wide prioritization. To improve efficiency and help with scheduling meetings, these three committees have been combined. There will still be a Facilities and a Technology "subcommittee" structure and many of the processes will continue. For example, the BPC will review and rank resource funding requests arising out of program reviews and will continue to follow up and "close the loop" on what recommended projects were completed and whether the expected outcomes were met or not ([#PROC-46](#)).

The BPC will continue to self-assess each spring and make process improvements for the next budget cycle. The April 17, 2013 BPC meeting notes include a discussion led by the faculty chair as follows: "...reported that results from the Planning Committee's survey on committee effectiveness were pretty good for BPC...It was agreed to revisit the charge, mission and calendar of the committee at the beginning of the fiscal year" ([#PROC-47](#)).

Strategic Planning

The 2012-17 Strategic and Education Master Plans drive the College to continuously improve effectiveness. Specific objectives in the Strategic Plan and Education Master Plan were focused on as part of the 2012-13 Annual Plan ([#PROC-48](#)). The Annual Plan drives the actions of the College each year. One or more responsible parties were assigned to each planning action in the 2012-13 plan, and they were contacted by the Institutional Effectiveness Committee to provide status updates. The progress towards each action was reported to campus as part of the Institutional Effectiveness Report ([#PROC-49](#)).

The impact of the annual planning actions was assessed by developing indicators for each objective in the Strategic and Education Master Plans. Baseline data was collected for each indicator. An interactive webpage was developed to display several years of data for all indicators based on a given planning objective or keyword ([#PROC-50](#)). This database has been shared with the integrated planning committees so that they can easily call up relevant data related to intuitional planning as needed. This database will be updated annually to include an additional year of data for each indicator.

The College uses the Institutional Effectiveness Scorecard to evaluate institutional effectiveness. The Institutional Effectiveness Committee (IEC) worked with Institutional Research to improve the scorecard for 2012-13. In addition to improving some of the indicators, the scorecard now clearly distinguishes benchmarks that are internal versus external to the College ([#PROC-51](#)).

The scorecard was presented to the Board of Trustees at the Board meeting on October 1, 2013. The Board of Trustees agenda calendar now has a discussion of the College's Institutional Effectiveness Scorecard as a standing October agenda item ([#PROC-52](#)).

The IEC formed a task force to review the College's committee structure in an effort to create a structure that is sustainable and efficient given fewer faculty and staff. The task force included members from the IEC alongside representation from Academic Senate, College of the Redwoods Faculty organization, Classified School Employees' Association and Managers Council. The task force was asked to evaluate whether all current non-Academic Senate committees need to remain the way they are or be consolidated or diminished. The task force met with constituents from all of the committees under consideration and asked them to evaluate the pros and cons of keeping the current committee structure in light of possible alternatives. After a thorough review of pros, cons, committee facts, alternatives, and answers to questions that arose, the task force shared a set of recommendations with the Institutional Effectiveness Committee ([#PROC-53](#)). Most, but not all of these recommendations were implemented. The recommendations were refined and resulted in a new committee structure. The integrated planning model was adopted following approval by Expanded Cabinet ([#PROC-54](#)).

An Annual Plan for 2013-14 was developed based on a substantial amount of feedback ([#PROC-55](#)). Initial sessions to develop the 2013-14 annual plan took place in October and November of 2012 ([#PROC-56](#)). These sessions led to a draft plan that was presented to Expanded Cabinet. Expanded Cabinet provided feedback, followed by the IEC contacting each person responsible for the actions that appeared. Responsible persons and Executive Cabinet met to refine the plan ([#PROC-57](#)), and the plan was taken back to the IEC and the Expanded Cabinet for final review. The 2013-14 Annual Plan was presented to campus at Fall 2013 Convocation. Faculty and staff familiarized themselves with the plan and participated in dialogue, documenting how they could contribute to actions in the plan. Their feedback was gathered by the IEC to inform the integrated planning process ([#PROC-58](#)).

Several improvements have been made to the integrated planning process. The third annual Planning Summit was held on April 6 of this year ([#PROC-59](#)). All of the integrated planning committees were represented, and members of each committee were asked to discuss the information and processes which informed their decisions, and how their contributions could be improved. A fishbowl exercise was also used to uncover the strengths and weaknesses of interactions and transfer of information across committees ([#PROC-60](#)).

The College continues to strengthen the integrated planning process by creating an improved version of the Integrated Planning Timeline. The IEC revised the timeline, and it was distributed to campus at Fall 2013 Convocation ([#PROC-61](#)). The Institutional Effectiveness Committee also revised the College's Planning, Budgeting, and Program Review Manual. The title was changed to reflect that the document depicts the integrated planning process, and content changes were made to reflect the structural reorganization of the College and processes that changed as a result.

The 2012-13 Institutional Effectiveness Report was distributed to campus and presented at the September Board of Trustees meeting ([#PROC-62](#)). The report provided a detailed look at the

effectiveness of the institution by reviewing the past 2012-13 year in terms of a general look at educational effectiveness of the College, progress towards the 2012-13 Annual Plan, and effectiveness of the integrated planning progress (#PROC-63). The report also looked forward to the 2013-14 year in terms of actions focused on in the new Annual Plan, and changes that could be made to improve the integrated planning process.

Conclusion

The ACCJC Action Letter dated February 11, 2013 states, *“The Commission also discussed the considerable work the College has accomplished by meeting the Eligibility Requirements and Standards related to integrated planning, the listing of student learning outcomes on syllabi and in the catalog.....The task will be to sustain the new processes and practices, and demonstrate that the institution complies with all of the requirements of accreditation.”*

CR develops and implements integrated planning and budgeting practices to ensure plans are discussed and scrutinized, and that there is a predictable and transparent way for plans to be disclosed and for constituents to provide feedback on the plans.

The College meets the ACCJC’s expectations for an effective and sustainable program review process. The College continues to evaluate the effectiveness of the program review process, makes adjustments, monitors the process, and uses findings for program, learning and service improvement. Further, the College employs strategies for integration of program reviews to assessment process, curricular planning and resource allocations. Results from program reviews are integrated into planning and budgetary processes of the College.

Actions Planned for Continuous Quality Improvement

The College’s integrated planning and budgeting processes will ensure that the College is achieving its mission and goals (#PROC-64). As demonstrated through the planning committees’ processes, all constituencies will have appropriate opportunities to participate in the development of the District’s institutional plans and budgets. The District will systematically assess the effective use of financial resources and use the results of the assessment as the basis for improvement of the institution.

The program review process for the upcoming year is being improved. Improvements to the 2013-14 program review template have been reviewed by the committee, and an earlier deadline to allow for more timely use of resource and staffing requests is in place. A plan has been developed for facilitating program review within the new administrative structure, and for prioritizing resource requests within an improved planning committee structure.

Faculty and staff will assess all student learning outcomes and service area outcomes on a two year cycle, and this information will inform program planning and review. Faculty and staff will identify the topics of dialogue sessions that will take place this year based on pertinent assessment findings. Integrated planning committee representatives will attend these dialogue sessions so that assessment results will inform the institution’s planning, as well as course and program-level improvements.

The IEC will monitor the College's progress in meeting institutional planning objectives by overseeing the development and implementation of the Annual Plan. Progress of each item in the Annual Plan will be tracked, and the impact of this progress on the institution will be assessed.

LIST OF EVIDENCE

Recommendation #6 – Strategic Hiring Plan

- #R6-1 [Strategic Equity in Hiring Plan](#)
- #R6-2 [Equal Employment Opportunity Plan](#)
- #R6-3 [Multicultural and Diversity Resources Webpage](#)
- #R6-4 [EEO Advisory Committee](#)
- #R6-5 [BP 7100 Commitment to Diversity](#)
- #R6-6 [AP 7100 Commitment to Diversity](#)
- #R6-7 [BP 3410 Nondiscrimination](#)
- #R6-8 [BP 3420 Equal Employment Opportunity](#)
- #R6-9 [Board of Trustees Annual Calendar](#)
- #R6-10 [EEO Advisory Committee Meeting Packets](#)
- #R6-11 [LatinoNet Linkage to CR Employment Opportunities](#)
- #R6-12 [Mailing List of Tribal Headquarters and Rancherias](#)
- #R6-13 [HigherEDJobs.com Affirmative Action Emails](#)
- #R6-14 [Diversity Question on Selection Committee Interview Sheet](#)
- #R6-15 [Hiring Committee Training Presentation and Quiz](#)
- #R6-16 [Diversity Announcements to Workforce Investment Boards](#)
- #R6-17 [Latino Film Festival Press Release](#)
- #R6-18 [Commitment to Equal Employment in Job Brochure](#)
- #R6-19 [Cultural Proficiency as Preferred Employment Qualification in Job Brochure](#)
- #R6-20 [Multicultural and Diversity Committee Curriculum Recommendations](#)
- #R6-21 [Enrollment Management Committee Response to MDC Recommendations](#)
- #R6-22 [Funding to Support Professional Development Activities](#)
- #R6-23 [College Announcement of Guest Diversity Speaker](#)
- #R6-24 [New Employee Notice of Commitment to Diversity and EEO Plan](#)

- #R6-25 [Diversity Training Course Description](#)
- #R6-26 [Updated Analysis of District Workforce and Applicant Pool](#)
- #R6-27 [Annual Written Notice to Community Groups](#)
- #R6-28 [Diversity Initiatives in 2013-2014 Annual Plan](#)

Recommendation #7 – Professional Development

- #R7-1 [Professional Development Committee Survey Results](#)
- #R7-2 [Professional Development Committee Meeting Notes](#)
- #R7-3 [Professional Development Committee Self-Assessment](#)
- #R7-4 [Professional Development Calendar](#)
- #R7-5 [Evaluations of Professional Development Committee Activities](#)
- #R7-6 [Professional Development Webpage](#)
- #R7-7 [Professional Development Series Flyer for Faculty & Associate Faculty](#)
- #R7-8 [Professional Development Series Flyer for Classified Staff](#)
- #R7-9 [Professional Development Series Flyer for Managers & Administrators](#)
- #R7-10 [Technology Tuesday Training Schedule](#)
- #R7-11 [Minutes from 04/11/2013 Professional Development Committee Meeting](#)
- #R7-12 [Program Review Template](#)
- #R7-13 [Collective Bargaining Agreement Section 4.1 on Release Time](#)
- #R7-14 [Classified Employee Authorized Release Time Report](#)
- #R7-15 [Minutes from 8/19/2013 College Council Meeting](#)
- #R7-16 [BP 7160 Professional Development](#)
- #R7-17 [Representatives on the Professional Development Committee](#)
- #R7-18 [2012-2013 Comprehensive Training Matrix](#)
- #R7-19 [Professional Development Calendar of Committee Activities](#)
- #R7-20 [Professional Development Committee Annual Report Draft](#)

Eligibility Requirement #17

- #ER17-1 Open Forum Announcements to Campus Regarding Fiscal Situation
- #ER17-2 Financial Self-Analysis from October 2012 Show Cause Report
- #ER17-3 Evidentiary Documents for Financial Review
- #ER17-4 Updated Financial Self-Analysis
- #ER17-5 Board of Trustees Review Packet on Quarterly Report Review, May 2013
- #ER17-6 Marketing Task Force Discussion at April Academic Senate
- #ER17-7 Senate Update Regarding the Marketing Task Force
- #ER17-8 Marketing Task Force Discussion at Board of Trustees Meeting, May 2013
- #ER17-9 Marketing Task Force in June 2013 Board of Trustees Minutes

Standard III.D.1.b

- #IIID-1 Sample Recommendations from the Budget Planning Committee
- #IIID-2 Minutes from the May 2012 Budget Planning Committee Meeting
- #IIID-3 2012-2013 Budget Forecast
- #IIID-4 Budget Reduction Recommendations from the Budget Planning Committee
- #IIID-5 Lease Recommendations from the Budget Planning Committee
- #IIID-6 Multi-year Budget Forecast
- #IIID-7 Board of Trustees Packet on Bad Debts, September 10, 2012
- #IIID-8 Minutes from the August 2012 Budget Planning Committee Meeting
- #IIID-9 Monthly Financial Status Report in June 2013 Board of Trustees Packet
- #IIID-10 Budget Planning Prioritization Process
- #IIID-11 Budget Planning Committee Mission and Charter
- #IIID-12 2013-2014 Revised Program Review Template
- #IIID-13 Assessment Results Leading to Improved Evaluation

Standard III.D.3.a (formerly III.D.2.c)

- #IIID3-1 General Fund Levels in Board of Trustees Agenda, May 2013
- #IIID3-2 Student Deregistration in Board of Trustees Packet, August 2012
- #IIID3-3 Collection Agency Request for Qualifications
- #IIID3-4 Board Policy 5030 on Delinquent Collection Fee
- #IIID3-5 Administrative Procedure 5030 on Account Collections Process
- #IIID3-6 Special Board Meeting Packet on Debt Collection, June 2012
- #IIID3-7 2013-14 Final Budget
- #IIID3-8 Capital Project Stop Work Orders in Board of Trustees Packet, July 2012
- #IIID3-9 Residence Halls Payment Plan Worksheet
- #IIID3-10 Quarterly Cash Flow and Burn Rate Update on October Board Agenda

Implementation and Sustainability of Program Review, Budgeting and Planning Processes

- #PROC-1 Program Review Executive Summary
- #PROC-2 Analysis of Equity Data in Program Review
- #PROC-3 Assessment Results Leading to Improved Evaluation
- #PROC-4 Basic Skills Dialogue Resulting from Assessment Activity
- #PROC-5 Syllabi Revisions Resulting from Assessment Activity
- #PROC-6 Gains in Student Learning Evidenced in Assessments
- #PROC-7 PRC Minutes Regarding Assessment in PRC Process
- #PROC-8 2013-14 Instructional Program Review Template
- #PROC-9 Dean's Council Meeting Minutes on Program Review Procedures
- #PROC-10 Annual Integrated Planning Timeline
- #PROC-11 Memo on Assessment Reporting Deadlines
- #PROC-12 Revised Question on Impactful Assessment
- #PROC-13 Assessment Planning Tool
- #PROC-14 Assessment Reporting by Outcome

- #PROC-15 [Program Assessment Dialogue Sessions](#)
- #PROC-16 [Program Reporting Form](#)
- #PROC-17 [General Education Assessment Results](#)
- #PROC-18 [General Education Assessment Dialogue Session](#)
- #PROC-19 [Student Development Assessment Group Minutes](#)
- #PROC-20 [Student Development Assessment Example of Shared Learning Outcome](#)
- #PROC-21 [Revision of the Student Services Assessment Report Form](#)
- #PROC-22 [Assessment Development Sessions at Convocation and Flex Sessions](#)
- #PROC-23 [Assessment Training at Associate Faculty Orientations](#)
- #PROC-24 [Role of Associate Deans in Assessment Process](#)
- #PROC-25 [Spring 2012 Institutional Learning Outcome Dialogue](#)
- #PROC-26 [Institutional Learning Outcome Dialogue at Fall 2013 Convocation](#)
- #PROC-27 [Behavioral & Social Science 2012-13 Program Review](#)
- #PROC-28 [English 2012-13 Program Review](#)
- #PROC-29 [Recommended Changes to Dataset in Program Review Exec Summary](#)
- #PROC-30 [Integrated Planning Committee Meeting Agenda](#)
- #PROC-31 [Basic Skills Agenda and Data Reports, March 2012](#)
- #PROC-32 [Enrollment Management Committee Agenda and Data Reports, Dec 2012](#)
- #PROC-33 [IPEDS Data Feedback Report at Expanded Cabinet, Senate, and EMC](#)
- #PROC-34 [Division Training: Interpreting Program Review Data](#)
- #PROC-35 [CCC Student Success Scorecard Discussion with Planning Committees](#)
- #PROC-36 [CR Screen Cast of CCC Student Success Scorecard](#)
- #PROC-37 [CCC Student Success Scorecard in Board of Trustees Agenda](#)
- #PROC-38 [Membership on the Budget Planning Committee](#)
- #PROC-39 [Recommendations and Budget Forecast from the Budget Planning Committee](#)
- #PROC-40 [Resource Request Rankings from Program Review](#)
- #PROC-41 [Budget Recommendation from the Budget Planning Committee](#)
- #PROC-42 [Budget Savings and Revenue Ideas from the Budget Planning Committee](#)
- #PROC-43 [Priority Funding Plan in the 2013-2014 Final Budget](#)
- #PROC-44 [Final Budget on September 2013 Board of Trustees Agenda](#)

- #PROC-45 [2014-15 Budget Calendar in September 2013 Board of Trustees Packet](#)
- #PROC-46 [Budget Planning Committee Closing the Loop](#)
- #PROC-47 [Budget Planning Committee Self-Assessment Discussion](#)
- #PROC-48 [2012-13 Annual Plan](#)
- #PROC-49 [2012-13 Institutional Effectiveness Report](#)
- #PROC-50 [Institutional Planning Database](#)
- #PROC-51 [Institutional Effectiveness Scorecard](#)
- #PROC-52 [Board of Trustees Calendar, October](#)
- #PROC-53 [Recommendations from Task Force on Revised Committee Structure](#)
- #PROC-54 [Revised Integrated Planning Model](#)
- #PROC-55 [2013-14 Annual Plan](#)
- #PROC-56 [2013-14 Annual Plan Dialogue Sessions](#)
- #PROC-57 [2013-14 Annual Plan Refinement Meeting with Executive Cabinet](#)
- #PROC-58 [2013-14 Annual Planning Presentation at Convocation](#)
- #PROC-59 [Planning Summit Agenda, April 2013](#)
- #PROC-60 [Planning Summit Notes, April 2013](#)
- #PROC-61 [Annual Integrated Planning Timeline](#)
- #PROC-62 [Institutional Effectiveness Report in September 2013 Board Packet](#)
- #PROC-63 [2012-13 Institutional Effectiveness Report](#)
- #PROC-64 [Integrated Planning and Budgeting Processes](#)