

SHOW CAUSE TEAM REPORT
COLLEGE OF THE REDWOODS

Eureka, California

A Confidential Report Prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the show cause team's visit to
College of the Redwoods, November 5-6, 2012

William T. Scroggins, Chair

ACCREDITATION FOLLOW-UP VISITING TEAM

Dr. William Scroggins (Chair)
President/CEO
Mt. San Antonio College

Dr. Linda Fontanilla
Vice President, Student Services
Irvine Valley College

Dr. Mary Gallagher
Vice President, Administrative Services
Los Angeles Trade-Technical College

Dr. K.C. Greaney
Director, Institutional Research
Santa Rosa Junior College

Mr. Randal Lawson
Executive Vice President
Santa Monica College

Ms. Deborah Ludford
District Director of Information Services
North Orange County CCD

SUMMARY OF FOLLOW-UP REPORT

DATES OF VISIT: November 5-6, 2012

INSTITUTION: College of the Redwoods

TEAM CHAIR: William T. Scroggins
President/CEO, Mt. San Antonio College

The six-member team conducted a show cause team visit to College of the Redwoods from Monday, November 5, to Tuesday, November 6, 2012. The primary charge to the team was to review evidence that the College of the Redwoods has addressed Recommendations 2, 3, 4, 5, 6, 7, and 8 of the 2011 Evaluation Report and Recommendation 1 from 2008 Evaluation Report and meets the Standards enumerated in these Recommendations. In addition, the team was charged with reviewing evidence that the College of the Redwoods meets all Eligibility Requirements and continues to meet all components of Standards IB, IIA, IIB, IIC, IIIA, IIIB, IIIC, IIID, and IVB.

The team reviewed the Show Cause Report dated October 15, 2012 provided by College of the Redwoods, the 2011 Evaluation Report, and documentation provided by the College of the Redwoods to support statements in the Show Cause Report. The team requested and reviewed additional evidence provided by the College, and extensively viewed evidentiary information provided by the College on its web site. The team also conducted on site interviews with administrators, faculty, staff and students.

The team found the Show Cause Report to be better written than the 2011 Self Study and better documented. The Show Cause Report reiterated much information from the Self Study but was more objective and complete in both its evidence and conclusions. Links to online documentation generally worked well but in many cases provided agendas rather than minutes and plans rather than outcomes. Requests for additional information were followed up satisfactorily, and reformatting of documents to include essential information was handled well and proved essential to the team's ability to document progress on the part of the College, particularly progress made in the run up to the team visit.

The team used interviews with key College personnel for three distinct purposes. The first was to verify with a range of individuals that the referenced events and stated conclusions in the Show Cause Report were accurate and complete. The second objective was to verify that activities planned to take place during the remainder of the 2012-13 academic year were based on tangible commitments and were hard wired into action. Finally, the interviews tested both the campus climate and the extent of the resolve of those at the College to continue the agenda for change. This latter element was especially important in the team's investigation of the commitments the College has made to resolve its fiscal challenges. The key question for the team was evidence of fiscal stability, that is, not only the specific changes the College has made to date but also the changes that require action by the governing board and/or those that require negotiations between the College and the exclusive representatives of employee groups.

This report begins with the team's observations, findings, and conclusions with regard to the Recommendations. The report then discusses compliance with the Eligibility Requirements. Finally, the report analyzes documentation for continuing compliance with the Standard sections in IB, IIA, IIB, IIIA, IIIB, IIIC, IIID, and IVB which were not covered in the analysis of the College's response to the Recommendations.

Eligibility Requirements

1. AUTHORITY

The team verified that College of the Redwoods is approved as a California Community College and is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. The College is authorized to operate as an educational institution and to offer undergraduate education for transfer to four-year institutions.

2. MISSION

The team verified that College of the Redwoods has a mission statement that was revised and adopted by the Board of Trustees in July 2011. The College mission statement is included in both print and electronic publications. The mission statement defines the constituency the College seeks to serve and states the College's commitment to student learning.

3. GOVERNING BOARD

The team verified that College of the Redwoods has a functioning governing board responsible for the quality, integrity, and fiscal stability of the institution. The governing board is composed of nine elected members from the geographical area that comprises the district. In addition, the governing board has one student representative and is sufficient in size and composition to fulfill all of its responsibilities. The governing board is an independent policy-making body that reflects the constituent groups and public interest in its decisions. The team noted that the governing board has recently voted to redraw trustee area lines to balance population distribution. In addition, on August 7, 2012 and continuing through this team visit, College of the Redwoods has retained the services of a Special Trustee to "provide advice and counsel, and make recommendations on all matters relating to the operation of the District." Further, the contract for the Special Trustee goes on to specify that "the recommendations of the Special Trustee will normally be accepted by the District and approved by the Governing Board, and only in exceptional circumstances and for compelling reasons will the recommendations of the Special Trustee not be accepted or approved." The team found that the Special Trustee's recommendations were central to the ability of the governing board to guide the college in responding to the Recommendations and complying with the Standards.

4. CHIEF EXECUTIVE OFFICER

The team verified that College of the Redwoods has a chief executive officer who was appointed by the governing board. The chief executive officer is responsible for administering the policies adopted by the governing board and executing all its decisions. The team noted that the College has had unexpectedly high turn-over in this key leadership position. Further, the team noted that the College has recently hired a permanent chief executive officer replacing the interim who has returned to his position of chief instructional officer.

5. ADMINISTRATIVE CAPACITY

The team verified that College of the Redwoods has the administrative staff to support its mission and purpose, programs, and services. All administrative personnel meet or exceed the minimum qualifications for the positions they hold.

6. OPERATIONAL STATUS

The team verified that College of the Redwoods is operational and offers courses at the main campus, at its two centers, and at various locations throughout the district.

7. DEGREES

The team verified that College of the Redwoods offers a variety of Associate of Arts/Science degree and vocational certificate programs in 93 areas of study.

8. EDUCATIONAL PROGRAMS

The team verified that College of the Redwoods degree programs are compatible with its mission, are based on recognized postsecondary fields of study, and have sufficient content and rigor. The institution has incorporated student learning outcomes at the course, program, and institutional levels.

9. ACADEMIC CREDIT

The team verified that College of the Redwoods awards credit for coursework using the Carnegie Standards.

10. STUDENT LEARNING AND ACHIEVEMENT

The College defines and publishes student learning outcomes in course outlines of record and syllabi. These outcomes are reviewed, assessed, and updated regularly through the assessment, program review, and curriculum processes. The College has developed program learning outcomes for all degrees and certificates, and these are published in the catalog. The College has also identified general education outcomes for all associate degree and certificate programs. By correcting the deficiencies identified in Recommendation 3, College of the Redwoods now meets Eligibility Requirement 10.

11. GENERAL EDUCATION

The team verified that College of the Redwoods degree programs require the completion of general education courses in oral and written communications, analytical thinking and computational skills, natural science, humanities, and social and behavioral sciences. These courses are designed to ensure breadth of knowledge and to promote intellectual inquiry.

12. ACADEMIC FREEDOM

The team verified that College of the Redwoods faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic and educational community in general.

13. FACULTY

The team verified that College of the Redwoods employs 84 full-time faculty members, down from 94 the year before. The faculty members are qualified to conduct the institution's programs and meet state-mandated minimum educational and experiential requirements, as well as requirements of the ACCJC.

14. STUDENT SERVICES

The team verified that College of the Redwoods provides adequate student support services for all students.

15. ADMISSIONS

The team verified that College of the Redwoods has adopted and adheres to admissions policies and procedures consistent with its mission that specify the qualifications of students appropriate for its programs.

16. INFORMATION AND LEARNING RESOURCES

The team verified that College of the Redwoods provides specific long term access to sufficient information, learning resources, and services to support its mission and all of its educational programs.

17. FINANCIAL RESOURCES

While the College experienced a fiscal problem at the 2011-12 year end as the result of a write off of \$790,000 for uncollectable student accounts, the College reserve was at 3.28 percent. The College took measures to close a funding gap by reducing expenditures, but a funding gap of almost \$2 million remained to assure a 5 percent reserve in the 2012-13 Tentative Budget adopted in June 2012. The Board of Trustees, the College administration, and the College faculty and staff engaged in extensive discussion and dialogue resulting in a list of budget actions to close this gap for 2012-13 and into the future. As of the date of the team visit, documented actions have been implemented that reduce this deficit to \$745,661 for 2012-13. An action item on the December 4, 2012 Board Agenda will implement reductions in force that will produce an estimated ongoing savings of \$1.6 million annually. The team found that both senior management and governing board leadership is in support of this action. With this action, the College will have taken the necessary steps to stabilize its funding base and financial resources. These specific actions for financial development will, in the analysis performed by the team, be adequate to support student learning programs and services that will improve institutional effectiveness and assure financial stability. The actions anticipated to be taken by the governing board at the December 4, 2012 meeting will restore the 2012-13 reserves to \$1,610,747 or 5.45% of the general fund budget. The team noted that these reductions in force were within the contractual authority of the District.

18. FINANCIAL ACCOUNTABILITY

The team verified that College of the Redwoods annually undergoes and makes available an external financial audit by a certified public account.

19. INSTITUTIONAL PLANNING AND EVALUATION

The team verified that College of the Redwoods provides basic planning for the development of the institution.

20. PUBLIC INFORMATION

The team verified that College of the Redwoods publishes information, in print and electronic format, in its catalog, class schedule, and other publications, concerning the College's purposes and objectives, admission requirements and procedures, rules and regulations affecting students,

degrees offered, and degree requirements. The College distributes annual publications on program accomplishments and student graduates.

21. RELATIONS WITH THE ACCREDITING COMMISSION

The team verified that College of the Redwoods adheres to the eligibility requirements, accreditation standards and policies of ACCJC, describes itself in identical terms to all of its accrediting agencies, communicates any changes in its accreditation status in a timely manner, and agrees to disclose information required by ACCJC to carry out its accrediting responsibilities.

**COLLEGE OF THE REDWOODS SHOW CAUSE FOLLOW-UP VISIT
NOVEMBER 5-6, 2012**

**EVALUATION OF THE COLLEGE USING ACCJC STANDARDS
RESPONSE TO RECOMMENDATIONS**

Recommendation #2 – Strategic Planning

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;. (IB.1-4, IIIA.6, IIIB.1.a, IIIB.2.a, IIIB.2.b, IIIC.2, IIID.1.a, IIID.2.g, IIID.3)

Significant Changes since the Comprehensive Visit

There has been tremendous progress in the area of strategic planning since the comprehensive visit in Fall 2011. Significant accomplishments include:

- The College has provided stable leadership in planning and institutional research. Two full time positions have been filled in the past year, the Director of Planning, Grants and Institutional Effectiveness, and the Director of Institutional Research.
- The College has clearly articulated an ongoing strategic master planning process that demonstrates linkages between institution-level district-wide plans, functional operational plans, and program level planning, as evidenced by the College of the Redwoods Planning, Budgeting, and Program Review Manual.
- The College thoroughly evaluated the prior year’s program review, resource allocation and institutional planning efforts, including recommendations for changes that were adopted in 2012. This effort is evidenced in the Institutional Effectiveness Report, 2011-2012.
- The College provided two well-attended open planning sessions to invite participation in the districtwide planning processes, to promote widespread dialog and increase understanding of the planning process. These sessions include the Spring 2012 Integrated Planning Summit, and the Fall 2012 Convocation session on the Annual Institutional Plan.
- The Director of Institutional Research provided various targeted workshops to promote the use of data in the planning process, including “Program Review Dataset Orientation,” “Data Informed Decision Making,” “Institutional Effectiveness Scorecard” presentations, and other information presented to divisions and departments.
- The College developed a revised “Strategic Plan for College of the Redwoods, 2012-2017” that includes measurable, actionable goals.
- The College developed an updated “Educational Master Plan for College of the Redwoods, 2012-2017” which is very closely aligned with the Strategic Plan and includes measurable, actionable goals.
- The College created an enhancement, the “College of the Redwoods Annual Institutional Plan: 2012-2013” that draws from the Strategic Plan and the Educational Master Plan to set specific priorities for the 2012-13 academic year and includes measurable, actionable goals.

- The College developed an updated “2012-2015 Technology Plan for College of the Redwoods” that includes measurable, actionable goals.
- The College developed an updated “2012-2015 College of the Redwoods Facilities Master Plan” that includes measurable, actionable goals.
- District-wide institutional plans have been integrated and effectively aligned with program review, as evidenced in all major districtwide planning documents such as the Strategic Plan for College of the Redwoods, 2012-2017; the Education Master Plan for College of the Redwoods, 2012-2017; the Annual Institutional Plan: 2012-2013; the 2012-2015 Technology Plan for College of the Redwoods; the 2012-2015 College of the Redwoods Facilities Master Plan; and program reviews/resource requests.
- The College conducted surveys to inform the institutional self-assessment process, including technology surveys in Spring and Fall 2012, and the Planning and Committee Member Survey in Spring 2012.

In conversations with faculty, staff and administrators during the follow up visit, it became clear that, in the past year, understanding and endorsement of an institutional planning process to improve institutional effectiveness has increased.

Findings and Evidence

I.B

The team found that the institution has developed and implemented a planning process that is broad-based, offers opportunities for input by appropriate constituencies, allocates resources in accordance with the planning process, and leads to a continuous quality improvement process. (I.B.4) The now annual Institutional Effectiveness Report, based on evidence from committee self-evaluations, a review of student learning outcomes and program review processes, and an assessment of Key Performance Indicators, recommended changes for improvement of institutional processes to improve effectiveness that were adopted for implementation in 2012 (I.B.3). The newly developed Strategic Plan 2012-2017, Educational Master Plan 2012-2017, and Annual Institutional Plan 2012-2013 are a set of comprehensive strategic plans that set broad goals to improve educational and institutional effectiveness. These three plans are closely aligned, and clearly establish measurable, actionable goals. (I.B.2) All these plans are all newly revised and updated this year. The team noted that these plans are a considerable improvement over their previous forms. The team found evidence that the College intends to continue using the updated versions of the plans to assess and evaluate progress on the goals and objectives of the plans and include the results in the annual Institutional Effectiveness Report. For the new cycles of the five-year Strategic and Educational Master Plans, there is evidence that, in addition to Key Performance Indicators and qualitative data, the College is now collecting baseline data for each new objective indicator/target. For the Annual Institutional Plan there is evidence that the College intends to add to the data used for analysis a detailed assessment of the new objective outcomes data in the annual Institutional Effectiveness Report. The College has promoted on-going collegial dialog about institutional effectiveness as evidenced in the Planning Summit, Assessment Summit, Convocation Sessions, committee minutes, and conversations the team had with faculty, administrators, and staff on site (I.B.1).

IIIA-D

The team found evidence that the College is in its second cycle of implementing its institutional planning process which is integrated to include Human Resources Planning (III.A.6), Physical Resources (III.B.1.a, III.B.2.a-b), Technology Planning (III.C.2), and Financial Planning (III.D.1.a, III.D.2.g, III.D.3) as well as evidence that the College evaluates those processes to improve institutional effectiveness. The program planning process continues to include resource requests linked to goals and objectives from the Strategic Plan, Educational Master Plan, and functional plans, now in their updated forms. These resource requests are targeted for planning related, operational and personnel funding. Those requests, including justification and linkages to district plans, are then forwarded for further prioritization. Facilities related requests are forwarded to the Facilities Planning Committee, technology requests to the Technology Planning Committee, furniture/equipment requests to the Furniture & Equipment Planning Committee, faculty staffing requests to the Prioritization Committee, and classified staffing requests to the President's Cabinet and then the Expanded Cabinet, the latter step being a new addition to the process implemented by the new college president. All requests are ultimately processed by the Budget and Planning Committee, which further prioritizes non-personnel requests to create a College level ranked list. After review by the Cabinet, the college president authorizes the allocation of resources. This process is now in its second full cycle.

College of the Redwoods has revised and improved a number of institutional and functional plans in the past year. The team views this as evidence that the positive changes in planning noted in the comprehensive evaluation report of October 2011 have been sustained and improved upon. Deficiencies noted in previous evaluation reports, including the lack of measurable, actionable goals, lack of explicit alignment between plans and the seemingly obsolete content, have been rectified in the newly revised and updated plans. The revised Facilities Master Plan also includes resources needed to cover the total cost of ownership of new and upgraded facilities and equipment, which was a necessary improvement. The team found that College of the Redwoods, in its quest for continuous quality improvement, has processes in place and the dedication of campus leadership that will continue to refine functional plans, institutional plans, budget allocation, and other processes to improve institutional effectiveness. The College has demonstrated their collective ability to plan effectively, collect evidence of institutional effectiveness, reflect upon it, and implement change in a cycle of sustainable continuous quality improvement. The planning process, noted as "under development" in the comprehensive evaluation report of October 2011, has been developed and implemented.

Conclusion

The College has addressed this recommendation and meets Standard I.B and III.A-D as they have improved their integrated planning process by explicitly aligning those plans with program review and resource allocation, by establishing measurable, actionable goals, and by assessing and improving the institutional planning process using a process of widespread, inclusive dialogue. The college has established measurable objectives in its Strategic Plan and is collecting baseline data. Going forward, the College will need to follow through on its plans to incorporate the results of this objective data in its planning and improvement processes as it has done with Key Performance Indicators and qualitative assessments used in previous cycles

Recommendation #3 - Course Syllabi and Catalog

In order to meet the Standards and Eligibility Requirements, the team recommends that the College ensure that all students receive a course syllabus that specifies student learning outcomes and that program outcomes are published in the College catalog and other relevant College documents. (Standard IIA.6, Eligibility Requirement #10)

Significant Changes since the Comprehensive Visit

The College collected all student learning outcomes and program learning outcomes for publication in one document to make this information readily available to all faculty members. The program learning outcomes were then submitted for inclusion in the 2012-2013 College catalog. A faculty and staff workgroup developed a standardized syllabus insert designed to include student learning outcomes for each course as well as standardized information regarding accommodation for students with disabilities and academic misconduct. The College then adopted a standardized procedure to notify faculty of their obligation to include student learning outcomes in all syllabi; to require submission of all syllabi to division offices by an established deadline, mid-August for the fall semester and mid-January for the spring semester; and for the appropriate administrator to verify submission, including contacting all faculty members who have not complied by the deadline to ensure 100% compliance.

Findings and Evidence

Team members reviewed at least one Fall 2012 faculty syllabus from each discipline offered by the College and verified that all syllabi from the sample reviewed included student learning outcomes. This supports the College's assertion in the Show Cause Report that there is 100% compliance with this requirement. While faculty members are now compliant with the requirement, team members noted that individual responses varied significantly. Some faculty members incorporated the required information into the body of their syllabi; some included just the insert with the required information; some included the insert even though student learning outcomes were also listed in the body of their syllabi; and some included the insert listing student learning outcomes, but referred to them as "objectives" in the body of their syllabi. Since the College has now established a sustainable ongoing process for inclusion of student learning outcomes in all syllabi, the next step should be to move beyond mere compliance and review the quality of the response to ensure that the information provided to students is consistent and useful.

Team members also reviewed the 2012-2013 College catalog and verified that this publication in both printed and online forms includes program learning outcomes for all associate degrees, certificates of achievement, and certificates of recognition, the latter being the name of locally approved certificates. In all cases, the program learning outcomes are prominently featured to enhance the information provided to students regarding degree and certificate requirements.

Conclusions

College of the Redwoods has addressed the issues related to Recommendation #3 and therefore meets Standard IIA.6 and Eligibility Requirement #10 Student Learning and Achievement.

Recommendation #4– Student Records

In order to meet the standard, the team recommends that the College complete the imaging of student records and assure that these records are secure and protected. (IIIB.3.f)

Significant Changes since the Comprehensive Visit

The College has completed the purging of old documents and the imaging of student records for current students and non-current students from the last eight years and has secured all paper and microfiche student records formerly stored at the campus to an off-site secure storage facility.

Findings and Evidence

As stated in the Show Cause Report and confirmed in an interview with the Manager of Admissions and Records and the Director of Enrollment and Financial Aid Services, the following imaging and destruction of documents has been completed:

- All Class II and Class III documents which had reached their purge date have been destroyed.
- One-half box of water damaged documents, which were also stored on microfiche, has been stored at Sherlock Records Management in a secure, climate-controlled facility.
- All current students' records have been imaged by staff and stored in the SoftDocs system.
- All non-current student records from the past eight years have been imaged by Sherlock Records Management and migrated to the SoftDocs system with paper copies being stored at Sherlock Records Management off-site secure storage facility.
- All records more than eight years old have been inventoried and moved to Sherlock Records Management, a secure, climate-controlled facility which provides these records on a scan-on-demand basis via secure website and are migrated into SoftDocs as they are scanned.

Contracts with ViaTRON and Sherlock Records Management confirm the scanning and storage of student records. At the time of the writing of the Show Cause Report 70,000 single and multi-page documents had been imaged and stored. At the time of the team visit, 101,355 documents had been scanned and stored according to the SoftDocs system statistics. All new Financial Aid and Admission and Records documents are being scanned and stored in SoftDocs.

As confirmed in interviews with the Director, Enrollment and Financial Aid Services future plans are:

- Imaging of all 32,000 microfiche student records will be performed by ViaTRON and provided to district staff for migration into SoftDocs with an anticipated completion date of December 21, 2012. This was also confirmed in an email from ViaTRON.
- Self-scanning stations in the student services lobby will be provided for students to scan and submit documents which will be stored in SoftDocs. This was also confirmed in an interview with the Director of Technology Services.
- The contract with Sherlock Records Management will be extended at the end of the current contract to store all documents and continue the scan-on-demand services.
- The e-Forms capability in SoftDocs which will allow students to submit documents via the internet will be implemented. The Director of Technology Services confirmed that the first five e-Forms have been developed and are currently being tested.

Conclusions

The College has met Recommendation #4 and now substantially meets Standard IIIB.3.f by completing the imaging and proper purging of student records and storing them in a secure and protected manner.

Recommendation #5 – Employee Evaluation

In order to meet the standard, the team recommends that the College consistently apply its policies on employee performance evaluation, ensure that all employees are evaluated at intervals stated in the policies, and include student learning outcomes as a component in evaluation of those working directly with students. (IIIA.1.b, IIIA.1.c)

Significant Changes since the Comprehensive Visit

The College has developed and implemented a process for tracking evaluation completion for all employees. Manager's evaluations now note if they have completed all required staff evaluations. Student Learning Outcomes are now a component in the evaluation of faculty and staff who work directly with students. Evaluations done in Fall 2012 include a Student Learning Outcome assessment.

Findings and Evidence

A procedure for the monitoring of evaluations to be in compliance with employee contracts has been created and approved by the President's Cabinet as evidenced by email correspondence and the agenda of the meetings. Evidence indicates that the procedure is being followed in the form of spreadsheets for tracking evaluations, emails communicating training opportunities and evaluation due dates with forms to be used attached, reminder emails for overdue evaluations, and review of the lists of overdue evaluations by the President's Cabinet as noted in meeting agendas. Overdue evaluations from Summer 2012 have been completed as confirmed in an interview with the Interim Director of Human Resources. (IIIA.1.b) The Manager/Administrator evaluation form now includes a metric which holds the managers accountable for the completion of department/area evaluations. (IIIA.1.b) Two trainings have been offered regarding performance evaluation completion as evidenced by the sign in sheets for the trainings. In addition, individual assistance is offered to managers when they are notified of evaluations due via email. (IIIA.1.b)

The Memorandum of Understanding with College of the Redwoods Faculty Organization regarding the extension of the Collective Bargaining Agreement incorporates all former Memorandum of Understanding documents into the agreement until June 30, 2013 including:

- The Memorandum of Understanding regarding the evaluation cycle of associate faculty which was previously every four semesters and is now every six semesters.
- The Memorandum of Understanding regarding the incorporation of student learning outcomes, program learning outcomes, and assessment as part of the duties of faculty and associate faculty, both teaching and non-teaching, including associated forms to be used during evaluation.
- The Memorandum of Understanding which adds development, implementation and assessment of student learning outcomes and program review coordination in the duties of Area Coordinators. (IIIA.1.c)

Fall 2012 evaluations of full-time and associate faculty, which include the incorporation of student learning outcomes, program learning outcomes, and assessment have been completed using the new evaluation forms. (IIIA.1.c)

College management has worked with Human Resources to include responsibility for student learning outcomes in the job descriptions of non-instructional support staff who work directly with students. The duties of managers and coordinators in these support areas include responsibility for the planning and execution of assessment of student and program learning outcomes, assessment of the

effectiveness of these outcomes, and implementation of changes based on assessment. The team found that staff and manager evaluations now being performed include as a component the outcome assessment results related to the related job duties. (IIIA.1.c)

Conclusions

The College has addressed this Recommendation by systematically and regularly monitoring the evaluation processes for all employees, thereby ensuring consistency and compliance with policy and by including in evaluations and job descriptions of those working directly with students an evaluation component on student and program learning outcomes. The college now meets the standard.

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. (IIIA.4.b)

Significant Changes since the Comprehensive Visit

The College has developed the Strategic Equity in Hiring Plan to address employee equity and diversity. The College developed and adopted the Equal Employment Opportunity Plan.

Findings and Evidence

The Strategic Equity in Hiring Plan has been developed which includes an explanation of the relationship of the plan to Board Policy, Title 5 Regulations, California Education Code, the College Strategic Plan, the College Student Equity Plan and the College Equal Employment Opportunity Plan. The plan includes assessment of employee, applicant, and community data and identifies strategic initiatives that will be undertaken as a result of the assessment. Responsible parties are also identified in the plan. Finally, the plan outlines a process for annual review and reporting on progress to the governing board. Evidence presented in the form of email agendas and supporting documents indicates that the Strategic Equity in Hiring Plan was discussed by the Multicultural and Diversity Committee and the Accreditation Oversight Committee.

The Equal Employment Opportunity Plan was developed and approved by the Board on September 10, 2012 as noted in the Board meeting minutes. The Equal Employment Opportunity Advisory Committee is identified in the Equal Employment Opportunity Plan as the group charged with reviewing the actions and effectiveness of the Strategic Equity in Hiring Plan. This was confirmed in an interview with the Interim Director of Human Resources.

The Interim Director of Human Resources also confirmed the following which is contained in the Show Cause Report:

- The first meeting of the Equal Employment Opportunity Advisory Committee will be held in January 2013 at which time the charter will be reviewed and the Strategic Equity in Hiring Plan will be reviewed along with the first annual assessment of the College record in employment equity and diversity. This assessment has been completed indicating the first element of the plan has been implemented.
- Members of the Equal Employment Opportunity Advisory Committee are currently being appointed. This is confirmed in minutes of the Multicultural and Diversity Committee.
- A follow-up meeting of the Equal Employment Opportunity Advisory Committee will be held in late spring 2013 to complete the annual review and update of the Strategic Equity in Hiring Plan and its processes.
- A report to the governing board on the data, process, and results is scheduled to be presented in May 2013.
- The results of the effectiveness of the Strategic Equity in Hiring Plan is scheduled to be reported at the Annual Integrated Planning Summit in spring 2013.
- Recommended changes to the processes is scheduled be reported in the Institutional Effectiveness Report in 2013.

This confirms that first element of the Strategic Equity in Hiring Plan is implemented and the remaining three elements are planned. These remaining three elements, when implemented, would sustain the process and plan.

In an interview with the President it was explained that this timeline was developed for this first year to coincide with the next hiring cycle for faculty and staff.

Conclusions

The College has addressed this Recommendation and on the path to meeting Standard IIIA.4.b. The College has developed the Strategic Equity in Hiring Plan and the 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.

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 the strategic plan and which encourages opportunities for leadership growth within the College. The program should be regularly evaluated based on needs assessment data, outcomes, and relationship to mission. (IIIA.5.a, IIIA.5.b)

Significant Changes since the Comprehensive Visit

In 2011 the Center for Teaching Excellence had been discontinued. An associate faculty coordinator provided faculty training as part of several assigned duties. The President's Office offered training for administrators. Classified employees' training needs were provided by their union, and the Academic Senate provided training for faculty. According to the Show Cause report the College has consolidated professional development activities, consistent with Board Policy 7160 into a comprehensive program coordinated by the Professional Development Committee under the direction of Director of Human Resources. Since 2011, the Professional Development Committee directed several actions to make the program accessible and responsive to professional growth needs:

- Regular Professional Development Committee meetings,
- Updating operating statements of all constituent committees/groups,
- Creating a professional development calendar,
- Revising the professional development web page,
- Systematically evaluating all activities by Professional Development Committee to ensure links to College mission and goals,
- Calendaring annual activities reviewed to create a comprehensive program, and
- Conducting annual surveys to ensure that the professional development program is meeting needs of College employees.

The Professional Development Committee conducts an annual survey each spring to assess the professional growth needs of the College. The committee refined the survey conducted by the taskforce in September 2011. The new survey was administered in May 2012. According to the Show Cause Report and confirmed through training schedules, other opportunities of the professional development program are provided through constituent professional development groups that coordinate with Professional Development Committee. These include the Academic Senate's Faculty Development Committee, the Distance Education Committee, the Associated Faculty of College of the Redwoods, Community Education, classified employees training programs, the sabbatical program, and Career and Technical Education faculty training.

Findings and Evidence

A conversation with the Vice President of Student Development confirmed that the Professional Development Committee has made great strides since our last visit. He described the success that several of his staff were experiencing by being a member of the committee or having received training as a result of the committee's work.

A conversation with the Director of the Child Development Center and a member of the Professional Development Committee confirmed that the website had recently been updated. The purpose in updating the website was to ensure that the entire campus community became aware of training opportunities. She provided the team updated training schedules for both faculty and classified staff. Through classified staff evaluations of the training it was learned that this constituent group wanted to learn more about technology, particularly how to use Datatel. Several trainings on the use of technology were scheduled for the classified staff. In her own area she ensured that training for her staff was coordinated through the Office of Human Resources. Additional results of evaluations indicated that staff within the College community wanted training in order to apply for promotions. The Director also confirmed that outside groups such as those mentioned above followed the appropriate steps to inform the Professional Development Committee of their trainings and coordinate their trainings through the Office of Human Resources.

In an interview with the Veterans Affairs Coordinator, she described her coordination with the Professional Development Committee to produce four Flex trainings for faculty to learn more about veteran students. The titles of the trainings ranged from Veteran Students on campus and in the classroom to Mental Health Issues for Veteran Students. The Coordinator's ideas were well received by the Professional Development Committee. Staff in the Human Resources office assisted with the logistics of the training, the collection of evaluations, and the collection of data. The results of the data led to the implementation of improvements both in the classrooms and in the veteran's program. The discussion with this coordinator confirmed collaboration, coordinating and planning amongst the various groups and individuals with the Professional Development Committee to produce successful trainings for staff and faculty at College of the Redwoods.

To its credit, the mission statement of the Professional Development Committee calls for activities to be related to the College mission and goals. The team noted that while training topics did reflect the needs survey results, they were not well coordinated with accomplishing the aims of the Strategic Plan and only marginally aligned with needs identified in Program Review. The team noted that in the minutes of its November 8, 2012 meeting, members recognized that the committee should address Strategic Plan indicators that pertain to professional development and that the Annual Institutional Plan for 2013-14 should have an item relating to diversity training, a stated goal of the College. Now that the College has a well-functioning professional development process, attention can be more pointedly directed to assisting the College in achieving its mission and goals.

Conclusion

The College has addressed Recommendation #7 and made progress toward meeting the related standards by establishing 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.

Recommendation #8 - Board Actions and Communications; Holding President Accountable

In order to meet the standard, the team recommends that the Board of Trustees act in a manner consistent with its policies and practices, regularly evaluate its policies and practices (emphasis added) revising them as necessary, and demonstrate and widely communicate its actions as being within the policy framework while seeking input on such practices. In addition, the Board of Trustees must hold the president accountable for the successful operation of the College within the Board policy and procedure framework. (IVB.1.b,e,j; IVB.2.b)

Significant Changes since the Comprehensive Visit

The College employed a new, permanent chief executive officer on May 14, 2012, who had been the Superintendent/President of neighboring Mendocino College for nine years. The interim chief executive officer returned to his position as chief instructional officer. The new college president introduced several new participatory governance practices including establishing an expanded cabinet which now includes constituent group leaders; changing governing board agendas such that action items refer to board policies and summarize College processes from which recommendations were developed; referencing all board items with the name of the college president rather than other managers; and agendaizing reports of the union leaders at governing board meetings.

The governing board elections in the fall of 2011 retained the existing members of the board. The governing board has voted to realign the boundaries of its trustee areas to balance population distribution. This will result in one member of the governing board stepping down, and a new board member will be elected next year from the growth trustee area identified in the process.

Working in collaboration, the new college president and the governing board established goals for the new chief executive officer as well as a new quarterly evaluation process which is being carried out during her first year of employment.

Findings and Evidence

Based on documentation provided and interviews with leaders of key constituent groups and members of the governing board, the team verified that the recruitment and selection process for the college president followed existing governing board policy and procedure and included interviews, public forums, and systematic input from faculty, staff, students, and community members. Both the college president and the current and immediate past governing board presidents discussed with the team the collegial process by which goals for the new president were established. The team found these goals to be responsive to the critical issues facing the college, appropriate for the oversight role of the governing board, and effective in holding the college president accountable for meeting accreditation standards. Both the college president and the governing board members saw the quarterly evaluation process during the first year as a positive step to improve both communication and role definition. (IVB.1.j, IVB.2.b)

The governing board members have participated in several events to gain insight into appropriate ways to address this recommendation and to meet these standards. These included meetings with the State Chancellor in April, Executive Director of the Accrediting Commission for Community and Junior Colleges in May, special governing board sessions June and August, and accreditation and budget forums in August and September. On August 7, 2012, the governing board hired a Special Trustee with extensive experience in both accreditation and fiscal matters to assist the college in these critical areas.

In interviews with all constituent groups, the team found that these actions by the governing board, and in particular the assistance of the Special Trustee, had resulted in the processes, dialog, and decisions of the governing board becoming aligned with the district's own policies, in conformance with accreditation governance standards, and supportive of the district's defined roles for constituent groups. Multiple individuals related stories of discussions at governing board meetings which showed clearly that board members were embracing their newly defined roles. (IVB.1.e)

Through work of the governing board's Board-Related Policy Committee made up of three trustees and of the College Council made up of constituent group representatives, College of the Redwoods has a structured, collegial system for reviewing governing board policies. The team found that the College has completed the review and update of almost all existing policies and has established new policies and/or procedures in many important areas. (IVB.1.b and e)

New Administrative Procedure 2715, Board Protocols for Effective Trusteeship, developed in meetings during the summer of 2012, addresses specifics about proper conduct of governing board meetings and the particular means by which governing board members carry out their appropriate roles. The wording of this document is compelling in its tone and breadth, giving a sense of reality and urgency to the issues being addressed. During an interview with the team, the current and immediate past governing board presidents spoke with enthusiasm about how board discussions regarding this document were constructive and enlightening. (IVB.1.e)

Conclusion

College of the Redwoods meets the Standards associated with Recommendation #8. The College has hired a permanent, experienced president and appropriately established evaluation and accountability processes to assure that the president carries out the mission of the college. The governing board has evaluated its policies and procedures and taken steps to assure that its members, individually and collectively, follow those policies and procedures. Through this process, the governing board has demonstrated an appropriate understanding of its roles in governing the college, as well as the roles of the college president and constituent groups, in a manner that meets the Standards.

Recommendation #1 - 2008

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. (IIA.1a and c, IIA.2.a, IIA.2.e)

Significant Changes since the Comprehensive Visit

Evaluations of program review student achievement data sets each year have been used to improve accuracy and facilitate interpretation. Each indicator in the 2012-2013 data sets is prefaced with a detailed prompt to guide the reader through the process of interpreting the data. The College has given data analysis a stronger role in planning by appointing a permanent Institutional Research Director who reports directly to the Superintendent/President. Under the leadership of the new director, the College has institutionalized regular College-wide discussions of what student achievement and student learning outcomes data mean in terms of evaluating student success and has integrated these discussions into all levels of institutional planning—from the program reviews of individual programs through the planning done by the Basic Skills and Enrollment Management committees and in the development of the Student Equity Plan to the program review analysis discussed by the Academic Senate and the Board of Trustees and used in the development of the Annual Institutional Plan. The newly defined duties of the Assessment Committee include the organization of dialogue sessions based upon the training provided to the committee by the Institutional Research Director. The College's Institutional Effectiveness Scorecard and ARCC Report are presented annually to the Board of Trustees for discussion.

Findings and Evidence

In evaluating the College's response to this recommendation, the team reviewed a significant amount of documentation, including the program review datasets and annual report; the institutional planning manual; various presentations given at Board of Trustees and numerous College committee meetings, as well as the Fall 2012 Convocation; minutes of the Program Review, Enrollment Management, Educational Master Plan, and Assessment committees; and agendas for "Assessment Friday" discussions. Based upon this review and interviews of faculty leaders and administrators, the team was able to validate that the program review datasets are central to institutional planning and that the College community has engaged in an authentic and meaningful dialogue related to these datasets and their relationship to student success.

Conclusions

College of the Redwoods has addressed the issues related to Recommendation #1 – 2008 and therefore meets Standards IIA.1a and c, IIA.2.a, and IIA.2.e.

EVALUATION OF THE COLLEGE USING ACCJC STANDARDS RESPONSE TO RECOMMENDATIONS

Standard I.B. Improving Institutional Effectiveness

Significant Changes since the Comprehensive Visit

For Standard I.B.1-4, see Recommendation 2.

The team found evidence of improvements to an established cycle of program planning and resource allocation, and assessment leading to improvements of the cycle. In particular, the “Institutional Effectiveness Report, 2011-2012” documents evidence of quality assurance and evidence of continuous quality improvement.

Findings and Evidence

The team found that the institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies (I.B.5). This is done primarily via the “Institutional Effectiveness Report, 2011-2012” which provides data and analysis on key performance indicators and an evaluation of the program review, student learning outcomes, and institutional effectiveness processes. Committee self-evaluations and program reviews inform the Institutional Effectiveness Report, which highlights accomplishments and provides recommended changes supported by data and evidence. The team found evidence that recommended changes are implemented, which confirms that the assessment process at the College is being continually refined and improved to improve institutional effectiveness.

The team found the institution assures the effectiveness of its on-going planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts (I.B.6) The Institutional Effectiveness Committee has an established process of inviting evaluative feedback, culminating in the “Integrated Planning Summit.” That information, which comes from committee self-evaluation, program reviews, and from any interested participant, provides the basis for the assessment of institutional effectiveness in presented in the annual report.

The team found the institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, library and other learning support services (I.B.7). This is evidenced through the inclusive institutional effectiveness evaluation process noted above, and through other means identified by the team such as master executive summaries published by the Program Review Committee which identify needed program review process improvements and by self-reflective sections in the program reviews of administrative units responsible for oversight, notably the Institutional Research Department and the Office of Instruction. Program reviews also show evidence of improvement of instructional programs and support services as departments/units are required to reflect on assessment activities, evaluate prior plans, and develop new plans for improvement. All program reviews are evaluated by the Program Review Committee, and are summarized by that committee so that the common themes and evaluative feedback can be incorporated into institutional planning, primarily through the Institutional Effectiveness Report which includes recommended changes.

Conclusion

The College meets Standard I.B as the team found evidence they have developed, implemented, and sustained continuous quality improvement processes to improve student learning, institutional and program performance.

Standard IIA. Instructional Programs

Significant Changes since the Comprehensive Visit

The College's revised and enhanced assessment review process and the online Assessment Reporting Tool software facilitate both participation in outcomes assessment and dialogue among faculty and staff across the broad geographic region served by the institution. Since the software provides for identification of course sections being assessed as online or face-to-face, it also allows for comparison of assessment results among delivery methods to assist the College in ensuring consistency and integrity of course offerings. (IIA.1; IIA.1.b; see Recommendation 1 - 2008 for IIA.1.a and IIA.1.c)

The central role of faculty in determining competency levels, defining measurable student learning outcomes, and assessing those outcomes has been clarified and enhanced through the agreement between the District and the College of the Redwoods Faculty Organization (CRFO) that these are among the duties and responsibilities of all faculty members. Program effectiveness is now measured through assessment of outcomes for all associate degrees and certificates. The learning outcomes for the general education requirements that form the basis for all associate degrees are being assessed, and this has triggered extensive interdisciplinary dialogue among faculty. The new Assessment Reporting Tool provides for the central collection of assessment results for use in institutional planning through the Program Review and Institutional Effectiveness committee processes. The Assessment Committee has developed a two-year assessment plan (replacing the previous five-year plan) for the College to ensure the accuracy and currency of data for use in decision-making processes. The Program Review Committee has now completed two cycles making use of enhanced data analysis to inform College planning, and its recommendations are submitted to the Budget Planning Committee in a timely manner to guide budget development for the following year. (IIA.2.b; IIA.2.c; IIA.2.d; IIA.2.f; IIA.2.i; see Recommendation 1 – 2008 for IIA.2.a and IIA.2.e; see Recommendation 3 for IIA.6) In Fall 2012, the College implemented a syllabus insert requirement for all courses, and this insert includes a specific reference to the Student Code of Conduct. (IIA.7.c)

Findings and Evidence

Through an extensive review of the evidence provided by the College relative to this standard and interviews with faculty members, administrators, classified staff members, and students, team members determined that the College has stayed on course in implementing the assessment and planning agenda established just prior to the Fall 2011 comprehensive visit. Key to institutionalizing this agenda was the agreement between the District and the College of the Redwoods Faculty Organization that the development and assessment of student learning outcomes are among the duties and responsibilities of all faculty members. Beyond the institution's considerable efforts to correct the deficiencies identified in Recommendation #3 and Recommendation #1 - 2008, all other changes that have occurred relative to this standard are consistent with this agenda and have served to clarify, simplify, and facilitate the related structures, processes, and procedures. The development and implementation of the Assessment Reporting Tool has been especially helpful in facilitating participation in outcomes assessment and dialogue among faculty as well as centralizing assessment results for use in institutional planning processes. (IIA.1; IIA.1.b) The team was particularly impressed with the work of the Assessment, Program Review, and Institutional Effectiveness committees and both the data and the training provided by the Office of Institutional Research. This training has been appropriately focused on analysis and use of the program review datasets and has been highly influential in encouraging and informing dialogue relative to student learning outcomes, program

learning outcomes, and student achievement data across the institution. Team members found this dialogue to be widespread and authentic and are optimistic that the College may finally be past its historical “fits and starts” and on a sustainable path of structures, processes, and procedures that are sustainable. Assessment of student learning outcomes and program learning outcomes has already resulted in plans for improvement, such as the restructuring of the degree and certificate requirements in Agriculture and the exploration of contextualized learning to link basic skills instruction and career technical programs (for example, enhancing the relationship between Mathematics and Nursing). Team members were able to validate that the Assessment Committee has established a two-year assessment cycle (replacing the previous five-year cycle) for the College and that the program review process, which has been revised to include reporting on outcomes assessment, is central to the College’s integrated institutional planning process. (IIA.2.b; IIA.2.c; IIA.2.d; IIA.2.f; IIA.2.i)

Conclusions

Through its successful efforts to correct the deficiencies identified in Recommendation #3 and Recommendation #1 – 2008, College of the Redwoods now substantially meets Standard II.

Standard IIIA – Human Resources

Significant Changes since the Comprehensive Visit

The College has completed and adopted an updated Equal Employment Opportunity Plan and a Strategic Equity in Hiring Plan. The College has approved three Board Policies and three Administrative Procedures including the Faculty Prioritization Process, Institutional Code of Ethics, Academic Freedom and Nepotism. Eleven other Board Policies and three Administrative Procedures related to personnel matters are being updated. The College negotiated a Supplemental Employee Retirement Plan which resulted in seven retirements. An online employee manual was created and posted on the College website. The Student Equity Plan was updated and approved. Board Policy 1201 Philosophy and 1202 Institutional Objectives were approved by the Board with updates including statements regarding diversity.

Findings and Evidence

The team found that job announcement brochures, Board policies and job descriptions clearly state criteria, qualifications and procedures for hiring of personnel and applicants can directly apply via the web. Further, the team found that the job descriptions clearly reflect position duties, responsibilities, and authority. (IIIA.1.a)

The team found that faculty positions require knowledge and skills in the subject matter, effective teaching experience and scholarly activity through review of a representative sample of job descriptions. (IIIA.1.a)

The team concluded that faculty play a significant role in the selection of new faculty per Board Policy 7123 Contract Faculty Employment Procedures. Although the College has not had the opportunity to hire faculty during the last year, interviews with appropriate constituencies demonstrated a commitment to follow the policy which states that the team shall include two to three faculty in the discipline and one faculty outside the discipline on the screening committee along with the responsible dean and an optional off-campus representative. (IIIA.1.a)

The team verified that degrees of faculty and administrators are listed in the College of the Redwoods catalog and there have been no new hires except the President since the Comprehensive Visit at which time the team determined that degrees were from U.S. accredited institutions or equivalency was established. A procedure for foreign transcript evaluation is available online. (IIIA.1.a)

See section on Recommendation #5 – Employee Evaluation (IIIA.1.b and IIIA.1.c)

The team found that the institution upholds a written code of professional ethics for all personnel. The written code is contained in Board Policy and Administrative Procedure 3050 – Institutional Code of Ethics. Additional Board Policy on Consensual Relationships (BP7511), Equal Opportunity (BP3430), and Drug-free Workplace (BP3550) define additional standards of behavior for personnel. Evidence of upholding these written standards include:

- The faculty bargaining unit contract defines expectations of behavior in Schedule F-1 and the Faculty Evaluation Form F-2 includes evaluation of professional conduct.
- The Administrator/Manager Formal Evaluation Form requires evaluation of fairness and equity in decision-making.

- The Classified Employee evaluations include ratings on knowledge of applicable policies and procedures, contact with co-workers and other District employees, and contact with the general public. (IIIA.1.d)

The team found that the College maintains enough qualified full-time faculty, staff and administrators to support the institution's mission and purpose. The College currently employs 84 full-time faculty and 222 part time faculty. After a long period of high turnover in the senior administrative ranks, currently only one senior position remains filled by an interim, the Director of Human Resources, and all others are permanent employees. To supplement and provide training for the Interim Director of Human Resources, the College contracted with a legal advisor to update board policies and a chief negotiator for collective bargaining. (IIIA.2)

The team concludes that the College has written policies to ensure fairness in employment procedures. Governing board minutes verify that the College has adopted an Equal Employment Opportunity Plan since the Comprehensive visit. The College implemented an online employee manual available on the College website to clearly communicate all applicable employment procedures. (IIIA.3.a)

The team found that the Human Resources department maintains secure personnel files as described by the Interim Director of Human Resources in an interview. Only Human Resource personnel have access to an isolated locked room where the personnel files are stored in individually locked cabinets. Through review of employee collective bargaining agreements the team found that they contain sections defining how to access personnel files, and the security and confidentiality of personnel records. (IIIA.3.b)

Through review of recently updated and adopted Board Policy 1201 Philosophy and 1202 Institutional Objectives, the Student Equity Plan, the Equal Employment Opportunity Plan and the Strategic Equity in Hiring Plan the team found that the College creates an environment that support and encourage a diverse workforce. (IIIA.4.a)

See section on Recommendation #6 – Strategic Hiring Plan (IIIA.4.b)

The team found that the College subscribes to, advocates and demonstrates integrity in the treatment of employees and students. Evidence includes statements in the Board Policy 1201 Philosophy recognizing the dignity and intrinsic worth of the individual, the Student Equity Plan which promotes the fair treatment of all students, and Schedule E-1 of the faculty contract which lists professional responsibilities. Further, the Faculty Handbook contains policy information regarding unlawful discrimination, sexual harassment, hostile work and learning environments, drug-free workplace and consensual relationships. Board Policy 7700 defines whistle blower protection for all employees. The College conducts bi-yearly sexual harassment training and the training is tracked for all employees. Finally, interest-based bargaining is practiced at the College during collective bargaining negotiations. (IIIA.4.c)

See section on Recommendation #7– Professional Development (IIIA.5.a and IIIA.5.b)

See section on Recommendation #2 – Strategic Planning (IIIA.6)

Conclusions

Based on the findings and evidence the College continues to substantially meet Standard IIIA – Human Resources and has addressed Recommendation #2 Human Resource components, Recommendation #5, Recommendation #6, and Recommendation #7.

Standard IIIB. Physical Resources

Significant Changes since the Comprehensive Visit

The College has integrated its planning for physical resources, including buildings, maintenance of buildings and equipment repair and replacement. The planning for physical resources is incorporated into the College annual planning process that flows from the program review, the Annual Institutional Plan, and other institutional plans, such as the Strategic Plan, the Educational Master Plan, the Facilities Master Plan, and the Technology Plan. Through its program review and annual planning process, the College closes the loop on prior year plans and reports out improvements that resulted. In addition the College evaluates its processes for program review and annual planning in order to improve its effectiveness in planning physical resources.

Findings and Evidence

The College has fully addressed the system of prioritizing work orders in a centralized system. The College has established an order of priority for work orders received based on type of request: emergency (health & safety) protection from damage, installation of new equipment, needs of auxiliaries, maintenance of equipment in classrooms then in student service areas, construction (existing modifications), construction (new), and support for campus groups facility use. (IIIB.1)

See Recommendation #2. (IIIB.1.a)

The College utilizes several methods to assess its facilities and equipment. On an annual basis, all units perform a program review that results in the development of the annual plan for the unit. Included in this process is the evaluation of facilities and equipment to determine unit needs. Physical resources requested by units are sent to the Facilities Planning Committee for review, ranking, and inclusion in the College wide list of prioritized resource requests that is compiled by the Budget and Planning Committee. In addition the Facilities Planning Committee reviews and updates the 5-year Construction Plan that is submitted to the state on an annual basis. The results of these activities inform the plan for the improvement and the upgrade of facilities and equipment for the coming year. (IIIB.2)

See Recommendation #2. (IIIB.2.a; IIIB.2.b)

Conclusions

The College substantially meets this standard.

Standard IIIC. Technology Resources

Significant Changes since the Comprehensive Visit

The Board of Trustees has approved an investment of \$221,000 in Technology Services Department improvements using Bond proceeds. The College has very nearly completed work on the network infrastructure upgrade at Eureka and remote sites. Wireless connectivity has been expanded. Several hundred new computers have been installed across the campus. The College's Enterprise Resource Planning system, Datatel Colleague, R18 version, has had some upgrades, but the next upgrade will require a major hardware replacement, with data and programming migration from legacy UniData to SQL. The project to collect student information via the web using electronic forms is near implementation. Document imaging of student records will be completed in December 2012. Evaluation of a new interactive television system is being conducted. A new security system has been installed in the new Administration Building. A new anti-spam device has been acquired and installed. New systems for the Food Service Department and Bookstore are being implemented. The Technology Planning Committee completed the 2012 -2015 Technology Plan using the old plan assessment as a basis. The Technology Department Disaster Plan is being discussed at the Technology Planning Committee and will be approved in November. A survey of faculty in May 2012 and staff in September 2012 regarding the effectiveness of technology have been completed and discussed by the Technology Planning Committee and have led to improvement in services.

Findings and Evidence

The team found that the Technology Services department and the Distance Education department support for the College is provided by 8 full-time classified staff, 2 management staff and 5 part-time staff in labs and at remote locations which was confirmed during an interview with the Manager, Technology Services. (IIIC.1.a)

The team found that statistics from the use of AskCR, a work order ticketing and knowledge based support portal, were analyzed by Technology Services department staff and that analysis resulted in the reduction of licensing costs from \$54K to \$29K, while providing the same level of service. This provides evidence that the use of technology is designed to enhance the operation and effectiveness of the institution. (IIIC.1.a)

The team found that the institution provides quality training based on need. Surveys regarding technology and services were administered to faculty in May 2012 and to staff in September 2012 to assess effectiveness. Agendas/notes provide evidence that the results were discussed at the Technology Planning Committee and training calendars and flyers as well as the Convocation agenda provide evidence that as a result of these surveys and analysis of the results training opportunities have been provided. (IIIC.1.b)

The team found that the institution provides quality training in the use of information technology for students and staff as evidenced by the website listing which shows that Distance Education continues to offer a full suite of student and staff training. Staff in the Technology Services department has received training in needed technologies including Datatel Colleague, Cisco, security systems and general skills as confirmed in an interview with the Director, Technology Services. (IIIC.1.b)

Agendas and notes of Technology Planning Committee meetings and the 2011 Needs Addendum provide evidence that the process of compiling a list of the technology needs from the program review documents, and analyzing and ranking the items on this list has been completed for the second cycle. The team finds that this process provides evidence that the institution systematically plans and acquires technology to meet institutional needs. The Director, Technology Services confirmed that this process is underway for the next year. (IIC.1.c)

The team found that the Disaster Plan has been written and according to agendas/notes of the Technology Planning Committee reviewed and discussed by the committee. The Disaster Plan is due to be approved in November according to the Director of Technology Services. This addresses the suggestion made by the team during the Comprehensive visit to develop a disaster recovery plan. (IIC.1.c)

The team found that the College acquires, maintains, upgrades and maintains infrastructure and equipment to meet institutional needs as evidenced by the governing board minutes which indicate that the governing board approved, at their September 10, 2012 meeting, an allocation of \$221,000 from Bond proceeds to fund the following projects:

- Upgrade internet connections at Eureka to 1GB speeds.
- Expand and upgrade wireless at all sites.
- Upgrade connection speeds to all off-site locations.
- Upgrade Voice over Internet Protocol services across the district.
- Upgrade the email server.
- Acquire replacement servers to run a Virtual Machine environment which will save staff time and hardware costs.
- Upgrade the Colleague system for ecommerce applications.

These projects were also approved by the Bond Oversight Committee as evidenced by documents posted on the website indicating that these investments were systematically planned as part of the bond project. (IIC.1.c)

An interview with the Director, Technology Services confirmed the following items stated in the Show Cause Report:

- The upgraded 1 GB network at Eureka is nearly complete. Equipment has arrived and the circuits are operational.
- Fiber connects all buildings at the Eureka campus.
- Over 200 new computers have been installed and are operational in the Learning Resource Center, the Academic Skills Center, the CADD student lab, the Machine Technology student lab, the Networking student lab and the new Administration Building.
- Wireless expansion has been completed to include the Learning Resource Center, Student Union, Dining Hall, Residence Halls and student labs and staff has been trained in the technology solution.
- Five electronic forms are completed and being tested.
- The Colleague system has been upgraded and is only one level below the latest available version and the ecommerce module has been implemented.

- Document imaging has been implemented and documents continue to be added to the system
- Evaluation of a new Interactive TV system for the remote sites is underway.
- A new security system has been installed in the new Administration Building.

From this evidence the team finds that the distribution and utilization of technology resources supports the development, maintenance, and enhancement of the College programs and services. (IIC.1.d)

The Director, Technology Services also confirmed that a new food service system, a new online bookstore system and a new anti-spam device purchase are in progress since the writing of the Show Cause Report providing evidence that the technology resources are used to enhance the College programs and services. (IIC.1.d)

See section on Recommendation #2 – Strategic Planning (IIC.6)

Conclusions

Based on the findings and evidence the College continues to substantially meet Standard IIC - Technology Resources and has addressed Recommendation #2 Technology Resource components.

III.D. Financial Resources

Significant Changes since the Comprehensive Visit

The major changes that have occurred since the Comprehensive Visit revolve around financial issues related to a projected budget shortfall for 2012-13 of approximately \$2 million, and a reduction of the College reserves resulting in a projected reserve of 3.28 percent at the 2011-12 year end close. The College has worked diligently and collegially to close the gap through budget reductions and increasing revenues. There are identified measures to balance the budget for 2012-13. Additional long-term reductions are planned for 2013-14 and 2014-15 that are needed to address a structural deficit and fully recover the reserve to the level of at least 5 percent. With the actions already taken, and the plans that are in place for 2012-13, the College projects to end the 2012-13 fiscal year with at least a 5 percent reserve. The remaining actions that need to be taken to remove the structural deficit include negotiating benefits and compensation with the collective bargaining groups. The team interviewed and confirmed with several different groups, including faculty and classified staff, as well as the Board of Trustees, the Special Trustee, and the College president, that these measures will be accepted and the College will recover its fiscal health this year, 2012-13, and remain fiscally sound into the future.

Findings and Evidence

The overall budget of College of the Redwoods for 2012-13 is: \$27,231,366, plus the additional funding coming in as a result of Proposition 30 passing. At this writing the State continues to work on what those revenues will actually be in the final amount. The College has sufficient revenue to support educational improvements as evidenced by the funding of resource requests identified in the program review and annual planning process. However, the College had been grappling with closing a gap in its 2012-13 budget of approximately \$2 million. The year-end close of 2011-12 included a necessary write-off of uncollectable student accounts totaling \$790,000, which presents approximately 3 percent of the College budget. The result of this write off was an ending balance for 2011-12 of \$961,508 or 3.28 percent.

The budget planning for the 2012-13 fiscal year included further reductions in revenues and a budget scenario that was dependent on the passage of Proposition 30 in order to survive with a balanced budget at year end. In order to close a projected deficit of \$2 million, campus input and dialogue was needed to identify and implement necessary reductions and brainstorm ideas for increased revenues. The Budget and Planning Committee (BPC) assumed the task of developing a list of reductions. Campus meetings were held and input was garnered from the entire campus community. The types of reductions that have been enacted include closing some of the campus centers, canceling unnecessary contracts, reducing College-funded fee waivers, implemented automatic deregistration for non-payment of fees, reduction of overall operating budgets, and savings through reorganization. The result of these efforts have compelled the District into entering negotiations with collective bargaining units on salaries and benefits to fully address the structural deficit identified by the College. As a provisional measure while negotiations commence, the Board has authorized the College to draw from its Employee Benefit Trust Fund the amount needed to balance the 2012-13 budget.

While the president could have mandated reductions, it has taken time to develop and implement budget reductions because the process used to develop a list of proposed reductions was one of collegial discussion, constituency involvement, and campus dialogue. The College community has been able to fully engage in the discussion of what to reduce and how to reduce items in the budget to keep expenditures in line with revenues and to have a positive ending fund balance. The District has recently identified and forecasted sufficient reductions and revenues to support educational improvements.

The College reassessed its financial condition and financial plan to secure fiscal solvency by enlisting the assistance of a special trustee. The College prepared a three year fiscal plan that meets all of their objectives and to remain fiscally solvent. The economic crisis of the State has compounded decisions made not to implement a workload reduction. Balancing the budget and re-establishing a proper contingency reserve is critical. College of the Redwoods has a plan that will accomplish this by the end of the 2012-13 fiscal year.

The team confirmed the existence of an ongoing process of integrating the allocation of financial resources with institutional planning. The College has made tremendous progress to integrate financial resources allocation with institutional planning through the annual program review and annual planning process that links resource requests with College plans. The Budget and Planning Committee receives a list of resource requests that have also been reviewed by functional committees to finalize a prioritized list of resource requests. An integrated planning process is in place at the College that provides for the setting priorities for funding institutional improvements. (IIID)

The College planning process relies on its mission and goals as the basis for financial planning. This is evidenced by the linkages of the Annual Institutional Plan with the College Strategic Plan, Education Master Plan, Technology Plan, and other institutional plans. The College mission drives all plans of the College. (IIID.1)

IIID.1.a - See Recommendation #2.

Fiscal planning at the College is based on a realistic assessment of financial resources that that are projected to be available to meet expenditure requirements. The availability of financial resources is provided to constituency groups through the functional planning groups and the Budget and Planning Committee. The Vice president of Administrative Services meets regularly with the faculty co-chair of the BPC to discuss changes in budgets that are either increases or decreases. Financial information is brought to the entire BPC and those members report out to the respective constituency groups. The faculty co-chair of BPC confirmed that the budget is transparent and that any questions raised are answered. The College establishes funding priorities through its program review and annual institutional planning process. Student learning is a top priority for the College. Each year at the start of the planning cycle College plans are reviewed and goals are established. Resource requests must be linked to program review, institutional plans, or assessments in order to be ranked on the list for funding. (IIID.1.b)

The College is currently facing challenges related to past short-term financial decision 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 College plans annually and forecasts over the subsequent three years the liabilities and future obligations. 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.

The College is fully engaged in long-term fiscal planning as evidenced by the 2012-13 budget, and confirmed by conversations with the vice president of administrative services, the controller, with additional input from the faculty co-chair of the BPC and CSEA representative on the BPC. College of the Redwoods ensures financial stability by identifying and allocating resources for payment of its liabilities and future obligations. A

three-year plan has been developed that will balance the College budget and restore the reserves to 5 percent. The College fiscal strategy includes a review of funding long-term obligations including any banked compensatory time, payments on COPS, OPEB contributions, load banking, and projected salary and benefits increases. The identification of these items and those related to capital projects provides the BPC with the information needed to forecast operational costs and other long-term liabilities and to be aware of the planning dates and projected costs during budget development. (IIID.1.c)

The College's current resource allocation process begins in the fall with program review. In January after the Governor's proposal is released, the Vice president of Administrative Services distributes budget and fiscal information to the Budget and Planning Committee. This information is also disseminated to various campus groups in information forums held on campus conducted by the president. All College constituencies have the opportunity to participate in the development of institutional plans and budgets through the program preview and annual institutional plan development process, the functional committee review process, and the BPC resource request prioritization process. College constituents have the opportunity to participate in the budget planning process through multiple venues: unit program review and annual planning which includes resource requests, department meetings, division meetings, functional planning committees, open forums, and the BPC. (IIID.1.d)

The College is committed to assuring financial integrity of the institution and responsible financial management by having in place mechanisms that ensure appropriate financial management and control. Information is widely disseminated; and the campus reported having confidence that the information that is available can be trusted. Regular reports are provided to the Board of Trustees and the BPC and are used to inform sound financial decisions. (IIID.2)

The College makes financial information readily available on its website, including independent audits. Fiscal controls are in place and financial data is distributed on a routine basis by staff to the Board of Trustees and to the BPC. Institutional responses to external audits are replied to appropriately and tracked through to completion. Even in this constricted fiscal environment, the funds allocated in the budget allow the College to meet its stated goals for student learning. College constituent leaders indicated that the fiscal information is transparent and they are working very well with the Vice president of Administrative Services. They expressed confidence and the feeling of trust from the campus on the entire process of planning and budgeting. The external audits of the College for the past three years contained one qualified opinion, having to do with the Foundation not being included in the comprehensive annual financial report, and that has since been fully addressed. No material weaknesses were noted in the financial management of the College. All insignificant or immaterial audit findings have been addressed as evidenced in the past five years fiscal audits. (IIID.2.a)

All financial information is widely available to the campus and the community on the Board of Trustees website – these include: budgets, audited financial statements, monthly budget-to-actual reports for the general fund, and State quarterly reports. Financial reports are also available on the Business Office website as well. The College communicates information with potential fiscal impact and budget variances on a timely basis throughout its various committees and other College venues so that decisions can be made to react to significant changes in funding. (IIID.2.b)

IIID.2.c – This evaluation did not include this substandard.

IIID.2.d – This evaluation did not include this substandard.

IIID.2.e – This evaluation did not include this substandard.

The College recently developed policies and procedures to ensure sound financial practices and financial stability. Among these policies are conservatively accounting for delinquent accounts, more aggressively pursuing delinquent payments, the use of ending balances, use of reserves, maintenance of cash. College of the Redwoods took the measures necessary to reduce expenditures and put in place policies to ensure sound fiscal practices. (IIID.3)

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 Note (TRAN) in 2011-12 and 2012-13. The College will re-establish its 5 percent reserve this year and implement a policy in subsequent years to increase the reserve by 1 percent each year thereafter in an effort to prepare for any unforeseen circumstances such as the current environment of deferred payments from the State. Its policy on the use of ending balances and reserves will also create fiscal stability. The College contracts with Keenan and Associates for its risk management and they have proactively worked with the College to address risk management issues and training. The current reserve of the College is 3.28 percent at 2011-12 year end. The College plans for at least a 5 percent reserve at 2012-13 year end. Fiscal policies and procedures ensure that a minimum 5 percent reserve is maintained. (IIID.3.a – IIID.2.c)

The same financial policies and procedures used by the College for its unrestricted general fund are required of the College auxiliary organizations, institutional investments, and assets. The College of the Redwoods Business Office monitors these programs and all of these programs undergo an external audit annually. (IIID.3.b – formerly IIID.2.d)

IIID 3.c – This evaluation did not include this substandard.

IIID.3.d – This evaluation did not include this substandard.

IIID.3.e – This evaluation did not include this substandard.

IIID.3.f - This evaluation did not include this substandard.

College of the Redwoods has a variety of contracts for good and services. The Board has delegated the authority to enter into contracts to the College president. All contracts and purchase orders are reviewed by the Board of Trustees to ensure purchases are consistent with the College mission. The College recently updated its contract templates to ensure legal compliance and strengthen controls in the contract language in favor of the College. Contracts are managed so that all guidelines are met. The College recently exercised its option to terminate several contractual relationships for budget savings. These included leases on several instructional sites. (IIID.3.g – formerly IIID.2.f)

See Recommendation #2. (IIID.3.h - formerly IIID.2.g)

See Recommendation #2. (IIID.4 – formerly IIID.3)

Conclusion

The College substantially meets this standard.

Standard IV.B. Board and Administrative Organization

Standards IVB.1.b, e, and j as well as Standard IVB.2.b were discussed under Recommendation #8.

Findings and Evidence

Through interviews and examination of documents and fiscal records, the team found that the governing board continues its appropriate role in setting policy, selecting the college president, and assuring the fiscal stability of the district. The governing board continues to be an independent policy-making body with appropriate actions as a body and active advocacy in the community. The team found that the governing board had benefited appreciably from the advice of the Special Trustee. (IVB.1.a) The governing board continues to hold final decision making authority on matters of involving the quality, legality, and fiscal soundness of the district. (IVB.1.c) The governing board continues to make public its policies and procedures involving its internal structure and operations. In response to issues raised in Recommendation #8, the governing board made several changes in its policies and procedures, consistently following an open and public process. (IVB.1.d)

The governing board has not changed in membership since last year's comprehensive visit. It has, however, redrawn trustee area boundaries to balance population among them. In doing so, the governing board provided for continuity of board membership and staggered terms of office. (IVB.1.f) In responding to recommendations in the Evaluation Report, the governing board engaged in extensive self-evaluation of its own performance and processes. The team found that the resulting changes in board policies and administrative procedures are clearly defined, well implemented, and openly published. (IVB.1.g)

Again as part of the response to Recommendation #8, the governing board reassessed its code of ethics and created a thorough and compelling statement and enforcement process in the form of Administrative Procedure 2715, Board Protocols for Effective Trusteeship. (IVB.1.h) The urgency created by the Show Cause Order propelled the governing board into an extended and extensive information campaign to better understand and comply with the Standards and to follow the accreditation process. (IVB.1.i)

The team found that the new college president has quickly asserted leadership in the college planning process, in the operation of the administrative organization, and in staffing decisions needed to operate the college in a climate of reduced resources. Extensive interviews the managers, board members, constituent group leaders, and students affirmed a universal support for the new college president and the difficult decisions already made as well as those that lie ahead. (IVB.2.a) These interviews showed that the college president is making these hard decisions within the approved college structure and in a manner that supports the college's primary mission. In fact, the president has shown courage, creativity, and determination both in uncovering and in solving past fiscal practices that did not meet such standards. (IVB.2.c,d,e)

Conclusion

The college continues to meet those sections of Standard IVB that the team found to be met during the comprehensive visit. The college has done so through a smooth transition to a new but experienced college president who has reaffirmed the integrity and collegiality that the team saw as unfulfilled potential during last year's comprehensive visit.