COLLEGE OF THE REDWOODS

Institutional Self-Study Report in Support of Reaffirmation of Accreditation

Submitted by

College of the Redwoods
7351 Tompkins Hill Road
Eureka, California 95501

to

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

July 2005

CERTIFICATION OF THE INSTITUTIONAL SELF-STUDY REPORT

DATE: July 12, 2005

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

FROM: College of the Redwoods
7351 Tompkins Hill Road
Eureka, California 95501

This institutional Self-Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self-Study Report accurately reflects the nature and substance of this institution.

Kathleen E. Crabill, President/Superintendent, Redwoods Community College District

George Truett, President, Board of Trustees

David Bazard, Co-President, Academic Senate

Marla Gleave, Co-President, Academic Senate

Jeffrey L. Bobbitt, Senior Vice President/Accreditation Liaison Officer

TABLE OF CONTENTS

Introduction 7

Abstract 11

Organization for the self study 13

Organization of the institution 17

Certification of continued compliance with eligibility requirements 29

Responses to recommendations from the most recent comprehensive evaluation...37

Institutional self-evaluation using commission standards 43

Standard One 47

Standard Two 61

Standard Three 103

Standard Four 137

List of evidence available in the team room 155

INTRODUCTION

History

The Redwoods Community College District was formed in January of 1964 by an election of the voters of Humboldt County. A bond issue of $3,600,000 was passed for the initial construction of what is now the college's Eureka campus.

From 1965 to 1967 the college offered courses and programs on the campus of Eureka High School. More than 1,800 students registered at the college in 1965-66. The initial staff of the college consisted of approximately 31 full-time faculty and administrative staff and approximately 85 part-time faculty.

In May of 1975 the residents of coastal Mendocino County voted for annexation into the Redwoods District, and in July of 1978 Del Norte County joined the district.

The initial construction of the college's Eureka campus, seven miles south of the city of Eureka, began in 1968 and was completed in 1975. The Del Norte Education Center in Crescent City was constructed in 1981; and the Mendocino Coast Education Center, just south of Fort Bragg, was constructed in 1986. In the spring semester of 2003, the college opened the Arcata Instructional Site, approximately 20 miles north of the Eureka campus. The college also maintains the Klamath-Trinity Instructional Site, on the Hoopa Indian Reservation approximately 60 miles northeast of Eureka.

At the time of its last comprehensive accreditation visit, in the fall of 1999, the college enrolled approximately 5,000 students on the Eureka campus, 800 students at the Del Norte Education Center, 1,000 students at the Mendocino Coast Education Center, and an additional 200 students at the Klamath-Trinity Instructional Site. The average number of full-time equivalent students at that time was approximately 5,600. At that time the college employed 113 permanent, full-time faculty and approximately 250 part-time faculty. In 1999 the college offered degrees and/or certificates in 29 academic disciplines.

Currently the college enrolls approximately 4,800 students on the Eureka campus, 700 students on the Del Norte campus, 700 students on the Mendocino Coast campus, 300 students at the Arcata Instructional Site, and 100 students at the Klamath-Trinity site. Current full-time equivalent students total approximately 5,000. The college currently employs 103 permanent, full-time faculty and approximately 250 part-time faculty. The college currently offers degrees and/or certificates in 25 academic disciplines.

Demographic Information

Most of the students served by the college reside in Humboldt County. The population of the county consists of 128,000 people, 51,000 households, and 31,000 families. The population is 85 percent white, less than one percent African-American, six percent Hispanic, six percent Native American, and two percent Asian. Twenty-three percent of the population is under the age of 18, 12 percent is between the ages of 18 and 24, 27 percent is between the ages of 25 and 44, 25 percent is between the ages of 45 and 64, and 13 percent are 56 or older. The median age is 36. There are approximately equal

proportions of males and females. The median household income is $31,000. Thirteen percent of the families in Humboldt County live below the poverty line. Twenty-three percent of these residents are under the age of 18, and seven percent of these residents are 65 or older.

In the 2004-2005 academic year, the college conducted a demographic analysis of its service area as part of its educational master planning process. This analysis projects a population growth of approximately one percent over the next 15 years, with the largest increases projected for Hispanics and Native Americans.

The student population of the college is 71 percent white, two percent African-American, six percent Hispanic, six percent Native American, two percent Asian, and 13 percent unknown. Twenty-three percent are under the age of 20, 42 percent are 20 to 29 years of age, 14 percent are 30 to 39 years of age, 11 percent are 40 to 49 years of age, and 10 percent are over 50. The student population is 57 percent female and 43 percent male. The average student age is 31 years.

The permanent faculty of the college are 84 percent white, seven percent Hispanic, four percent Native American, and five percent Asian. They are 42 percent female and 58 percent male.

The permanent staff are 85 percent white, two percent African-American, six percent Hispanic, four percent Native American, and three percent Asian. They are 62 percent female and 38 percent male.

Results of Last Comprehensive Visit

A detailed discussion of the college's last comprehensive accreditation team visit, including evidence of what the college has done in response to each specific recommendation made by the visiting team, is presented in a subsequent section of this report.

Student Achievement

The course completion rate at College of the Redwoods is approximately 88 percent. The successful completion rate is approximately 70 percent. Completion rates have remained essentially stable over time. CR transfer rates to the California State University (CSU) have been very consistent over the last ten years and compare very favorably to other community colleges in California. Transfer rates to the University of California (UC), while also very consistent, are significantly lower.

The college awards approximately 850 degrees and/or certificates per year. The majority of students receiving degrees or certificates transfer to another college or university or enter the local employment market. Placement rates vary with the student's major field of study. CR students consistently have a higher than 90 percent success rate on state licensing examinations. Program retention rates have averaged 80 percent to 90 percent over the last several years. Program success rates have averaged nearly 70 percent over the same time period. Basic skills retention rates have remained nearly

constant at around 83 percent, and parallel success rates have likewise remained essentially constant at around 70 percent.

Student Learning Outcomes

For the last several years, the college has been defining expected student learning and achievement outcomes for each of its programs. At the end of the 2004-05 academic year, approximately 30 percent of the college's programs had identified and specifically defined student learning outcomes. The extent to which students who complete programs achieve these outcomes is assessed through the college's program review process. Through its Curriculum Committee and Academic Senate, the college has established a process to systematically establish student learning outcomes for each course offered by the college. This process will ensure that appropriate student learning outcomes are established for each new course that is proposed and for each existing course that comes through the college program and course review process. The college has recently received a federal Title III grant through which it is establishing an institutional research capability that will enhance its ability to assess the extent to which student learning outcomes are achieved.

Off-campus Sites and Distance Learning

The college operates a primary campus, two education centers, and two instructional sites. The primary campus is located in Eureka, with education centers in Crescent City and Fort Bragg. The instructional sites are located in Arcata and Hoopa. The college also offers a small, but growing, number of courses through interactive point-to-point communication, cable television, or online technology. Distance courses are subject to the same quality assurance controls as are any other courses offered by the college. In any given semester approximately one percent of the college's course sections are offered through distance technology.

Independent Audits and Federal Grants

An independent, external audit of the college's finances, including federal grants, is conducted annually by a certified public accountant who has no other relationship to the institution. Audit reports are reviewed and accepted by the Board of Trustees on the recommendation of its Audit Committee. Recommendations from these audit reports are implemented on a timely basis. The college has received unqualified financial audit opinions for the last four years and no audit findings for the last two years.

ABSTRACT OF THE REPORT

This institutional self study has provided College of the Redwoods with a formal opportunity to assess thoroughly its strengths and weaknesses in an organized and systematic manner and to establish an action agenda for institutional improvement. In the self study, the college has honestly and thoroughly assessed itself against the eligibility requirements and performance standards established by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. The self study was conducted over a period of more than a year and involved the widest possible participation of the college community.

Through this self study College of the Redwoods has concluded that it meets all of the Commission's eligibility requirements and is in substantial compliance with all of its accreditation standards. Though no serious compliance deficiencies were discovered in the self-study process, the college has identified a number of areas in which its performance can be improved. These areas for improvement relate directly or indirectly to the Commission's performance standards.

Standard I: Institutional Mission and Effectiveness - The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

The college is in substantial compliance with this standard. While it demonstrates a strong commitment to its mission, which includes the achievement of student learning, and to effectively communicating that mission both internally and externally, it currently has only a limited capacity to accurately assess, both quantitatively and qualitatively, the extent to which it is fulfilling its mission and achieving its stated student learning outcomes. The federal Title III grant that the college has recently received will enable the college to significantly improve its institutional research capability and to make significant progress toward fully meeting the intent of this standard. The college intends to integrate the institutional research capability, which it will establish through this federal funding, into its ongoing administrative structure and operating budget. This will enable the college to achieve a higher degree of compliance with this standard and to improve its ability to demonstrate that it uses quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, planning, implementation, and re-evaluation.

Standard II: Student Learning Programs and Services - The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity,

and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

The college is in substantial compliance with this standard. While it has made significant progress in identifying student learning outcomes for its instructional programs, courses, learning support services, and student services, this work is not complete. The college's ability to demonstrate how well its learning outcomes are being achieved is also limited, due primarily to its limited institutional research capabilities. To achieve a higher degree of compliance with this standard, the college needs to improve its ability to demonstrate and document that its instructional programs, student support services, and learning support services support the achievement of identified student learning outcomes.

Standard III: Resources - The institution effectively uses its human, physical, technological, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

The college is in substantial compliance with this standard. While it maintains adequate human, physical, technological, and financial resources, its limited institutional research capability makes it difficult to relate these resources to the achievement of student learning outcomes. To achieve a higher degree of compliance with this standard, the college should develop a greater ability to demonstrate that it effectively uses its human, physical, technological, and financial resources to achieve its broad educational proposes, its stated student learning outcomes, and enhanced institutional effectiveness.

Standard IV: Leadership and Governance - The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

The college is in substantial compliance with this standard. It recognizes the essential role of leadership at all levels in continuous institutional improvement and that governance roles should be designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness. To achieve a higher degree of compliance with this standard, the college should develop an enhanced ability to relate leadership and governance to the achievement of student learning outcomes, to assess the extent to which leadership and governance structures facilitate the achievement of these outcomes, and to use the results of these assessments for the improvement of institutional effectiveness.

ORGANIZATION FOR THE SELF STUDY

Plans for conducting the institutional self study began in the spring of 2004 with consultations among the President, the Senior Vice President for Academic Affairs, other members of the senior administrative team, and the leadership of the Academic Senate. The structure and membership of the Steering Committee was established, and faculty members and administrators who might serve as effective standard team co-chairs were identified. Faculty representatives to all teams were appointed by the Academic Senate; administrative representatives were appointed by the President. (Team rosters are presented below.)

A schedule was established for the completion of the report, and writing and production teams were identified. Plans and timetables were established for completion of the project, as was a process for having the widest possible participation of the college community in the research, evaluation, and review process. Overall responsibility for completion of the self study and its accompanying report was assigned to the Senior Vice President, Chief Instructional Officer, who also serves as the college's Accreditation Liaison Officer.

The Steering Committee and the individual standard teams were convened in the fall of 2004, and the investigation and analysis phase of the self study began. Draft reports from the standard teams were completed in January of 2005. These reports were circulated among the entire college community for review and comment. The standard report drafts and the college community comments were given to a writing team, consisting of two faculty members, in February of 2005. The writing team produced the first composite draft of the standard reports, which were again shared with the college community, including the college's Board of Trustees. In May of 2005 the draft report was reviewed by the Academic Senate, and responsibility for completion of the final report was transferred to the production team. The report was edited for consistency of content, style, and format; and a final composite draft was produced in June of 2005. This draft was again shared with the college community and submitted for approval to the college's Board of Trustees. The Board of Trustees approved the final report in July of 2005.

Standard Teams

Standard I Team

Co-Chairs:

Judy Kvinsland, Campus Vice President, CR Mendocino Coast
Barbara Hammel, Professor, Psychology
Peter Blakemore, Assistant Professor, English

Team Members:

Mark Winter, Division Chair, Arts/Languages/Social Sciences
Sue Bailey, Director, Enrollment Services
Paul DeMark, Communications & Marketing Manager/ PIO
Kathie Simas, Account Clerk
Maureen Scott, Administrative Office Coordinator
Bob Benson, Professor, Art
Mile Wells, Professor, Administration of Justice
Ken Magnuson, Professor, Digital Media
Erin Wall, Assistant Professor, Mathematics

Standard II.A Team

Co-Chairs:

Steve Brown, Division Chair, Business and Technology
Dave Arnold, Professor, Mathematics
Helen Edwards, Professor, Business
Phil Freneau, Professor, Early Childhood Education

Team Members:

Tim Baker, Assistant Professor, Forestry/Natural Resources
Mark Renner, Professor, Geology/CIS
Kerry Mayer, Professor, Speech
Greg Grantham, Professor, Marine Science
Tami Matsumoto, Assistant Professor, Mathematics
John Anderson, Communication Technology Specialist
Vicky Morris, Administrative Secretary
Cheryl Tucker, Assistant Director, Student Development (Special Programs)

Standard II.B Team

Co-Chairs:

Tracy Thomas, Director, Disabled Students Programs and Services
Ruth Moon, Librarian
Becky Blatnick, Counselor
John Johnston, Assistant Professor, English

Team Members:

Maggie White, Professor, Health/Physical Education
Janne Gibbs, Professor, Nursing
Ed Macan, Professor, Music
Ruby Jager, Assessment Supervisor
Michael Regan, Assistant Director, Student Development (Career Center)
Melissa Green, Director, Student Development
Danielle Petersen, Director, Academic Support Center
Melody Yates, Student Services Specialist

Standard II.C Team

Co-Chairs:

Tracy Thomas, Director, Disabled Students Programs and Services
Ruth Moon, Librarian
Becky Blatnick, Counselor
John Johnston, Assistant Professor, English

Team Members:

Maggie White, Professor, Health/Physical Education
Janne Gibbs, Professor, Nursing
Ed Macan, Professor, Music
Ruby Jager, Assessment Supervisor
Michael Regan, Assistant Director, Student Development (Career Center)
Melissa Green, Director, Student Development
Danielle Petersen, Director, Academic Support Center
Melody Yates, Student Services Specialist

Standard III Team

Co-Chairs:

Scott Thomason, Vice President, Chief Business Officer
Martha Racine, Professor, Business/Spanish
Chris Romero, Professor, Computer Information Systems

Team Members:

John McBrearty, Director, Information Technology Services
Ron Cox, Director, Fiscal Services
Joe Porras, Director, Facilities & Grounds
Abe Ali, Vice President, Chief Human Resources Officer/EEO
Richard Prystowsky, Division Chair, Math/Science/Engineering
Justine Shaw, Professor, Anthropology
Anna Maria de Mease, Professor, Spanish
David Holper, Professor, English
Amy Daily, Human Resources Technician
Tim Flanagan, Facilities and Operations Supervisor
Thomas Olivares, Gardener
Tom Cossey, Systems Operator, Information Technology Services

Standard IV Team

Co-Chairs:

Sydney Fisher Larson, Division Chair, Humanities and Communications
Teresa Sholars, Professor, Biology/Environmental Science/Agriculture
Ryan Petersen, Professor, Political Science

Team Members:

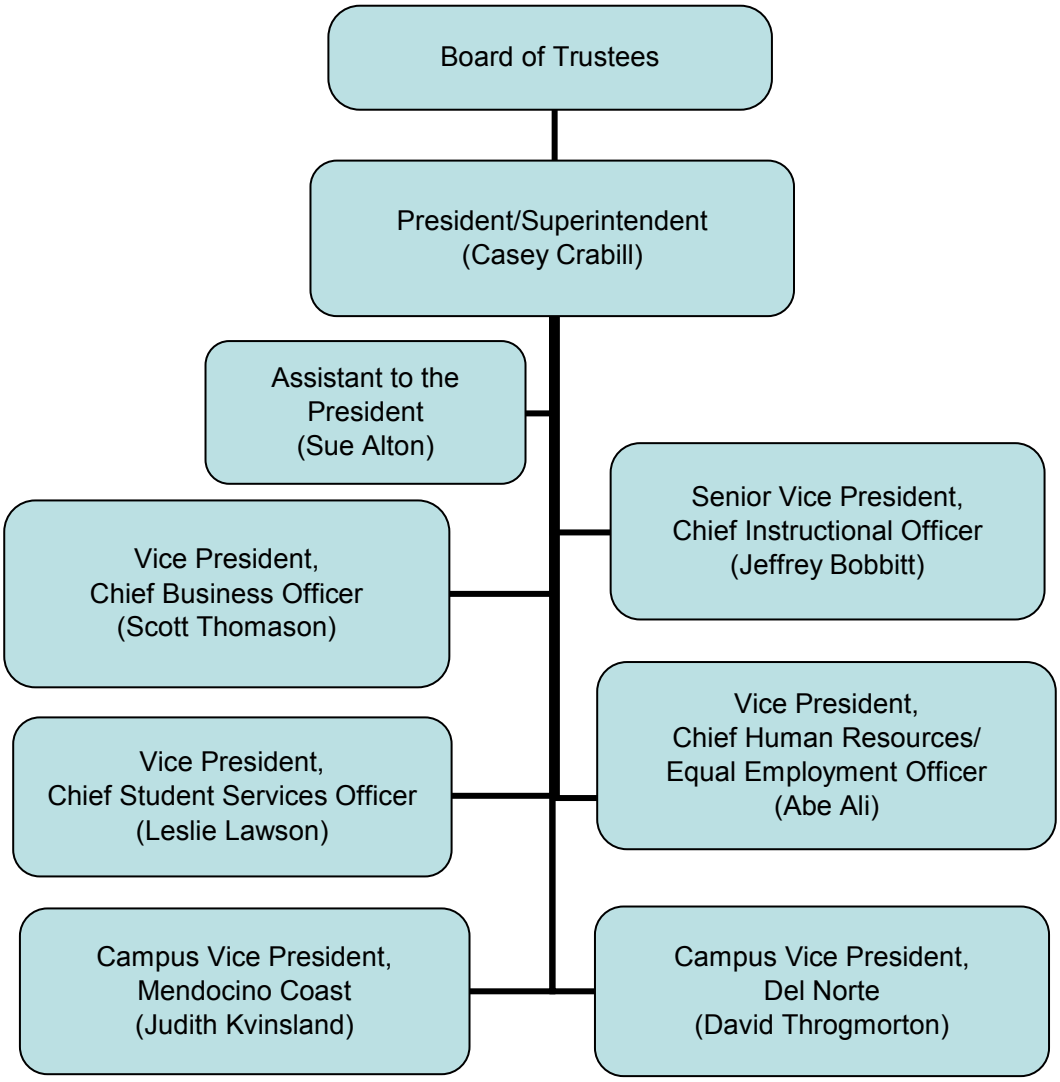
Dave Throgmorton, Campus Vice President, CR Del Norte
Joe Hash, Director, Physical Education and Athletic Programs
Dave Bazard, Professor, Earth Sciences (Academic Senate Co-President)
Marla Gleave, Professor, Physical Education (Academic Senate Co-President)
Allen Keppner, Counselor
Patricia Watson, Applications Analyst, Information Technology Services
Pat Lindley, Special Assistant to the Senior Vice President, Academic Affairs

ORGANIZATION OF THE INSTITUTION

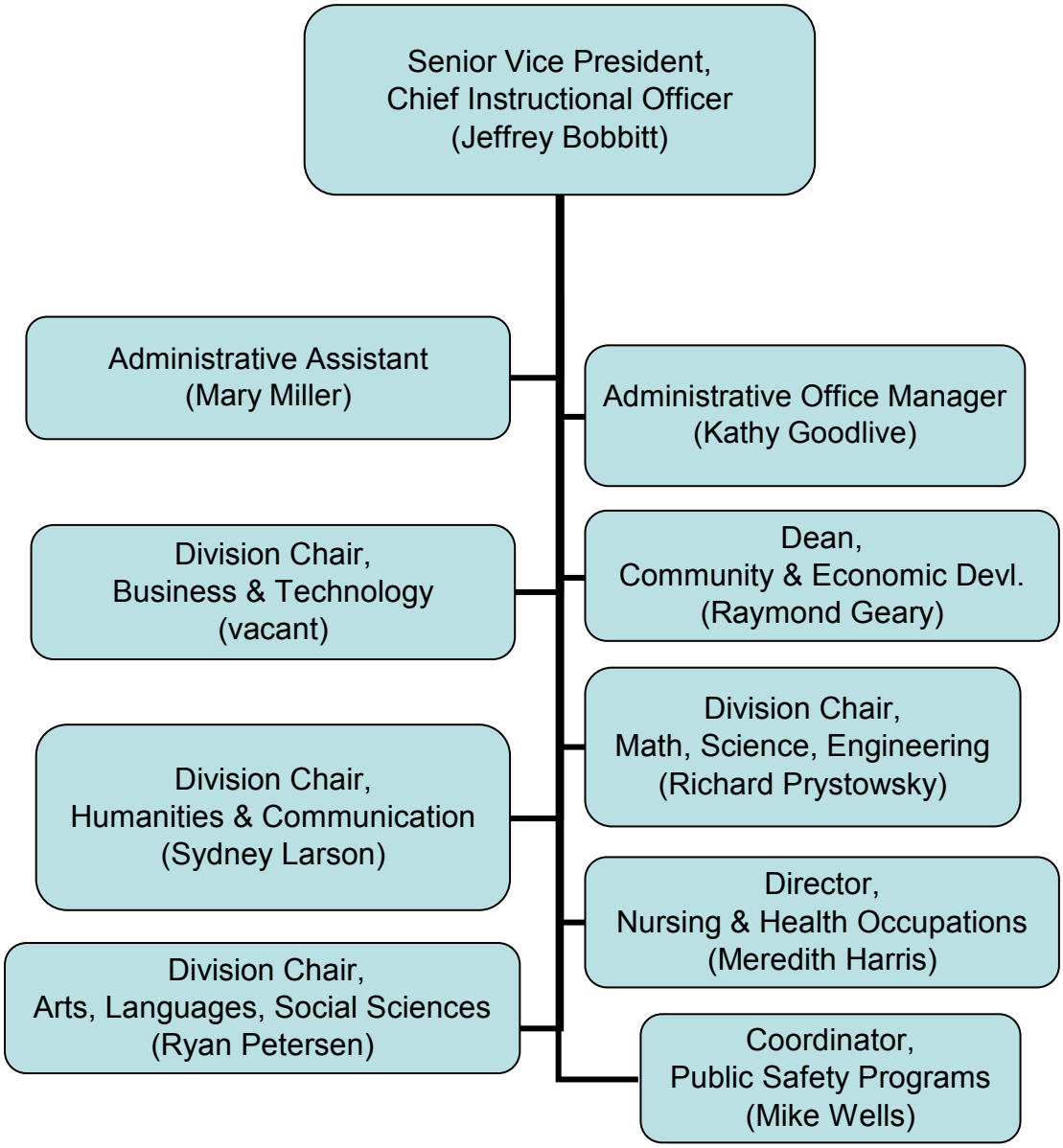
The organizational structure of the institution is summarized in the following charts:

Administration/Senior Staff
Academic Affairs
Business Services
Student Services
Del Norte Campus
Mendocino Coast Campus

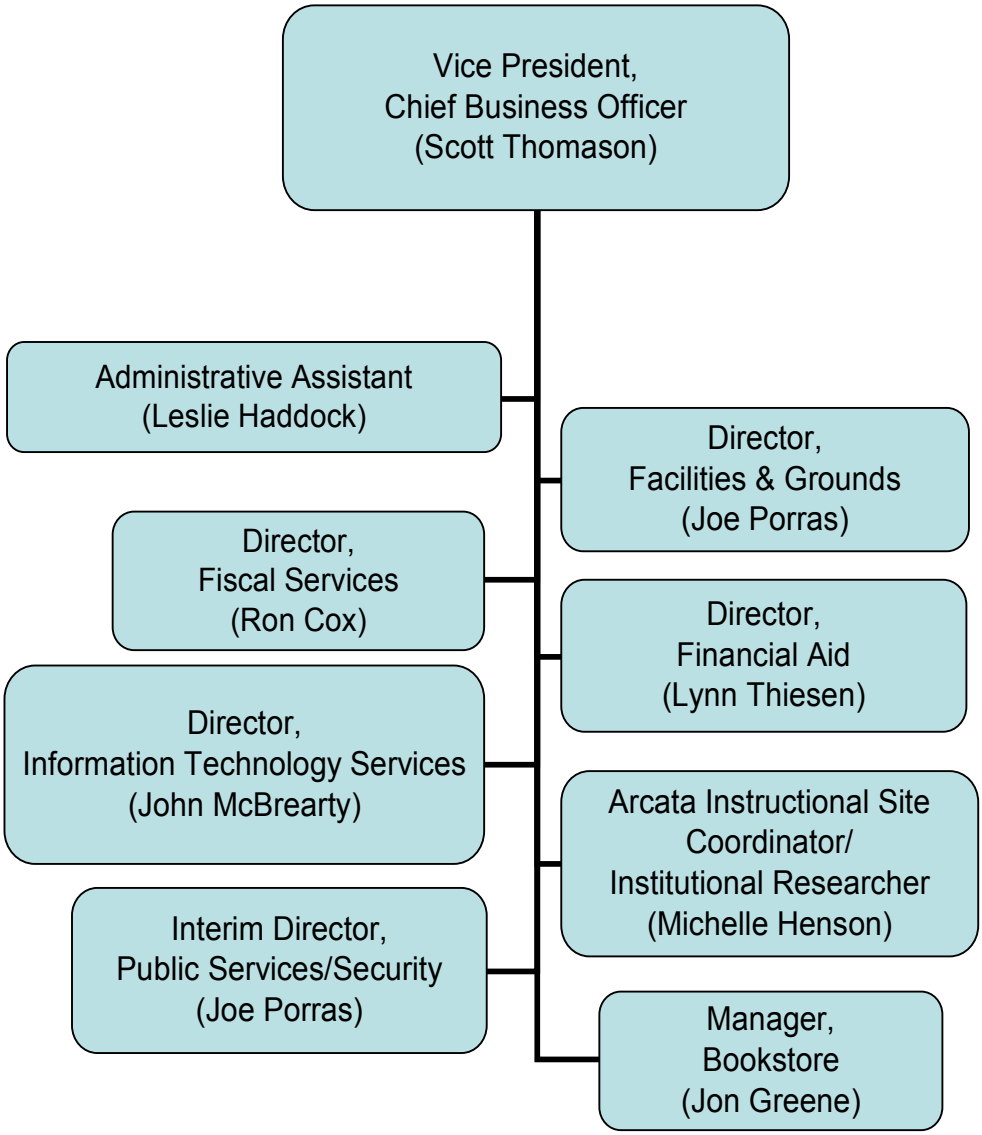
Administration/Senior Staff



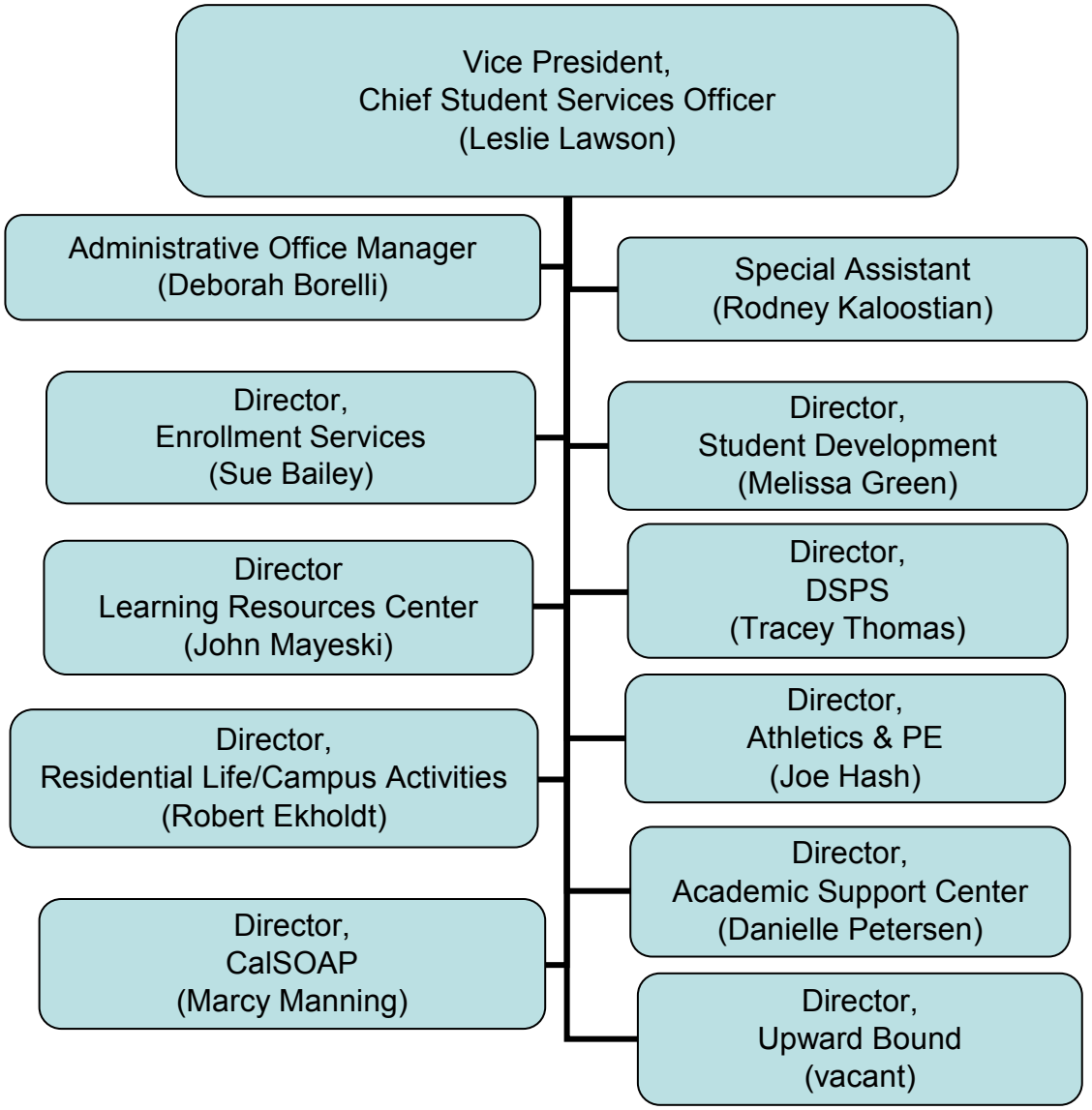
Academic Affairs



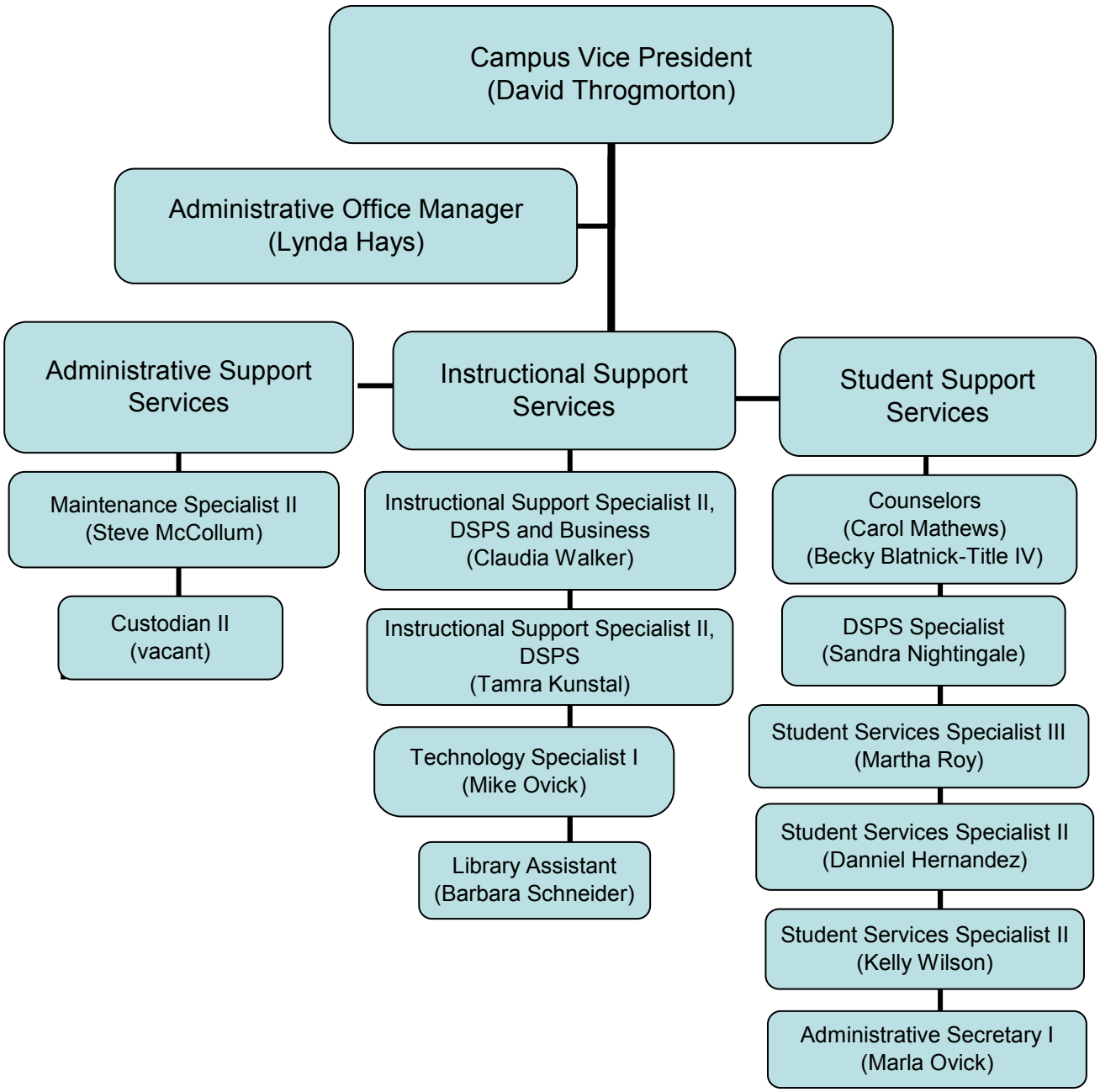
Business Services



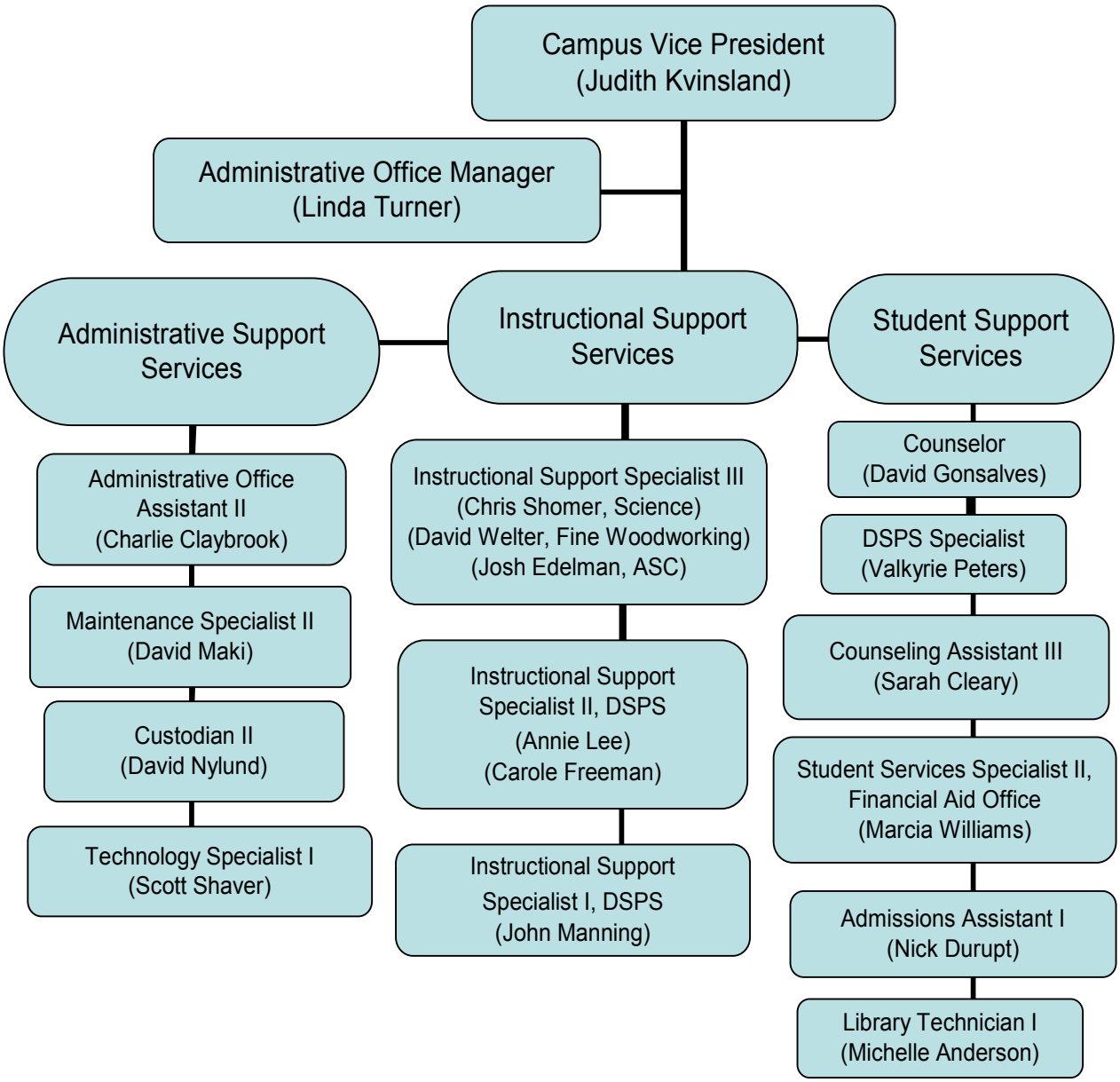
Student Learning Support Services



Del Norte Campus



Mendocino Coast Campus



Faculty Roster

Last Name	First Name	Campus	Discipline	Degree	University
Arnold	David	EKA	MATH	M.A.	UC Los Angeles
Baker	Timothy	EKA	FOR	Ph.D.	North Carolina State University
Banducci	Dave	EKA	PE	M.A.	Humboldt State University
Bazard	David	EKA	GEOL	Ph.D.	University of Arizona
Benson	Bob	EKA	ART	M.F.A.	University of Illinois
Blair	Patricia	EKA	DSPS	Ph.D.	University of Alberta
Blakemore	Peter	EKA	ENGL	Ph.D.	University of Oregon
Brown	Bob	EKA	PE	M.S.	Humboldt State University
Brown	Steve	EKA	DT	M.A.	CSU Long Beach
Burns	Michael	MC	CT	M.S.	UC Davis
Butler	Mike	EKA	MATH	M.A.	Humboldt State University
Calderwood	Dan	EKA	CIS	M.A.	University of Phoenix
Cox	Mike	EKA	PE	M.A.	Humboldt State University
Curiel	James	EKA	SOC	Ph.D.	UC Davis
Dunleavy	Kady	EKA	NURS	M.A.	New York University
Durham	Steve	EKA	SOC	M.A.	CSU San Francisco
Edwards	Helen	EKA	BUS	D.P.A.	University of Southern California
Farnham	Paul	EKA	CHEM	M.S.	Stanford University
Farrar	Roberta	EKA	NURS	B.S.N.	SUNY Albany
Frazier	Larry	EKA	ENGL	M.A.T.	Humboldt State University
Freneau	Phillip	DN	ECE	Th.D.	Claremont Graduate School
Gaines	Christopher	EKA	BUS	M.B.A.	Humboldt State University
Gibbs	Janne	EKA	NURS	M.S.N.	CSU Dominquez Hills
Gleave	Marla	EKA	PE	M.A.	Humboldt State University
Gonsalves	David	MC	COUN	M.A.	Saint Mary's College
Grantham	Greg	MC	MSCI	M.A.	Sonoma State University
Green	Toby	MC	HIST	M.A.	Northern Arizona University
Haley	Michael	DN	MATH	M.S.	Humboldt State University
Hammel	Barbara	DN	PSYCH	M.A.	San Jose State University
Harris	Dave	EKA	CIS	M.B.A.	CSU Long Beach
Herrera-Thomas	Deanna	EKA	PSYCH	Ed.D.	University of San Francisco
Hinman	Judith	EKA	ENGL	M.A.T.	Kent State University
Hogue	Jeff	EKA	BIOL	Ph.D.	Cornell University
Hole	Bill	EKA	CT	B.S.	Humboldt State University
Holper	David	EKA	ENGL	M.F.A.	University of Massachusetts
Hooper	Cindy	EKA	ART	M.F.A.	San Francisco Art Institute
Hoopes	Bill	EKA	ENGL	M.A.	Humboldt State University
Ives	Aeron	MC	MATH	M.A.	UC Los Angeles

Jaffari	Barbara	EKA	CIS	M.A.	Cal Poly
Johnson	Clyde	EKA	MMC	B.A.	Humboldt State University
Johnston	John	MC	ENGL	M.A.	CSU Long Beach
Kaloostian	Rodney	EKA	SLSS	M.A.	Humboldt State University
Keppner	Allen	EKA	COUN	M.A.	Humboldt State University
Kessler	Pam	EKA	ENGL	M.A.	New York State University
Kinsey	Paul	EKA	CT	M.S.	Utah State University
LaPenta	Diqui	EKA	BIOL	Ph.D.	University of Minnesota
Larson	Sydney	EKA	ECE	M.A.	Pacific Oaks College
Letko	Ken	DN	ENGL	M.F.A.	Bowling Green State University
Level	Keith	EKA	ENGR	M.S.	Stanford University
Macan	Ed	EKA	MUS	Ph.D.	Claremont Graduate School
Magnuson	Kenneth	EKA	MMC	M.A.	Humboldt State University
Mathews	Carol	DN	COUN	M.A.	University of San Francisco
Matsumoto	Tami	EKA	MATH	M.S.	Humboldt State University
Mayer	Kerry	EKA	SPCH	M.A.	UC Santa Barbara
McClure	Darlene	DN	BUS	M.Ed.	CSU Sacramento
McCutcheon	Pat	EKA	ENGL	M.A.	CSU Los Angeles
Mease	Ana Maria	EKA	SPAN	M.A.	U. of New Mexico-Albuquerque
Mize	Bob	DN	BIOL	D.A.	Idaho State University
Moon	Ruth	EKA	LIB	M.A.	University of Hawaii
Morrison	Barbara	EKA	ENGL	M.A.	CSU Sacramento
Nolan	Deborah	EKA	EDUC	M.A.	CSU Fullerton
Nordlof	Susan	EKA	ENGL	M.A.	CSU Humboldt
Olsen	Michele	EKA	MATH	M.A.	CSU Humboldt
Olsen	Todd	EKA	MATH	M.S.	CSU Humboldt
Owen	Tom	DN	HIST	J.D.	Stanford University
Padilla	Patricia	EKA	SPAN	M.A.	New Mexico Highlands U.
Pedicino	Jon	EKA	ASTRO	Ph.D.	University of Arizona
Petersen	Ryan	EKA	POLSC	M.A.	Syracuse University
Phillips	Jerry	EKA	COUN	M.A.	Humboldt State University
Pope	Melody	DN	NURS	M.S.N.	University of Phoenix
Potamianos	George	EKA	HIST	Ph.D.	University of Southern California
Pyke	Harry	EKA	COUN	Ed.D.	University of San Francisco
Racine	Martha	MC	BUS	M.B.E.	San Francisco State University
Reed	Hillary	EKA	DA	A.A.	College of the Redwoods
Reiner	Ralph	EKA	BIOL	M.A.	UC San Francisco
Reiss	Karen	EKA	BIOL	Ph.D.	Cornell University
Renner	Mark	DN	CIS	M.S.	University of Wyoming
Rhoades	Bob	MC	ART	M.F.A.	University of New Mexico
Rhodes	Ruth	DN	ENGL	M.A.	Case Western Reserve U.
Richards	Michael	EKA	AT	B.A.A.	San Diego State University
Romero	Chris	EKA	CIS	B.S.	UC Los Angeles

Sartori	Tony	EKA	CHEM	M.S.	University of Washington
Seaman	Bob	EKA	PE	M.A.	Northern Arizona University
Selkowitz	Robert	EKA	PHYS	M.A.	University of Rochester
Shaw	Justine	EKA	ANTH	Ph.D.	Southern Methodist University
Sholars	Teresa	MC	BIOL	M.S.	UC Davis
Sokolow	Gary	EKA	AJ	J.D.	University of South Dakota
Stodder	Ted	EKA	CT	M.B.A.	Humboldt State University
Tatum	Janice	EKA	NURS	M.S.	Sonoma State University
Taylor	Sandra	EKA	MATH	M.S.	Western Illinois University
Thomas	Michael	EKA	PHIL	M.R.E.	Golden Gate Seminary
Vrem	Sandy	EKA	MATH	M.A.T.	University of New Mexico
Wagner	Bruce	EKA	MATH	Ph.D.	UC Berkeley
Walker	Bert	EKA	AG	M.S.	Cal Poly
Wall	Erin	EKA	MATH	M.S.	Oregon State University
Warren	Gaye	EKA	TH	M.B.A.	University of Phoenix
Wells	Mike	EKA	AJ	B.A.	University of San Francisco
White	Maggie	EKA	PE	M.S.	Humboldt State University
Wininger	Keith	EKA	DHET	A.A.	College of the Redwoods
Winter	Mark	EKA	PSYCH	Ph.D.	University of Utah
Wolfsen	Connie	EKA	NURS	M.S.	UC San Francisco
Woychak	Mike	EKA	ATH	M.A.	Humboldt State University
Yokoyama	Kevin	EKA	MATH	M.S.	Utah State University

CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

1. **AUTHORITY – The institution is authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.**

   College of the Redwoods is authorized by the Secretary of State of the State of California to operate as a public community college. As a public community college, the college is authorized under the California Code of Regulations to offer associate degrees and certificates.

2. **MISSION – The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to achieving student learning.**

   College of the Redwoods has a clearly defined mission, a formal statement of that mission, and a statement of institutional philosophy. The Mission Statement and Statement of Philosophy have been formally adopted and approved by its Board of Trustees. Both statements are published in Board policy documents and in the college catalog. The Mission Statement includes the college's commitment to achieving student learning.

3. **GOVERNING BOARD – The institution has a functioning governing board responsible for the quality, integrity, and financial stability of the institution, and for ensuring that the institution's mission is being carried out. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.**

   The governing board is an independent policy-making body, capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other financial interest in the institution. The board adheres to a conflict of interest policy that ensures that those interests are disclosed, and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

   The Redwoods Community College District is governed by a nine-member Board of Trustees elected from the geographical areas its members represent. The Board is responsible for ensuring that the college's mission is carried out and that the financial resources of the college are used to provide a sound educational program.

The membership of the Board is sufficient in size and composition to fulfill its responsibilities. No member of the Board has an employment, family, ownership, or other financial interest in the college. The Board adheres to a conflict of interest policy that assures that individual interests of Board members do not compromise the academic and fiscal integrity of the college.

4. **CHIEF EXECUTIVE OFFICER – The institution has a chief executive officer who is appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief administrator nor the college chief administrator may serve as the chair of the governing board.**

   In July of 1999 the college's Board of Trustees appointed Dr. Kathleen Crabill as President of the College and Superintendent of the Redwoods Community College District. Dr. Crabill has a full-time employment commitment to the college and is empowered by the Board to administer Board policies. The president of the Board is selected by the Board from among its members.

5. **ADMINISTRATIVE CAPACITY – The institution has sufficient staff with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.**

   The college is administered by one senior vice president, three vice presidents, two campus vice presidents, and a variety of directors, division chairs, and lower-level administrators and managers. Each administrator has academic and experience credentials appropriate for the position he/she holds.

6. **OPERATIONAL STATUS – The institution is operational, with students actively pursuing its degree programs.**

   The college is fully operational, with students actively enrolled in and pursuing degree, certificate, and/or university-transfer programs.

7. **DEGREES – A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them.**

   The college offers Associate of Arts and Associate of Science degrees in 22 different fields of study. Approximately 35 percent of the college's students are actively enrolled in one or more of these degree programs.

8. **EDUCATIONAL PROGRAMS – The institution's principal degree programs are congruent with its mission, are based on recognized higher education fields of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in**

identified student outcomes. At least one degree program must be of two academic years in length.

The college's degree programs are consistent with its mission, are offered in recognized academic disciplines, and are conducted with appropriate levels of quality and rigor. All degrees require the successful completion of a minimum of 60 semester credit units. At the end of the 2004-05 academic year, approximately 30 percent of the college's programs had identified and specifically defined student learning outcomes.

9. **ACADEMIC CREDIT – The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements provide appropriate information about the awarding of academic credit.**

   The college follows the generally accepted practice of awarding one semester-credit unit for each student lecture hour per week or for three student laboratory or activity hours per week. The credit-unit requirements for each of the college's degrees and certificates and the credit-unit values for each of its courses are published in the college catalog.

10. **STUDENT LEARNING AND ACHIEVEMENT – The institution defines and publishes for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.**

    For the last several years, the college has been defining expected student learning and achievement outcomes for each of its programs. At the end of the 2004-05 academic year, approximately 30 percent of the college's programs had identified and specifically defined student learning outcomes. These outcomes have been established at the program level and are independent of the location at which the program is offered. The extent to which students who complete programs achieve these outcomes is assessed through the college's program review process. The college has recently received a federal Title III grant, through which it is establishing an institutional research capability that will enhance its ability to assess the extent to which program outcomes are achieved.

11. **GENERAL EDUCATION – The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs**

should be consistent with levels of quality and rigor appropriate to higher education.

The college's Associate of Arts and Associate of Science degree programs require a minimum of 18 semester credit units in general education courses. These courses include Natural Sciences; Social Sciences; Humanities; and writing, oral communication, and analytical thinking skills. The college has established comprehensive learning outcomes for students who complete its general education program. Degree credit awarded for completion of general education is consistent with levels of quality and rigor appropriate to higher education.

12. **ACADEMIC FREEDOM – The institution's 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/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.**

    The college's Board of Trustees has established a formal policy on academic freedom based on principles subscribed to by the American Association of University Professors. This policy assures faculty and students the freedom to examine and test all knowledge appropriate to their academic disciplines or major fields of study.

13. **FACULTY – The institution has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.**

    The college employs 103 permanent, full-time, tenured or pretenured faculty. In any given fall or spring semester the college also employs approximately 250 part-time faculty. Approximately 60 percent of the college's instruction is by full-time faculty. All faculty meet or exceed minimum qualifications for the disciplines in which they teach. A statement of faculty professional responsibilities is included in the college's employment agreement with its faculty employee organization. The college also subscribes to the California State Academic Senate's "Ten Plus One" principles of faculty shared governance. Faculty responsibilities include the development and review of curriculum and the assessment of student learning.

14. **STUDENT SERVICES – The institution provides for all of its students appropriate student services that support student learning and development within the context of the institutional mission.**

    The college provides a wide array of services to support students in achieving their educational goals and learning outcomes. These include assessment and placement services; academic advising; financial, career, and personal counseling;

tutoring and other academic support services; Extended Opportunity Programs and Services; Disabled Students Programs and Services; health services; and a variety of co-curricular student activities and programs.

15. **ADMISSIONS – The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.**

    The college's admission policies and requirements are adopted and approved by its Board of Trustees and are administered by the Director of Enrollment Services, under the supervision of the Vice President, Chief Student Services Officer. Admission policies and procedures are consistent with the mission of the college.

16. **INFORMATION AND LEARNING RESOURCES – The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.**

    The college has permanent library and learning resources facilities at each of its primary service locations. Additional information resources are provided through a college-wide computer and telecommunications network. Information and learning resources and services are sufficient to support the mission of the college and its instructional programs however and wherever they are offered.

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

    Through state apportionment and other funding sources, the college operates on an annual balanced budget and maintains an adequate cash reserve. The college's financial resources are adequate to support its student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

18. **FINANCIAL ACCOUNTABILITY – The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant or by an appropriate public agency, who has no other relationship to the institution, for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities,**

published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process.

An external audit of the college's finances is conducted annually by a certified public accountant who has no other relationship to the institution. Audit reports are reviewed and accepted by the Board of Trustees on the recommendation of its Audit Committee. Recommendations from these audit reports are implemented on a timely basis. The college has received unqualified financial audit opinions for the last four years and no audit findings for the last two years.

19. **<u>INSTITUTIONAL PLANNING AND EVALUATION</u> – The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.**

    The college initiated its current process of strategic planning, resource allocation, implementation, and assessment in 1999. The college is currently in its second iteration of this process. The strategic planning cycle begins with input from faculty, staff, students, and the community, through a series of listening sessions. The Integrated Planning Committee processes the data from these sessions into a three-year strategic plan. This plan establishes planning drivers that generate an annual set of administrative activities for the college's senior staff and administrative team. Funding priorities are identified among these administrative activities. Senior staff and the administrative team regularly review progress in completing their annual administrative activities.

    Twice each year, progress toward completion of strategic planning goals and administrative activities is reviewed and assessed by the Board of Trustees in consultation with the senior administrative leadership of the college. Through this continuing process of data collection, planning, resource allocation, implementation, and re-evaluation, the college evaluates how well and in what ways it is fulfilling its institutional mission. Through periodic reports to the community, the college communicates its progress and achievements in institutional planning and evaluation.

20. **<u>PUBLIC INFORMATION</u> – The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:**

General Information

- **Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution**
- **Educational Mission**
- **Course, Program, and Degree Offerings**
- **Academic Calendar and Program Length**
- **Academic Freedom Statement**
- **Available Student Financial Aid**
- **Available Learning Resources**
- **Names and Degrees of Administrators and Faculty**
- **Names of Governing Board Members**

Requirements

- **Admissions**
- **Student Fees and Other Financial Obligations**
- **Degree, Certificate, Graduation, and Transfer**

Major Policies Affecting Students

- **Academic Regulations, including Academic Honesty**
- **Nondiscrimination**
- **Acceptance of Transfer Credits**
- **Grievance and Complaint Procedures**
- **Sexual Harassment**
- **Refund of Fees**

Locations or publications where other policies may be found: All of the information referenced in this eligibility requirement is published in the college catalog, and/or is published in the *Faculty Handbook,* and/or is posted on the college's Web site (www.redwoods.edu).

20. <u>RELATIONS WITH THE ACCREDITING COMMISSION</u> – The institution provides assurance that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation.

College of the Redwoods has been a member of the Western Association of Schools and Colleges since 1967 and is firmly committed to maintaining compliance with all of the Commission's Eligibility Requirements, Accreditation Standards, and Commission policies. The college further agrees to describe itself

in identical terms to all of its accrediting agencies, to communicate accurately any changes in its accredited status, and to accurately disclose any information required by the Commission. The college also agrees to comply with all Commission requests, directives, decisions, and policies, and to make complete, accurate, and honest disclosure. In submitting this self-study report, the Redwoods Community College District reaffirms these continuing commitments.

RESPONSES TO RECOMMENDATIONS FROM THE MOST RECENT COMPREHENSIVE EVALUATION

In the fall of 1999, College of the Redwoods was evaluated by the Accrediting Commission for Community and Junior Colleges as part of its regular accreditation reaffirmation process. Based on findings made during its visit and on its analysis of the college's self-study report, the Commission's visiting team of evaluators made six recommendations to be addressed by the college.

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

The college has satisfied this recommendation. In the fall of 1999, the college initiated a new, comprehensive, strategic planning process. As a first step in the process, the college conducted 15 community listening sessions at 10 locations throughout its service area. Sessions were designed to focus on current students, faculty, staff, and members of the community. This process produced a wealth of information regarding perceptions of the college held by the participants and actions the college might take to improve its programs and services.

Upon completion of the listening sessions, the college appointed an Integrated Planning Committee to analyze and sort the information that had been collected. Throughout this process, the committee shared information with the entire college community and invited the entire community to provide comments and suggestions.

Through this analysis, which was carried out over a period of one full semester, the college arrived at three primary planning drivers to guide its actions over the next three years. These drivers were:

- Improve and increase learning opportunities
- Improve and increase access to these learning opportunities
- Improve and increase communication at all levels

Understanding that any strategic plan will have only limited effectiveness if it is not endorsed and embraced by the entire organization, the college established an initial implementation plan to keep the goals of the strategic plan in the forefront of the institutional vision. As part of the college's budget development process, funds to support implementation of the strategic plan were identified through a general reduction in traditional operating fund allocations. Every administrative unit of the college was then asked to propose specific initiatives to directly address the strategic planning drivers. The college's Administrative Team met in lengthy sessions to establish priorities and to allocate funds to support the identified strategic initiatives. The Academic Senate

has tied the goals of the strategic plan to its criteria for setting priorities for new faculty appointments and for the allocation of faculty development funds. At the end of the first implementation year, the college evaluated its effectiveness in accomplishing its first-year objectives and revised its activities and funding allocations for the following year.

The college has also restructured its technology-support functions to support its strategic-planning process. In the spring of 2001, the Board of Trustees approved a reorganization of the college's Information Technology Services Department. This new administrative support unit is responsible for collecting, storing, and processing institutional data and for preparing institutional, state, and federal reports. Consolidation of functions into this new Information Technology unit has enabled the college to conduct a more in-depth analysis of its institutional data and to more fully involve faculty, staff, and students in the development, analysis, and evaluation of statistical data required for strategic planning, enrollment management, external funding opportunities, and program improvement. In addition, the college implemented the Datatel/Colleague integrated data management system, which has greatly improved managers' access to timely and accurate institutional data.

The college has also conducted a review and restructuring of all of its associate degree and certificate requirements, focusing on their effectiveness and on the relationship between the developmental programs for underprepared students and the general education program. Improvements in institutional research have also enabled the college to begin to identify degree and certificate programs that could be enhanced through analysis of student demand, structure, and productivity.

Finally, the administration of the college, through a new, team-based management initiative, has committed to an annual set of data-driven management goals and activities. This administrative process and the first set of annual activities were endorsed by the college's entire management team and by its Board of Trustees. At the end of the first implementation year, the college evaluated the effectiveness of this new management approach and identified additional management goals and activities for subsequent years of implementation.

In the fall of 2003, the college initiated its second iteration of strategic planning. The planning process was similar to that followed in 1999, including numerous community listening sessions, the appointment of an Integrated Planning Committee, and the involvement of the entire college community. In the spring of 2004, the Board of Trustees approved the second and current version of the college's strategic plan. In this plan the college identified the five following strategic planning drivers for 2004 - 2007:

- Access
- Curriculum
- Economic Vitality
- Inclusiveness and Diversity
- Outreach and Marketing.

<u>Recommendation 2</u> – The team recommends the college clarify and document those areas where it is critical that the campuses and instructional sites integrate and coordinate departments, student services, library services, curriculum, and operations, and the areas where these sites are empowered to take independent actions. Once these distinctions are clarified, necessary changes in communication, budgeting, and operations should be implemented.

The college has also satisfied this recommendation. In establishing the new administrative team structure to manage and assess progress on the implementation of its strategic plan, the college has made it clear that there is to be a single management structure for the institution, which includes participation from all campuses. The Del Norte and Mendocino Coast Campus Vice Presidents are members of the new administrative team.

It has also been made clear that the Senior Vice President, Chief Instructional Officer; the Vice President, Chief Business Officer; the Vice President, Chief Student Services Officer; and the Vice President, Chief Human Resources Officer are college-wide administrators whose program responsibilities extend to all campuses and instructional sites. In addition, the college has also made its intention clear that certain other key administrators also have college-wide program responsibilities. These include the academic division chairs and directors, the Dean of Community and Economic Development, and the Director of Learning Resources.

The college's Academic Senate has affirmed its position that the college's curriculum creation and approval process should also be a college-wide responsibility. To this end the Senate has adopted regulations that require all proposals for new curriculum and/or changes to existing curriculum to be reviewed by faculty and administrators from all campuses prior to being considered by the college's Curriculum Committee.

The college's vision clearly recognizes differences in the geographic regions served by its various campuses. Each campus is encouraged to develop partnerships and unique working relationships with public and private agencies in its individual communities. It is also clear that partnership agreements forged at the local campus level are subject to college-wide approval and ratification. This principle allows for independent programming subject to college-wide oversight and coordination.

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

In the 2000-2001 academic year, a Technology Support Planning Team was appointed by the college President. This team was charged with reviewing the current organizational structure for the delivery of technology support services and with making recommendations for establishing an improved delivery system. The recommendations

of this team were reviewed through the college's shared governance process, including consultation with both the Academic Senate and the College Council, which is the college's central shared governance body.

Based on the recommendations of the Technology Support Planning Team, the college has centralized its basic technology support functions under the Vice President and Chief Business Officer. Two support units have been created--Technology Support Services, which is responsible for planning, implementation, and maintenance of the college's electronic hardware infrastructure, administrative software, telecommunications, and audio/video communications technology; and Information Technology Services, which is responsible for centralized administrative computing services and management information systems reporting. In addition, the college has created technology support staff positions at its Del Norte and Mendocino Coast education centers and has provided high-speed data access to its Klamath-Trinity instructional site. Finally, the college has also secured the services of an instructional technology specialist to provide specific support and training for faculty in the area of instructional technology.

This new organizational structure for the delivery of technology-support services has enabled the college to improve coordination, efficiency, and the delivery of technology support services throughout the college district. The college will continue to review and evaluate this new structure and will make additional modifications to improve the quality of service provided to its faculty, staff, and students.

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

In the community listening sessions conducted as part of its ongoing strategic planning process, which involved faculty, staff, students, and the community (see response to Recommendation 1 above), the college received useful information regarding its programs and how they were offered. One of the clearest messages received in this exercise was that there was a strong interest in the college's making its programs and courses more conveniently available to both current and prospective students.

In response to this interest, the college made significant changes to its course offerings and class schedules. The college has implemented a 16-week fall and spring semester calendar, which allows for a three-week winter session and a combination of five- and ten-week summer sessions. The college has also opened an additional instructional site in Arcata to better serve students nearer the northern end of its service area.

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

Prior to the current year, the college's most recent facilities plans focused on the construction of two major facilities on the Eureka campus--the Learning Resource Center and the Child Development Center--and on making necessary facilities modifications on the college's instructional farm in Shively, California. While these major projects were being completed, the college established an interim review and prioritization process for minor facility construction and modification projects. This process involves a semiannual review of facilities requests by the senior administrators of the college.

While this review and prioritization process has served the college adequately during the recent period of major construction, it is understood that the college needs a more thorough facilities planning and review process. To this end the college has begun two major planning initiatives – creation of an Educational Master Plan and a Facilities Master Plan. These planning initiatives will include the appointment of planning teams involving faculty, staff, students, and community members as well as the identification and appointment of professional planning consultants. The data gathering and consultant analysis phase of this planning process was completed in the 2004-05 academic year.

In the fall of 2004, the college passed a local general obligation bond measure that will provide $40-$60 million, depending upon the availability of state matching funds, over the next nine years to support renovation and modernization of facilities on all of its campus sites.

<u>Recommendation 6</u> – The team recommends that the college staff the vacant leadership positions as soon as possible to ensure the institution's capacity to meet its mission and serve its students and community.

At the time of the visiting team's report, in the fall of 1999, the following leadership positions were either vacant or were filled by temporary appointments:

- Vice President for Business Services
- Director of Human Resources
- Dean of Arts and Humanities
- Dean of Business and Technology
- Director of Nursing and Health Occupations
- Director of Community and Economic Development
- Director of Student Development

All of these positions were filled by the opening of the 2002-03 Academic Year.

INSTITUTIONAL SELF EVALUATION
USING COMMISSION STANDARDS

Standard I: Institutional Mission and Effectiveness

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.A Mission -- The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

1. **The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.**

2. **The mission statement is approved by the governing board and published.**

3. **Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.**

4. **The institution's mission is central to institutional planning and decision making.**

The District Mission:

The Redwoods Community College District has a commitment both to our students and to our community. We are committed to maximizing the success of each student with the expectation that each student will meet her or his educational goal, achieve appropriate learning outcomes in his/her courses and programs, and develop an appreciation for life-long learning. In partnership with other local agencies, we are also committed to enriching the economic vitality of the community whom we serve.

The following are the three equally important, primary missions of the Redwoods Community College District:

1. Associate Degree and Certificate Programs. The District will offer rigorous, high-quality educational programs leading to the Associate in Arts or Associate in Science Degree, Certificates of Achievement, or Certificates of Completion.

2. Academic and Transfer Education. The District will offer a high-quality core curriculum that will satisfy the lower-division general education and/or major preparation requirements for transfer to four-year colleges and universities.

3. Professional and Technical Education. The District will provide high-quality professional and technical programs that will allow students to obtain skills necessary to enter or advance in the workforce or to be better prepared for further education. These programs will be continuously articulated with the private and public sectors and with other institutions of higher education.

In support of these primary missions, the District will provide the appropriate level of information, programs, and activities to assist students in:

1. Gaining initial access and orientation to the college;

2. Assessing their interests and educational goals and developing plans that will help them achieve these goals;

3. Using current technological resources, innovative instructional resources, personalized tutorial services, and broad-based research tools; and

4. Choosing coursework preparatory to college-level work, if necessary--specifically, pre-collegiate mathematics and English courses, and courses in English as second language (ESL).

To the extent possible, under state guidelines or with local funding, the District will provide the following lifelong learning opportunities and opportunities, as well as opportunities for enhancing and promoting the general welfare of the community:

1. Noncredit Adult Education. The District will provide state-funded, adult education classes in response to local interests and needs and in cooperation with other local providers.

2. Community Services. The District will provide self-supporting avocational, recreational, and professional development classes, as well as cultural and community programs.

3. Economic Development. The District will participate with local business and industry and other educational and government agencies to foster the economic vitality of the North Coast region.

I.A Descriptive Summary

College of the Redwoods' Mission Statement, as well as its Statement of Philosophy and Statement of Values, forms the foundation for all of the college's activities. The statement of philosophy (REF: IA-01) indicates the basic purpose of the institution; the mission statement (REF: IA-02) describes the range of programs and activities that are within the institution's scope of authority; and the statement of values (REF: IA-03) affirms the values that we believe are essential to achieving the mission. All three

documents have been approved by the Board of Trustees and are prominently displayed in the college catalog and on the college Web site.

The Mission Statement was first adopted by the Board of Trustees in 1977 and has been reviewed, revised, and amended on a regular basis (1983, 1989, 1998, 2003, and 2004). The most recent version, renamed "District Mission" (Board Policy 1200), was approved by the Board of Trustees in June 2004. Board Policy 1200 specifies that the District Mission will be "evaluated and revised" on a regular basis. In conjunction with this review, the college is currently converting its existing board policies and administrative regulations to correspond to the format suggested by the Board Policy and Procedure Service, through the Community College League of California. This service provides a comprehensive list of policies and procedures that colleges should have on record to meet state and federal legal requirements. Because of the conversion, there may be slight disparities in the numbering of board policies.

College of the Redwoods has established programs in alignment with its complex mission. In addition to the three primary areas of associate degrees and certificates, academic and transfer education, and professional and technical education, the college has increased its efforts in recruiting, assessing, and supporting students to attain their goals; in providing lifelong learning opportunities; and in enhancing and promoting the general welfare of the community.

The college's student learning programs and services are responsive to the student population and to the special needs of the region. The college serves over 5,900 square miles spread out over four counties, with campuses located in Crescent City, Eureka, and Fort Bragg and two additional instructional sites in Hoopa and in Arcata. In the 2002-2003 academic year, the college's credit program served 12,763 students. In addition, over 4,500 individuals participated in noncredit courses and sponsored activities through College of the Redwoods.

Programs and services reflect changes in demographics and in technology as well as the unique needs and character of the region. Programs in sustainable agriculture, historic preservation and restoration, digital media, and tourism and hospitality are among the many degree and certificate programs offered by the college (REF: IA-04). Community Education courses in the areas of arts and crafts, gardening, health and fitness, and personal enrichment have been greatly expanded and include topics unique to the area, such as violin and bow making, animal tracking, and worm composting. A strong community theater program and annual wood fair enrich the offerings. Business and Professional training classes include "business over breakfast" seminars, occupational Spanish, online noncredit classes, and a certificate in supervision and management (REF: IA-05). The college has dedicated 45 acres on its Eureka campus to the Humboldt Botanical Garden and is involved in the creation of two "early college" high schools.

In order to fulfill its ambitious and complex mission, the college has developed a three-year cycle of strategic planning. The strategic plan is essential for uniting the college's

efforts; and the three-year time frame enhances the college's ability to adapt more quickly to changes in technology, workplace demands, and demographics. Planning for the 2000-2003 Strategic Plan began in 1999; work on the 2004-2007 Strategic Plan began in 2002.

Based on a review of the mission statement, student demographic and performance data for a five-year period, as well as on regional demographic and economic data and the data gathered from community listening sessions, the *Redwoods Community College District Strategic Plan, 2004-2007* (REF: IA-06) identifies five areas the college will address during the current cycle:

> *Access:* Ensuring access is a matter not only of removing roadblocks and/or providing services that facilitate participation but also of adding new programs. Roadblocks fall into four main categories: the need for flexible scheduling, transportation, childcare/family support, and cultural support. Additional services needed include increased class offerings in outlying locations, such as in Arcata for northern Humboldt County and somewhere in the southern part of the county; more night and weekend courses; and, where practical, extended student services, library hours, and labs for times when classes are offered. Additional courses in the distance-learning format should be developed. New programs should be developed for business professionals. Courses in conversational Spanish for the workplace and expanded ESL course offerings and locations are desirable.
>
> *Curriculum:* Continuing support of the three primary areas of general education curricula, degree and transfer curricula, and degree and certificate programs in technical and professional areas is, of course, essential. The CR faculty has the responsibility to create, review, and, when necessary, revise curricula so that courses, classes, and programs of study continue to meet the employment and academic needs and interests of the regional community. Current goals include the following: expand current health occupation programs, sustain the AS degree in tourism and hospitality, explore the feasibility of a wastewater management certificate, offer more classes for law enforcement officers, continue to develop the sustainable agriculture farm and fine and performing arts, and support a growing continuing education program.
>
> *Economic Vitality:* Part of our mission is to promote a healthy local economy by attracting new business to our region; increasing our tax base through a better trained workforce; and decreasing expenditures for crime, welfare, unemployment, and health care through a better educated, informed, and employed community. Goals include fostering economic vitality through participation and partnerships with the other educational facilities and providers; ascertaining the educational and career goals of students in grades 6-12 through more active efforts with articulation, job fairs, and faculty visits; encouraging advanced placement programs and dual enrollment for high school students seeking enhanced and advanced educational opportunities; seeking partnerships

with HSU and alternative educational forums; continuing participation in regional development activities including the Prosperity! Network and the Economic Development Forum, to assist in the economic growth of the region; and collaborating with other agencies to provide effective training to entrepreneurs in areas such as E-commerce, micro-enterprise start-up, marketing, and sales.

Inclusiveness and Diversity: Goals include actively recruiting students from diverse locations and populations, preparing printed materials that address diverse populations, and raising the awareness and sensitivity of the campus community in the hope that CR will reflect and respect the wide-ranging diversity of our country and state populations.

Outreach and Marketing: Goals include listening to community members to provide the college with ongoing feedback about needs that are not being addressed or programs that are particularly effective; making the initial CR enrollment process understandable and easy for prospective enrollees; encouraging non-English-speaking community members to enroll at the college; developing Spanish-language informational materials and publicity for the Latino/Hispanic/Mexican-American communities; increasing outreach to senior citizens, to Native Americans, and to young people who may not think that college is even a possibility for them; and to publicize what the college has to offer, what it contributes to the community at large, and how members of the community can participate in the life of the college.

I.A Self Evaluation

College of the Redwoods has a mission statement approved by the governing board and published conspicuously. The mission statement is reviewed on a regular basis and is revised as necessary. The college is committed to aligning its student learning programs and services with its purposes, its character, and its student population. As the economic and demographic trends evolve, so do CR's programs. The college's complex mission is central to all institutional planning and decision making. All components of the District Mission are addressed in the 2004-2007 Strategic Plan and are reflected in the many new programs currently being developed.

I.A Planning Agenda

- Continue the current process of strategic planning, implementation, and evaluation**.**

I.B Improving Institutional Effectiveness -- The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution

and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.B.1 The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

I.B.1 Descriptive Summary

Ongoing institutional dialogue about student learning and institutional processes occurs at many different levels and in varying formats. One illustrative example of this process in action is College of the Redwood's response to the underprepared student.

After several years of piecemeal approaches to serving an increasing number of underprepared students while maintaining academic standards, College of the Redwoods moved toward a collective, focused commitment to reversing underpreparedness. In the spring of 2002, the college formed a research team made up of faculty from English and mathematics to review assessment, advisement, registration, support services, and models for instruction to inform recommendations for addressing the needs of the underprepared students at CR. One year later, in spring 2003, the team released its report, *The Underprepared: Research, Recommendations, and Road Map for Promoting the Academic Success of Underprepared Students at College of the Redwoods* (REF: IB-07). The recommendations made in this report were widely discussed by all constituents; and many components have subsequently been implemented, including the establishment of the Teaching-Learning Center (the Center for Teaching Excellence, or CTE) to coordinate institutional efforts.

One objective was to become "directive and intrusive" in assessing and advising students. Orientation and skills assessment in reading, writing, and mathematics are now mandatory for all new students seeking a degree or certificate from CR or seeking to transfer to a four-year school. Students who demonstrate very low levels of academic skills are restricted to a specifically prescribed developmental curriculum and a limited selection of academic courses. The developmental programs are systematically evaluated to determine effectiveness of the programs.

Another objective established in September 2003 was to identify barriers to student learning, develop actions to address the barriers, and provide for regular and ongoing assessment of improvements in student learning. Barriers identified ranged from class starting times, bus schedules, campus signage, and child care; to uncoordinated clocks, lawnmowers outside classrooms, and unavailability of course packets and textbooks prior to the first day of classes; to the lack of evening support staff and problems due to late registration. Staff, faculty, and administration participated in identifying the barriers, developing an action plan to remedy each problem, and monitoring to determine if the resolution had been accomplished (REF: IB-08). Some barriers have already been eliminated, while others will take long-term planning to remedy.

A third major objective was to improve student success by requiring students to be registered and in attendance from the first day of class. Late registration, which previously continued for two weeks into each semester, has been eliminated. The new procedure, after being widely announced to students and faculty, was implemented for the 2004-2005 academic year. Students with extenuating circumstances may appeal for an exception to this policy.

All of these changes have entailed extensive and ongoing dialogue and cooperation among faculty, counselors, enrollment services, support staff, and administration, as well as a strong institutional commitment to promoting the success of underprepared students. While the college's response to the underprepared student involves unprecedented participation by all members of the college, dialogue about the improvement of student learning and institutional processes occurs in many established venues. Illustrative of this process are these representative college committees:

College Council: identifies, researches, analyzes, and resolves institutional issues and concerns;

Academic Standards and Policies Committee: develops and recommends to the Senate policies that encourage high standards of academic excellence and skills proficiency;

Curriculum Committee: makes recommendations regarding additions, modifications, or deletions to the curriculum and maintains an ongoing evaluation of the college curriculum;

Faculty Development Committee: oversees the distribution of faculty development funds, to support the improvement of instructional skills or subject-matter expertise of faculty;

Multicultural and Diversity Committee: works to promote the retention of students, faculty, and staff of underrepresented groups on campus;

Learning Resources Advisory Committee: works to develop the library collection, to provide tutoring and testing, and to provide long-range planning for all Learning Resource Center services in support of the college's mission statement;

Financial Advisory Committee: reviews all financial reports, budget assumptions, budget development plans, state funding formulas, and the master plan, and communicates budget matters to constituencies.

Full descriptions of the committees and their membership are provided in the *Faculty Handbook 2004-2005* (REF: IB-09). In addition to deliberation by committees, issues of general concern are regularly discussed at faculty meetings, at workshops during convocation, at biweekly meetings of division chairs/directors/senior vice president, by the Administrative Team, and at the Board of Trustees biannual retreat.

I.B.2 The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

I.B.2 Descriptive Summary

College of the Redwoods sets goals consistent with its mission and stated purposes. The *Redwood Community College District Strategic Plan, 2004-2007,* establishes clear goals and enumerates specific activities intended to accomplish those goals for each of the five focus areas: Access, Curriculum, Economic Vitality, Inclusiveness and Diversity; and Outreach and Marketing (see Standard IA for descriptions of each focus area). The Strategic Plan is a college-wide document. In order for the work of the institution to move forward, the college's Senior Staff is responsible for engaging departments in the implementation of the strategic plan. Each year, the administrative team reviews the goals of the strategic plan and establishes a set of management activities for the year. At monthly meetings the team reviews progress made toward completion of these activities.

I.B.3 The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

I.B.3 Descriptive Summary

College of the Redwoods engages in an ongoing, systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. The college has engaged in an eight-month, comprehensive effort to improve institutional effectiveness by hiring a consultant to create a college-wide, 15-year educational master plan. The plan includes a detailed, quantitative analysis of external trends and conditions on the North Coast, an evaluation of the services provided by the college, and implications for the college that should be addressed in further strategic planning. Eight themes were identified to be addressed: uncertain and difficult demographics; transfer performance; economic change and workforce preparation; poverty, cost, pricing, and access; delivery across a large geographical area; partnering and collaboration; curriculum, scheduling, and services; resource allocation; and fiscal strategies (REF: IB-10 through IB-13). The information was presented in February 2005 to the Board of Trustees and again at the senior staff meeting, to which all were invited. Additionally, the documents were widely distributed and available through public folders on Microsoft Outlook.

I.B.4 The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

I.B.4 Descriptive Summary

College of the Redwoods values the participation of all constituents in institutional planning. The process is broad based, as the college looks to the community for feedback and dialogue to inform its development as an institution. Both the strategic plan and the educational master plan entail extensive community input. The strategic plan was the result of 15 listening sessions that were held in all communities served by College of the Redwoods. The groups were open to all CR staff, faculty, and students, as well as to all interested citizens. To make sure that participation was representative of the college's geographical area, business leaders and representatives of local agencies and institutions were invited by letter to attend the sessions and to make suggestions and comments about the plan throughout its development (REF:IB-14).

Data and information for the master plan was provided by CR faculty and staff as well as from community members at extensive meetings and conversations held in Eureka, Crescent City, and Fort Bragg. Findings were presented in open session to the Board of Trustees; and all interested CR faculty, staff, and students were invited to the February Senior Staff meeting for further discussion of the findings. Teleconference access was provided during the sessions to other CR sites.

I.B.5 The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

I.B.5 Descriptive Summary

Matters of quality assurance are communicated to constituencies in a number of ways. Broad-based college committees, including the Academic Senate, the College Council, the Curriculum Committee, and the Academic Standards and Policies Committee, regularly work on matters of academic effectiveness and disseminate information to constituents. Numerous advisory boards, as well as state and regional accrediting agencies, provide evaluative information to specific programs and to the Board of Trustees. The greater community is reached through community listening sessions, college involvement with other community agencies (such as Humboldt State University and the North Coast Small Business Development Center), published articles and interviews by faculty and administrators, and through frequent press releases distributed by the Public Information Officer (REF: IB-15).

Recognizing the need for greater quantitative data to assess institutional effectiveness, in February 2004 the college applied for a federal Title III grant to be used in establishing an Office of Institutional Research (REF: IB-16). In June 2005, the college was notified that this grant application was approved.

I.B.6 The institution assures the effectiveness of its ongoing 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 Descriptive Summary

The college President and the members of the Senior Staff, who variously have responsibility for improving instructional programs, student support services, and human resources, develop the annual management goals and time lines for goal attainment. Goals are presented to the Board of Trustees at their September retreat, progress is assessed at the end of the fall semester, and results and goals still in progress (with expected completion by the end of spring semester) are communicated to the Board of Trustees at their April retreat. The college assesses its evaluation mechanisms by demonstrating progress toward improving instructional programs and learning support at regular, periodic intervals. Progress is shared with the Board of Trustees.

I.B.7 The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

I.B.7 Descriptive Summary

The college assesses its effectiveness in improving programs and services in a number of ways. The Program Review process is designed to collect and analyze data on a regular basis for evaluating instructional programs, student services, and business services (See Standard II.A.2.e). Student Satisfaction Surveys are conducted periodically to measure effectiveness of all student services, including the library, academic support centers, and instructional labs (See Standard II.B.4 and II.C.2). Results are used to modify and improve institutional programs. In addition, the college evaluates and revises its institutional policies and regulations as needed. At the direction of Senior Staff and the Academic Senate, the Academic Standards and Policies Committee reviews and recommends changes in policies, which then move through the appropriate channels.

To better assess educational practices, the college has recently contracted with the Community College Survey of Student Engagement, to survey students across the college's geographical area during the 2005-2006 academic year. The survey focuses on institutional practices and student behaviors that promote student engagement and will establish a baseline of current performance (REF: IB-17). The college will then be able to measure its own improvement over time as well as to measure its effectiveness compared to national benchmarks or to vanguard schools.

I.B Self Evaluation

College of the Redwoods makes concerted and consistent attempts to include broad-based input for all major planning efforts. The strategic plan and the educational master plan rely on input from the greater community. The Integrated Planning Committee includes representatives from throughout the institution, and meetings are open to the full college community. Documents are posted in Public Folders in Microsoft Outlook. The College Council and other college and Academic Senate committees are made up of specified membership components, representative of their constituents. While decision making tends to be broad based, information from the various committees is not always fully disseminated to the college community. Clearer communication about major decisions and the rationale behind those decisions would benefit the college.

The college sets goals consistent with its mission and stated purposes by engaging in broad-based, comprehensive planning. There is a clear connection between research, strategic planning, and program development. The Integrated Planning Committee, chaired by the college's President, coordinates the planning, implementation, and evaluation of the activities established in the strategic plan. However, the college lacks a systematic and ongoing process to assess its progress in meeting the goals of the plan; and although some quantitative data is available, the lack of an institutional researcher further limits the availability of ongoing, qualitative assessment.

I.B Planning Agenda

- Develop a process for disseminating committee decisions to the college community.

- Develop a systematic process for assessing progress in meeting the goals of the strategic plan.

- Establish an Office of Institutional Research.

Standard II: Student Learning Programs and Services

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II.A Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

II.A.1 The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess programs toward achieving stated learning outcomes.

The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

II.A.1 Descriptive Summary

All instructional programs of the Redwoods Community College District, regardless of location or means of delivery, meet the same high standards. While course offerings vary somewhat from campus to campus in order to accommodate differences in demographics and community interests, college policies and course content remain reasonably consistent throughout the college. Maintaining such consistency when campuses are hours apart requires clear and frequent communication among faculty

and administration at all locations. This is achieved in a number of ways. The Curriculum Committee, as well as all other major committees, includes representatives from the remote campuses. All course outlines go through the Curriculum Committee. Faculty from Eureka serve on hiring committees and participate in peer evaluations at the other campuses, and new faculty are mentored by experienced faculty to maintain consistency of instruction.

The college attempts to advise students to enter into programs consistent with their educational preparation. Implemented in the 2004-2005 academic year is the new policy of directive and intrusive assessment and advisement. All new students are now required to take the placement exam before registering for English or mathematics. Students are then advised into the appropriate mathematics, English, or ESL classes. Students who place two levels below college English are restricted from enrolling in most courses. They must enroll in the appropriate developmental English course, a learning-success course, and a computer competency lab. Many of these courses are linked to form learning communities. The students may also choose from a limited selection of recommended courses that do not require strong reading and writing skills (IIA-01).

Once the students have passed the required English course with a grade of "C" or better, they are allowed to enroll in any course that does not have a prerequisite. Students who test three levels below college English are directed into a general-studies course to develop basic literacy skills, as well as to learn basic academic behavior and expectations and to develop fundamental computer skills. By channeling students into courses designed to build the skills needed for academic work and by limiting entry into courses that require skills the students have not yet mastered, the college hopes to see an increase in the success rate of the underprepared students who constitute a growing number of CR students. The college is just beginning to collect data to evaluate the success of this new policy. A preliminary study charts success, retention, and persistence rates for a cohort of students from fall 2004 (REF: IIA-02). As more data is collected, the institution will rely on research and analysis to identify needs and to assess achievement of stated learning outcomes.

To ensure smooth transfer from high school to college for students entering vocational and technical programs, the college has established a number of articulation agreements with local high schools. These agreements facilitate students' entry into and successful completion of CR's occupational and vocational programs. Since starting the Credit by Exam pilot project in spring 2004, ten courses have been articulated with six area high schools and the Humboldt Regional Occupational Program (REF: IIA-03). In addition, the college is involved with two "early college" high schools. Academy of the Redwoods will open on the Eureka campus in fall 2005. The Klamath River Early College High School of the Redwoods, located in Del Norte County, will focus on local native culture (REF: IIA-04). Both schools are designed to move students smoothly from high school to college and each has received significant external support.

The college utilizes delivery systems appropriate for its students. Most courses at CR are delivered face-to-face at the three campuses in Eureka, Crescent City, and Fort Bragg, and at the two instructional sites in Hoopa and Arcata. Given the large number of underprepared students, face-to-face contact is essential. However, the college does have a small but growing distance-education program. In spring 2005, nine online courses and five cable TV courses were offered. The goal of distance education is to provide an equivalent educational experience for students who find it difficult to attend classes on campus due to distance and/or time. Students with a full-time job, family obligations, schedule conflicts, or disabilities, or those who live far from a College of the Redwoods campus, may prefer distance-education classes. Courses offered as distance education are reviewed by the Curriculum Committee to ensure both equivalency with on-campus sections of the same course and compliance with state and federal requirements. Distance education courses are assessed in five areas: accessibility, content, interaction and communication, assessment, and security (REF: IIA-05). Before enrolling in a distance education course, students are encouraged to determine if distance education is appropriate for them by taking two online quizzes to evaluate their technological and study skills. A report on the college's distance-learning program was compiled in spring 2004 (REF: IIA-06).

Student learning outcomes are currently being identified for all courses and programs. The Curriculum Committee has redesigned the course proposal form that is used for all new, modified, and updated courses, to include specific learning outcomes. The Center for Teaching Excellence has offered several workshops for faculty on how to write learning objectives and outcomes. The Academic Senate has approved a statement of general-education learning outcomes (REF: IIA-07). In conferring the associate's degree on any student, College of the Redwoods avers that the student has demonstrated achievement of the following specific general-education student-learning outcomes:

- The ability to think, read, and communicate clearly;
- An awareness of the relationship of humanity to its natural, scientific, aesthetic, ethical, cultural, historical, political, and technical environment;
- An understanding of the connections and relationships between and among academic disciplines;
- Competency in locating, evaluating, and using information resources;
- The ability to solve problems through research, analysis, and communication.

II.A.1 Self Evaluation

The college offers programs that meet the varied educational needs of its students and is collecting data to assess the effectiveness of its new developmental policies. Instructional programs are reasonably consistent college-wide despite the obstacle created by the distance between campuses. However, it is difficult for faculty to schedule intercampus department or division meetings, as College Hour is not consistent at the three campuses and access to speaker phones is limited. Thus departmental information is not uniformly shared with faculty at all campuses.

STANDARD II

Delivery systems and modes of instruction are compatible with the curriculum. However, one of the goals of the strategic plan is to meet the needs of flexible scheduling, in part by developing additional courses in a distance-learning format. Although the college has a small distance-education program, it underutilizes its potential for interactive television (ITV) and videoconferencing (VC) services and has no real online program. Without a coordinator, an advisory committee, or funding, the program is unlikely to grow.

The college has only recently begun to identify student-learning outcomes for its courses, programs, certificates, and degrees. However the task is being addressed simultaneously in many different venues. Detailed description of the work that has been done appear in several sections of this report. The framework for identifying learning outcomes for all courses is in place. Newly approved courses and vocational courses whose requirements are set by external agencies are the most complete. Through the process of Program Review, more course outlines will be updated. Additionally, programs will try to align the goals and objectives of the college philosophy with those of degree and certificate programs and with the specific learning outcomes established for courses. How to assess student achievement of those outcomes has yet to be addressed.

II.A.1 Planning Agenda

- Appoint a coordinator and establish an advisory committee for the distance-education program.

- Address funding needs for closed captioning of ITV course materials.

- Establish student learning outcomes for all courses, programs, degrees, and certificates.

- Develop a systematic process to assess student achievement of course, program, degree, and general education outcomes.

II.A.2 The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

II.A.2.a The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

II.A.2a Descriptive Summary

The Curriculum Committee, a standing committee of the Academic Senate, is concerned with the development and continual improvement of educational programs and the curriculum. The major functions of the committee are to make recommendations to the Board regarding additions, modifications, or deletions to the curriculum; to maintain ongoing evaluation of the college curriculum; to assist in the development and long-range planning of the overall educational program of the college; and to review and approve proposals for the creation, modification, or deletion of programs, courses, or certificates.

All voting members of the committee are faculty, selected by faculty. Membership of the committee consists of one faculty member from each division, selected by the division, plus a chair selected from the membership by the co-presidents of the Academic Senate. The Senior Vice President, Chief Instructional Officer, is an ex officio and nonvoting member. The Curriculum Committee has established procedures for designing and evaluating courses. Until recently, course outlines did not identify student learning outcomes. The new Curriculum Proposal form, approved in July 2004, corrects this (REF: IIA-08). Eventually as new courses are developed and old ones reviewed, all course outlines will establish student-learning outcomes.

II.A.2.b The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

II.A.2.b Descriptive Summary

Validation of programs is an ongoing process through the programs' advisory committees. The role of advisory committees is to provide advice to program faculty on the skills and knowledge required in the workplace and on new directions and developments in the field, thus ensuring the relevance of educational programs to local markets. Advisory committees fulfill the following roles: determine community needs, review the content of courses and programs, review standards of student achievement and help to place students, provide guidance and technical support for faculty, and enhance public relations. The committees usually meet annually. The college presents its program to the advisory board, which makes recommendations in conjunction with local employers. Faculty respond to recommendations according to resources available at the college. Guidelines under which advisory committees operate are delineated in Board Policy 903 (REF: IIA-09). The following advisory committees are currently active at the college:

Addiction Studies Advisory Committee
Administration of Justice
Agriculture Advisory Committee

Automotive/Diesel/Truck Driving Advisory Committee
Basic Academy Advisory Committee
Botanical Garden Advisory Committee
Construction Technology Advisory Committee
Dental Assisting Advisory Committee
Drafting Technology Advisory Committee
DSPS Community Advisory Committee
Early Childhood Education Advisory Committee
Electronics Technology Advisory Committee
Forestry Advisory Committee
Foster Parent Training Advisory Committee
Industrial and Machine Tool Advisory Committee
Information Sciences Advisory Committee
Legal Assistant Advisory Committee
Medical Assisting Advisory Committee
Native American Studies Advisory Committee
Native American Art Advisory Committee
Nursing Advisory Committee
Sculpture Garden Advisory Committee
Supervision/Management Advisory Committee
Truck Driving Advisory Committee
Welding Technology Advisory Committee

Many programs are also reviewed and regulated by the state. For example, the Commission on Peace Officers Standards and Training (POST) strictly regulates the Police Academy courses. Their basic curriculum is reviewed by a committee appointed by the Governor, and it is regulated by the state. The Humboldt County Sheriff's Office reviews courses and qualifications of instructors, and the state Fire Marshal regulates certain other courses. The Addiction Studies Program is certified by the California Association for Alcohol/Drug Educators (CAADE). The Emergency Medical Technician, Certified Nursing Assistant, and Home Health Aid certificate programs must also comply with state regulations.

Programs in the Nursing and Health Occupations Division have national licensing exams. This division also has its own internal curriculum committee, which provides ongoing reviews and updates to course curricula and then sends them on to the college Curriculum Committee for approval. Faculty regularly consult with each other to ensure uniform grading and coverage of the syllabi.

II.A.2.c High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

II.A.2.c Descriptive Summary

The college provides high-quality instruction and appropriate breadth, depth, and rigor in all of its degree and certificate programs. All degree programs include a general-education component of at least 18 units. Degree requirements are stipulated in Board Policy 120 (REF: IIA-10). The Academic Senate has recently adopted a Philosophy of General Education and a statement of General Education Student Learning Outcomes.

The Curriculum Committee has major responsibility for the development and improvement of instructional courses. The course proposal form calls for detailed student learning outcomes, course content, learning activities, assessment tasks, and appropriate textbooks. In addition, it establishes pedagogically appropriate class size; establishes prerequisites and corequisites; and ensures appropriate breadth, depth, and rigor for transfer-level courses, by matching new courses with two comparable courses from UC or CSU. Advisory groups assure the breadth and depth of vocational and technical programs. The Curriculum Committee also ensures that courses offered by the college are the same or equivalent regardless of location or method of delivery.

Quality of instruction in individual courses is also assessed through frequent faculty evaluation. The central purpose of evaluation is the continued improvement of the educational process. Faculty, students, and administrators all share the responsibility for the evaluations process, ensuring that it is fair, relevant, consistent, and rigorous. Faculty are evaluated regularly by peers, administrators, and students; in addition, they complete a lengthy self-evaluation form and meet with their evaluation team for an evaluation conference (REF: IIA-11 & IIA-12).

II.A.2.d The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

II.A.2.d Descriptive Summary

Faculty use a wide variety of teaching methodologies and delivery modes to meet the diverse needs and learning styles of students. Common methodologies include lecture, class discussion and debates, group projects, oral presentations and reports, field trips, guest speakers and panels, guided practice, practice exams, labs, computer-aided instruction, online discussion boards, and research projects.

A number of types of assessment are used: in-class exams, take-home exams, online exams, oral presentations, reports, projects, journal exams, objective exams, essay exams, practice scenarios, and homework assignments.

Supplementary and adaptive instruction include peer tutoring, sign-language interpreters, note-takers, individual instruction, outside tutors, and the use of closed captioning.

Delivery modes include increasing use of technology. Many instructors use PowerPoint, e-mail, video clips, computers, calculators, CD-ROMS, and textbook-companion Web sites, as well as Blackboard and course Web sites (REF: IIA-13). Many of the classrooms have computers, projectors, and Internet access. In addition, the college offers interactive TV to remote sites, cable-TV broadcasts, and online courses.

The overwhelming majority of students surveyed in fall 2004 had high praise for the teaching ability of the instructors at the College of the Redwoods. When asked "Do instructors at CR use delivery modes and teaching methods that are suitable for your learning styles and needs?" many commented favorably on the wide variety of teaching methodologies and delivery modes employed (REF: IIA-14).

II.A.2.e The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

II.A.2.e Descriptive Summary

The college has provisions for a Program Review Committee to review all Academic Affairs and Student Learning Support Services programs as part of a regular and continual institutional evaluation. Program Review includes a process for gathering, analyzing, and reporting data about courses and programs. In the late 1990s, the college temporarily suspended its formal, administratively-driven program review process. The review had become labor-intensive, inefficient, and unproductive. For programs that have externally mandated evaluations, the process was redundant. Furthermore, many faculty perceived the process as punitive to the programs being reviewed; thus the entire process had become destructive to faculty-administration relationships.

During the moratorium on formal program review, the college continued to review some program activities. During this time, the course and prerequisite requirements of every degree and certificate program that the college offers were carefully reviewed by the faculty and administrators responsible for these programs. As a result, 36 specific degree or certificate programs were eliminated. The titles and specific course and prerequisite requirements of all the remaining active programs were reaffirmed. Through this process the college also began to identify student learning outcomes for each of its degree and certificate programs.

A formal program review process has now been reestablished by the Academic Senate and has been approved through the local shared-governance system (REF: IIA-15). All programs subject to periodic review, including programs in Student Learning Support Services and Business Services, as well as all academic programs, have been identified. Program Review focuses on the achievement of student learning outcomes, productive evaluation, and program improvement.

In addition, ongoing and extensive program review is conducted by external agencies for several vocational programs. Automotive Technology was recently reviewed and accredited by the National Automotive Technicians Education Foundation (NATEF). Five programs, including architectural, civil, and mechanical drafting; construction technology; and the CAD/CAM manufacturing program were reviewed and accredited by the National Association of Industrial Technology (NAIT) in 2003. The Administration of Justice Police Academy program is reviewed and accredited by POST every three years. The Correctional Officer and Probation Officer certificate programs are reviewed by the Bureau of Standards and Training for Corrections (STC). Self-study reports were completed for the Registered Nursing Program in 2004, for the Vocational Nursing Program in 2002, and for the Dental Assisting Program in 2004 (REF: IIA-16).

II.A.2.f The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

II.A.2.f Descriptive Summary

The college has begun work on establishing student learning outcomes for all courses, programs, and degrees. In December 2004 the Academic Senate voted to adopt a statement of General Education Student Learning Outcomes. This is the initial step in the larger process of reviewing our general education program. The new curriculum proposal form now requires course learning outcomes to be clearly identified, learning activities to relate directly to those outcomes, and assessment tasks to show evidence of achievement of course learning outcomes. The Curriculum Committee has designed an interactive electronic form, making it easier for faculty to update and revise course outlines. In conjunction with the new program review process, these changes will move us closer to compliance with this standard.

Lack of internal institutional research limits the amount of assessment data available. However, the external study compiled by the consultant in preparation for the educational master plan provides indirect measurements of student achievement. According to the *District Service Evaluation*, CR's transfer rate proves positive when benchmarked against the number and preferences of its entering students. CR transfer rates to California State Universities are consistent over the past decade and compare favorably to those of other community colleges in California. CR students transferring to CSU enter with grade point averages that average 0.2 grade points higher than their transfer colleagues from other colleges, they persist at rates equivalent to those from other colleges, they post higher GPAs than do transfers from other colleges, and they typically improve their GPAs more while at CSU (REF: IIA-17).

The performance of CR programs to prepare students for the workforce and quality employment is also positive. CR vocational students perform well compared to students

in other community colleges statewide. CR students post consistently equal or higher course “success” rates (grade "C" or better) in nontransfer vocational courses and are often more successful in advanced vocational courses than are their counterparts. In addition, CR students in vocational courses during the years 2000-2002 are reported to have succeeded (earned a grade of "C" or better) at the same rate as the statewide average rate of 76 percent. By contrast, CR students who take 12 or more vocational units in a program earn degrees and certificates or transfer, i.e., complete their programs, at rates far higher than is the case statewide. Students in health professions and Administration of Justice post the highest completion rates at CR. The length of time through programs averages two years. The course success rate is three of every four attempts (REF: IIA-17).

II.A.2.g If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

II.A.2.g Descriptive Summary

The only departmental examinations used at the college are the competency exams used in the English composition sequence. The essay exams are read “blind” by multiple readers. Before the exam, all readers participate in a norming session using a standardized rubric, which is also used to evaluate student writing throughout the semester. Some statistical data is collected each semester and is used to regulate student learning and to minimize test bias. Data is somewhat limited due to the lack of an institutional researcher. However more intensive data collection and analysis will be conducted under the auspices of the Center for Teaching Excellence as part of the college’s effort to improve the success rate of underprepared students. Reassigned time will be used to allow lead faculty in the developmental writing program to conduct the research.

II.A.2.h The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

II.A.2.h Descriptive Summary

Units of credit are determined mostly by contact hours. One class hour plus two hours of outside work throughout the semester ordinarily serve as the basis for one unit of lecture credit. Three hours of laboratory work each week approximate one unit. The actual unit value of each course is listed in the course description and in class schedules. Units required for specific courses are in alignment with those required by other community colleges. The curriculum committee approves unit requirements for most courses; external reviews also check that units are appropriate for specific courses.

Units of credit are granted for completion of a course with a grade of "D" or better. A few courses are offered on a Credit/No Credit grade-option basis. For these courses, “credit” is granted if a student completes the minimum course requirements “satisfactorily” (grade of "C" or better). The Academic Standards and Policies Committee recently recommended to the Academic Senate that "D" grades no longer count towards completion of required courses for degrees, except for unrestricted electives (REF: IIA-10).

Credit may also be awarded by exam. Specific course credit is granted to students with qualifying Advanced Placement examination scores when it has been determined that the Advanced Placement course work is equivalent to specific College of the Redwoods course work. The College Level Examination Program (CLEP) may be used for up to six units of ungraded elective credit for each exam. Credit by exam may also be earned by students who successfully complete examinations authorized for an approved articulated high school or regional occupational program (REF: IIA-18).

All credit transferred to CR must have been earned at a college or university accredited by one of the six regional accrediting associations in the United States. CR accepts grades of “C” or better in each course required for the degree except for unrestricted electives, courses that are not specifically required to meet program or general education requirements. Grades earned at other colleges are not used in computing the student’s cumulative grade point average. Any credit granted by the College of the Redwoods for work completed at another college is subject to reevaluation by other colleges (REF: IIA-19).

II.A.2.i The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

II.A.2.i Descriptive Summary

Requirements for all degrees and certificates are delineated in the college catalog. Before certificates or degrees are awarded, the student must submit an application for certification of completion. The certification checks are completed by the division chair for the specific program area. The division chair checks to see that all required courses have been completed and confirms that grades are a "C" or better. Any course substitutions require approval by the division chair in consultation with faculty.

II.A.2 Self Evaluation

The college assures the quality and improvements of its instructional courses through the rigorous scrutiny of course outlines, the expert assistance of advisory boards, and frequent and thorough evaluation of faculty. While the breadth, depth, and rigor of courses is satisfactory, problems were noted with the scheduling and sequencing of general education courses (particularly in mathematics, science, and engineering, and especially at sites outside Eureka), increasing the amount of time needed for students to complete their degrees. In addition, clarification is needed for faculty regarding

prerequisites. While prerequisites are listed for many courses, few are enforced. The prerequisites need to be either enforced or removed from the course outlines.

Faculty and students surveyed in fall 2005 agree that for the most part delivery modes and teaching methodologies reflect the needs of students. However, both faculty and student responses noted similar inadequacies in meeting the needs of specific groups of students. Limited college resources are available on the weekends for students who work during the week, and few advanced courses are offered in the evenings. Insufficient resources are available for nonnative English speakers, including a lack of bilingual personnel. Lab classes are inadequately staffed. The need for additional assistants and more knowledgeable assistants was noted. In addition, the student-faculty ratio is too high in clinical situations where students need one-on-one supervision. Resources for disabled students are also insufficient in regard to interpreters for the hearing-impaired and note-takers for the visually-impaired. Not all classrooms have the technological capability to handle closed captioning, and handicapped students do not have access to the chemistry labs. Many of the accessibility issues will be addressed in the building renovations funded by the recently approved bond issue.

While the college has a Program Review process approved and in place, it has been remiss in activating that process. By reactivating a regular schedule of Program Review, the college will be able to better ensure the timely review of its entire general education curriculum. This regular, periodic review will help to keep the curriculum vital, relevant, and consistent with transfer requirements as set forth by our receiving institutions.

Many faculty noted that course outlines are “shamefully outdated” despite being important to academic credibility. Although new and newly revised courses have established student learning outcomes, there is a backlog of course outlines that need to be updated. Student learning outcomes still need to be determined for most courses, programs, and degrees. The framework for identifying outcomes is in place, and the reestablishment by the Academic Senate of formal program review should facilitate this process. The college’s ability to measure and document student success in achieving program and degree outcomes is hampered by the lack of an institutional researcher.

II.A.2 Planning Agenda

- Establish ad hoc committee to review prerequisites.
- Determine need for evening/weekend courses; if sufficient demand exists, offer a coherent series of courses leading to degree completion.
- Explore avenues of funding to improve resources for special populations.
- Improve access to instructional laboratories and provide technology in classrooms for closed captioning.

- Ensure that Program Review occurs on a regular, ongoing basis.
- Continue to identify learning outcomes at the course, program, and degree level.
- Develop a method of measuring and documenting student achievement of outcomes at the program and degree levels

II.A.3 The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

II.A.3 Descriptive Summary

The college has developed graduation standards for all associate of science and associate of art degrees that include general education requirements in the categories of Natural Science, Social Science, Humanities, and Language and Rationality. Courses in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking are specified within these categories. In addition, all GE courses include components designed to strengthen a student's critical thinking capacity. These standards are supported by rigorous matriculation testing. Students who have not yet developed college-level skills are placed in precollegiate course work and are restricted from enrolling in general education courses.

General education requirements for AS and AA degrees are clearly identified in the college catalog. Required courses are aligned and cross referenced with the California State University transfer requirements and with the Intersegmental General Education Transfer Curriculum (IGETC) transfer requirements (REF: IIA-20).

Although the 2004-2005 college catalog does not include a philosophy of general education, there are direct references to general education in the college mission statement and in the college statement of philosophy. The associate degrees offered by College of the Redwoods are intended to symbolize the successful completion of a pattern of learning experiences designed to develop the ability to think and communicate clearly and effectively both orally and in writing, to use mathematics, to understand the modes of inquiry of the major disciplines, to be aware of other cultures and times, to achieve insight gained through experience in thinking about ethical problems, and to develop the capacity for self understanding. These goals are now explicitly stated in the new statement of general education student outcomes.

Courses identified for inclusion in the GE pattern are reviewed by faculty through the Curriculum Committee of the Academic Senate. Criteria used to review courses for General Education are outlined in a 1997 Academic Senate resolution (REF: IIA-21). Courses approved for all general education lists must be introductory, survey courses and should encompass a broad spectrum of knowledge within a given field. In addition, the Curriculum Committee considers how well the course learning outcomes fit the particular general education area for which the course is proposed.

The newly revised Course Outline form (updated in September 2004) presents a viable and accurate description of courses, including learning outcomes, course content, and representative assignments. The Curriculum Committee reviews the representative learning activities and assessment tasks for their connection to measurable student learning outcomes and objectives. For example, the multicultural dimension is addressed specifically in the "Issues" section of the Course Content description, which reads "Issues: *What primary issues or problems, if any, must the student understand to achieve course outcomes (including such issues as gender, diversity, multiculturalism, and class)?*" A Curriculum Resources Web site is being developed to assist faculty in developing course outlines. One component of the site will offer suggestions for addressing issues of diversity, ethics, and civic responsibility.

II.A.3 Self Evaluation

The college is somewhat inconsistent in the way it talks about its general education program in the college catalog and in the curriculum proposal documents. Descriptions of general education knowledge areas need to be standardized and consistent language used when referring to those areas in all college publications and internal documents.

Many general education courses include elements of information competency. Academic research skills are taught in an elective transfer-level course, and computer literacy skills are included in the developmental-level General Studies 150 and 150L courses. However, no specific requirements for information competency or computer literacy are included in the degree requirements.

Methods of measuring general education outcomes still need to be determined. Finally, the college needs to increase its capacity to collect, analyze, and interpret data relevant to student learning and success.

II.A.3 Planning Agenda

- Standardize language used to descibe general education knowledge areas in all college documents.
- Identify the internal process to validate the GE offerings against the GE Philosophy.
- Develop specific degree requirements that address information competency and computer literacy.
- Develop curriculum standards to assure that expected skill levels are defined and met by the graduation requirements.
- Establish institutional research agenda to validate our efforts with this standard.

II.A.4 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

II.A.4 Descriptive Summary

The college catalog identifies four pathways for students seeking degrees: Associate of Art in University Studies, Associate of Science in a specific program area, Associate of Art in General Studies, and Associate of Science in General Studies.

The *Associate of Art in University Studies* degree includes an interdiscplinary core that follows the CSU pattern (39 units) and the IGETC pattern (34-44 units). Students complete the 60-unit minimum required for the degree using colllege-level electives.

The *Associate of Science in a specific program* area requires students to complete a program that targets a specific occupational goal. Each occupational degree program is defined, course by course, in the college catalog. Students must complete the 18-unit general education core, and the balance of the units are specific to the discipline or are college-level electives.

The *Associate of Science in General Studies* requires students to complete 24 credits from a list of science- and technology-related courses, plus 18 units of general education. Students complete the 60-unit minimum required for the degree using colllege-level electives.

The *Associate of Art in General Studies* requires students to complete 24 credits from a list of liberal studies courses, plus 18 units of general education. Students complete the 60-unit minimum required for the degree using colllege-level electives (REF: IIA-20).

II.A.4 Self Evaluation

Of the four different paths for students to pursue an AA or AS degree at CR, the AA in University Studies and the AS in a specific program area have the most clearly defined interdisciplinary core or area of inquiry. The General Studies AA and AS are more ambiguous because the groups of disciplines from which students may select courses are very broadly defined. In fact, all college programs are segregated into only two groups of disciplines. For instance, a student could achieve an AS in General Studies by taking courses in such widely disparate programs as Automotive, Biology, Graphic Communications, and Legal Studies. The standard asks for a single area of inquiry, and it is unclear whether the college meets this standard using the General Studies AS and AA.

II.A.4 Planning Agenda

- Determine a clearly defined area of study or interdisciplinary core for the general studies degrees.

II.A.5 Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

II.A.5 Descriptive Summary

The college uses a variety of means to validate that students are meeting the competencies required for employment. Faculty are well connected to their particular disciplines through professional organizations and local business, and programs rely on advisory boards to develop standards. In addition, many programs must meet state or national accreditation and certification standards. The National Association of Industrial Technology (NAIT) has granted full accreditation to Construction Technology, Drafting Technology (all three degrees), and Manufacturing Technology. The National Automotive Technicians Education Foundation (NATEF) has certified our Automotive program. The RN, LVN, and Dental Assisting programs are all reviewed and accredited by state boards. The most recent site visit for the RN and Dental Programs indicated full compliance for all standards. Students in the Registered Nursing Program are prepared to take the NCLEX-RN exam and must pass the exam prior to employment. LVN students are prepared for the NCLEX-PN exam. Medical Assisting (MA), Emergency Medical Technician (EMT), and Nursing Assistant students are prepared for state certification. Students in Dental Assisting are prepared to take both national and state certification exams.

II.A.5 Self Evaluation

Over the past two years, 90 percent of CR graduates in the RN, LVN, and Dental Assisting programs have passed their licensing exams on the first attempt. Pass rates for the MA, EMT, and Nursing Assistant Programs are not available; but anecdotal feedback is favorable. However, many programs are data poor when it comes to tracking their students. Results on certifying exams are not routinely returned to the college. In addition, most programs do not track students into employment after graduation or certification completion. This information is critical to program assessment, as it is one way of verifying competency. For those programs where outside accreditation is not available or practical, program review would encourage faculty to rigorously investigate the relevance of their stated outcomes to industry and business needs and update curriculum accordingly.

II.A.5 Planning Agenda

- Consider professional accreditation for occupational programs that do not already have some type of external validation. For instance, the Tourism and Hospitality program should consider certification with the American Culinary Federation.

- Develop a systematic follow-up study with graduates and employers and use the data to close the assessment loop.

II.A.6 The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degree and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section, students receive a course syllabus that specifies leaning objectives consistent with those in the institution's officially approved course outline.

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

STANDARD II

The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

II.A.6 Descriptive Summary

The college catalog provides clear and accurate information about all educational programs. Graduation requirements for all Associate of Art and Associate of Science degrees are listed under Programs of Study. Degrees and Certificates are described in terms of purpose, content, course requirements, and employment opportunities. Specific learning outcomes are not included. The catalog also indicates which academic programs are available at each of the three primary campuses (REF: IIA-20).

Students in every class section receive a syllabus that specifies the goals and objectives of the course, including performance statements that detail what the students are expected to be able to do by the end of the course. The *Faculty Handbook* explains what should be included in the syllabus (REF: IIA-22). Model syllabi are available on the Center for Teaching Excellence Web site. Some departments also provide model syllabi for their new associate faculty. Syllabi are routinely reviewed during periodic evaluations of associate, pretenured, and tenured faculty. All faculty are asked to submit their syllabi for the semester to their division chairs early in the semester.

The college catalog provides detailed information regarding transfer requirements. General Education requirements for transfer to the California State University System and Intersegmental General Education Transfer Curriculum for transfer to CSU and UC are provided. The catalog refers students to ASSIST, the statewide articulation site, to determine equivalent course work and requirements at other colleges and universities. The catalog also includes several caveats, one strongly recommending that all students work closely with their advisors in planning their program and in reviewing graduation and transfer requirements, as requirements vary even at different branches of the same university (REF: IIA-20).

Many of CR's articulation agreements with other colleges have lapsed, making it more difficult for students to plan their educational programs and to graduate in a timely manner. No system is in place to inform faculty when transfer agreements have changed or lapsed and courses no longer articulate. Since the faculty articulation officer retired five years ago, a campus administrator has served as titular articulation officer, focusing primarily on IGETC and general education. Articulation of other courses is left for faculty to negotiate.

II.A.6 Self Evaluation

For the most part, the college does represent itself clearly, accurately, and consistently to prospective and current students and to the public. Complete degree, certificate, and program information is available both in the catalog and at the college Web site. However, several problems have been noted. Some inconsistencies appear in the catalog and on the Web site. No process is in place to update the catalog when policy changes have been made by the Academic Senate or Board of Trustees. Many syllabi do not include specific learning outcomes, as outcomes have only recently been required on the course outlines. In addition, since many course outlines are outdated, the outlines may not reflect the current curriculum being taught.

It is unusual for a California community college not to have a faculty member serve as articulation officer, particularly as the responsibilities require a considerable time commitment, as well as extensive knowledge of the complex issues involved in the articulation process. The CSU change from the CAN system (Course Articulation Numbers) to LDTP (Lower Division Transfer Pattern) will greatly increase the work load of community college articulation officers, making it even more essential for this issue to be addressed.

II.A.6 Planning Agenda

- Develop process for submitting policy changes to college catalog editor and Webmaster.

- As noted elsewhere, update course outlines to accurately reflect curriculum and expected outcomes.

- Appoint faulty member as articulation officer.

- Reestablish lapsed articulation agreements.

II.A.7 In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews,

give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

II.A.7 Descriptive Summary

The *Collective Bargaining Agreement 2004-07* enumerates faculty professional responsibilities, including a statement on professional conduct: "Promotes and defends intellectual inquiry and the exchange and analysis of ideas among colleagues and students; values the diversity of opinions." Schedule F-2 of the Faculty Evaluation Form calls for a descriptive summary of professional conduct: "Values the diversity of ideas on campus, demonstrates respect to students and colleagues/staff, and follows ethical standards of the profession." The faculty handbook additionally lists college policies on sexual harassment, drug-free workplace, and consensual relationships.

The college's Statement of Values and Statement of Philosophy are prominently displayed at the beginning of the college catalog. The Student Code of Conduct Standards is also listed in the catalog under Campus Policies and Regulations. In 2004, the Academic Senate approved a statement on Academic Integrity, in which consequences for dishonesty are clearly stipulated. Faculty are encouraged to include some reference to this policy in their course syllabi. The statement has been incorporated into a revised Student Code of Conduct approved by the Board of Trustees at its April 2005 meeting (REF: IIA-23).

II.A.7 Self Evaluation

The college meets the standards except for one minor omission. The Academic Freedom Policy does not appear in the college catalog; however, it is available on the college Web site and is included in the faculty handbook (REF: IIA-24).

II.A.7 Planning Agenda

- Include the Academic Freedom statement in the 2005-2006 college catalog.

- Include the new Student Code of Conduct, including the statement on Academic Integrity, in the next catalog.

II.A.8 Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

II.A.8 Descriptive Summary

This standard does not apply, as College of the Redwoods does not offer curricula in any foreign location.

II.B Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

II.B.1 The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

II.B.1 Descriptive Summary

College of the Redwoods is committed to assisting its students in reaching their academic and career goals, be they obtaining an associate degree or certificate, transferring to a four-year university, or gaining technical job skills that help students establish and maintain employment. To achieve these ends, the college provides student support services designed to assist students in gaining initial access and orientation to the college, to assess their interests and educational goals, and to develop plans to reach those goals. In addition, a wide variety of support services and programs are available to help students achieve their goals, opportunites for enrichment and activities, and to foster a love of lifelong learning .

In 2000-2002, concerned about the low retention and completion rate of CR students, the Division of Student Learning Support Services underwent a major reorganization aimed at enhancing student success by providing students with a seamless transition from recruitment through assessment, advising, learning, and completion (REF: IIB-01). This goal has been implemented by providing user-friendly, one-stop matriculation and advising services to students. The new matriculation process required of all new students includes assessment, orientation, academic advising, registration, and the development of an educational plan.

The college provides student support services at five different geographic locations, using a variety of delivery systems. The organizational chart (REF: IIB-02) shows how the division is structured and how the major organizational units relate to one another. Support services provided at each of the five instructional locations are identified. A college-wide campaign has been established to ensure that student support services are available and consistent at each campus and that all CR students have access to the same high-quality student service information and guidance regardless of which campus they are attending. Shared programs and processes include the following: college-wide use of Datatel; common enrollment procedures and policies; uniform

placement testing, interpretation and advising pertaining to scores; transcript evaluation; and counseling and advising practices, procedures, and policies.

In addition to shared practices, branch campus representatives sit on all committees and governing boards; college-wide student services trainings are scheduled and occur on a routine basis; and strategic initiatives for the SLSS Division are determined for each academic year (REF: IIB-03).

In 2003, student learning outcomes for Student Learning Support Services were determined. In 2004, Student Satisfaction surveys were disseminated throughout the college's geographical area, were collected, and were tabulated; results were presented to Student Learning Support Services faculty and staff. Comprehensive educational plans are now developed for all matriculating students.

II.B.1 Self Evaluation

The college's growing commitment to data-based decision making is apparent in the many changes taking place in the Divison of Student Learning Support Services. The development of a comprehensive enrollment management plan and the implementation of the Datatel relational database system now make it possible to track students' progress. However, the lack of an institutional researcher hampers the college's ability to collect and analyze accurate data on a regular and ongoing basis.

Student support services are reasonably consistent and available at the three campuses, and support services available at the two instructional sites are increasing. However, as a result of the new matriculation policies at the college, the Academic Counseling & Advising Department has greatly enhanced its offerings. This increased demand for services has put a strain on the few available counselors.

II.B.1 Planning Agenda

- Continue to standardize services at all locations

II.B.2 The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a. General Information

- **Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution**
- **Educational Mission**
- **Course, Program, and Degree Offerings**
- **Academic Calendar and Program Length**
- **Academic Freedom Statement**
- **Available Student Financial Aid**
- **Available Learning Resources**
- **Names and Degrees of Administrators and Faculty**
- **Names of Governing Board Members**

b. Requirements
- **Admissions**
- **Student Fees and Other Financial Obligations**
- **Degree, Certificates, Graduation and Transfer**

c. Major Policies Affecting Students
- **Academic Regulations, including Academic Honesty**
- **Nondiscrimination**
- **Acceptance of Transfer Credits**
- **Grievance and Complaint Procedures**
- **Sexual Harassment**
- **Refund of Fees**

d. Locations or publications where other policies may be found

II.B.2 Descriptive Summary

The college catalog (REF: IIB-04) contains precise, accurate, and current information on all but one of the required General Information components and all of the required information regarding Admissions, Student Fees, and Degrees. The Academic Freedom statement is not found in the catalog; however it can be found on the CR Web site under Board Policy #326 (REF: IIB-05). Current information on all of these components may also be found on the CR Web site (http://www.redwoods.edu), with one exception: although the names of Faculty and Directors are listed within the Faculty/Staff Directory, the degrees of faculty and administrators are not listed.

The CR catalog contains all of the information regarding major policies affecting students. The Student Code of Conduct (REF: IIB-06) provides students with comprehensive guidelines for appropriate student behavior and includes a section on Academic Honesty. This document also provides detailed information about the due process rights of students who find themselves charged with a violation of the Code, as well as a description of the notification and hearing processes used by the college. The Student Code of Conduct is available on the CR Web site, is printed in the college catalog, and is given to all students who become involved in the conduct process. It is also available in hard copy form (free of charge) in the Office of the Vice President, Chief Student Services Officer. A revised Student Code of Conduct, approved by the Board of Trustees in April 2005, includes an expanded statement regarding academic integrity that was adopted by the Academic Senate in spring 2004. Major policies affecting students are also addressed in specific course packets and department guidelines, for example the Nursing Program handbook.

The college catalog refers readers to the Office of the Vice President, Chief Student Services Officer, for a complete copy of Board Policy and Administrative Regulations. A full set of college policies and regulations is posted on the college Web site.

II.B.2 Self Evaluation

Information in the college catalog is, for the most part, complete and accurate. However, after a review of the catalog and Web site, several sections have been found in need of clarification. Minor inconsistencies and unclear wording have been noted for correction (REF: IIB-07). Furthermore, no process is in place for channeling changes in policy made at the committee level to those in charge of editing the catalog.

II.B.2 Planning Agenda

- Revise the 2006-2007 Catalog to address omissions and inconsistencies. Update the CR Web site to rectify the identified omissions and inaccuracies.

- Develop a process to channel changes in policy made at the committee level to those in charge of editing the catalog and Web site.

II.B.3 The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

II.B 3 Descriptive Summary

The college has initiated two major projects to better identify and respond to the learning support needs of its students. Beginning in 2002, the college supported a team of faculty in a year of research into best practices in meeting the needs of the most fragile learners, those who arrive at college lacking in any of the fundamental skill areas related to academic success. This research culminated in a report to the college community, *The Underprepared: Research, Recommendations, and Road Map for Promoting the Academic Success of Underprepared Students at College of the Redwoods,* which contains a clear and persuasive road map for the development of academic programs and services at CR to enhance our ability to meet students' educational goals (REF: IIB 08). In fall 2003, following a college-wide review of this research, advisory teams of over 40 faculty, administrators, and staff were formed to analyze the college's strengths and weaknesses and to build strategies that would move CR toward improving student learning. The success of this effort will lie, in part, in our ability to provide reliable, available information about the impact of program innovations.

The second major project was to form a task force to update the student equity plan of 1996 to accurately reflect current trends and issues. CR is committed to providing and maintaining access and educational services to ensure the success of its students and strives to foster excellence in its educational programs while at the same time recognizing the diverse backgrounds, needs, and aspirations of students. The *Student Equity Plan 2005* tries to ensure that the population of historically underrepresented students (ethnic minorities, persons with disabilities, and women) reflects the ethnic and cultural profile of the communities served by the college. The plan addresses faculty

composition and curriculum content, as well as the availability of academic support services, the quality of student life, and the extent of interaction among students (REF: IIB-09).

In addition to these two major projects, a number of new programs have been developed to increase the success rate of all students, including efforts to increase the success rates of students on academic probation and dismissal status and an early alert program to identify and provide intervention for students experiencing academic difficulty by the sixth week of the semester.

II.B.3.a The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

II.B.3.a Descriptive Summary

Matriculation services have been standardized throughout the college. The five-step process includes enrollment, assessment, orientation, advising, and registration. All new students seeking a CR degree or certificate or planning to transfer to a four-year college are assessed in reading, writing, and mathematics prior to registration to ensure that they are placed in courses appropriate to their skill levels. Students are also required to attend an orientation and advising session in which they discover how to make their CR experience a successful one by learning how to prepare for the first semester, understanding the prerequisite and corequisite requirements, determining goals and objectives, and meeting the college's expectations and requirements. Based on assessment scores, students are directed into the First Year Initiative Orientation, for students placing into English 350/GS 360, or into College Ready Orientation, for students placing into English 150/ENGL 1A. Each session offers college orientation, assessment results, advising for course selection, college success/survival skills, student services, registration, and a campus tour.

Once a student has completed the preregistration activities and has been cleared for registration, the college offers students the options of registering by touch-tone telephone, online through WebAdvisor, or in person at the Student Assistant Center. Within the first two semesters at CR, students meet with a counselor to discuss primary academic interests and short- and long-term educational, career, and life goals. The counselor works with students to develop a comprehensive Student Education Plan, which will serve as a road map to guide them successfully through the CR experience.

The college has also increased its outreach efforts. To help inspire North Coast junior high and high school students to consider college, CR has developed and distributed to local schools and community groups a DVD entitled *Why College?* College counselors make site visits to all the local high schools; and each May on the Eureka campus the college hosts Redwood Days, an orientation and advising program for high school students. In addition, public service announcements in local media inform potential

students about college degree and certificate programs and emphasize that state and federal financial aid is available.

To improve the quality and clarity of the information provided to students, the schedule of classes has been redesigned to make it more compact, clearer, and easier to read; it provides expanded information about special courses and support services and registration. Financial aid information is prominently displayed and clearly explained both in the catalog and in the schedule of classes, which also contains a BOG fee waiver application. Deadlines to apply for financial aid are boldly displayed.

The college has also attempted to make enrollment and registration easier. Applications for enrollment may be completed in person or online. Full course descriptions are available in the online college catalog. Students may now register online from anywhere by accessing WebAdvisor from the CR home page. WebAdvisor also provides an up-to-the-minute list of open and closed course sections. For students on campus, Student Ambassadors are available in the Student Assistance Center during registration to help students. All matriculation offices are centrally located in the Administration building.

II.B.3.a Self Evaluation

Student support services are distributed somewhat equitably throughout the college. Each campus uses the same placement testing and interpretations of testing data; each student adheres to a standardized enrollment process that includes enrollment, assessment, orientation, and advising; each student is advised to discuss performance; and appropriate recommendations are made to the student. In addition, all staff and faculty have access to the same technology. The college has a shared database (Datatel), and all campuses use the Early Alert system to identify students who are having academic and/or attendance difficulties.

The availability of student support services at the Arcata and Klamath-Trinity Instructional Sites has increased. Service hours, including access to counselors and faculty, were expanded in fall 2004 to accommodate evening students, and a certified counselor was appointed to the Klamath-Trinity and Arcata sites in fall 2003.

However, there is still considerable variation in “customer service hours” services provided at each location. Student-to-counselor ratios also vary considerably from campus to campus. The college-wide average is 787 to 1; however, at Eureka it is 1199 to 1; at Mendocino 491 to 1; and at Del Norte 247 to 1 (REF: IIB-10). Overall, counseling services are understaffed. By any measure the number of students served by the Counseling staff has increased dramatically: number of students assessed, number oriented, number of educational plans developed, number of local high schools visited, number of Redwood Days orientation sessions, and number of student contacts in counseling (REF: IIB-11). Additional counseling staff appears essential if the college is to continue to support the First Year Initiative and the current matriculation process. However, compliance is heavily dependant upon funding. Current uses of categorical funding for these services have been maximized.

II.B.3.a Planning Agenda

- Increase counseling and advising staff at all college campus locations to improve continuity and quality of intrusive-service delivery model for student success.

- Standardize "customer service hours" and counselor-to-student ratios across the college.

- Work toward providing appropriate level of student support services at educational sites

II.B.3.b The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

II.B.3.b Descriptive Summary

College of the Redwoods encourages personal and civic responsibility in numerous ways. Associated Students supports political and social programs and events such as voter registration and food drives. Residence hall students participate in community service learning projects as part of their extracurricular activities. Student Ambassadors are trained to assist with outreach and recruitment and serve as a liaison between community and college. Other CR students have performed community service such as habitat restoration. Student representatives also serve on the Board of Trustees and on the campus Endowment Board.

Personal responsibility is also fostered through the student discipline process, which is based on the philosophy of "teachable moments" for students who violate policies. The purpose of student discipline at the college is to assist the student in reflecting on behavioral and ethical issues and in learning that acts have consequences. The most important lesson is what the student has learned from the experience. The application of sanctions should be and is secondary to the learning experience. This is accomplished by meeting with the student and exploring how in the future a similar situation could be handled. If the behavior persists, then a harsher sanction will be applied.

CR students are provided with a wide variety of cultural and intellectual campus activities. CR believes that the ideal learning environment is one that helps students see patterns and connections as they construct their knowledge. Linked classes, learning communities, and theme-based courses all provide increased opportunities for students to make connections, not only intellectually around common ideas but also socially with fellow students and shared faculty. Literary events (such as Poets and Writers, the Visiting Writers series, Book of the Year, and the Mendocino Writers' Conference), cultural performances by community theater groups, exhibits in the Creative Arts Gallery, guest lecturers, and the annual Science Night are all well attended by both students and members of the community. Students participate in clubs and

organizations such as the Digital Art and Science Club, Forestry and Natural Resources Technology Club, Science and Math Club, Gay-Straight Alliance, Cultural Diversity, CR Women's Club, Bible Club, and Falun Dafa Club. Intercollegiate athletics, the Honors Program, and two honor societies round out the offerings.

II.B.3.b Self Evaluation

The college provides ample opportunities for personal development and an environment that encourages civic responsibility. Ideas for improvement include increasing student internships in off-campus agencies, increasing partnerships between the college and community agencies such as Big Brother and Big Sisters, and developing a for-credit, college-wide leadership course for students.

II.B.3.b Planning Agenda

None.

II.B.3.c The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

II.B.3.c Descriptive Summary

The college provides a variety of counseling and advising programs, many of which have recently been assessed and reconfigured, to enhance support of student success. The Counseling and Advising Center has been designed to help students attain their educational goals by offering academic advising, educational planning, and academic problem solving. The Transfer Center reduces obstacles to the transfer process by providing information on college requirements and deadlines and helping CR students understand that transfer to a four-year college is a process, not an event. The Career Development and Student Employment Center maintains a college-wide Web site supporting students in all aspects and stages of the career-planning process. Disabled Students Programs and Services empowers students with disabilities to successfully participate in educational experiences at CR. Advising and counseling are also available through special programs including EOPS/CARE, CalSOAP, and Upward Bound.

The Career Development and Student Employment Center has added more online career exploration tools, and staff was involved in classroom presentations designed to assist students in development of career goals. Starting in spring 2004, a brief "career decidedness" survey was given to every new student being assessed (REF: IIB-12). In all, 1200 students were surveyed, and a follow-up survey was administered in selected classes. Students will be followed longitudinally to track continuing enrollment and program completion.

College-wide counseling meetings occur regularly to discuss and develop student service policies and practices and to address student needs. During these meetings,

faculty and staff analyze student outcomes and evaluate counseling practices and program needs based on these outcomes. College-wide training of counselors and advisors regarding policies, processes, and the use of Datatel and SARS (a counseling-appointment system) software started in fall 2002 and is ongoing. CR also provides training for high school counselors regarding transfer and CR programs, services, and policies during the annual High School Counselor Day. Each year the Redwood Days orientation and advising program is evaluated and adapted based on student and high school counselor surveys.

II.B.3.c Self Evaluation

Student Services are continually being improved, practices have become more uniform college-wide, and training of counselors and advisors is ongoing. However, the demand for services is increasing, while counseling staff is decreasing. Meeting the demand for increased services at all locations will require additional counselors.

II.B.3.c Planning Agenda

- Improve college-wide training of counselors and advisors to maintain college-wide service quality.

- Continue to train and support student service personnel at the Klamath-Trinity Instructional Site.

- Increase counseling staff.

II.B.3.d The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

II.B.3.d Descriptive Summary

The college enhances student understanding and appreciation of diversity in a number of ways. First, CR supports student clubs that promote understanding of various cultural/ethnic and diversity interests, such as the Spanish Club, the Cultural Diversity Club, the Gay-Straight Alliance, and the CR Women's Club. Activities such as the Latino Film Festival, offered annually in conjunction with HSU, and the week-long Celebration of Women in Math, Science, and Engineering bring renowned speakers to the campus. Women's History Month, Black History Month, and Cinco de Mayo celebrations increase students' understanding of history and culture. The Del Norte campus maintains ties with the Native American community through the Native American Club and through the Hoopa-Yurok Vocational Technical Program. Appreciation of diversity is included as a component in the Student Success courses (GS 361, GS 150, and GS 1), as is information regarding diverse learning styles.

II.B.3.d Self Evaluation

The *Student Equity Plan 2005* includes quality of student life, extent of interaction among students, and campus image in the eyes of the community as important components in the success of students. The college-wide Multicultural and Diversity Committee offers faculty in-service activities, provides diversity resources, and works with the Academic Senate and the Curriculum Committee to ensure that multicultural and diversity issues are addressed in course outlines. The development of a Women's Studies and a Diversity Studies program are being considered, as is creating a stronger liaison with programs at Humboldt State University.

II.B.3.d Planning Agenda

- Increase communication between the Multicultural and Diversity Committee and the Student Learning Support Services Division.

- Target outreach toward identified underrepresented populations and create a system to disseminate outcomes to the entire CR community.

- Create and implement college-wide "diversity training" for all student clubs and organizations.

- Provide college-wide training for all faculty and associate faculty regarding diverse learning styles.

II.B.3.e The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

II.B.3.e Descriptive Summary

All incoming students are assessed in reading, writing, and mathematics before registering for classes. In fall 2002 the college began using Accuplacer, an online adaptive test, for English course placements. Before implementing the change, the college investigated the cut scores of other California community colleges that used Accuplacer for placement purposes. In June 2003 the cut scores were recalibrated to more accurately place students at the four levels: GS 360, English 350, English 150, and English 1A. In fall 2004 the college began a validity study of the new cut scores. Based on the 600 students assessed, the study shows an accuracy rate of 85-91 percent, being slightly less reliable at the lower levels and more reliable at the college level. A nearly identical accuracy rate was shown by students who were placed by completing the prerequisite as they moved from ENGL 350 to ENGL 150 and from ENGL 150 to ENGL 1A (REF: IIB-13).

The Mathematics Diagnostic Testing Program (MDTP) is currently being used for mathematics assessments. The college switched from paper to the computerized version of the test in fall 2003. The Math Department is currently conducting a validity

study of the MDTP placements and is also exploring the possibility of computer-adaptive testing. In fall 2004, the Math Department assessed over 300 of their students, using Accuplacer to determine if the placements correlated with those of MDTP.

II.B.3.e Self Evaluation

Most students appear to be accurately placed in mathematics and English courses. Students may challenge their initial placement results if they believe them to be inaccurate. Over the past two years, the college's Academic Support Center has continually evaluated and refined its assessment process to make it more efficient and student friendly. However, additional staffing is needed in order to conduct validity studies at least every two years.

II.B.3.e Planning Agenda

- Continue to conduct validation studies on a regular basis.

II.B.3.f The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

II.B.3.f Descriptive Summary

All student permanent academic records since 1985 are maintained electronically on a permanent basis at the Eureka campus. The Information Technology Services department backs up the database every night and then stores backup tapes in the security department. Student records prior to 1985 are maintained in files located in a fireproof vault in Enrollment Services. Working copies of student records are maintained onsite at the Del Norte and Mendocino campuses and at the Arcata and Klamath-Trinity Instructional Sites. Paper records are kept in locked cabinets, and electronic files are stored on computers encoded with a password. Only authorized personnel have access to the records, and FERPA regulations are followed. No information is released over the phone or without the written permission of the student. Records concerning DSPS, financial aid, housing, federal work study, and disciplinary matters are kept for five years and then destroyed. All records are maintained in accordance with Board Policies 506 and 814 (REF: IIB-14 and IIB-15).

II.B.3.f Self Evaluation

Student records are kept secure and confidential. Board Policies 506 and 515 (REF: IIB-16) address the student right to privacy, but they have not been reviewed in a long time.

II.B.3.f Planning Agenda

- Review Board Policies 506 and 515 for currency.

II.B.4 The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

II.B.4 Descriptive Summary

To determine the extent to which current student learning support services were meeting the needs of our student population, The Advisory Team created, distributed, and reviewed results from a college-wide "Student Satisfaction Survey" on departments within the SLSS Division (REF: IIB-17). Student support services are also assessed through the regularly scheduled, college-wide faculty evaluations. Plans are underway to evaluate the effectiveness of each of the protocols/strategies initiated in spring/summer 2004: new student outreach and initial enrollment, new student orientation, assessment and placement, counseling and advising, and course registration. Program goals and student learning outcomes for each area are being developed for 2005-2006.

II.B.4 Self Evaluation

The surveys at each campus indicated satisfaction at those sites. However, the frequency of student and faculty feedback should be increased either by creating and implementing an ongoing college-wide student satisfaction survey or by allocating funding for increased frequency of the Noel-Levitz survey. "Best practices" information needs to be more thoroughly disseminated among the sites. The effectiveness of the student educational plans should be evaluated by comparing retention and success rates of students with and without plans. In addition, more accurate information is needed on CR graduates. These activities will be difficult to implement without additional staffing.

II.B.4 Planning Agenda

- Increase the frequency of student and faculty feedback either by creating and implementing an ongoing college-wide student satisfaction survey or by allocating funding for increased frequency of the Noel-Levitz survey.

- Increase dissemination of "best practices" information to the sites.

- Initiate a college-wide outcomes study team to review data and recommend changes.

II.C Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

II.C.1 The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

II.C.1 Descriptive Summary

At College of the Redwoods, learning occurs not only in our classrooms but also in a wide variety of other locations and environments. On each CR campus there are many resources available to support classroom activities. In 2002 the Learning Resource Center (LRC) opened on the Eureka campus, with a full range of academic support services. The LRC houses the Library, the Academic Support Center, the Writing Center, the Math Lab, the High Tech Center for students supported by Disabled Students Programs and Services, and a Distance Education classroom. This facility provides a wide variety of tutorial and instructional support activities and media services to CR students and the surrounding communities. This modern, integrated learning center enables the college to significantly enhance the learning opportunities it is committed to providing for the citizens of the North Coast. Similar services are available at the Del Norte and Mendocino campuses.

The Library provides a combination of print and electronic resources, as well as computer access, study rooms, and conference/multipurpose rooms.

> *Quantity of Library Resources*: College of the Redwoods maintains a collection of over 67,000 volumes, available at the three campuses or through interlibrary loans. In addition, the Music Library, located in the Creative Arts building on the Eureka campus, holds 1,000 LPs and other audio materials.
>
> *Currency of Library Resources*: A systematic study to determine the average age of the Library collection, overall, or by subject call number range has not yet been done. There are two ways this could be accomplished. One is by manually checking a random, representative sampling of the books and generating a statistically accurate average age. The Library has not had sufficient staff to

accomplish this task. The second way this could be done would be to generate an Access report in the Voyager software of the Library's book catalog system. This has not been done due to the lack of adequate staffing. However, some information has been gathered by students enrolled in a statistics class for a class project completed in 2003. Asked "What is the age on nonfiction titles owned by CR's Library?" they derived a median publication date of 1973. For another statistics class project, students examined the difference in age between books in English Literature (P-PS call number range) and books in Science (Q-QR call number range). Using a random sample, the students determined that the median publication date in Literature was 1970 and in Science 1971. Seventy-five percent of the books in Literature are older than 1979; and in Science they are older than 1981. A visual review of the library collection gives the general impression that most of the books date from the 1980s or earlier, with most published between 1966 and 1986.

Depth of Library Resources: An accurate measure of the depth of the library collection is not available. A visual review of the collection gives the impression that many subjects have very poor representation; some are represented primarily with older textbooks. Although Board Policy 107 (REF: IIC-01) specifies "Collection Level Indicators" that can be used to document depth of collection of library resources, this has not been done due to insufficient staff in the library. Instead, a less labor-intensive review by faculty has been instituted (See IIC1.a).

Variety of Library Resources: When the variety of CR's sources is compared to that of peer colleges, Redwoods compares poorly in every category. All CR holdings in varied formats are from half to less than half what is held by comparable institutions. These figures are all in dollar amounts per budget expenditures, except for the AV materials units, which are an actual unit count (REF: IIC-02).

Tutoring and instructional support services are provided in a number of locations. The Academic Support Center provides instructional support services, including tutoring in content-area courses and in learning/study strategies; testing services; workshops; instructional handouts; computer access; and media services. All assessment testing is currently handled by the ASC. The High Tech Center provides specialized computer-assisted instruction for students with disabilities. Students are provided individual instruction in the use of adapted hardware and software such as print readers, speech-activated software and screen readers and magnifiers. The Light Center provides learning-disabilities assessment and individualized instructional support and study skills for students with disabilities.

Some lab classes are also housed in the LRC. The Technology Competency Lab, taught in the ASC, instructs students enrolled in GS 150L in basic keyboarding, e-mail, and college online resources. The Math Lab, staffed by CR instructors and peer tutors, provides individual and group assistance with mathematics assignments for students enrolled in mathematics classes. The Writing Center, staffed by CR instructors and

certified peer tutors, provides individualized instruction and assistance with reading and writing assignments for students enrolled in ENGL 350L, ENGL 150L, and ENGL 152.

II.C.1.a Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

II.C.1.a Descriptive Summary

The Library staff and the faculty are actively engaged in reviewing, selecting, and maintaining the Library collection. In the fall of 2002, the Learning Resources Advisory Committee brought the issue of collection review to the Academic Senate. The Senate in response formed an ad hoc committee, the LRC Collection Development Committee, to analyze the problem and to provide the Senate with recommendations. In October 2003 the Senate approved a procedure to meet the goals outlined in BP 107. The "Collection Development Review Policy and Procedures" (REF: IIC-03) calls for the LRC Library collection to be reviewed by faculty at least once every two years in order to familiarize faculty with the resources in their subject area, to identify books and other materials that should be withdrawn, and to identify areas in which new resources are needed. The new process will allow the college to meet goals and guidelines specified in Board Policy 107.

The new procedure was implemented in 2003-2004. Out-of-date books were withdrawn from the collection by faculty in Dental Assisting, Anthropology, Computer Science, and Early Childhood Education. Faculty suggested over $15,000 worth of book and video titles for purchase by the library. Faculty are encouraged to recommend resources and materials in a variety of media: books, periodicals, online databases, videos, audio tapes or CDs, CD-ROMs, DVDs, or any other instructional resources suitable for student use. In fall 2004, the review of the reference collection was completed, and most of the book budget was expended in improving this collection. Educational equipment is selected with advice from the IT specialist, with input from faculty on appropriate software, and in consultation with the Disabled Students Programs and Services.

II.C.1.b The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

II.C.1.b Descriptive Summary

Library research sessions are provided by the Librarian at the request of individual faculty. The average number of sessions offered each semester has increased from an average of 25 per semester in 2000-2002 to 35 per semester in 2003-2004, with as many as 54 sessions offered in fall semesters. Research sessions are offered in a wide range of courses, from agriculture to statistics, and are tailored to meet the research

needs of the particular class. These sessions are held in the classroom, if a computer and projector are available, or in the LRC Multipurpose Room, which is equipped with 30 student computer workstations, including a disabled access workstation, an instructor station connected to a projector, and a projection screen.

Research instruction sessions are provided at the instructor's request, so students whose instructors do not request sessions do not necessarily receive research instruction. Data has not been kept regarding how many course sections of classes appropriate for research instruction do not request a session. Nor has any data been collected regarding why instructors do not request a session. However, research instruction is also provided on an individual basis to students requesting assistance at the Reference desk. In addition, many faculty incorporate elements of information competency in their course assignments.

A one-credit-unit, CSU-transferable course (GS 5, Academic Research) was recently approved by the Curriculum committee. It was offered during spring semester 2004 and is scheduled to be offered during fall semester 2005. This course is modeled on Information Competency and Information Literacy courses at various California Community Colleges as well as at CSU and UC institutions.

Library research instruction sessions are not provided at the branch campuses, as the Del Norte and Mendocino campus libraries are staffed by Library Technicians. With only one librarian in the college, it is impossible to provide regular instruction to students at the Del Norte and Mendocino campuses and at the Arcata and Klamath-Trinity Instructional Sites. Additionally, the remote sites have no librarian available to provide individual and reference desk service. Some e-mail and telephone reference is provided. The Library Technician at Del Norte is available 40 hours a week to assist students with research and use of the library. Student library assistants are trained to help students locate books and access databases.

II.C.1.c The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

II.C.1.c Descriptive Summary

The Eureka campus library is open 62 hours per week; the Mendocino campus library 38 hours per week, and the Del Norte campus library 75 hours per week. Library hours for all campuses are posted on the library home page. Reference services are provided by the librarian at the Eureka campus and by e-mail and telephone request.

All library resources are linked on the Library homepage. These resources include the Library book catalog, which is accessible via the Internet by anyone at any location at any time. Research databases are accessible to students, faculty, and staff at any time via the Internet. Off-campus access is authenticated by password or by college ID barcode number. All research databases include full-text articles or reports that can be

printed, saved to disk, or e-mailed (REF: IIC-04). During the spring semester 2005, the Library added approximately 2,000 e-books and has plans to continue adding more in the future.

The Academic Support Center is open 52 hours per week at the Eureka campus, 36 hours per week at the Mendocino campus, and during regular library hours at the Del Norte campus. Currently no tutoring is offered at the Del Norte ASC. On the Eureka campus the Light Center is open Monday through Friday for 43 hours per week; the Math Lab is open Monday through Friday for 47 hour per week; and the Writing Center is open 60 hours per week, including weekend and evening hours. Mathematics and English lab classes at Del Norte and Mendocino are scheduled by individual instructors.

II.C.1.d The institution provides effective maintenance and security for its library and other learning support services.

II.C.1.d Descriptive Summary

The Learning Resource Center is covered by a fire-marshal-approved alarm system as well as by a fire-suppression system. The building also has an entry alarm system for the classrooms and main Library space. The systems are tested annually as required by law. The entry alarm system is monitored by the LRC Director. Logs are checked periodically to determine who entered the building where at certain times and certain dates. This is done to keep current on the procedure so it can be used at times of immediate need with little trouble. Various doors are also controlled internally with touch-key pads. All door alarm codes and key pads are maintained by the LRC Director. The three fire exits are wired to notify officials and are each equipped with local alarm squealers to alert on-site staff immediately of a violation.

II.C.1.e When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

II.C.1.e Descriptive Summary

College of the Redwoods is an academic affiliate, nonvoting member of the North State Cooperative Library System (NSCLS) and the Cascade Pacific Library Network (CPLN), which are essentially parallel organizations. NSCLS is a "homegrown" cooperative of libraries in Northern California that facilitates interlibrary loans and establishes and maintains a union catalog of member libraries' resources. NSCLS is funded by the Library Services and Technology Act and the California Library Services Act and works cooperatively under a Memorandum of Understanding (12/06/2002) with the skeleton CPLN. As an academic affiliate, CR pays no fee. Participation is voluntary and involves

contributing Machine-Readable Cataloging format bibliographic records to the NSCLS Union Catalog. NSCLS provides a regular van-delivery system for interlibrary-loan services among all member and affiliate libraries. Through participation in this cooperative group, CR borrows up to 100 books annually from NSCLS libraries.

Since 1985 CR has had a contractual agreement with Online Computer Library Center (OCLC), a nonprofit, membership, computer library service and research organization that serves 53,548 libraries in 96 countries around the world. CR currently makes use only of the OCLC service to catalog library materials. Access to the OCLC database allows the college to copy and download records for use in the CR Library's Voyager system catalog. As part of the Community College Library Consortium and the Community College League of California, CR is able to participate in cooperative buying programs. CR's allocation for the library for the fiscal year 2003-2004 is $36,364. All of these expenditures are funded through TTIP, provided by the state for the purchase of electronic research databases.

II.C.1 Self Evaluation

All of the college's instructional support services are heavily used. However, comparative data is available only for the Library.

Data collected by an educational consultant in a study of comparable college (REF: IIC-05), indicates that Redwoods compares well with these colleges in these areas: Public Service Hours (average is 64 hours per week; the Eureka campus is open 62 hours per week); Gate Count (a measure of traffic into and out of the library shows a level of use at Redwoods almost twice that of any other college); and Collection Size (average is 59,200; CR has 67,442). However, CR is typically lower in materials expenditures per FTES than are comparable colleges although some improvement was shown for 2001-02, the last year for which data is available. CR was ranked fifth to seventh place in 1996-2001 but moved up to third place for 2001-02. Redwoods also compares poorly with its peers in every category under variety of sources (REF: IIC-02). CR holdings in varied formats are from half to less than half of what is held by comparable institutions. In addition, Redwoods does not compare well regarding the number of librarians, having only one librarian compared to the peer-group average of three and a high of 4.49 at Shasta College. Data collected by the consultant differs slightly from data collected by NCES-IPEDS, so the two data sets are not merged or correlated.

II.C.1 Planning Agenda

- Increase budget expenditures for library collection when possible.
- Hire an additional librarian when possible.
- Develop a plan for systematic instruction in information competency.
- Address inequalities in access at campuses.

II.C.2 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

II.C.2 Descriptive Summary

Library users were surveyed in spring 2001 (Eureka Campus Library only) and spring 2003 (Eureka and Del Norte). Questions were asked in the categories of Library Mission, Facilities/Space, Staff/Services, Materials, Library Catalog, Hours, and Quiet/Noise. Comments were tabulated separately for each category and rated as positive or negative by three readers. Most students use the library from five to nine hours per week; most students see the library as a comfortable, quiet place to study; and most agree that the library is important to success as a student (REF: IIC-06).

Student Satisfaction Surveys were distributed in fall 2004 in the Academic Support Center, the Math Lab, and the Writing Center. Students were asked to rate the availability and helpfulness of services, the quality of the environment, and the hours of operation. The ASC was evaluated by 110 students; the Math Lab by 79; and the Writing Center by 308. Most students rated the services from good to excellent (REF: IIC-7 to IIC-9).

II.C.2 Self Evaluation

Many student library users are not being reached by library orientation or research instruction sessions. Student responses on the library survey indicate that the library needs to improve the quality of its collections and/or help students find the materials they need. On the student satisfaction survey, many students indicated the need for extended hours of operation in the Math Lab.

II.C.2 Planning Agenda

- Conduct the library survey every other year on all campuses. Use results of the survey to assess and improve library services.

- Consider keeping the Math Lab open longer in the evening or on Friday afternoons.

- Conduct Student Satisfaction surveys on a regular basis.

Standard III: Resources

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

III.A Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1 The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

III.A.1.a Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. The Office of Human Resources publishes and distributes brochures for available positions in the college. These brochures contain information including, but not limited to: position title and (campus) location, closing date, hours, salary range, duties and responsibilities, required qualifications, required education and experience, application procedures, selection process, and conditions of employment. The Office of Human Resources also maintains a Web site containing similar information (www.redwoods.edu/humanresources). Job listings are posted on the Human Resources Web site and are also advertised nationally, statewide, and locally through a variety of print and online sources including: *The Chronicle of Higher Education, HigherEdJobs.com*, California Community Colleges (CCC) Registry, *Times-Standard,* and *North Coast Journal.*

As stated in Board of Trustees Policy No. 305,

> Minimum qualifications for faculty in the Redwoods Community College District are established in accordance with the regulations on minimum qualifications adopted by the Board of Governors of the California Community Colleges and consistent with the Disciplines List recommended by the Academic Senate and adopted by the Board of Governors. (REF: III-07)

These qualifications are explicitly stated in all job announcements. Faculty at College of the Redwoods play a significant role in the appointment of all new faculty. Working in close consultation with their constituents, members of the Academic Senate play an active part in the prioritization of all new faculty position requests for the upcoming academic year. Board Policy No. 305 recognizes "that responsibility for selecting well-qualified individuals is shared cooperatively by faculty members and college administrators, participating effectively in all appropriate phases of the hiring process." All screening committees include at least three faculty members (two to three faculty from the relevant discipline and at least one faculty member from outside the discipline).

The Office of Human Resources requires all newly appointed faculty and administrators to have official transcripts submitted to the college by the degree-granting institution. Degrees held by faculty and administrators must be granted by regionally accredited institutions and meet state- and Board-mandated minimum qualifications. As summarized in the *Faculty Handbook* (and more specifically outlined in Board Policy No. 305, Administrative Regulation No. 305.02):

> The minimum qualifications to teach at College of the Redwoods are a master's degree in the discipline of the faculty member's assignment or a bachelor's degree in the discipline plus a master's degree in a reasonably related discipline. If a master's degree is not generally expected or available in the faculty member's discipline, the minimum qualifications are a bachelor's degree in a reasonably related discipline, plus two years of professional experience, plus licensure (if available), or an associate degree in a reasonably related discipline, plus six years of professional experience, plus licensure (if available).

Of the full-time faculty (103) and administrators included in the 2005-2006 Catalog, 23 hold doctorates and 80 hold master's degrees or first professional degrees. Of the 80 faculty and administrators holding master's or first professional degrees, seven hold the degree generally recognized as terminal in their field. Furthermore, nine individuals hold more than one master's or first professional degree. Of the remaining faculty, six hold bachelor's degrees, and two hold an associate degree, all meeting the minimum qualifications in their respective disciplines.

Self Evaluation

College of the Redwoods is in compliance with this standard.

Planning Agenda

None.

III.A.1.b The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary

All college personnel are systematically evaluated at explicitly stated and regular intervals. Administrators and managers are evaluated biennially as specified in Board Policy No. 328. Faculty evaluation procedures and intervals are delineated in the Redwoods Community College District (RCCD)/College of the Redwoods Faculty Organization (CRFO) Collective Bargaining Agreement (REF: III-12). Pretenured, full-time faculty are evaluated during the first two semesters of employment and each subsequent fall until tenured. Tenured faculty are evaluated every three years. Classified staff are evaluated twice (in the second and fifth months) during their initial probationary period and once per year after the probationary period as described in the RCCD/California School Employees Association (CSEA) Agreement (REF: III-13). As stated in the RCCD/CRFO Collective Bargaining Agreement, the evaluation processes seek to assess effectiveness and encourage improvement: "The central purpose of evaluation is the continued improvement of the education process." Following evaluations, any action(s) taken by the college are consistent with the above-described policies and contractual agreements and are documented by the Office of Human Resources.

Self Evaluation

College of the Redwoods is in compliance with this standard.

Planning Agenda

None.

III.A.1.c Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

While the College of the Redwoods Philosophy (Board Policy No. 101) specifically states that all staff "will share in the responsibility for student outcomes," the college does not, at present, tie evaluations directly or explicitly to producing student learning outcomes. Faculty undergo a rigorous evaluation process that includes administrator, peer, and student review and/or evaluations. While several components of this evaluation process indirectly capture effectiveness in producing both general education and course-specific student learning outcomes, producing such outcomes is not explicitly addressed as an independent component of those evaluations.

Self Evaluation

College of the Redwoods is moving towards full compliance with this component of the standard. In February 2003 the college sent a team of administrators and faculty to the "Student Learning Outcomes Workshop" at Shasta College, presented by the Research and Planning (RP) Group for California Community Colleges. Shortly thereafter, the Curriculum Committee began work on a new course outline form that includes, among other revisions, the addition of a "Course Learning Outcomes" section (REF: III-11). The new form was approved by the Academic Senate on September 3, 2004, and is presently in use. On December 3, 2004, the Academic Senate also adopted the following "General Education Student Learning Outcomes":

- The ability to think, read, and communicate critically;
- An awareness of the relationship of humanity to its natural, scientific, aesthetic, ethical, cultural, historical, political, and technical environment;
- An understanding of the connections and relationships between and among academic disciplines;
- Competency in locating, evaluation, and using information resources; and
- The ability to solve problems through research, analysis, and communication (REF: III-10).

Planning Agenda

- Build on newly adopted general education and course-specific student learning outcomes and incorporate measures of effectiveness in producing those stated outcomes into the faculty evaluation process, including, but not limited to, revision of the following: Faculty Evaluation Form (F-2), Student Evaluation for Teaching Faculty (F-3), Professional Development & Self-Evaluation Inventory (F-4), and Evaluation Conference Report (F-5) (REF: III-12).

III.A.1.d The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

College of the Redwoods does not have a single, written code of professional ethics; however, standards of professional behavior are dealt with specifically in Board Policies. Board Policy No. 809 addresses equal opportunity/nondiscrimination compliance and the sexual harassment policy. Board Policy 813 deals specifically with drug policy. Board Policies No. 343 and 440 address ethical conduct and consensual relationships. Furthermore, the performance evaluation instruments used for all permanent employees include standards for professional ethics.

Self Evaluation

The college is in partial compliance with this standard. While professional ethics are specifically addressed throughout Board Policies, there is no unified code of professional ethics.

Planning Agenda

- The college should compile disparate Board Policies into a single, coherent code of professional ethics.

III.A.2 The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary

College of the Redwoods employs approximately 55 administrators and managers, 103 full-time faculty, 250 part-time faculty (per semester), and 220 full-time and part-time classified staff members. The college is in compliance with California law regarding the ratio of full-time to part-time faculty and the number of sections taught by full-time faculty.

Self Evaluation

While College of the Redwoods presently maintains a sufficient number of administrators, managers, and full-time faculty, the current fiscal climate has led to a shortage of available classified support staff. Due to budget constraints, classified position hours have been reduced, vacant classified positions have not been filled, and offices on campus have increasingly gone without support staff or have come to rely on

part-time student workers. The lack of adequate support staff is becoming increasingly problematic for faculty and students.

Planning Agenda

- Address the lack of adequate support staff and develop workable solutions given current college budget constraints.

- Commit to expansion of classified staff support positions when the current fiscal climate improves.

III.A.3 The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3.a The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

The college adheres to written policies outlining all employment procedures. Employment procedures are specifically described in Board Policies, RCCD/CRFO Collective Bargaining Agreement, and the RCCD/CSEA Agreement. Furthermore, the college recently updated its Human Resources policies and procedures to comply with changes to California affirmative action laws and the Board of Trustees adopted newly revised Equal Opportunity and Nondiscrimination policy (Board Policy No. 809, 301/402).

Self Evaluation

College of the Redwoods is in compliance with this standard.

Planning Agenda

None.

III.A.3.b The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary

The Office of Human Resources houses all personnel files in a secure location. Personnel records are not accessible online. Every employee has access to his/her records in accordance state law and local collective bargaining agreement(s) and/or contracts.

Self Evaluation

College of the Redwoods is in compliance with this standard.

Planning Agenda

None.

III.A.4 The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

III.A.4.a The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

The *Redwoods Community College District Strategic Plan, 2004-2007*, includes as one of five strategic drivers, "Inclusiveness and Diversity," which opens with the following:

> Campus inclusiveness and diversity is a college value reflected in all aspects of our services, programs, activities, and curricula. Involving far more than annual events or a campus diversity statement, campus inclusiveness and diversity centers on raising the awareness and sensitivity of the campus community in the hope that CR reflect and respect the wide-ranging diversity of our county and state populations. A commitment to campus inclusiveness and diversity also involves a commitment to honoring a diversity of good-faith opinions and views. Rather than being a peripheral component of campus life, campus inclusiveness and diversity needs to be woven into the fabric of everyday life at CR (REF: III-01).

College of the Redwoods is continuing to expand the availability of programs and services related to issues of equity and diversity. The Academic Senate has established a Multicultural and Diversity Committee with the following duties and purposes:

- To encourage the educational, vocational, and social value of a rich variety of backgrounds and perspectives to the students and the campus community;
- To work with the administration to review the Student Equity Plan;
- To assist Human Resources in the development and implementation of equity and diversity training for search committee members;
- To expand multicultural and diversity training for all faculty;
- To advise the [Academic] Senate in making appointments to search committees;

- To promote the retention of students, faculty, and staff of underrepresented groups on campus

- To assist in the development of strategies to create a campus community environment that promotes inclusiveness as a college-wide institutional community value (REF: III-15).

A separate task force recently completed the above-mentioned college Student Equity Plan 2005 (REF: III-14). This seventy-two-page plan includes empirical data on student demographics and success rates by ethnicity and gender and outlines several specific goals and activities to be pursued by the college. One such activity, already in development, is the creation of a Multicultural and Diversity Center, to be housed in the Learning Resources Center.

Through various offices, divisions, and departments, the college has sponsored a number of recent events, including the (Sixth Annual) International Latino Film Festival, "A Celebration of Women in Science and Engineering," and the (Tenth Annual) Cinco de Mayo Festival of Hispanic Culture. Additionally, the college has made arrangements with Humboldt State University's Multicultural and Diversity Center so that CR employees may attend activities and events free of charge.

The Vice President, Chief Human Resources/Equal Employment Officer, was recently certified in sexual harassment training.

The Office of Human Resources provides appropriate ADA accommodations for all applicants.

Self Evaluation

College of the Redwoods is in compliance with this standard.

Planning Agenda

None.

III.A.4.b The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary

In conjunction with the Office of Human Resources, the Board of Trustees recently revised Board Policies addressing equal employment opportunity, diversity, nondiscrimination, and affirmative action (REF: III-07).

As discussed in III.A.4.a above, a college task force recently completed the College of the Redwoods Student Equity Plan 2005. This plan includes empirical data and

recommended goals and activities related to equity and diversity as they pertain to the mission of the college.

Self Evaluation

College of the Redwoods is in compliance with this standard.

Planning Agenda

None.

III.A.4.c The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary

College of the Redwoods specifically subscribes to and advocates integrity in the treatment of its employees and students in its "Shared Governance Ethics Statement":

> College of the Redwoods shall be guided by the following commitments. . . To recognize that we are mutually dependent upon on one another to perform our respective roles. The Board of Trustees, administration, faculty, support staff, and students all play critical roles; none of us can be successful without the support of others. . . To affirm that each of us who fulfills a role also has value because of the knowledge and experience we contribute to making enlightened decisions. . . To be honest, open, candid, and tolerant. . . .

This commitment is exemplified by the recent adoption of an interest-based bargaining approach by the Redwoods Community College District (RCCD) and the College of the Redwoods Faculty Organization (CRFO). Interest-based bargaining is based on trust and mutual interest and demonstrates College of the Redwoods' commitment to integrity in the treatment of all members of the college community.

Self Evaluation

College of the Redwoods is in compliance with this standard.

Planning Agenda

None.

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

STANDARD III

III.A.5.a The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary

College of the Redwoods provides or funds substantial opportunites for the professional development of its personnnel. The college's Philsophy (Board Policy No. 101) specifically states that: "We will continuously seek and support a dedicated, highly qualified staff. . . We will encourage and reward professional development for all staff."

The Faculty Development Committee of the Acadmic Senate "oversees the distribution of faculty development funds to support the improvement of instructional skills or subject area expertise" of both full- and part-time faculty.

The Center for Teaching Excellence (CTE) is a unique program instituted to support college faculty. The CTE provides work space (including computer stations and a Scantron machine), sponsors a number of workshops and activities, provides technical support for Blackboard, and oversees a semester-long new-faculty-mentor program.

Administrators, managers, and faculty have also received a tremendous amount of support (financial and otherwise) to attend a wide variety of conferences, seminars, and other professional development activities.

Faculty and staff, through grant monies allocated by the Projects for Learning Enhancement Committee of the Academic Senate, have developed and/or participated in projects that further professional development related to enhanced student learning.

Management Learning Sessions have been provided on a monthly basis during the past two academic years. Topics center around leadership and operational competency. Through off campus training, campus "staff day," and convocation, classified staff are also provided with training and professional-development opportunities.

Self Evaluation

College of the Redwoods is in compliance with this standard. College personnel actively participate in professional development activities both on and off campus.

Planning Agenda

None.

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

Descriptive Summary

Most programs are reviewed utilizing participant feedback in the form of surveys/questionnaires. The Center for Teaching Excellence (CTE) recently sent out an electronic questionnaire to all faculty regarding professional development activities and services sponsored by the Center. The data derived from these questionnaires is then used to improve specific professional development programs and to determine what types of activities and services should be offered by the college for the professional development of employees.

Self Evaluation

College of the Redwoods is in compliance with this standard.

Planning Agenda

None.

III.A.6 Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

Human resource planning is integrated with institutional planning primarily through the activities of the Vice President, Chief Human Resources/Equal Employment Officer. The vice president is a member of the college's Senior Staff and Administrative Team as well as the President's Combined Cabinet. Additionally, the vice president serves as an ex officio member of the Multicultural and Diversity Committee of the Academic Senate and participates in a number of Center for Teaching Excellence (CTE) sponsored programs (including, most notably, the new-faculty-mentor program). Finally, the vice president participates in all contract negotiations and labor relations activities.

The Office of Human Resources is scheduled to undergo a complete program review beginning in the fall of 2005. The results of this program review will be used as the basis for continued improvement.

Self Evaluation

College of the Redwoods is in compliance with this standard.

Planning Agenda

None.

III.B Physical Resources
Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1 The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

III.B.1.a The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary

The college has several committees and mechanisms to evaluate the safety and compliance issues on a regular basis. The Director of Environmental Health and Safety conducts monthly safety meetings where concerns about safety issues can be addressed. This committee also reviews incident reports and makes recommendations as needed to make repairs or changes that will protect students/staff or the facilities in the future. Minutes are taken and can be reviewed for clarification. The director also chairs the Transition Committee, which oversees accessibility and compliance issues throughout the college. This committee reviews complaints and makes recommendations, and the college funds this committee with 0.1 percent of the budget per year. The committee has minutes, and verification can be gained by their review. The Maintenance Department uses a work-order system that allows individuals the ability to request repairs, both safety and non-safety related. The Department also has processes for the Maintenance staff to do daily checks of the parking areas, boiler rooms, light systems and other areas to assure safety and compliance. The staff travels to all locations to make repairs. The custodial staff has set priorities which include safety-related activities, such as sanitation, on a daily basis. The college has been able to solicit over $9 million in scheduled maintenance funds over the years, including funds that have been used to provide all buildings in the college with 50-year roofs.

Self Evaluation

The college provides adequate, safe and accessible facilities to meet the current needs of students, though some classrooms have become too small for the newer technologies required.

Planning Agenda

- Remodel and expand space utilized by programs that are currently restricted by limited space.

- Increase Library space at Mendocino and Del Norte.
- Renovate science labs for new technologies.
- Change hours of operation to free more classroom space during high use hours.
- Use the Education Master Plan and Facilities Master Plan to weigh programs and develop priorities for future needs and changes.
- Through the Master Planning process, solicit input from all constituent groups in the college in order to develop priorities for funding and scheduling.

III.B.1.b The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary

The college has set a goal that all facilities and programs will be universally accessible. When remodeling, reconstruction, or new construction occurs, accessibilty is always reviewed and incorporated in such plans. Most of the facilities have updated alarm systems. The air handling systems are serviced with regularity. Custodial services are provided for and managed by the Custodial Supervisor. The Custodial Supervisor also manages subcontractors who clean facilities that are not owned by the college but that are used for classrooms, to ensure that our students have a healthy environment.

Changes such as having gardeners mow near classrooms on the weekends helps control noise and disruptions on weekdays. Using non-gassing paints and glues helps control any adverse conditions. The gardeners are required to have a California State Pesticide License as part of their employment requirement to ensure that if chemicals are used, they are used safely. The college has been funded by the state in several areas: to install upgraded fire systems, which include strobes and high-pitched horns for the physically challenged; to build accessible restrooms throughout the Eureka campus; and to provide automatic door openers on all major buildings and most restrooms. The conclusions and directives from both the Transition and Safety Committees show a continued awareness and action in these areas. Recent facilities assessment reports by outside contractors indicate areas of concern.

Bond funds will allow the college to improve training areas, science laboratories, library facilities, classrooms, and technologies throughout the college.

Self Evaluation

The college does a good job of providing a safe and healthy environment for our students and is in compliance with this standard.

Planning Agenda

- Maintain financial support for both the Transition and Safety Committees.
- Maintain funding of the Scheduled Maintenance Program.
- Hire additional maintenance staff to perform maintenance on an aging facilities.
- Utilize updated Educational and Facilities Master Plans to prioritize facilities improvement.

III.B.2 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

III.B.2.a Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary

The college recognizes that long-range planning is necessary. Updated Educational and Facilities Master Plans are in progress. The Administration holds regular meetings at which needs are discussed and action is taken when justified. Voters in the college district have approved a $40,320,000 bond to add classrooms and technology labs; renovate unsafe and deteriorating campus buildings; and for repairing, acquiring, constructing, furnishing and equipping college facilities. Regular management meetings are held, at which input on problematic areas is discussed and action is recommended (one example would be the report on systemic barriers to student learning, which had both curriculum and facilities barriers included).

Self Evaluation

The college is in partial compliance with this standard. Many projects are minimally planned based on current information or needs. The college has been able to construct a new Learning Resource Center (LRC) and a Childhood Development Center (CDC), as well as new relocatable buildings at the Del Norte campus, which reflected the needs of students at the time these plans were conceived.

Planning Agenda

- Utilization of updated Educational and Facilities Master Plans. By relying on these plans, the college will be able to prioritize projects and programs to best utilize future funds.

- The college will evaluate the needs, and prioritize the needs over a longer period of time, allowing more systematic planning and development.

- Continued support for the Safety and Transition Committees.

- The creation of Educational and Facilities Committees to oversee the Master Plans will be vital in keeping them current and allow more concise future planning.

III.B.2.b Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The evaluation process is one of Maintenance receiving work orders or a remodeling form surfacing at the Senior Staff level for approval. Most of the changes are justified and are processed and completed. Major changes are not addressed, in that funding is a major issue.

The new construction of the LRC and CDC was started over five years ago based on the then-current and proposed future needs.

Self Evaluation

The evaluation process is limited but is effective.

Planning Agenda

- Create a more proactive committee to manage the Facilities Master Plan, basing the needs on bona fide educational needs.

- Update the Master Plans and keep the existing committees active and funded.

- Utilize $40 million in bond funds to improve/renovate classrooms.

- Create larger and more technogically advanced facilities that will give our students a better educational experience.

- Ensure that plans are regularly reviewed and incorporated into the budget as well as into the educational review and planning processes.

III.C Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1 The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

III.C.1.a Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

During the period from 2000 to 2003, the college successfully planned and implemented a cutover of its central administrative systems to an integrated database system, Datatel Colleague, eliminating duplication of data collection and streamlining reporting. Data entered anywhere in the system is now validated and used without further entry throughout all modules at all sites.

After the successful implemention of the Colleague software, in fall 2003 the college launched WebAdvisor, a Web-portal access to Colleague for students, faculty, and staff.

The college over the last two years has also implemented specifically targeted applications such as EasyBadge (student/staff ID cards), Track-It (positive attendance reporting for labs), and GoPrint (cash card print management), all of which have been integrated at appropriate levels into the Datatel Colleague system.

The IT Services department has also overseen upgrades of network infrastructure speed and capacity, migration to new servers for Web and e-mail, and improved distance-learning infrastructure equipment.

Chancellor's Office TTIP funds were used through 2002, under a "total cost of ownership" approach, to identify and fund purchases of hardware and software that would best address overall issues of network peformance and security.

The college's Technology Assessment Group (TAG) committee meets weekly to discuss new, updated, and proposed technology implementation within a one-year time frame.

Self Evaluation

College of the Redwoods is in compliance with this standard. The college has taken numerous steps to align technology resources with its overall educational goals and objectives so as to enhance the college's operation and effectiveness.

Planning Agenda

- Additional funding and staff would enhance systems selection and installation.
- Funding/hiring an institutional researcher would provide substantial empirical and detailed evidence for all topics, including technology resources.

III.C.1.b The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

The college's innovative CTE provides training sessions for faculty and staff on WebAdvisor (Datatel portal), Blackboard (course-management software) and other technical areas.

Academic success courses for students include training in the use of Blackboard and WebAdvisor as well as broader topics such as setting up e-mail accounts and working with different document types and storage media.

Extensive online help documentation, including a FAQ and a PowerPoint presentation, has been developed to help students use WebAdvisor effectively.

Staff from both IT and departmental offices attend national Datatel (DUG) conferences and California Community College Datatel meetings (3CDUG).

The college makes use of specific vendor training classes for the Network Administrator, the operators, and other technicians as appropriate.

Self Evaluation

The college is in compliance with this standard. Appropriate training of faculty, staff and students has been part of the college's "total cost of ownership" approach to its technology infrastructure.

Planning Agenda

- Continue formal training of technical staff and encourage participation in relevant technical users groups.

- Conduct surveys and use other forms of outreach to both students and faculty in order to seek feedback on effectiveness of current training and documentation.

III.C.1.c The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

With Chancellor's Office TTIP funding through 2002 and discretionary funding since then, the college has continued to follow a "total cost of ownership" model in raising the overall level of its infrastructure reliability, security, and scope.

Self Evaluation

The college is in compliance with this standard. The TAG group meets weekly. All infrastructure upgrade purchases look to latest industry standards, projecting a five- to ten-year lifetime. Open standards are always considered for lower cost and easier support. The following is a list of several recent technology infrastructure upgrades/improvements:

- Implemented integrated database system with Web access.

- Replaced CampusCruiser courseware with more functional Blackboard based on faculty and student evaluations.

- Upgraded routers, servers, line capacity, and main Internet connection with available funds.

- Provided dedicated Internet access for dorms, to avoid contention with college production network.

- Datatel cumulative patches and bug fixes are applied at least monthly; and major Datatel version upgrades, including accompanying hardware upgrades, are scheduled within vendor's recommended timeframes.

Planning Agenda

Recent surveys have noted the following requested infrastructure improvements, which will be further discussed and refined through collaborative discussions:

- Faster WAN connection to Mendocino Coast campus (to match T-1 level of service to Del Norte and Arcata).

- Provide multiple wireless "hotspots" for student Web access, without compromising the security boundaries of the college's production network.

- Consider centrally funded replacement of obsolete end-user equipment (including both PCs and AV equipment) on a regular schedule of depreciation, rather than on an ad hoc basis.

- Ensure consistent understanding across campuses and sites of the college's methods and policies regarding disposal of old equipment.

III.C.1.d The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary

Ongoing upgrades of classrooms have greatly increased the number of completely AV retrofitted instructional spaces in the past three years. All of IT staff remain involved in upgrade projects on all campus sites.

Self Evaluation

TAG committee seeks to meet this goal on a weekly basis. Campus survey of IT resources currently underway will enhance this process.

Planning Agenda

- Planning for major college infrastructure improvements in the wake of a $40 million bond issuance will need to have a strong technical component.

III.C.2 Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary

All major upgrades in recent years have involved transparent planning processes that included multidepartment representation. The TAG committee actively monitors the fit between technology and institutional needs. A "total cost of ownership" model prioritizes the replacement of oldest and most vulnerable infrastructure components as funding becomes available.

Self Evaluation

The college is in compliance with this standard.

Planning Agenda

- As noted above, the TAG committee and the ITS Department expect to play an appropriate role in planning technology infrastructure improvements as part of the wider upgrade of campus facilities resulting from a $40 million bond issue.

III.D Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

III.D.1 The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

Institutional planning is driven by community input, through the use of community listening sessions. These sessions extract input from both the college community and the community at large. The input gathered is reviewed by a college-wide collection of representatives, including Business Services representatives responsible for financial planning, and is collectively known as the Integrated Planning Committee (IPC). This committee is charged with developing a set of broad, strategic drivers for the college. The drivers are identified after a thorough review of the college's mission statement, student demographic and performance data, and regional data, both demographic and economic. These drivers are used to guide the annual operational planning process for the college and are the components that form the Strategic Plan. Senior Staff is responsible for engaging departments in consideration of the identified Strategic Drivers and implementing the Strategic Plan. The implementation of the plan creates an annual operational plan with the required resources, financial and otherwise.

Self Evaluation

Financial planning is integrated with institutional planning through the involvement of Business Services representatives on the IPC. The Office of Business Services relies upon the College's Philosophy Statement, Mission Statement, Strategic Plan, Facilities and Scheduled Maintenance Plans, and Board actions as its financial planning documents during its budget development process (REF: III-01 – III-04).

Planning Agenda

None.

III.D.1.b Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary

The Budget Assumption/Budget Simulation process is the primary method employed by the college that demonstrates compliance with this standard. All work to assess financial resource availability, reflect expenditure requirements, and show the development of financial resources/partnerships is compiled and documented as budget assumptions during the development of each college budget simulation. Three to five simulations are performed annually (depending on need). [Please see the discussion on the college's budget calendar in Standard III D 1 (d).]

Development of this documentation originates with the Financial Advisory Committee. When completed and approved, the budget assumptions are submitted and approved by Senior Staff, College Council, and the Board of Trustees.

The college projects all sources of known revenues (for which there is reasonable confidence) and reflects all known expenditure requirements (based on operational plans) in increasing detail and refinement for each successive simulation.

Financial planning and budget revisions continue throughout the year with one major update occurring in February or March.

Self Evaluation

This process has been in effect since before the last accreditation self study and has produced consistently reliable financial plans.

Planning Agenda

- The college does not currently have a dedicated grant-writing team. Nonetheless, substantial resource development has occurred. However, further efforts in this area could produce significant additonal resources.

III.D.1.c When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Descriptive Summary

The college has a budget development process in place that provides for participation by employees from all areas. This process takes place over approximately a twelve-month period and culminates with the adoption of a new annual budget by its Board of Trustees. The Board of Trustees has established a goal of maintaining a minimum reserve of six percent. Monthly Financial Reports are provided to the Board of Trustees; these reports reflect performance comparisons of revenues and expenditures to date, comparison to the established budget, and reserve balances. The Board approves any adjustments to the budget monthly. The college submits funding requests to the state Chancellor's Office for projected needs in the areas of scheduled maintenance and facilities.

Self Evaluation

The college is in compliance with this standard as evidenced by the Annual Budget, Annual Budget Development Calendar, Unfunded Retiree Retirements Health Benefits Fund, Scheduled Maintenance Plan, Educational Master Plan, Facilities Master Plan, and Monthly Financial Statements from Board Meetings. The following committees participate in long-range financial planning: Financial Advisory Committee, Senior Staff, and College Council.

Planning Agenda

None.

III.D.1.d The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary

The Board of Trustees adopts a budget calendar at its September meeting each year. The calendar includes both legal time lines and scheduled times when budget input is requested. The following are the major issues and related constituencies:

Budget Assumptions: Committee Members
New Faculty Appointment Requests: Division
New Non-faculty Positions Requests: Cost Center
Equipment and Programming Priorities: Senior Staff
Input for Class Schedule: Division
Major Remodel/Maintenance Requests: Cost Center
Board Meetings for Preliminary/Tentative Final Budget Review/Adoption: All

Although the primary responsibility rests with the constituencies listed, members of the constituent groups seek input from those whom they represent. Budget development begins with the Financial Advisory Committee (chaired by the Vice President, Chief Business Officer) and continues with review by Senior Staff and College Council (both chaired by the President/Superintendent) before going to the Board of Trustees for adoption of the budget.

Self Evaluation

The college follows its budget calendar to a high degree and makes alterations as circumstances dictate.

The general degree of participation has tended to fluctuate with the intensity of interest in specific financial issues occurring from time to time.

Planning Agenda

- With the passage of a $40 million bond measure by the voters of the Redwoods Community College District, substantial new funds will now be available to address facilities and equipment needs.

- The college will need to incorporate additional steps into its annual and long-term planning calendars to accommodate the necessary financial planning.

III.D.2 To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

STANDARD III

III.D.2.a Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary

The culmination of the budget adoption process is a final budget for Board approval in September each year. A booklet is prepared to provide comprehensive disclosure to college constituencies and the community. Among other issues, the booklet addresses these areas: a message from the college President spelling out the plan of operations for the year and how resources will be focused, disclosure of significant revenue and expenditure assumptions, discussion of resources available, and significant trends/issues and their financial implications.

The Board of Trustees contracts for an independent annual financial audit of all funds of the college and the Foundation. Below are auditor's opinions, audit findings, and status of prior year findings from 1999-2004.

Auditors' opinions for the last five years:

2003-04 Unqualified Opinion
2002-03 Unqualified Opinion
2001-02 Unqualified Opinion
2000-01 Unqualified Opinion
1999-00 Qualified for no Fixed Asset presentation only

Audit Findings for the last five years:

2003-04	0	(None noted)
2002-03	0	(None noted)
2001-02	1	(Late bank recons)
2000-01	1	(State compliance - FTES data programming problem)
1999-00	5	(Federal compliance - all Financial Aid)

Status of Prior Year Findings:

All resolved satisfactorily the following year.

Self Evaluation

Both the final budget adoption documentation and the annual financial audits reflect appropriate use of financial resources. Any audit findings are resolved timely and appropriately.

Planning Agenda

- State law requires a separate financial and operational audit of the college's general obligation bond proceeds and expenditures. The college is developing an

expanded set of internal accounting controls and procedures to comply with the related disclosure requirements.

III.D.2.b Appropriate financial information is provided throughout the institution.

Descriptive Summary

With the recent implementation of a new enterprise resource planning system, the college has a full-featured administrative information system that addresses this standard.

The following set of standard reports is prepared by the fiscal services team from the ERP system for distribution as indicated:

CCFS 311	Board/CCCCO	Annually
CCFS 311Q	Board/CCCCO	Quarterly
Financial Report	Board	Monthly
Over-budget Report	Senior Staff	Monthly
YTD Operational Budget	Budget Officers	Monthly

Special reports and analysis are available upon request.

In addition, the ERP system produces detailed budget development reports to those with budget responsibilities during the development cycle and during the fiscal year for monitoring purposes. Any staff member with access to a module in the financial application has access to all inquiry and report features. Data is current as transactions are entered for inquiry purposes, with batch postings occurring daily for report writing purposes.

Specifically, the following inquiry and report writing features are available as needed from any PC setup on the network: online lookup of a budget account (summary and detailed budget and actual), summary/detailed budget reports (showing budget, encumbrances, actual and budget balances), and a full-featured Web-based budget report, which is available for all those with regular access to the system.

Self Evaluation

The college is in full compliance with this standard. Financial information is readily available to all individuals with financial responsibilities and is provided to all others upon request.

Planning Agenda

- The administrative information system is easy to use. Initial training was conducted just before implementation and is available to new users. However, it has now been a few years since the system went live. Some refresher training

has been offered. However, more participation would probably be helpful to keep more staff current and to maintain adopted standards.

III.D.2.c The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

The college participates in a cash reserve program sponsored by CSBA utilizing Tax Revenue Anticipation Notes (TRAN). These one-year notes provide temporary cash to help offset the effects of timing issues concerning cash receipts and disbursements during the fiscal year.

All available cash balances at year end as compared to the annual budget for all funds for the coming year (without TRAN funds) were as follows:

	Cash 6/30	*Next Year Budget*
2003-04	8,661,895	44,976,971
2002-03	10,523,973	45,821,560
2001-02	8,548,859	47,166,824

The college maintained an unrestricted General Fund balance and reserve percentage of unrestricted General Fund expenditures for the years indicated below.

	Expended	*Fund Balance*	*Pct*
2003-04	26,893,833	2,766,945	10%
2002-03	26,805,347	3,295,402	12%
2001-02	25,077,630	4,196,329	17%
2000-01	22,692,625	3,376,192	15%
1999-00	21,509,097	2,161,278	10%

Self Evaluation

The college gets a majority of its funding from state allocations of funds provided in the state budget act for community colleges. State payment schedules generally provide for funds as needed for operations. Late state budgets and large construction projects have been the sole source of cash flow issues the college has had to face. The college has carried large cash reserves; but for extra insurance, TRAN has provided additional funds. The college has been and expects to be reasonably liquid and free of cash flow concerns for the foreseeable future.

State standards call for the college to maintain a reserve percentage above three percent at a minimum, with five percent considered a prudent reserve level. The college

has maintained a reserve percentage substantially above the five percent recommended level. However, with reduced state support in recent years, the college is beginning to use its reserves to maintain current program levels.

Planning Agenda

- The college has had to hold a number of positions vacant in order to slow the rate of reserve usage. Continued diligence will be needed until additional resources become available.

- Advocacy efforts are underway statewide to enhance community college funding and to change the state allocation method. Because the new methodology would mean substantial additional funds to the Redwoods Community College District, the college should support this effort.

III.D.2.d The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary

Annual audits are performed by an independent audit firm. The college Board of Trustees approves all contracts. All cost center managers have access to their budget information and are responsible for monitoring their budgets. Purchase approval process has proper checks and balances in place to prevent over expenditures. College funds are held in the county treasury. CR Foundation investments are overseen and monitored by the CR Foundation Investment Committee and by the CR Foundation Executive Board.

Self Evaluation

College of the Redwoods is in compliance with this standard as evidenced by: Annual Audits, Annual FISAP Report, state MIS Reporting, Chancellor's Office reports, Board Meeting Financial Reports, CR Foundation Board and CR Foundation Investment Committee Meeting minutes, and the CR Foundation Organizational Chart.

Planning Agenda

None.

III.D.2.e All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

STANDARD III

Descriptive Summary

The integrity of financial resource usage is verified by the external auditing of those areas that are involved with the financial resources of the college. External audits of Financial Aid, the College of the Redwoods Foundation, and the Office of Business Services are conducted annually. To ensure that financial resources are used in a manner consistent with the mission and goals of the institution, a number of guidelines are used. Established policies and procedures govern the usage of these resources. Where policies and procedures do not exist, Senior Staff identifies an appropriate principal to oversee and approve the expenditure of the funds.

Department operating funds, known at the college as discretionary funds, are distributed annually to individual administrative units, known as cost centers, during the budget development process. Budget authority for the expenditure of these funds is dispersed from the Office of Business Services to the senior administrative staff. Funds are then allocated to individual cost centers through processes designed and implemented within the senior administrators' areas of responsibility. The expenditure of funds must be authorized by the individual cost center manager and the appropriate member of the senior administrative staff.

External funding received by the college is managed and monitored by individual cost centers under the supervision of the appropriate member of the senior administrative staff. Funding received by auxiliary organizations is subject to regulations stipulated by Board of Trustees Policy No. 204. Investments, gifts and fund-raising events are managed by the College of the Redwoods Foundation, a properly authorized auxiliary of the college. The Foundation is overseen by a Foundation Board composed of members of the college's Board of Trustees, administrative officers, and representatives of the community. The Foundation's Gift Acceptance, Investment, and Spending Policy governs the appropriate management of the funds it receives. Fund-raising efforts by a particular department are subject to Senior Staff review and managed by an identified principal, with the assistance of the Foundation. The identified principal creates and maintains appropriate documentation in support of the fund-raising effort. Monies received are deposited into appropriate cost accounts and dispersed subject to the identified principal's signature.

Grants applied for and received by the college are subject to Senior Staff review. Grant funds are administered by the identified principal investigator under the direction of the appropriate vice president or campus vice president. Student financial aid funds are managed by the Director of Financial Aid under the direction of the Vice President, Chief Business Officer. The management of Financial Aid is subject to the written procedures and policies used by the department. These procedures and policies are modeled after federal and state published guidelines. Contracts are monitored by the Office of Business Services, following clearly established guidelines and procedures.

Self Evaluation

Financial documents, including budget and audit reports, reflect appropriate use of financial resources in a manner consistent with the mission and goals of the institution. Auxiliary operations and fund-raising efforts are conducted with integrity and are consistent with the mission and goals of the college. Contractual agreements with external entities are governed by appropriate institutional policies and contain appropriate provisions to maintain the integrity of the institution (REF: III-05 – III-09).

Planning Agenda

None.

III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary

The Board of Trustees approves all contracts valued in excess of 50 percent of the state bid limit; 50 percent is currently approximately $30,000. The appropriate senior staff member reviews all contracts prior to presentation to the Board of Trustees. The college's legal counsel is consulted to address any legal concerns. All potential contracts are reviewed, to ensure compliance with college policies and administrative regulations, by the Vice President, Chief Business Officer. The college annual audit is performed, as are periodic reporting and performance reviews of contractual agreements, to ensure adherence to contracts and compliance with generally accepted accounting procedures.

Self Evaluation

College of the Redwoods is in compliance with this standard as evidenced by minutes from Senior Staff and Board meetings, annual audits, performance reviews, and periodic reports.

Planning Agenda

None.

III.D.2.g The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Descriptive Summary

A formal program review process for the college's Business Services programs was instituted in 2002-03, with one-third of the programs being reviewed every year. The programs associated with supporting the financial management processes will be reviewed for the first time in 2004-05.

In conjunction with annual independent financial audits, the audit committee of the Board meets with the auditor to discuss the audit results and to receive recommendations for improvements to the accounting and financial management systems.

Self Evaluation

By the time of the accreditation visit, the first formal review of the programs supporting the financial management process will have been completed.

An independent analysis is performed in conjuction with a financial audit and discussed with a committee of the Board and senior management annually.

Information obtained from these two activities is used as a basis for continual improvement in compliance with this standard.

Planning Agenda

- A review only of the programs supporting the financial management process may be somewhat limited in scope. Consideration could be given to expand the review to include all elements of the fiscal management process, including managers and the shared governance process.

III.D.3 The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

Internal monitoring processes are regularly conducted, and an external audit of the college’s finances is conducted annually (REF: III-05). Audit reports are reviewed and accepted by the Board of Trustees on the recommendation of its Audit Committee, and recommendations from these audit reports are implemented on a timely basis. Budget line items completed reflect effective use of financial resources. The college also uses “community listening sessions” as a means to evaluate the effective use of its financial resources (REF: III-04).

Self Evaluation

The college assesses its effective use of financial resources through the development and review of financial documents such as budget and audit reports. The college responds in a comprehensive and timely manner to the findings of external auditors. The results of the community listening sessions are used to develop improved financial resource allocation in the form of new strategic drivers (REF: III-01).

Planning Agenda

None.

Standard IV: Leadership and Governance

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.A Decision-Making Roles and Processes - The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1 Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

IV.A.1 Descriptive Summary

Institutional leaders at College of the Redwoods actively promote an environment that fosters innovation and excellence from the entire college community. In addition to the formal structures and processes discussed below (IV.A.2. and IV.A.3.), leaders at CR engage in and support a wide range of activities in order to promote institutional excellence. President Crabill recently held a number “listening” sessions that included both CR employees and the larger community. President Crabill, Senior Vice President Bobbitt, and the Academic Senate Co-Presidents also met separately with new faculty members in several small, informal meetings to discuss their experiences (positive and negative) thus far at CR. Leaders on campus have also been actively seeking assistance from faculty, staff, and students in identifying barriers to student success.

The continued development and expansion of the Center for Teaching Excellence (CTE) has greatly improved the level of support available for faculty seeking to improve their classes and programs. CTE sponsors a series of teaching-related workshops, provides assistance to faculty integrating technology in the classroom, and offers a work space for faculty. In particular, CTE has dramatically improved the inclusion of associate (part-time) faculty in the campus community.

The Projects for Learning Enhancement (PLE) Committee of the Academic Senate is yet another way that the institution promotes innovation from staff, faculty, and administrators. The PLE Committee accepts grant proposals for projects with the goal of enhancing learning excellence throughout the college. This year the PLE Committee allocated nearly $180,000 to 29 diverse projects. The PLE Committee has the strong

support of administrative and faculty leaders on campus, as demonstrated by the financial commitment to this committee and the projects it funds.

IV.A.1 Self Evaluation

Based on the evidence described above, College of the Redwoods is in compliance with this standard. Furthermore, an overwhelming majority of faculty surveyed "agree" or "strongly agree" that CR is in compliance (REF: IV-01). Student leaders surveyed also agreed that CR is in compliance (REF: IV-02).

IV.A.1 Planning Agenda

None.

IV.A.2 The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2.a Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

IV.A.2.a Descriptive Summary

College of the Redwoods is formally committed to a process of shared governance and facilitates this through a number of organizations and processes (REF: IV-03).

Written policy outlining procedures for faculty, staff, administrator, and student participation in institutional policymaking is outlined in several publications including: Board Policy; the college catalog; the *Faculty Handbook*; and the Collective Bargaining Agreement.

The Academic Senate serves as the primary mechanism through which faculty participate in institutional decision making. Each academic division is represented by one Senator for every six full-time faculty positions in that division, with each division having at least one Senator. For the purposes of Senate representation, the Mendocino and Del Norte Campuses and the Eureka Campus nonteaching faculty are each considered divisions. Associate (part-time) faculty also elect two Senators. The Senior Vice President for Academic Affairs serves as an ex officio, nonvoting member of the Senate. The Board of Trustees recognizes the Academic Senate in order to ensure that the faculty have a formal and effective procedure for participating in the development

and implementation of college policies regarding academic and professional matters (REF: IV-03; IV-04).

Furthermore, the Board has delegated authority and responsibility to the Academic Senate for making recommendations in the following areas: curriculum, degree and certificate requirements, grading policies, standards or policies regarding student preparation or success, faculty qualifications, decisions to offer tenure, and policies for faculty professional development activities (REF: IV-03; IV-04). The Board of Trustees and the Academic Senate work together based on mutual agreement in the following areas: educational program development, college governance structures (as related to faculty roles), faculty roles and involvement in accreditation processes, processes for program review, processes for institutional planning and budget development, and other academic and professional matters mutually agreed upon. The Bylaws of the Academic Senate create and define the duties of the following committees:

Academic Standards and Policies Committee
Curriculum Committee
Faculty Development Committee
Faculty Qualifications Committee
CRFO/Academic Senate Liaison Committee
Professional Relations Committee
Projects for Learning Enhancement Committee
Tenure Review Committee
Associate Faculty Committee
Multicultural and Diversity Committee

The Bylaws of the Academic Senate also provide for additional avenues for faculty voice by authorizing the Senate Co-Presidents to appoint faculty representatives to college-wide committees, to represent the faculty at Board of Trustee meetings, and to maintain regular communication with the President and Vice President.

Faculty and administrators are also able communicate and collaborate through the organization structure within Academic Affairs. As the result of a recent restructuring, faculty are now organized into seven academic divisions: Arts, Languages, and Social Sciences; Business and Technology; Humanities and Communications; Math, Science, and Engineering; Nursing and Health Occupations; Athletics and Physical Education; and Public Safety Programs. Each division is supervised by an administrative Division Chair, Director, or Coordinator. Internally, the larger divisions are organized into departments, each coordinated by a faculty Department Chair. This relatively decentralized organizational structure allows for a great deal of interaction between faculty and administrators (with Department and Division Chairs serving as intermediaries) and provides yet another route by which faculty are able to bring forth ideas to those involved directly in policymaking.

Faculty, administrators, and staff also work in cooperation on a number of college-wide bodies, including, but not limited to:

College Council
Senior Staff
Administrative Team
Combined Cabinet
Program Review Committee
Financial Advisory Committee
Learning Resource Advisory Committee
Safety Committee
Staff Diversity and Gender Equity Advisory Committee
Education Advisory Committees

Students participate in institutional decision-making processes through the Associated Students of College of the Redwoods (ASCR) and its elected officers. There is also a student representative on the Board of Trustees and student representation on College Council.

IV.A.2.a Self Evaluation

Overall, College of the Redwoods is in compliance with this standard, but there are some areas in need of improvement.

While it seems clear that faculty and administrators at CR "have a substantive and clearly defined role in institutional governance" and that students and staff "also have established mechanisms or organizations for providing input," there is some problem with the degree to which written college policies are made easily accessible. The majority of those surveyed (faculty and students) agreed that CR complies with this standard (REF: IV-01); however, a significant number of faculty "disagree" or "strongly disagree" that CR has a written policy that is clear and/or readily available. A similar number had "no opinion" regarding College of the Redwood's compliance with this component of the standard (REF: IV-01). It is likely that some of this disagreement stems from the fact that, while policies regarding faculty, administrator, staff, and student participation are written and available, such policies are found in multiple publications (as outlined above), making accessibility an issue.

Additionally, some policies themselves are outdated. For example, the Policy Development Committee has been replaced by College Council, but Board Policy has not yet been changed to reflect this.

Perhaps most significant, some committees have been inactive and/or less effective than should be the case. The Program Review Committee was dormant for some time and has only recently begun to become an active committee once again. The Financial Advisory Committee is active, but meetings tend to be more informational than deliberative or discussion based, as most budget decisions occur prior to the meetings.

Indeed, several faculty members indicated agreement regarding the institution's compliance with this standard in general, but, in the "additional comments" portion of the survey specifically identified the budgeting process as an area in which faculty do not presently have adequate input.

IV.A.2.a Planning Agenda

- The Program Review Committee should continue to develop the process and evaluation methods to be utilized and to determine the rotation of programs being reviewed.

- The Financial Advisory Committee should take a more active role in budgeting decisions. Individual members of the Financial Advisory Committee need to be more active in communicating budget matters to their respective constituencies. Overall, more faculty participation in the budgeting process is needed.

- Revise outdated Board Policies in order to reflect current practices.

- Make written policies more accessible to all faculty, administrators, staff, and students. A single handbook containing the information necessary for effective participation in decision-making processes should be published.

IV.A.2.b The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

IV.A.2.b Descriptive Summary

The Constitution of the Academic Senate recognizes that fulfilling the mission of the college is a collaborative responsibility of faculty, administration, classified staff, and the Board of Trustees. Specifically, the Bylaws of the Academic Senate designate the Curriculum Committee as primarily responsible for the development and continual improvement of educational programs and curriculum. In addition, the Academic Standards and Policies Committee is charged with developing, promoting, and maintaining policies that encourage high standards of academic excellence and skills proficiency, quality counseling and advising for students, diagnostic skills testing, developmental instruction, and long-range curriculum planning responsive to present and anticipated student needs. Both committees meet and report to the Academic Senate regularly.

IV.A.2.b Self Evaluation

College of the Redwoods is in compliance with this standard. The Academic Senate, Curriculum Committee, and Academic Standards and Policies Committee have all taken lead roles in this area. An overwhelming majority of faculty surveyed agree that CR is in

compliance with this standard (REF: IV-01). Student leaders surveyed unanimously agree that CR complies with this standard (REF: IV-02).

IV.A.2.b Planning Agenda

- The college needs to implement a system for evaluating learning programs and services.

- The college needs collect data on student learning outcomes.

IV.A.3 Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

IV.A.3 Descriptive Summary

College of the Redwoods recognizes the mutual dependence of each of the institution's constituencies in pursuing the good of the institution (REF: IV-03; IV-04). As outlined above (IV.A.2.a), administrators, faculty, staff, and students work together through a variety of structures and processes, including, but not limited to:

College Council
Program Review Committee
Financial Advisory Committee
Learning Resource Advisory Committee
Safety Committee
Staff Diversity and Gender Equity Advisory Committee
Education Advisory Committees

Each member of these committees, whether administrator, faculty, classified staff, or student has input into college policies/regulations. These multiconstituency committees and councils facilitate discussion among all the campus community.

IV.A.3 Self Evaluation

College of the redwoods is in compliance with this standard. An overwhelming majority of faculty surveyed agree that CR is in compliance with this standard (REF: IV-01). Student leaders also agree that CR complies (REF: IV-02).

IV.A.3 Planning Agenda

- Expand membership of some committees to include representatives from more groups/constituencies in order to ensure that committee membership reflects the institution's commitment to shared governance.

IV.A.4 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

IV.A.4 Descriptive Summary

The college has been a member of the Western Association of Schools and Colleges since 1967. The college believes strongly in the concept of voluntary accreditation and has always taken its membership in WASC very seriously. The faculty, staff, and administration of the college are committed to maintaining a relationship with the Accrediting Commission that is based on honesty, integrity, and compliance with all Commission standards, policies, guidelines, and public disclosure and self-study requirements

IV.A.4 Self Evaluation

College of the Redwoods is in compliance with this standard. The college demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines; Commission requirements for public disclosure, self study, and other reports; team visits; and prior approval of substantive changes. The college responds expeditiously to recommendation made by the commission.

IV.A.4 Planning Agenda

None.

IV.A.5 The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

IV.A.5 Descriptive Summary

College of the Redwoods regularly evaluates the institution's governance structures. The Academic Affairs unit of the college was recently reorganized (and decentralized) after a lengthy discussion/deliberation. The Academic Senate has appointed three ad hoc bylaws committees over the past four years to evaluate decision-making structures and process related to the jurisdiction of the Senate and Senate committees. Each of these ad hoc committees made recommended changes to the Senate bylaws subsequently adopted by the Academic Senate.

IV.A.5 Self Evaluation

The college is in partial compliance with this standard. While structures and process are regularly evaluated, this process has not been conducted systematically, nor in a way that is widely communicated and/or used as a basis for systematic improvement.

IV.A.5 Planning Agenda

- Implement a regular/periodic method for evaluating governance and decision-making structures and processes.

- Take steps to broaden participation from multiple constituencies in this evaluation process.

IV.B Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1 The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IV.B.1.a The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

IV.B.1.a Descriptive Summary

The Redwoods Community College District Board of Trustees members are elected by their constituent K-12 districts. They hold monthly meetings and adhere to the requirements of the Brown Act. The Board participates in finalizing the Strategic Plan every three years. They act on all policies and review all regulations. They approve the annual budget and review the budget monthly. While the Board members are responsive to their constituent groups, they also support aggregate decisions made by the Board.

IV.B.1.a Self Evaluation

College of the Redwoods complies with this standard. Minutes for all Board meetings are on file. The Strategic Plan and the Board Policies are available on the college's Web site. Dates of changes and revisions to policies are noted at the end of each Board policy.

IV.B.1.a Planning Agenda

None.

IV.B.1.b The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

IV.B.1.b Descriptive Summary

The Board of Trustees reviews and revises the college mission statement every three years as part of the strategic planning process. They review, add, update, and delete policies as necessary.

IV.B.1.b Self Evaluation

College of the Redwoods is in compliance with this standard.

IV.B.1.b Planning Agenda

None.

IV.B.1.c The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

IV.B.1.c Descriptive Summary

The Board of Trustees has commissioned a 15-year Educational Master Plan. This plan will focus on the long-term educational direction the college plans to pursue. The Board reviews and rewrites the Strategic Plan every three years. The Board considers the financial impact of activities identified in the strategic plan when prioritizing activities for the year. The Board approves the budget, reviews the budget monthly and accepts the annual audit to ensure financial integrity. The Board utilizes counsel when necessary to clarify legal matters facing the college.

IV.B.1.c Self Evaluation

College of the Redwoods is in compliance with this standard.

IV.B.1.c Planning Agenda

None.

IV.B.1.d The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

IV.B.1.d Descriptive Summary

The Redwoods Community College District Board Policies and Bylaws are available to the public in print by request or from the College of the Redwoods Web site. Copies of the Strategic Plan and all meeting minutes are also available.

IV.B.1.d Self Evaluation

College of the Redwoods is in compliance with this standard.

IV.B.1.d Planning Agenda

None.

IV.B.1.e The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

IV.B.1.e Descriptive Summary

Under the Board's direction college staff are evaluating, revising, and updating policies and practices. This is a two-to-three-year project. College Council reviews policy changes before they are submitted to the Board for approval.

The college's Strategic Plan is updated every three years. The Mission, Philosophy, and Values Statements are revised as part of the strategic plan revisions. Strategic Plans, mission statement, and policies are available for review.

IV.B.1.e Self Evaluation

College of the Redwoods is in compliance with this standard.

IV.B.1.e Planning Agenda

None.

IV.B.1.f The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

IV.B.1.f Descriptive Summary

The College of the Redwoods Board of Trustees members serve staggered four-year terms. New Trustees are funded to attend training for new trustees. Rotating members attend meetings of statewide organizations of Community College Trustees and report back to the whole Board. Board retreats are held twice annually. These provide the Board with development opportunities and inform the Board members of new activities in the college. The Board is also developing a more specific orientation program for new members.

IV.B.1.f Self Evaluation

College of the Redwoods is in compliance with this standard.

IV.B.1.f Planning Agenda

None.

IV.B.1.g The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

IV.B.1.g Descriptive Summary

The current College of the Redwoods Board of Trustees Bylaws and Policies do not include a self-evaluation process. However, the bylaws are being revised; and by September 2005 they should include a Board self-evaluation process.

IV.B.1.g Self Evaluation

This is an area that needs to be improved, as the college is not in compliance. There is no current protocol for a Board self-evaluation process.

IV.B.1.g Planning Agenda

- The college's Board of Trustees is developing a process for self evaluation.

IV.B.1.h The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

IV.B.1.h Descriptive Summary

The CR Board of Trustees Code of Ethics appears in Bylaw 3, Section 5. The bylaws include a procedure to remove Board members for lack of attendance and for moving out of their service area, but they currently do not address violations of the Code of Ethics. This omission is being corrected and should be in place by September 2005.

IV.B.1.h Self Evaluation

College of the Redwoods is in partial compliance with this standard. While the college has a written code of ethics for the Board of Trustees, the policy does not have a clear procedure to deal with violations of the code.

IV.B.1.h Planning Agenda

- The Board of Trustees should develop a clear procedure to deal with breaches of its code of ethics.

IV.B.1.i The governing board is informed about and involved in the accreditation process.

IV.B.1.i Descriptive Summary

The Accreditation Self-Study was a major discussion topic during the September 2004 Board of Trustees retreat. The Board will be given periodic updates during the self-study process. They will approve the final self-study report before it is submitted. The Board will participate in the Accreditation site visit.

IV.B.1.i Self Evaluation

College of the Redwoods is in compliance with this standard. Board minutes reflect aforementioned accreditation discussions.

IV.B.1.i Planning Agenda

None.

IV.B.1.j The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

IV.B.1.j Descriptive Summary

The College of the Redwoods has a very clear policy (Board Policy 302) that describes the hiring process for the college's president/superintendent. The Board Policy 328 clarifies the evaluation procedure for administrators (REF: IV-03).

IV.B.1.j Self Evaluation

College of the Redwoods is in compliance with this standard. Board Policy is available for review.

IV.B.1.j Planning Agenda

None.

IV.B.1.k In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

This section of Standard IV is not applicable to College of the Redwoods.

IV.B.2 The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV.B.2.a The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

IV.B.2.a Descriptive Summary

The president oversaw a thorough and open governance review to restructure the academic affairs and student services divisions. The Academic Senate and the faculty union were involved in both revisions. The creation of the college's divisions and programs was an organic process. College-wide meetings were held to determine how divisions should be structured and how they should be administered. The administrative structure at College of the Redwoods is similar to comparable institutions.

IV.B.2.a Self Evaluation

College of the Redwoods is in compliance with this standard. Notes from college-wide discussions are on file.

IV.B.2.a Planning Agenda

None.

IV.B.2.b The president guides institutional improvement of the teaching and learning environment by the following: establishing a collegial process that sets values, goals, and priorities; ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and establishing procedures to evaluate overall institutional planning and implementation efforts.

IV.B.2.b Descriptive Summary

The college has a five-year strategic plan that is reviewed annually. The plan is developed after college-wide community and campus "listening sessions" where the college President asks for direction from all constituent groups.

The college has developed a faculty hiring prioritization process that reflects the college's goals into the future.

The President has established a faculty-run Center for Teaching Excellence to provide faculty development opportunities. Additional funds from what was the Partnership for Excellence Committee (and now is the Projects for Learning Enhancement Committee, funded from the general fund) were given to the Academic Senate to allocate to further college goals and priorities.

Institutional research is an area of weakness at College of the Redwoods. Most of the institutional research that is done meets state reporting requirements but does not support institutional introspection. The college's Strategic Plan is based primarily on anecdotal evidence. The college is currently developing a 15-year Educational Master Plan based on external and internal research and recently took steps to remedy the lack of existing empirical data by contracting with Chuck McIntyre of Computer-Aided Planning to conduct a "Planning Assistance Study" for the college. The final report consisted of three papers that addressed external conditions, college service, and planning implications. This study has provided the college with empirical data previously lacking in institutional planning (REF: IV-05).

The college relies primarily on external yardsticks to measure our success. We have an increase in the number of programs accredited by outside agencies. We determine success in some programs based on state Board examination pass rates and licenses or credentials issued.

The college uses the Strategic Plan as the basis to allocate funds to high priority programs and services. The Projects for Learning Enhancement (formerly Partnership

for Excellence) funds identify specific indicators of student's success and learning outcomes as the basis for funding proposals.

In collaboration with the Academic Senate funds have been allocated to the Center for Teaching Excellence to assist all faculty in developing strategies to clarify and reach student learning outcomes. There is also a New Faculty Mentoring Program that provides in-depth orientation and education to all new tenure-track faculty.

In its commitment to ensuring positive student learning outcomes, the college has made a significant commitment to student success by implementing a program to serve underprepared students. Faculty throughout the college were consulted to determine appropriate courses for students based on their assessment scores. Student Learning Support Services redesigned their intake process to provide directive and intrusive advising to under prepared students.

The college's managers meet annually to establish an annual institutional activity plan for the year, which is reviewed in January. The Board of Trustees redrafts the plan each April. The plan includes what the college plans to do in the upcoming year, who is responsible for each task, when each task should be completed, and what resources will be required to complete the task. The college is committed to linking the budget to institutional planning and implementation efforts.

IV.B.2.b Self Evaluation

Overall, College of the Redwoods is in compliance with this standard, with a need to improve in the area of institutional research

IV.B.2.b Planning Agenda

- The college needs to improve the collection, availability, analysis of, and reliance on high quality institutional research.

IV.B.2.c The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

IV.B.2.c Descriptive Summary

The College of the Redwoods Board of Trustees evaluates the President annually. Implementation of statutes, regulations and policies is part of the evaluation process. The annual audit also assesses the college's adherence to statutes and regulations. The lack of grievances indicates that the Board perceives that the President's is fulfilling her obligations. The audit report also supports the President's implementation of legal processes.

College of the Redwoods makes appropriate use of legal counsel when there are questions or concerns about statutes and regulations.

The President presides over the College Council, which includes faculty, classified staff, managers, and students. The College Council reviews and endorses new policies, policy revisions, and elimination of out-dated policies before they are submitted to the Board.

The President and the Board of Trustees use the college's Mission Statement to determine the direction the college will take during each year. The Mission Statement is reviewed and updated as part of the three-year strategic planning process. The President and the Board reference the Mission Statement when they consider decisions that affect the future of the college.

IV.B.2.c Self Evaluation

College of the Redwoods is in compliance with this standard.

IV.B.2.c Planning Agenda

None.

IV.B.2.d The president effectively controls budget and expenditures.

IV.B.2.d Descriptive Summary

College of the Redwoods annual audit confirms that the President effectively controls the budget. The fact that, in this severe budget crisis, the college still has a budget reserve confirms good fiscal management. Indeed, College of the Redwoods has been able to weather California's current fiscal climate much better that many other community colleges in the state. Sound financial decisions have allowed College of the Redwoods to continue to fill vacated faculty positions, fund faculty development (including travel to conferences), and provide for faculty-controlled grant funds (through the Projects for Learning Enhancement Committee). The President is involved in the budget-development process from conception to finalization by the Board.

The college now has a software system that includes fiscal control on budgets. This prevents some overspending within budgets. The college also has very clearly stated levels of approval for administrators.

IV.B.2.d Self Evaluation

College of the Redwoods is in compliance with this standard.

IV.B.2.d Planning Agenda

None.

IV.B.2.e The president works and communicates effectively with the communities served by the institution.

IV.B.2.e Descriptive Summary

The College of the Redwoods President is highly involved in the community. She serves on six community Boards, chairing one of them. She writes a regular column for the local newspaper and appears regularly on local radio.

The President lives in the college district and is present at community events. She also hosts state and federal elected officials. Additionally she has developed strong working relationships with the President of our local state university and the Superintendent of Public Instruction at the County Office of Education.

The President published a report when the last strategic plan was developed and will publish another to share the new strategic plan with the community. In the process of developing the strategic plans, the President held community listening sessions throughout the college.

The college's media coverage, especially in newspapers, has increased significantly in the past several years. The college's Marketing and Communications Department has won state, regional, and national awards for their graphic design work. The college Web site (www.redwoods.edu) has been updated and redesigned.

The President visits the campuses in Crescent City and Fort Bragg each month and holds staff and faculty meetings there. She attends all fund-raisers throughout the area and serves on the endowment boards.

IV.B.2.e Self Evaluation

College of the Redwoods is in compliance with this standard.

IV.B.2.e Planning Agenda

None.

IV.3 In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and

responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

This section of Standard IV is not applicable to College of the Redwoods.

A LIST OF EVIDENCE AVAILABLE IN THE TEAM ROOM

Standard I Evidence List

IA-01 Board Policy 101, "Statement of Philosophy"
IA-02 Board Policy 1200, "District Mission"
IA-03 "Statement of Values"
IA-04 *College of the Redwoods Catalog 2004-2005*
IA-05 *College of the Redwoods Community and Economic Development: Not-for-Credit Courses for the Community, Spring 2005*
IA-06 *Redwoods Community College District Strategic Plan, 2004-2007*
IB-07 *The Underprepared: Research, Recommendations, and Road Map for Promoting the Academic Success of Underprepared Students at College of the Redwoods*
IB-08 "Systemic Barriers to Student learning, 2003-2005"
IB-09 "College and Academic Senate Committees." *Faculty Handbook, 2004-2005*
IB-10 *Scan of External Conditions*
IB-11 *District Service Evaluation*
IB-12 *Planning Implications*
IB-13 *Presentation to the Board*
IB-14 Listening Session notes and list of participants
IB-15 *Clipping News,* 2004-2005
IB-16 Title III Grant Proposal
IB-17 Community College Survey of Student Engagement

Standard II.A Evidence List

IIA-01 List of Recommended/Restricted courses for developmental students
IIA-02 "Basic Skills Analysis," Fall 2004
IIA-03 Articulation agreements with local high schools
IIA-04 *Clipping News*, 2004-2005
IIA-05 Distance Education Course Curriculum Proposal Form
IIA-06 *College of the Redwoods Distance Learning Program: A Proposal*
IIA-07 "General Education Student Learning Outcomes"
IIA-08 Sample Curriculum Proposal Form
IIA-09 Board Policy 903, "Educational Program Advisory Committees"
IIA-10 Board Policy 120, "Associate Degree Requirements"
IIA-11 Faculty Evaluation Forms, F-2, F-3, F-4, F-5
IIA-12 "Faculty Evaluation and Tenure," *Collective Bargaining Agreement*, Article XI
IIA-13 Faculty Response to Standard II.A.2.d
IIA-14 Student Response to Standard II.A.2.d
IIA-15 Board Policy 122, "Program Review"
IIA-16 Accreditation reports for occupational programs
IIA-17 *District Service Evaluation*
IIA-18 Board Policy 526, "Credit By Examination"
IIA-19 Board Policy 508, "Acceptance of Transfer Credit"
IIA-20 *College of the Redwoods Catalog 2004-2005*

IIA-21 “General Education Guidelines,” Senate Resolution 4/18/97
IIA-22 “Syllabuses,” *Faculty Handbook 2004-2005*
IIA-23 Board Policy 505, “Student Code of Conduct,” 4/05
IIA-24 “Academic Freedom,” *Faculty Handbook 2004-2005*

Standard II.B Evidence List

IIB-01 *An Alternative Approach to Providing Counseling and Advising Services at the Eureka Campus, 2002*
IIB-02 Student Learning Support Services Organizational Chart
IIB-03 Strategic Initiative for the SLSS Division, 2004-2005
IIB-04 *College of the Redwoods Catalog, 2004-2005*
IIB-05 Board Policy 326, “Academic Freedom”
IIB-06 Board Policy 505, “Student Code of Conduct”
IIB-07 List of Corrections to Be Made in College Catalog
IIB-08 *The Underprepared: Research, Recommendations, and Road Map for Promoting the Academic Success of Underprepared Students at College of the Redwoods*
IIB-09 *Student Equity Plan 2005*
IIB-10 “Educational Goal by Estimated Home Campus Location, Fall 2003”
IIB-11 “Students Served: Eureka Counseling Center, 2003-2005”
IIB-12 Career Decidedness Survey and results
IIB-13 Accuplacer Validity Study, Fall 2004
IIB-14 Board Policy 506, “Student Records”
IIB-15 Board Policy 814, “Records Management”
IIB-16 Board Policy 515, “Privacy of Students”
IIB-17 Student Satisfaction Survey and results

Standard II.C Evidence List

IIC-01 Board Policy 107, “Supplementary Materials and Services”
IIC-02 NCES-IPED Comparison by FTES
IIC-03 “Collection Development Review Policy and Procedures”
IIC-04 List/description of Library Databases
IIC-05 Consultants Peer Study Comparison
IIC-06 Library Survey
IIC-07 ASC Student Satisfaction Survey
IIC-08 Writing Center Survey
IIC-09 Math Lab Survey

Standard III Evidence List

III-01 Redwoods Community College District Strategic Plan 2004 –2007
III-02 Redwoods Community College District Office of the President Memorandum March 9, 2000
III-03 College of the Redwoods Financial Management Overview Fiscal Year 2002-2003
III-04 College of the Redwoods Community Listening Sessions
RCCD Management Activities 2003-2004
III-05 Annual Financial Audit Report
III-06 Financial Aid policies and procedures on department's shared network storage drive
III-07 College Of The Redwoods Board of Trustees Policies
III-08 College of the Redwoods Foundation Gift Acceptance, Investment and Spending Policy
III-09 Grant Application Proposal form
III-10 General Education Student Learning Outcomes
III-11 College of the Redwoods Course Outline Form
III-12 Redwoods Community College District/College of the Redwoods Faculty Organization Collective Bargaining Agreement, 2004-07.
III-13 Redwoods Community College District/California School Employees Association Agreement
III-14 College of the Redwoods Student Equity Plan 2005
III-15 Academic Senate Bylaws

Standard IV Evidence List

IV-01 Faculty Survey
IV-02 Student Leaders Survey
IV-03 Board Policy
IV-04 Faculty Handbook
IV-05 Planning Assistance Study (Chuck McIntire, January 2005)