



## **COLLEGE OF THE REDWOODS**

### **MIDTERM REPORT**

*Submitted by:*

College of the Redwoods  
7351 Tompkins Hill Road  
Eureka CA 95501-9300

*Submitted to:*

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

**October 15, 2014**

## Certification

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

**From:** Kathryn G. Smith, President/Superintendent  
College of the Redwoods  
7351 Tompkins Hill Road  
Eureka CA 95501-9300

I certify there was broad participation by the campus community and believe this Midterm Report accurately reflects the nature and substance of this institution.

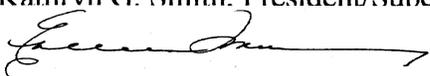
Signatures:



Kathryn G. Smith, President/Superintendent

10-13-14

Date



Dr. Colleen Mullery, President, Board of Trustees

10-13-14

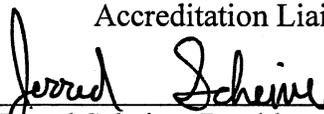
Date



Dr. Angelina Hill, Director of Institutional Effectiveness and  
Accreditation Liaison Officer

10-13-14

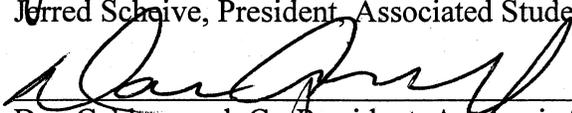
Date



Jerred Scheive, President, Associated Students, College of the Redwoods

10/13/14

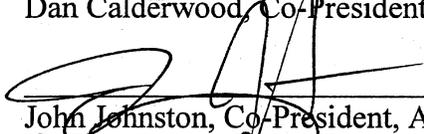
Date



Dan Calderwood, Co-President, Academic Senate

10-13-14

Date



John Johnston, Co-President, Academic Senate

10-13-14

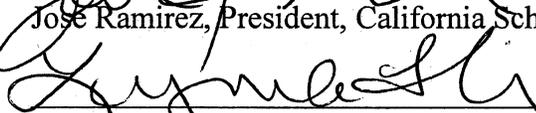
Date



Jose Ramirez, President, California School Employees Association

10-13-14

Date



Lynn Thiesen, President, Management Council

10-13-14

Date

# Table of Contents

Statement of Report Preparation.....	4
Response to Team Recommendations and the Commission Action Letter.....	5
Recommendation #1 – Student Learning Outcomes.....	5
Recommendation #2 – Strategic Planning.....	10
Recommendation #3 – Course Syllabi and Catalog.....	14
Recommendation #4 – Student Records.....	16
Recommendation #5 – Employee Evaluation.....	17
Recommendation #6 – Strategic Hiring Plan.....	19
Recommendation #7 – Professional Development.....	21
Recommendation #8 – Board Actions and Communications; Holding President Accountable.....	23
Recommendation #1 (2008) – Data Analysis.....	30
Response to Self-Identified Issues (formerly Planning Agendas).....	33
Standard I.A – Mission.....	33
Standard I.B – Improving Institutional Effectiveness.....	33
Standard II.A – Instructional Programs.....	37
Standard II.B – Student Support Services.....	43
Standard II.C – Library and Learning Support Services.....	45
Standard III.A – Human Resources.....	46
Standard III.B – Physical Resources.....	47
Standard III.C – Technology Resources.....	48
Standard III.D – Financial Resources.....	49
Standard IV.A – Decision-making Roles and Processes.....	50
Standard IV.B – Board and Administrative Organization.....	52
Update on Standard III.D – Financial Resources.....	54
Evidence Links.....	73

## **Statement of Report Preparation**

The preparation of this report was led by the President/Superintendent and the Executive Cabinet, made up of the following members:

- President/Superintendent Kathryn G. Smith
- Vice-President for Instruction and Student Development Dr. Keith Snow-Flamer
- Vice-President for Administrative Services Lee Lindsey
- Director of Human Resources Ahn Fielding
- Director of Institutional Effectiveness and Accreditation Liaison Officer Dr. Angelina Hill.

The Cabinet members enlisted the input and contribution from the planning and functional committees that could best address the recommendations and self-identified issues. Committee members from all constituent groups provided input, feedback and evidence to ensure accuracy of the document and to confirm that the practices fully meet ACCJC Accreditation Standards, Eligibility Requirements, and Commission Policies.

The draft Midterm Report was broadly distributed district wide in September 2014 and all constituent groups, including classified staff, confidential staff, full-time and associate faculty, managers, administrators and students, were provided the opportunity to review, comment on, and provide input to the final document. The draft Midterm Report was provided to the Board of Trustees for its review in September 2014 and approved at its regularly scheduled board meeting on October 7, 2014.

## Response to Team Recommendations and the Commission Action Letter

### Recommendation #1 – Student Learning Outcomes

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

- (a) In order to meet Standard I.B.1, the team recommends that the college include student learning as one component in assessing institutional effectiveness.*
- (b) In order to meet Standard II.A, the team recommends that the college fully and meaningfully assess all certificate and degree programs using student learning outcomes assessment to improve student learning and ensure that faculty and staff fully engage in the student learning outcomes assessment process. Additionally, the team recommends that the college develop a streamlined process and accountability measures for student learning outcomes assessment.*
- (c) In order to meet Standard II.B.4, the team recommends that the college complete measurable student learning outcomes for all appropriate student services programs, utilize a variety of assessment methods, and use the results to improve the delivery of support services. Analyses of the actual student learning outcomes for student support services should be fully integrated with institutional planning and resource allocations.*

### Introduction

The Accrediting Commission for Community and Junior Colleges (ACCJC) action letter of February 7, 2014 states, “*The College continues to assess student learning and use the results to inform institutional planning and fully meets the associated Standards with Recommendation 1-2011.*”

The follow-up team report summarized the College’s use of student learning in institutional planning as follows, “*Through review of documentation and direct interviews, the team found adequate evidence that the College continues to assess student learning and use the results to inform institutional planning. The College has incorporated user evaluation of the outcomes assessment process to make regular incremental improvements.*”

The team report further noted, “*The College continues to utilize the Institutional Effectiveness Scorecard to monitor the extent to which this student outcome assessment process is utilized uniformly and extensively throughout the College.*”

The College responded to the recommendation by accelerating these earlier efforts and instituting changes to meet the concerns described by the 2011 visiting team. The College also improved adherence to the eligibility requirements and accreditation standards.

## Background

College of the Redwoods (CR) has substantially improved its capacity to evaluate and improve student learning and institutional effectiveness over the past several years, and structures and processes are in place to ensure sustainability. Program review and assessment to improve student learning has been taking place in many areas throughout the College for over six years; however, in recent years the College has put in place structures and processes to ensure that all course, program, and institutional outcomes are assessed at least once every two years.

The quantity and quality of assessments have increased for the past four years. During the academic years 2011-12 and 2012-13, which make up the most recent full two-year assessment cycle, over ninety percent of all offered courses were assessed, over eighty percent of all degree and certificate programs, and all outcomes in student service programs and general education were assessed.

All courses and programs are on track to be assessed in the current two-year cycle. Administrators look to see if all outcomes within the courses and programs in their division are planned to be assessed within a two year cycle, and they track the completion of assessment activity according to planned assessments during each year's program review. A reflection of student learning outcome (SLO) assessment results during program review motivates program planning and resource requests.

The Assessment Coordinator works with the Assessment Committee to facilitate professional development activities related to assessment. Through one-on-one assistance, regular professional training, dialogue sessions during convocation, and flex activities throughout the year, faculty and staff are equipped with the knowledge and skills to conduct assessments effectively, and according to their planned two-year schedule.

## Actions Taken to Resolve Recommendation #1

- Assessment participation has been formally institutionalized as part of the evaluation process for instructional employees and some non-instructional employees. ([#R1-1](#))
- Assessment reporting deadlines have been established for each semester. ([#R1-2](#)) The deadlines were created so that sufficient assessment progress could be documented and reflected upon in program review.
- The College has strengthened and clarified the role, duties, and support for the Assessment Coordinator. The role of an Assessment Committee and Assessment Coordinator has been defined to ensure that assessments are completed, evaluated, and summarized in the fall and future semesters. ([#R1-3](#), [#R1-4](#))
- The Assessment Coordinator worked with Institutional Research (IR) and Information Technology to move recording and reporting assessment data from a labor-intensive, unsustainable 'manual' system to a comprehensive, automated and sustainable system. The software implemented for recording and reporting assessment results includes the ability to flag courses offered in variable modes of instruction. This prompts assessment authors to consider and analyze the comparative educational effectiveness of different instructional modes. It allows the College to determine whether it is using delivery systems and modes that are compatible with the objectives of the curriculum and appropriate to the needs of its Students.

- In response to user evaluations of the assessment software, version 2.0 of the software was made available at the fall 2012 convocation. These improvements include more detailed information on delivery mode. This new version also includes a more standardized reporting format for data on whether students have failed, met, or exceeded the learning outcomes. This allows analytical software to compare learning success across classes and discipline. All of these changes have made the recording, reporting, analysis, and dialogue of assessment data more transparent, effective, and sustainable. ([#R1-5](#))
- The Curriculum Committee continued to work with subject matter experts to refine the course-level SLOs on the course outline of record. The Curriculum Committee now requires subject matter experts to explain how outcomes are assessed and assessed sustainably. ([#R1-6](#))
- The Curriculum Committee improved the course outline of record. Courses qualifying as general education are now required to make more explicit how they meet the general education (GE) learning outcomes. This ensures that degree level outcomes are more assessable. ([#R1-7](#), [#R1-8](#))
- After consultation with the IR Director and the Assessment Coordinator, Technology Services staff has designed the assessment software to prompt assessment authors to “close the loop.” Authors thus report whether the changes suggested by earlier assessments actually led to improved student learning. ([#R1-9](#))
- In fall 2013, an online planning feature was added to the assessment software to make it easier for instructors to plan for the future, and to track the progress towards their plan. The new planning tool displays the last time a course outcome was assessed, and allows faculty to identify the next time the course outcome will be assessed in upcoming semesters. ([#R1-10](#)) This builds on the assessment planning Excel spreadsheets created during fall 2012 convocation. The new planning tool was presented at the fall 2013 convocation, and a work session was provided so that instructors could gain experience using the tool for the upcoming year. The assessment software was also adjusted to report assessment activity for each course outcome as opposed to each course so that progress towards assessing all outcomes in a two-year period can be easily tracked. ([#R1-11](#)) Academic administrators worked with instructors in their divisions during fall 2014 convocation to ensure that course and program learning outcomes were planned to be assessed in the system. ([#R1-12](#))
- In spring 2014, an online mapping feature was added to the assessment software to make it easier for instructors to map learning outcomes in courses to program learning outcomes. The mapping feature is especially helpful for programs to determine which course outcomes to review during a program assessment dialogue session. ([#R1-13](#))
- The 2011-12 Institutional Effectiveness Report includes qualitative assessment themes from a wide variety of courses discussed at the spring 2012 assessment summit. It also includes quantitative data on successful general education degree level outcomes. ([#R1-14](#)) Institutional Effectiveness Reports published in 2012-13 and 2013-14 also include summaries of discoveries from assessment activity. ([#R1-15](#))
- Assessment dialogue sessions were held extensively in spring 2012. Topics discussed included the coordination of efforts in mathematics, English, and Student Development, a review of placement and performance of basic skills students, and the results of a graduate

survey. (#R1-16) The College's spring 2012 Assessment Summit included all-college forums, focused institution-wide dialogue sessions on GE, intra- and cross-disciplinary assessment, and interdisciplinary dialogue forums on how each program or department could best use assessment results for quality improvement. This summit included dialogue sessions for every college degree and certificate program. The College demonstrated depth of its commitment to assessment by suspending many normal office functions and providing compensation for many employees who attended outside normal contract hours. All dialogues from this assessment summit were recorded and archived in the dialogue forum (#R1-17).

- Assessment of degree level general education outcomes continued. The Critical Thinking GE outcome was assessed in the fall 2011 semester and the Global/Cultural Context outcome was assessed in the spring 2012 semester. The Director of Institutional Research (IR) worked with the assessment coordinator to include a broad sampling of courses and disciplines that would yield representative data. Faculty in the sample engaged in dialogue sessions to develop conclusions and identify actions to improve student learning. The third and last GE outcome, Effective Communication, was assessed in summer and fall 2012. (#R1-18)
- Assessment dialogue sessions were also offered to the campus on April 18, 19 and 24, 2013. Sessions were offered on a variety of topics including Institutional Learning Outcomes, the "closing the loop" process, assessing the first-year experience, and basic skills. Some sessions were held more than once to work around teaching schedules. Like the assessment summit held in spring 2012, these dialogue sessions were documented in the assessment forum that can be accessed from the assessment website (#R1-19). Another Institutional Learning Outcome session was offered during the fall 2013 convocation with the goal of finalizing a proposed set of outcomes and assessment measures. (#R1-20)
- In fall 2013, a sustainable process of bringing faculty and staff together to discuss assessment results was put in place. The Assessment Committee solicits from programs discussion topics that emerge from assessment findings. The assessment committee then organizes dialogue sessions to discuss assessment findings and data that are most relevant to the campus. (#R1-21)
- The Student Development Assessment Group (SDAG) was created after the 2012 assessment summit, drawing members from staff, faculty, and management. It provided additional training and support for student service areas assessment, revising the Student Development program review annual updates and assisting Student Development Division employees in 'closing the loop' on assessments. SDAG met several times over the summer 2012 and presented workshops for faculty and staff at the fall 2012 convocation. (#R1-22)
- The Student Development Division has been active in reviewing and revising its SLOs and service area outcomes to make them more specific and measurable. In particular, the Student Development Division has improved its assessment methods and analysis to gain a better understanding of how Student Development activities contribute to student learning. (#R1-23)
- The Program Review Committee and integrated planning process have used the impact on student learning as a tool to allocate resources. These results then flowed through the integrated planning process to decision makers who could allocate the resources. (#R1-24)

Programs such as agriculture and automotive which successfully established the link between learning needs and resource allocations, have been priority for resources. ([#R1-25](#))

### Conclusion

The College of the Redwoods has successfully addressed Recommendation 1 and fully meets Standards I.B.1, II.A.1.b, II.A.1.c, II.A.2.b, II.A.2.f, II.A.2.i, II.B.4, II.C.2, III.D.1, III.D.2.a, and III.D.3.

### Actions Planned for Continuous Quality Improvement

The following improvements are planned to help sustain student learning outcome assessment activities, and to enhance their impact:

- Learning outcome assessment reports will be automatically uploaded to the program review template via a web application. This will allow easier tracking of the extent to which programs are on track with their planned assessment activities. This will also help program review authors more easily review the results and conclusions across their assessments when reflecting on their programs, planning initiatives and requesting resources to support student learning. This improvement is planned to be completed in fall 2015.
- All Institutional Learning Outcomes will be assessed by spring 2016. This will provide baseline data from which to track improvements. It will also provide several venues for institutional dialogue to improve student achievement.
- Assessment deadlines will be reviewed and discussed by the Assessment Committee, Curriculum Committee, Program Review Committee and other constituent groups by spring 2015. Assessment reporting and program review deadlines were recently put in place, and it is uncertain whether or not they effectively meet everyone's needs, or if the majority would benefit from a revised timeline.

## **Recommendation #2 – Strategic Planning**

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

### Introduction

The Accrediting Commission for Community and Junior Colleges (ACCJC) action letter of February 7, 2014 states, “*The College has also followed through on its plans and has incorporated the use of objective data in its planning process and so had addressed Recommendation 2-2011 and fully meets the associated Standards.*”

The follow-up team report summarized the College’s use of student learning in institutional planning as follows, “*Through review of documentation and direct interviews, the team found adequate evidence that the College has followed through on its plans and has incorporated the use of objective data in its planning processes and so has addressed Recommendation 2 and fully meets the associated Standards. The College continues to evaluate the planning and budget process and make changes based on that input.*”

The team report further noted, “*For at least the third time in the planning-and-budgeting cycle, a template was used by the Budget and Planning Committee to rank program review resource requests and document that these requests link to planning agendas developed in each unit’s program review plan.*”

### Background

The College has reviewed and revised the elements of its long-range plans: its mission, vision, Strategic Plan, and Education Master Plan. A commitment was made to implement an integrated and structured approach to planning. That commitment delayed the development of the Education Master Plan until the mission and vision statements were reviewed and updated and the new Strategic Plan was developed. Following the adoption of the new mission and vision statement in 2011-12, the College introduced its revised strategic planning process in fall 2012.

The broad mission and vision statements were translated into specific measurable, actionable strategic planning goals that support educational and institutional effectiveness. The Education Master Plan gives further detail and support for the educational effectiveness goals from the strategic plan.

The College now uses an Annual Institutional Plan to set milestones for measuring progress towards long-range planning goals. The Annual Institutional Plan incorporates themes extracted from the assessment of student learning outcomes to help establish institutional priorities for the year, ensuring that both student achievement data and SLO data are included in the College’s planning structures and processes.

The Planning, Budgeting, and Program Review Manual (PBPR) integrates information that had previously been divided among several sources into one authoritative document. In addition, the College continues to strengthen the integrated planning process by creating an improved version of the Integrated Planning Timeline that is shared with the College each year at convocation. The timeline clearly illustrates what is involved in the integrated planning process, and helps the Institutional Effectiveness Committee (IEC), and faculty and staff keep on track with important next steps and deadlines.

The College has evaluated and improved its existing yearly integrated planning cycle. The Annual Institutional Plan provides clearer guidance on which long-range goals are immediate priorities. The College included more information on SLO assessments in the program review process and requires program review authors to more explicitly link their resource requests to long-range planning goals, annual planning priorities, and data.

The College is promoting ongoing dialogue about institutional effectiveness and continuous improvement. Committees annually evaluate their contribution to institutional effectiveness and identify how they can continuously improve. The results of the committees' self-evaluations are discussed at an annual Institutional Effectiveness Summit (formerly the Planning Summit) hosted by the IEC. The IEC oversees both the planning process, the College's performance on its key performance indicators, and its progress towards long-range and annual-planning goals.

#### Actions Taken to Resolve Recommendation #2

- The ad hoc Strategic Planning Committee chaired by the Interim President/Vice President of Instruction updated the Strategic Plan in 2011-12 following the revision of the College's mission and vision statements. ([#R2-1](#)) The committee conducted an environmental scan of conditions and trends and reviewed data on key performance indicators. The plan was approved by the Board of Trustees in April 2012.
- The ad hoc Education Master Plan (EMP) Committee chaired by the Interim President/Vice President of Instruction updated the EMP in spring and summer 2012. ([#R2-2](#)) The 2012-2017 Strategic and Education Master Plans supports the College's mission by setting measurable, actionable goals for improving educational and institutional effectiveness. The College introduced its revised strategic planning process at a keynote session in the fall 2011 convocation. ([#R2-3](#))
- Administrative Procedure (AP) 3250 Institutional Planning was amended by the College Council in December 2012 to include an annual review of strategic planning by the Institutional Effectiveness Committee. ([#R2-4](#))
- The College uses the Institutional Effectiveness Scorecard to evaluate institutional effectiveness. The IEC worked with Institutional Research to develop the scorecard in 2011-12. The scorecard was improved in the years that followed. In addition to improving some of the indicators, the scorecard clearly distinguished benchmarks that are internal versus external to the College. ([#R2-5](#))
- In spring 2014 the IEC developed institution-set standards for a set of key student achievement indicators. Targets were also developed so that the College could monitor improvement to meet desired institutional goals, as well as ensure that students did not fall below unacceptable levels of performance. The Academic Senate, Expanded Cabinet and the Board of Trustees reviewed them in spring 2014. The standards and targets were

incorporated into the Institutional Effectiveness Scorecard and presented at convocation in fall 2014. ([#R2-6](#))

- Baseline data was collected for each indicator in the 2012-2017 Strategic and Education Master Plans. An interactive webpage was developed to display several years of data for all indicators based on a given planning objective or keyword. ([#R2-7](#)) This database has been shared with the integrated planning committees so that they can easily call up relevant data related to intuitional planning as needed.
- A Planning, Budgeting, and Program Review Manual was created to illustrate the integrated planning process. ([#R2-8](#))
- In August 2012, the college published the first Institutional Effectiveness Report. Since then, two additional Institutional Effectiveness Reports were distributed to the College in August 2013 and August 2014. ([#R2-9](#), [#R2-10](#)) The Institutional Effectiveness Report includes a review of the progress towards completing each of the action plans included in the prior year's Annual Institutional Plan. This review provides an evaluation of the College's effort to fulfill the goals of the Strategic and Education Master Plans. The Institutional Effectiveness Report also contains institutional effectiveness indicators that highlight trends in student achievement resulting from planning progress. The College's planning process is evaluated through a summary of what was learned at the College's Institutional Effectiveness Summit.
- Each year, the President/Superintendent leads the development of an Annual Institutional Plan that identifies specific initiatives and actions the College will prioritize that year. ([#R2-11](#), [#R2-12](#)) The annual planning initiatives derive from the Strategic Plan, the Education Master Plan, the Student Equity Plan, functional plans, assessment results, and the program review executive summary. The Annual Institutional Plan identifies specific actions, a timeline for completing those actions, a measure of successful action, and who is responsible for meeting that measure. Progress towards achieving each action in the Annual Plan are evaluated each semester, and reported to Expanded Cabinet and the Board of Trustees. ([#R2-13](#))
- The College's Integrated Planning Model has been consistently updated to illustrate an increasingly sophisticated integrated planning process. The model depicts the alignment of goals across strategic, functional and program planning. Program plans are formed in program review after careful analysis of data. Resources are requested to support program plans, and resource requests are prioritized through related integrated planning committees. ([#R2-14](#))
- The program review process for 2012-13 was updated based on the Program Review Committee (PRC) self-evaluation and the visiting team report. The revised program Review process includes reporting on assessment and student achievement data ([#R2-15](#)) and reporting progress on previous program goals and resource allocations. This process prompts authors to explain how their program plans are linked to institutional goals and assessment results, and justify resource requests by explaining how they will improve SLOs, service area outcomes, or institutional goals. ([#R2-16](#)) The revised process and templates were presented as part of the August 2012 convocation activities. ([#R2-17](#))
- The Budget Planning Committee (BPC) integrates the ranked lists from each functional committee. It respects the expertise of the each functional planning committee by preserving

the ranking those committees have established. Since 2010-11, the BPC has ranked requests based on how the requests support achievement of institutional goals and reconciled the total volume of requests to funding sources. This ranked and reconciled list is then forwarded to the Executive Cabinet for final review. ([#R2-18](#))

- Integrated Planning Summits were held in spring 2011 and spring 2012. ([#R2-19](#)) The purpose of the summits was to evaluate the effectiveness of the integrated planning process and to develop recommendations to improve the next planning cycle. The summits included chairs and members of the Program Review, Enrollment Management, Budget Planning, Basic Skills, Facilities, Technology, and Small Equipment/Furniture committees. Members of the IEC and committee chairs facilitated the summits, and the IEC incorporated the findings of the summits into the recommendations of the annual Institutional Effectiveness Report. In 2013-14, the IEC changed the name of the summit to the Institutional Effectiveness Summit, which was held in spring 2014 ([#R2-20](#)). The name was broadened to reflect the goal of improving the effectiveness of the institution, which included a focus on planning, but also an intentional focus on evaluating the institution.

### Conclusion

The College has resolved Recommendation #2 and fully meets Standards I.B.1-4, III.A.6, III.B.1.a, III.B.2.a, III.B.2.b, III.C.2, III.D.1.a, III.D.2.g, and III.D.3

### Actions Planned for Continuous Quality Improvement

The following improvements are planned to help sustain continuous quality improvement in institutional planning:

- Actions in plans such as the Student Equity Plan and the Student Success and Support Program Plan, to be carried out in the upcoming year, will be included in the Annual Institutional Plan. By fall 2015, the progress of all actions will be tracked by the IEC so that they are evaluated and reported on consistently across the institution.
- By spring 2015, the IEC will investigate the usefulness of the current planning structure in which the Strategic Plan informs the Education Master Plan. The role and relationship of these plans will be reviewed to determine if planning might be more effective with a single overarching institutional plan, or with re-envisioned roles for the two plans.

### **Recommendation #3 - Course Syllabi and Catalog**

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

#### Introduction

The 2011 visiting team recommended that the College ensure that all syllabi contain student learning outcomes and program learning outcomes. They further recommended that all learning outcomes are made readily accessible to students.

#### Background

The College reviewed its processes and implemented a number of actions to ensure continued compliance with the standards and eligibility requirements. The College first took steps to collect all Student Learning Outcomes (SLOs) and Program Learning Outcomes in one document so that the information was readily available to instructors. Program Learning Outcomes (PLOs) were then forwarded for review and inclusion in the catalog. The 2012-13, 2013-14 and 2014-15 catalogs contain PLOs for all degrees and certificates. ([#R3-1](#))

According to this procedure, faculty are notified in advance of their obligation to submit syllabi that comply with all relevant requirements. New faculty are provided with training on how to meet this obligation. The respective administrator verifies that all faculty have submitted their syllabus using the standard template. Faculty who do not submit compliant syllabi by the deadline are contacted directly by the administrator. In order to ensure 100 percent compliance, the Instructional Council also reviews data on syllabi submissions.

#### Actions Taken to Resolve Recommendation #3

- All course syllabi include a listing of course-level student learning outcomes and a system has been put in place to assure compliance.
- All course syllabi are posted to the College website and are listed by semester, section, and faculty member at the start of every semester. ([#R3-2](#))
- A cover page has been developed and is sent out to all teaching faculty in conjunction with their contract with explicit instructions prior to each semester. ([#R3-3](#))
- Teaching faculty are given a specific date to return their syllabus, and all syllabi are sent to the appropriate Dean or Director. All associate faculty are provided a sample syllabus along with a list of recommended items to be included in the body of their syllabus. ([#R3-4](#))
- The College has adopted procedures to ensure all students receive a syllabus containing expected SLOs and all program-level and institutional-level (GE) outcomes are published in the college catalog.

### Conclusion

The College has successfully addressed Recommendation #3 and fully meets Standard II.A.6 and Eligibility Requirement #10.

### Actions Planned for Continuous Quality Improvement

It is the responsibility of the Dean, Director or Vice President to track incoming syllabi to assure all faculty have submitted their syllabus (with cover form). Any faculty who has not submitted their syllabus by the assigned date will be contacted directly. 100% compliance will be required.

The Vice President of Instruction and Student Development and the Academic Affairs Analyst will ensure that all program-level and institutional-level (GE) outcomes are published in the college catalog.

## **Recommendation #4– Student Records**

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

### Introduction

The 2011 visiting team found that the College had not been able to protect and secure student records and had not fully implemented a new imaging technology which the college maintained would enable it to meet this standard. The visiting team further recommended that the College move deliberately to provide staff with training on the newly acquired document imaging technology and assure that student records are imaged, protected, and secured.

### Background

The College entered into a contract with ViaTRON to image all microfiche student records and migrate those files into Softdocs.

### Actions Taken to Resolve Recommendation #4

- The Admissions and Records staff purged all Class II and Class III documents that had reached their purge date from all student files.
- The College contracted with Sherlock Records Management to image Admissions and Records files for non-current students who had attended in the past eight years. All current admissions records have been imaged and stored. All non-current student records have been archived in a secure, climate-controlled facility and electronic backups are being created.

### Conclusion

The College has successfully addressed Recommendation #4 and fully meets Standard III.B.3.f.

### Actions Planned for Continuous Quality Improvement

For continuous quality improvement, paper records are imaged daily. The staff member scanning the images ensures each image is clear and that the document is titled correctly. Records are stored by the date scanned and are double-checked by another individual. After records are double-checked, they are stored by term in a filing room. Records are purged according to our record retention policy which is compliant with Title 5, Education Code, Family Education Rights and Privacy Act (FERPA) and American Association of Collegiate Registrars and Admissions Officers (AACRAO) standards.

## **Recommendation #5 – Employee Evaluation**

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

### Introduction

The 2011 visiting team noted the cycle and timeline of evaluations did not appear to be consistently applied, and that student learning outcomes were not being adequately assessed as part of evaluations for faculty and those who are directly responsible for student progress toward achieving student learning outcomes.

### Background

At the time of the 2011 team visit, the College did not have systems in place to ensure evaluations were conducted in the timeline consistent with policy. Furthermore, associate faculty evaluations timelines had been changed to take place every 6 semesters: however, this change was not reflected in policy. Finally, student learning outcomes had not been formally implemented into the evaluation process for faculty and those working directly with students.

### Actions Taken to Resolve Recommendation #5

- To meet the requirements of Standard III.A.1.b regarding consistent and timely evaluations, the College established:
  - ❖ A metric in manager and administrator evaluations which holds them accountable for the completion of department/area evaluations. ([#R5-1](#))
  - ❖ Processes and procedures for tracking evaluations, which includes the timely notification to managers of due dates, and informing cabinet of past due evaluations. ([#R5-2](#))
  - ❖ Adjustment to the associate faculty evaluation tracking process to ensure evaluations are conducted every six semesters, and the inclusion of this policy change in the faculty contract.
  - ❖ An annual training for managers on conducting performance evaluations.
  - ❖ Regular individual assistance through Human Resources for managers to complete evaluations.
- To meet the requirements of Standard III.A.1.c, the College established an MOU with the faculty union which included language to include student learning and program learning outcomes as a component in evaluations. Subsequently, a new faculty contract has been ratified and the inclusion of student and program learning outcomes as a component in evaluations is a permanent part of the contract. ([#R5-3](#))
- For those staff working directly with students, evaluation measures have been incorporated into job descriptions to ensure employee responsibility for student learning outcomes. ([#R5-4](#)) Furthermore, managers and coordinators in student support areas have the added

responsibility for the effectiveness of the planning and execution of student and program learning outcomes.

Conclusion

The College has successfully addressed Recommendation #5 and fully meets Standards III.A.1.b and III.A.1.c.

Actions Planned for Continuous Quality Improvement

It is the responsibility of the President/Superintendent and Cabinet to regularly review and ensure managers and administrators are consistent and compliant with evaluation policies and practices. Supervisors who are not compliant with evaluation timelines will have policy violations noted in their own performance evaluations.

## **Recommendation #6: Strategic Hiring Plan**

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

### Introduction

The 2011 visiting team noted the College had not used sufficient resources to recruit underrepresented employees and had not fully analyzed data and trends as needed.

### Background

By November 2012, the College had made significant progress in meeting Standard III.A.4.b, and the ACCJC action letter of February 11, 2013 stated, “...the College has developed its Strategic Equity in Hiring Plan and an Equal Employment Opportunity Plan by analyzing demographic data and outlining action steps based on the analysis. The College has implemented the first element of the plan and has confirmed the schedule for the completion of the remaining elements of implementation.”

By November 2013, the College had appropriately implemented plans to analyze demographic data and address employee equity and diversity. The February 7, 2014 ACCJC action letter stated, “The College has demonstrated, through policies and practices, that it has addressed Recommendation 6 – 2011 and fully meets Standard III.A.4.b...”

### Actions Taken to Resolve Recommendation #6

- The office of Human Resources has established stable staffing to adequately plan, implement, assess, and improve upon systems to address employee equity and diversity.
- A Strategic Hiring Plan was developed in 2012. This plan, originally titled “Strategic Equity in Hiring Plan” and later changed to “Workforce Equity Plan,” was established in consultation with the Multicultural and Diversity Committee. The plan was designed to complement the Student Equity Plan, and established initiatives to help strengthen employee sense of support, understanding of, and sensitivity to diversity issues. ([#R6-1](#))
- An Equal Employment Opportunity (EEO) Plan was also developed in 2012. The Chancellor’s Office requires colleges to have an established plan on file in their office once adopted by the college governing board. The EEO Plan establishes a process to analyze employee demographic data and requires a committee to regularly review and report out on efforts to improve employee equity and diversity. ([#R6-2](#))
- Both plans establish regular diversity assessment, training, and communication with the governing board, CR community, and community at-large.

### Conclusion

The College has successfully addressed Recommendation #6 and fully meets Standard III.A.4.b.

### Actions Planned for Continuous Quality Improvement

It is the responsibility of the EEO Advisory Committee to assess the College’s diversity data (existing employee demographics, as well as applicant demographics) and make recommendations for improvement. Once the recommendations are implemented, the committee

again reviews the diversity data to consider the effectiveness of the recommendations, as well as make additional recommendations for improvement.

## **Recommendation #7: Professional Development**

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

### Introduction

The College historically provided various professional development opportunities to all constituents; however, these offerings were not well coordinated, regularly assessed, or linked to the mission and Strategic Plan.

### Background

By November 2012, the College had made significant progress in meeting Standard III.A.4.b, and the ACCJC action letter of February 11, 2013 stated, “...the college established a comprehensive professional development program based on needs assessment. By linking professional development activities more closely with Strategic Plan goals and objectives, the College can complete the work necessary to fully meet the Standards.”

By November 2013, the College had fully met Standards III.A.5.a and III.A.5.b by providing all personnel with “appropriate professional development programs, consistent with the College mission and based on identified needs, evaluating those programs, and using the results for improvement.” (February 7, 2014 ACCJC action letter.)

### Actions Taken to Resolve Recommendation #7

- Initially a Professional Development Task Force was created to examine and create a comprehensive professional development program. Once established, the task force became the Professional Development Committee (PDC), a broadly representative group of employees who meet regularly to examine needs assessments, training evaluations, and consider training opportunities for all employees.
- In 2013-14, the Flex Committee was combined with the PDC to better align faculty professional development assessment with the PDC’s linkage of training with the College’s mission and Strategic Plan.
- The College has provided an annual budget for the PDC to provide training opportunities to employees.
- The College conducts an annual training needs survey to classified staff, managers/administrators, faculty, and associate faculty, and builds annual training activities based on the data collected from the survey results. ([#R7-1](#), [#R7-2](#), [#R7-3](#))
- The PDC established a training matrix which links training to the mission and initiatives within the Strategic Plan. ([#R7-4](#)) During the fall of each academic year, the PDC examines the training matrix data to consider which areas of the mission and strategic plan are well linked with training and which areas should have more consideration for future training.

- The program review process has been modified to assess training needs. The data from these program reviews is considered by the PDC to examine trends for future training needs.
- A website and training calendar have been created to inform the college community on PDC activities, upcoming training opportunities, and to provide linkages to archived web-based trainings. ([#R7-5](#))

### Conclusion

The College has successfully addressed Recommendation #7 and fully meets Standards III.A.5.a and III.A.5.b.

### Actions Planned for Continuous Quality Improvement

It is the responsibility of the Professional Development Committee to regularly assess and improve upon the College's comprehensive professional development program. Program review data will continue to be provided to the PDC for continued assessment. The training matrix will continue to be reviewed annually for assessment of training alignment with the mission and Strategic Plan.

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

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

### Introduction

Standard IV.B – Board and Administration Organization clearly delineates the role of the Board as an *independent policy-making body* and the role of the President as having *primary responsibility for the quality of the institution*. Specifically, Standard IV.B.1.j states, “*The governing board has the responsibility for selecting and evaluating the ...college chief administrator (most often knows as the president).... 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 ... college....*”

### Background

Prior to the ACCJC action letter dated February 1, 2012 placing College of the Redwoods on “Show Cause” accreditation sanction, the lines between policy-making and operations were often blurred. High turnover in upper and mid-level administrative positions over the years had resulted in lack of consistency in planning and budgeting processes, the implementation of various organizational structures, and confusion as to who was responsible for ensuring that the College was meeting students’ needs and adhering to laws, regulations and accreditation standards. Awareness of and compliance with board policies, administrative procedures, and /or accreditation standards became quite challenging. Many individuals from various constituent groups, including the Board of Trustees, stepped in to fill the void created by a revolving door of administrators. This blurred the roles and responsibilities of those groups. Additionally, board policies and procedures were not being reviewed and updated on a regular basis and as a result, actions taken by the Board and the president were not consistent with existing policies.

### Actions Taken to Resolve Recommendation #8

- Through training and self-evaluation, the Board of Trustees embraced its policy role and designated responsibility to the President/Superintendent for the effective operation of the institution.
- The President/Superintendent and Board of Trustees committed to a comprehensive approach to addressing Recommendation #8 and have been successful in remedying defaults over the last three years.
- After interviews, public forums and systematic input received from faculty, staff, students, and community members, the Board of Trustees approved a contract for a new permanent President/Superintendent on April 3, 2012.

- The new President/Superintendent began employment on May 14, 2012 and on May 18 joined the Board in a workshop reviewing and defining distinct Board duties and responsibilities. Additional Board workshops were held June 13-14 and August 14-15, 2012; August 24, 2013; and August 23, 2014 at which the Board discussed its self-evaluation, reviewed in detail the components of Recommendation #8, and examined its actions and practices as they relate to governance issues and holding the president accountable for operations of the College. ([#R8-1](#))
- In the “Public Employee Performance Evaluations/Goals” closed Board meeting sessions in July of 2012, 2013 and 2014, the Board of Trustees met with the President/Superintendent to review and develop the annual performance goals of the President/Superintendent. These goals were approved by the Board of Trustees and were made public. These goals clearly demonstrate the Board’s commitment to holding the President/Superintendent accountable for the successful operation of the College within the policy role of the Board. Pursuant to Standard IV.B, the goals and objectives establish collegial and institutional procedures to sustain a transparent, participatory, decision-making process. The goals and objectives reinforce the importance of high-quality research and analysis in the decision-making process. ([#R8-2](#))
- The Board also developed goals and objectives for the Board of Trustees for the years 2012-13, 2013-14 and 2014-15. The goals adopted indicate the Board’s commitment to meeting all of the accreditation standards and eligibility requirements and to holding the President accountable, in addition to ensuring the fiscal stability of the District. ([#R8-3](#))
- The President/Superintendent established a productive and trusting relationship with the Board and institutional leadership.
- The Board committed itself to an extensive review of board policies, and restructured its agendas to ensure compliance with board policies. ([#R8-4](#))
- Individual board members attended accreditation and budget forums on campus in 2012 and 2013.
- Board members have voiced support of the President/Superintendent’s leadership and the collegial and collaborative processes. Evidence of that support includes the support of the President/Superintendent’s recommendation on budget approval, policy review/adoption, Board training, hiring of an outside negotiator, and the appointment of a Special Trustee. These actions represent an ongoing faith and trust in the President/Superintendent by the Board of Trustees.
- On August 7, 2012, in collaboration with the State Chancellor’s Office, the Board of Trustees hired a Special Trustee experienced with best practices in fiscal and accreditation standards.
- The Board-Related Policy Committee, an ad hoc committee made up of three Trustees, met with the President/Superintendent to establish a regular and consistent review process for general board policies and bylaws (policies and procedures numbered in the 1000s and 2000s). The three-year review cycle is attached as evidence. ([#R8-5](#))
- Since the last ACCJC team visit, the Board-Related Policy Committee has reviewed numerous board policies. Through the leadership of the President/Superintendent, it has

communicated this process and recommendations to the educational community through regular board meeting agendas.

- College Council established a review cycle to ensure regular and timely review of all policies and procedures numbered 3000 through 7999. The College developed a standard format for the footnote section of all policies and procedures which indicates the date each policy/procedure was reviewed by College Council even if no changes were recommended on that review date. Since the last ACCJC team visit, College Council has actively reviewed numerous College's policies and procedures. (#R8-6)
- Action was taken to compare all Redwoods Community College District policies and procedures to those samples provided by the Community College League of California's (CCLC's) Policy and Procedure Service and to determine any new policies that may need to be developed.

#### *Understanding and Clarifying the Intent of Recommendation #8*

To reinforce the importance of ACCJC Standard IV Leadership and Governance, especially Recommendation #8, the College's Board of Trustees and President/Superintendent have taken the following action:

- On March 29, 2012, the Board invited Dr. Barbara Beno, President of ACCJC, to meet with groups of three trustees to discuss the Show Cause sanction and the Board's responsibilities regarding accreditation and overall institutional effectiveness. Dr. Beno advised the Board to engage board consultants to assist them in developing policies and protocols to guide their behavior and offered her assistance. Additionally, Dr. Beno attended meetings of the Executive Cabinet, the College Council and the Accreditation Oversight Committee (AOC), met with the Interim President/Superintendent and the incoming permanent President/Superintendent, and presented a college-wide forum to explain the Show Cause sanction and the reason for it and to answer questions from faculty, staff and students. (#R8-7)
- On April 6, 2012, Dr. Jack Scott, former Chancellor of the California Community College System, attended the Board's special meeting and provided guidance to the trustees as to how to respond to the Show Cause sanction and how to operate effectively as a Board of Trustees. Additionally, Dr. Scott met with small groups of individual trustees, the Academic Senate, the Interim President/Superintendent and the incoming permanent President/Superintendent. In a College-wide forum, Chancellor Scott explained the role of the Chancellor's Office in assisting colleges on Show Cause and answered questions from faculty, staff, and students.
- On April 6, 2012, the Board adopted a resolution to appoint a Special Trustee and directed the Interim President/Superintendent to move forward with engaging EdMAC and Mr. Tom Henry to serve in this position. (#R8-8)
- On April 9, 2012, Tom Henry visited the College and met with the Interim President/Superintendent, the incoming permanent President/Superintendent, Academic Senate Executive Committee, Managers Council, Cabinet, and the AOC. On April 10, 2012, Mr. Henry met with two trustees. Mr. Henry explained the role and authority of a Special Trustee and answered questions regarding the Show Cause sanction and the required Closure Report.

- On August 7, 2012, the Board approved a contract engaging EdMAC and Mr. Tom Henry to service as Special Trustee. The contract was a three-way contract between EdMAC, Redwoods Community College District (CCD) and the Chancellor’s Office. It was signed by Chancellor Jack Scott, EdMAC CEO Tom Henry and President/Superintendent Kathryn Lehner (Smith). ([#R8-9](#)) While the Board recognized the need for outside assistance on April 6, the delay before the August 7 approval of the contract for a Special Trustee was due to a statewide issue regarding earnings limitations for STRS retirees. The passage of Assembly Bill (AB) 178 in July 2012 made it possible for the College to engage Mr. Henry.
- Throughout 2012-13 and 2013-14, updates on Recommendation #8 were presented by the President/Superintendent at regular Board of Trustees meetings.

*Acting in a Manner Consistent with Policies and Practices*

To address the concerns in the ACCJC visiting team’s report and the Commission’s Recommendation #8, the following action was taken:

- On May 18, 2012, the Board held a workshop with newly-hired President/Superintendent Kathy Lehner (Smith) to discuss Board/CEO roles and responsibilities and mutual expectations of the working relationship between the trustees and the President/Superintendent. The Board reviewed the document entitled “Board and CEO Roles: Different Jobs, Different Tasks” ([#R8-10](#)) published by the Community College League of California (CCLC) and sample documents regarding Board protocols provided by President Lehner (Smith).
- On June 13 and 14, 2012, the Board engaged Cindra Smith, former Vice-President of CCLC and statewide trainer for community college trustees, and Bill McGinnis, long-time trustee at Butte-Glenn CCD and statewide trainer for community college trustees, to lead the Board through a discussion of Recommendation 8, board/CEO responsibilities, protocols for board meetings and communication, board evaluation and professional development. This extensive workshop used the following documents to guide the discussion:
  - ❖ Special Meeting of the Board of Trustees official agendas ([#R8-11](#))
  - ❖ Redwoods CCD Board of Trustees Special Meeting working agenda ([#R8-12](#))
  - ❖ The Board’s Policy Role: A Discussion Outline ([#R8-10](#))
  - ❖ Redwoods CCD Board Policies (BPs) 2430 Delegation of Authority to President/Superintendent ([#R8-13](#)), 2435 Evaluation of President/Superintendent([#R8-14](#)), 2715 Code of Ethics/Standards of Practice ([#R8-15](#)), 2745 Board Self-Evaluation ([#R8-16](#))
  - ❖ Redwoods CCD Board Administrative Procedure (AP) 2435 – Evaluation of President/Superintendent ([#R8-17](#))
  - ❖ Sample Board policies and Board protocols from other colleges
  - ❖ The CCLC publication from fall 2006 entitled “Board Focus: Preventing Micromanagement – Creating High Performance Boards” ([#R8-18](#))
  - ❖ The October 2011 Visiting Team’s report regarding Standard IV.B – Board and Administrative Organization

- ❖ The CCLC publication entitled “Board and CEO Roles: Different Jobs, Different Tasks” ([#R8-10](#))
- ❖ Excerpts from the June 2011 College of the Redwoods Accreditation Self-Study Report regarding Standard IV – Leadership and Governance
- ❖ The ACCJC action letter dated February 1, 2012, placing the College of the Redwoods on Show Cause.

The workshop resulted in a plan of action to create a list of board protocols, to revise AP 2435 Evaluation of President/Superintendent, to establish a schedule of review of all board policies, and to develop a comprehensive board calendar detailing reports to be presented on a regular basis to the Board. These regular reports include monthly reports from the Academic Senate, Classified Union, Management Council, Faculty Union and Vice Presidents.

- At its August 7, 2012 meeting, the Board discussed board goals and objectives. It concluded that goals should be established after the board conducted its self-evaluation.
- On August 14 and 15, 2012, the Board held a workshop with Special Trustee Tom Henry and President/Superintendent Kathy Lehner (Smith) to finalize a first draft of Board protocols, identified as AP 2715 to accompany Board Policy 2715 Code of Ethics/Standards of Practice. This new AP was officially adopted by the Board at its regular meeting on September 10, 2012. As a part of this discussion, the Board discussed the procedure for notification and the consequences for individual trustees who violate the policies or protocols. ([#R8-15](#), [#R8-19](#))
- At the September board meetings in 2012, 2013 and 2014, the Board approved the President/Superintendent’s annual goals and objectives. ([#R8-2](#))
- In developing the comprehensive Board calendar, the Board included an annual review of Board Policy 2200 Board Duties and Responsibilities, BP 2715 Code of Ethics/Standards of Practice and AP 2715 Protocols for Effective Trusteeship to review best practices on Board roles and responsibilities.
- At the October 1, 2012 special board meeting, the Board received training on “Legal Aspects of Collective Bargaining and Operating within an Interest Based Bargaining Environment.” Representatives from both College of the Redwoods Faculty Organization (CRFO) and California School Employees Association (CSEA) also attended the training.
- On March 9, 2014, Bill McGinnis returned to the College and presented a board workshop on trustee roles, the use of data in decision-making, focusing on the mission of the College when making decisions and board self-evaluations.

#### *Evaluating and Revising Board Policies and Practices*

The College took the following actions to address the ACCJC recommendation that the Board regularly evaluate its policies and practices, and revise them as necessary:

- At the July 10, 2012 Board meeting, Board President Dr. Colleen Mullery appointed three work groups of three trustees each to review policies on an ongoing basis, and requested the Board Related Policy Committee to establish a schedule for policy review and assignments for each of the three work groups. ([#R8-20](#))

- On August 14, 2012, the Board-Related Policy Committee developed a three-year schedule for review of all policies in the 1000s and 2000s and divided them up between the three work groups. Consideration was given to policies that may need review more than once every three years (such as BP 2715 Code of Ethics/Standards of Practice) and to policies that have not been revised for many years. Because some such policies have been reviewed in the last few years, but not revised, a standard format was developed for the policy and procedure footnotes that indicate dates reviewed as well as revised.
- In the Board of Trustees' annual goals for 2012-13, 2013-14 and 2014-15, the Board included an objective of reviewing all policies on a regular schedule. (#R8-3) To ensure the sustainability of this policy, the Board made a commitment to review regular its progress on meeting this objective. Regular reviews are also included on the comprehensive Board calendar. (#R8-21)

#### *Demonstrating and Communicating the Board's Actions within the Policy Framework*

The College took the following actions to address the recommendation that the Board demonstrate and widely communicate that its actions are within the policy framework and that the Board seek input on such practices:

- At the June 13-14, 2012 workshop, the Board received input from the state-wide trainers regarding how to operate within a policy framework and how to adhere to Standard IV.B.1.j by delegating “full responsibility and authority to implement and administer Board policies.” From 2012-2014, ongoing professional development was provided by the Special Trustee engaged on August 7, 2012.
- Board agenda items include references to specific board policies, Strategic Plan goals, and/or accreditation standards that authorize the Board to take action on each agenda item.
- All revisions to board policies and bylaws, including those numbered in the 1000s and 2000s are sent to College Council for constituent review and comment. (#R8-22)
- The Board engaged in annual self-evaluations in 2012, 2013 and 2014. The 2014 evaluation included survey responses from the President's Cabinet members and constituent group leaders, in addition to responses from all of the trustees. (#R8-1)

#### *Holding the President Accountable for the Successful Operation of the College*

To better define the different roles and responsibilities of the Board and the President/Superintendent and to develop appropriate oversight procedures for holding the president accountable for the successful operation of the College, the College has taken the following actions:

- The Board subcommittee on evaluation of the President/Superintendent recommended a revision to AP 2435 Evaluation of President/Superintendent to require quarterly informal evaluations of the President/Superintendent during the first year of employment. The revised AP 2435 was approved by the Board on July 10, 2012. (#R8-23)
- AP 2435 was also revised to allow the annual formal written evaluation of the President/Superintendent to include input from college faculty and staff and from community members.

- A comprehensive board calendar was developed which details the staff reports to be presented at each monthly board meeting. By requiring specific reports at specific meetings, the Board ensures that the President/Superintendent is keeping up with tasks required by board policy and accreditation standards. Additionally, the board calendar details expectations and schedules of work to be accomplished by faculty and staff, thus providing a transparent link of employee work to board policy. ([#R8-21](#))
- During July and August of 2012, 2013 and 2014, the Board reviewed drafts of the goals and objectives of the President/Superintendent. In September of each year, the Board agreed on the goals and objectives that would be used to evaluate the President/Superintendent. ([#R8-2](#))

### Conclusion

College of the Redwoods has successfully addressed Recommendation 8 and fully meets Standards IV.B.1.b,e,j and IV.B.2.b.

### Actions Planned for Continuous Quality Improvement

The Board has continued to improve its ability to operate within its policy role and hold the President/Superintendent accountable through regular performance evaluations and adherence to the comprehensive board calendar. Board professional development and the creation of board protocols for trustee behavior have resulted in the trustees having greater knowledge of what it means to operate within a policy and procedure framework.

Sustainability has been incorporated into the process through the commitment to annually review BP 2715 Code of Ethics/Standards of Practice and AP 2715 Protocols for Effective Trusteeship, the development of a three-year cycle of policy review, creation of a comprehensive board calendar to monitor compliance, and a commitment to enforce policies and procedures.

The Board has committed to participate in a regular, meaningful self-assessment. This process in part will be used to measure its success with its own adopted goals and adherence to its role under Standard IV.B and its responsibility and commitment to the eligibility requirements.

## **Recommendation #1 (2008) – Data Analysis**

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

### Introduction

The ACCJC action letter of February 7, 2014 states, “*The College Report noted, and the team verified, that the College continues the institutionalized use of student achievement and student learning data to inform decision-making and so continues to address Recommendation 1-2008 and meet the associated Standards.*”

The follow-up team report summarized the College’s use of student learning in institutional planning as follows, “*The College continues to regularly evaluate its decision-making process and make appropriate improvements. For example, the program review format has been made simpler, and the program review template now includes detailed examples on linking planning to resource requests.*”

### Background

For several years the College has included templates of student achievement data in program review reports and these data have been the basis for program review analyses. ([#R2008-1](#)) Each year the data sets have been evaluated. Evaluations have been used to make revisions for improved accuracy and easier interpretation. For example, each indicator in the 2012-13 program review data sets is prefaced with a detailed prompt that guides the author through the process of interpreting the data. ([#R2008-2](#))

The Office of Institutional Research (IR) has historically provided data for program review templates. IR is now part of the Office of Institutional Effectiveness and the Director reports directly to the President/Superintendent, giving data a stronger role in dialogue and planning. ([#R2008-3](#)) Under the leadership of the Director of Institutional Effectiveness, IR staff have led faculty, staff, administrators and Board members in discussions of the use and meaning of student achievement data.

The Program Review Executive Summary provides a summary of what is learned through the analysis and interpretation of program review data. The executive summary is presented to the Board of Trustees and the Academic Senate each year for discussion. ([#R2008-4](#)) These summaries include trends based on the analyses of student achievement data as well as Program Review Committee recommendations. For example, the 2011-12 Program Review Executive Summary provides trends concerning achievement in online learning and notes a need for further analysis. The 2013-14 Program Review Executive Summary noted trends related to a possible misalignment of the major that a student declares and their actual educational goal, motivating programs to seek additional information to reach students so that they are better oriented with the program they have declared. ([#R2008-5](#))

Discussions of student achievement data are wide-spread across the institution, and these discussions are being guided by those knowledgeable about data and data analysis. This has been

instituted as part of the College's practice and culture in several ways. First, individual programs are prompted to discuss student achievement data in their program reviews. At the middle level of planning, the Basic Skills Committee, Enrollment Management Committee, and Student Equity Plan Committee all make regular use of student achievement data. At the highest level of planning, the Program Review Committee is charged with providing the College with an annual Executive Summary of program review analyses, including a review of student achievement data. This summary is presented annually for discussion at the Academic Senate and at the Board of Trustees. ([#R2008-4](#)) It is also included as part of the Annual Institutional Plan discussion. ([#R2008-6](#)) At all levels, there is dialogue on what student achievement data show about student success.

#### Actions Taken to Resolve Recommendation #1 (2008)

- Leadership from the Office of Institutional Research visited each division to provide detailed training on the use of the student achievement data set, and also trained the Assessment Committee to interpret the data set so that they could assist in training their colleagues. ([#R2008-7](#))
- Beginning in 2012-13, each indicator in the program review data sets is prefaced with a detailed prompt that guides the author through the process of interpreting the data. ([#R2008-2](#))
- Sessions were held for faculty during October 2011 on data-informed decision making. Topics included establishing and tracking student cohort groups, investigating trends over time, obtaining data from IR, and strategies for gathering data. ([#R2008-8](#))
- IR led presentations and facilitated discussions of the Accountability Reporting for Community Colleges (ARCC) Report and the Institutional Effectiveness Scorecard, which contains elements of the ARCC report.
- IR led several data-informed discussions with the Enrollment Management Committee (EMC). IR also worked with Student Development Division service areas (DSPS, EOPS, and Basic Skills Committee) to summarize survey reports and discuss the results. Agendas and minutes from the 2011-12, 2012-13 and 2013-14 EMC meetings reflect these discussions. ([#R2008-9](#))
- A list of dialogue sessions held during spring 2012 can be found on the Assessment website and dialogue resulting from the May 2012 Assessment Summit is posted on the assessment website. ([#R2008-10](#), [#R2008-11](#))
- Authors of program review were asked to evaluate the utility of the data sets after their analysis was complete. Over three-fourths of the authors reported that the analysis of the program review data was useful in assessing their program. The Program Review Committee detailed a set of improvements to the data sets for the 2013-14 year based on feedback from the committee and the program review authors. Changes included looking at persistence based on cohorts with a concentration of units instead of using the students' declared majors, as well as adding a stand-alone data set specific to online courses for committee review. The recommended changes were included in the Program Review Executive Summary. ([#R2008-5](#))

## Conclusion

The College has successfully addressed Recommendation #1 from the 2008 evaluation report and fully meets Standards II.A.1a,c and II.A.2.a,e.

## Actions Planned for Continuous Quality Improvement

The following improvements are planned to help sustain an effective culture of using data to inform decision making.

- Data from learning outcome assessment reports will be automatically uploaded to the program review template via a web application. This will allow easier tracking of the extent to which programs are on track with their planned assessment activities. This will also help program review authors more easily review the results and conclusions across their assessments when reflecting on their programs, planning initiatives and requesting resources to support student learning. This improvement is planned to be completed in fall 2015.
- The College's Overall Section Report, which provides detailed information about all sections offered each year (e.g., FTES, instructor, campus location) will be moved from an excel file that is updated daily to an online web report so that employees such as the Deans can more easily use this information to inform scheduling.
- The College will use student achievement data to inform an early alert system for students who are potentially at-risk. In 2014-15, the Office of Institutional Research will lead research with an early alert task force to determine the most useful indicators and how this data will be used in practice.

## **Response to Self-Identified Issues (formerly Planning Agendas)**

### **Standard I.A – Mission**

- *In fall 2011, all planning and decision making committees will revise their operating agreements to reference the centrality of the college's mission to their work as outlined in the participatory governance document developed in spring 2011.*

Progress - Completed

A central webpage has been created that houses the operating agreements for each of the planning and decision-making committees. Each committee page has a section with the purpose of the committee referencing how the committee supports the mission of the College. ([#SIII-1](#))

### **Standard I.B – Improving Institutional Effectiveness**

- *Beginning fall 2011, the Institutional Research department will conduct initial analyses of data and facilitate workshops and other flex activities to facilitate dialogue regarding data interpretation as used for evaluating student learning and institutional effectiveness. The goal of these workshops is to develop a collective understanding of the meaning of data and its interpretation. The process will be refined based on feedback from workshop participants and data users (e.g., program review authors).*

Progress - Completed

The Office of Institutional Research conducted flex sessions pertaining to the analysis of data at sites and centers college-wide during the 2011-12 year. ([#SIII-2](#)) The Office of Institutional Research has also presented and explained the data contained in the Institutional Effectiveness Scorecard to planning committees including the Strategic Planning Committee, the Education Master Plan Committee, and other groups. ([#SIII-3](#))

- *In fall 2011, and annually thereafter, the President/Superintendent will review and reaffirm the institution's goals and objectives with attention to improving institutional effectiveness. The goals and objectives will be prominently displayed on the district Web site so as to be easily accessible to college stakeholders and the community at large.*

Progress - Completed

The President/Superintendent works with the District each year to develop an Annual Institutional Plan. An Annual Institutional Plan has been published in 2012-13, 2013-14, and 2014-15. The Annual Plan contains a set of action plans to meet the goals of the Strategic Plan and the Education Master Plan. The Annual Institutional Plan is presented each year to the College at convocation, and it is developed with constituent feedback from the Institutional Effectiveness Committee, Expanded and Executive Cabinets. It is presented on the College's planning website. ([#SIII-4](#))

- *In fall 2011 and annually thereafter, each major committee will develop a statement that describes how the committee's operations will support the district goals and objectives;*

*this statement will be displayed on committee websites each fall and reviewed annually.*

Progress - Completed

A central webpage has been created that displays a standard set of information about each of the committees. [inside.redwoods.edu/](http://inside.redwoods.edu/) lists each committee with the following standard headings of information under an About link: Purpose, Committee History, and Typical Tasks. The purpose section describes how the committee supports the mission, goals and objectives of the college. Committees are instructed to review this information annually (evidence).

- *In fall 2011, and annually thereafter, the Institutional Effectiveness Committee will prepare and widely distribute a report summarizing analysis of the effectiveness of the College's planning processes. This report will evaluate progress towards the institutional goals in the College's Strategic and Education Master Plans.*

Progress - Completed

In August 2012, the College published the first Institutional Effectiveness Report. Since then, two additional Institutional Effectiveness Reports were distributed to the College in August 2013 and September 2014. The Institutional Effectiveness Report includes a review of the progress towards completing each of the planned actions included in the prior year's Annual Institutional Plan. This review provides an evaluation of the College's effort to fulfill the goals of the Strategic and Education Master Plans. The Institutional Effectiveness Report also contains institutional effectiveness indicators that highlight trends in student achievement resulting from planning progress. The College's planning process is evaluated through a summary of what was learned at the College's Institutional Effectiveness Summit (formerly the Integrated Planning Summit), and what changes will be made to the planning process for the next year.

The Institutional Effectiveness reports are located on the web. ([#SIII-5](#)) Hard copies of the report are distributed to decision-making committees and the report is emailed to the entire District.

- *In fall 2011, and annually thereafter, the Institutional Effectiveness Committee will prepare and widely distribute a report summarizing analysis of the effectiveness of the College's planning processes. This summary will be made available on the College website and will guide all college units in planning the subsequent year's work.*

Progress - Completed

In August 2012, the College published the first Institutional Effectiveness Report. Since then, two additional Institutional Effectiveness Reports were distributed to the College in August 2013 and September 2014. The Institutional Effectiveness Report includes a review of the progress towards completing each of the planned actions included in the prior year's Annual Institutional Plan. This review provides an evaluation of the College's effort to fulfill the goals of the Strategic and Education Master Plans. The Institutional Effectiveness Report also contains institutional effectiveness indicators that highlight trends in student achievement resulting from planning progress. The College's planning process is evaluated through a summary of what was learned at the College's Institutional Effectiveness Summit

(formerly the Integrated Planning Summit), and what changes will be made to the planning process for the next year.

The Institutional Effectiveness reports are located on the web. ([#SIII-5](#)) Hard copies of the report are distributed to decision-making committees and the report is emailed to the entire District.

- *In fall 2011 and annually thereafter, each major committee will develop a statement that describes how the committee's operations will support the district goals and objectives; this statement will be displayed on committee websites each fall and reviewed annually.*

Progress - Completed

A central webpage has been created that displays a standard set of information about each of the committees. [inside.redwoods.edu/](http://inside.redwoods.edu/) lists each committee with the following standard headings of information under an About link: Purpose, Committee History, and Typical Tasks. The purpose section describes how the committee supports the mission, goals and objectives of the college. Committees are instructed to review this information annually.

- *During summer 2011 a process for streamlining planning, internal communications and feedback mechanisms will be developed. That proposal will be presented to appropriate governance groups to discuss, modify, and adopt.*

Progress - Completed

Planning was streamlined through the development of an Annual Institutional Plan to accomplish the goals and objectives in the College's Strategic and Education Master Plans, as well as other functional plans. The goals of these long-term plans are divided into a more manageable yearly plan which consolidates the goals from several disparate plans into a single Annual Institutional Plan.

Feedback is provided to the campus for decision making through the Institutional Effectiveness Committee. The Director of Institutional Effectiveness works with the committee to collect progress updates from responsible parties each semester. Progress updates pertaining to each planning action item in the Annual Plan are then distributed to decision-making bodies such as the Board of Trustees, as well as in the Institutional Effectiveness Report.

The Agenda Calendar for the Board of Trustees contains regular planning updates. ([#SIII-6](#))

- *In fall 2011 the Institutional Effectiveness Committee will prepare and widely distribute a report analyzing the effectiveness of the college's planning processes as well as the measures identified in the College's Strategic and Education Master Plans.*

Progress - Completed

In August 2012, the College published the first Institutional Effectiveness Report. Since then, two additional Institutional Effectiveness Reports were distributed to the College in August 2013 and September 2014. The Institutional Effectiveness Report includes a review of the progress towards completing each of the planned actions included in the prior year's Annual Institutional Plan. This review provides an evaluation of the College's effort to fulfill the goals of the Strategic and Education Master Plans. The Institutional Effectiveness Report also contains institutional effectiveness indicators that highlight trends in student

achievement resulting from planning progress. The College's planning process is evaluated through a summary of what was learned at the College's Institutional Effectiveness Summit (formerly the Integrated Planning Summit), and what changes will be made to the planning process for the next year.

The Institutional Effectiveness reports are located on the web. ([#SIII-5](#)) Hard copies of the report are distributed to decision-making committees and the report is emailed to the entire District.

- *Beginning fall 2011, the Institutional Research Department will conduct initial analyses of data and present workshops and other flex activities to facilitate dialogue regarding data interpretation as used for evaluating student learning and institutional effectiveness. The goal of these workshops is to develop a collective understanding of the meaning of data and its interpretation. The process will be refined based on feedback from workshop participants and data users (e.g., program review authors).*

#### Progress - Completed

The Office of Institutional Research conducted flex sessions pertaining to the analysis of data at sites and centers college-wide during the 2011-12 year. ([#SIII-2](#)) The Office of Institutional Research has also presented and explained the data contained in the Institutional Effectiveness Scorecard to planning committees including the Strategic Planning Committee, the Education Master Plan Committee, and other groups. ([#SIII-3](#))

After presenting the Student Success Scorecard to the Institutional Effectiveness Committee, members recommended the Office of Institutional Research provide online training videos. This led to the development a screen-capture which was sent to the entire district to evaluate the Student Success Scorecard. ([#SIII-7](#))

- *In fall 2011 the Institutional Effectiveness Committee will prepare and widely distribute a report analyzing the effectiveness of the college's planning processes as well as the measures identified in the college's Strategic and Education Master Plans.*

#### Progress - Completed

In August 2012, the College published the first Institutional Effectiveness Report. Since then, two additional Institutional Effectiveness Reports were distributed to the College in August 2013 and September 2014. The Institutional Effectiveness Report includes a review of the progress towards completing each of the planned actions included in the prior year's Annual Institutional Plan. This review provides an evaluation of the College's effort to fulfill the goals of the Strategic and Education Master Plans. The Institutional Effectiveness Report also contains institutional effectiveness indicators that highlight trends in student achievement resulting from planning progress. The College's planning process is evaluated through a summary of what was learned at the College's Institutional Effectiveness Summit (formerly the Integrated Planning Summit), and what changes will be made to the planning process for the next year.

The Institutional Effectiveness reports are located on the web. ([#SIII-5](#)) Hard copies of the report are distributed to decision-making committees and the report is emailed to the entire District.

## Standard II.A – Instructional Programs

- *During the 2011-12 year, the Basic Skills Committee will research the need for new courses specific to the needs of students and submit course proposals as necessary to the Curriculum Committee.*

### Progress - Completed

During the 2011-12 year the Basic Skills Committee in collaboration with faculty, staff, and administration identified and addressed two curricular areas within basic skills instruction, where curriculum revisions and course development were needed. Those were the moving of Reading 360 to non-credit and further development and support for ESL students. Basic Skills funds were used to support curriculum development in both of these areas.

- *By fall 2012, the College will be at the proficiency level in the identification, assessment, and use of student learning outcomes for improvements.*

### Progress - Completed

The College has in place a sustainable process for assessing all course, program, general education, and institutional outcomes. The College also has in place a sustainable process for ensuring that plans for improvement of learning outcome attainment are implemented and evaluated through a closing-the-loop reporting and tracking process. Assessment activity grew substantially in 2011-12, and the College now demonstrates two year cycles during which the vast majority of student learning outcomes at all levels have been assessed.

- *During the 2011-12 year the Community Education program will participate in program review and assessment processes in a manner consistent with the processes for credit-bearing programs.*

### Progress - Completed

The Community Education Program (CEP) completed a program review for the 2011-12 academic year. Similar to all other programs, CEP identified and measured three metrics/indicators. Those metrics included: Evening/weekend services offered, on-line services offered, the number of students served and revenue generated. Instructors used the results of assessment activities to make improvements in subsequent class offerings. ([#SII2-1](#))

- *Develop by fall 2011 and implement by fall 2012 a process that will streamline program-level assessment and the completion of comprehensive program reviews for liberal arts degrees and the general education pattern.*

### Progress - Completed

A process was put in place for evaluating program learning outcomes through evaluation of multiple outcomes within courses that align with the program outcome. Instructors assess and report on student learning outcomes in their courses that they have mapped to a program learning outcome. After a representative sample of course learning outcomes have been assessed, instructors meet to engage in dialogue about the extent to which the attainment of program outcomes is evidenced in the course-level reports. Instructors discuss a wide variety of changes that can be made to the program to improve student learning, and submit a program assessment report summarizing their dialogue. ([#SII2-2](#))

- *Develop by fall 2011 and implement by spring 2012 new program development, revitalization and discontinuance policies and procedures to ensure that all of the programs the College offers are high quality, relevant to student and community need, and consistent with the College's goals.*

Progress - In progress

The College adopted a Program Revitalization or Discontinuance process codified in AP 4021 in July 2011. The College, upon reflection of the process, implemented an Interim AP 4021 that strengthened the process by including a program suspension clause, more clearly identifying the indicators that may cause a program to be recommended for analysis, and reducing the elapsed time between program analysis and final decision. The College used the Interim AP 4021 in fall 2013 and spring 2014. ([#SII2-3](#))

In fall 2013, five programs were analyzed: Marine Science Technology, Addiction Studies, Hospitality/Restaurant Management, Fire Technology and Historic Preservation and Restoration Technology. A summary of the fall 2013 AP 4021 decisions are:

- ❖ Marine Science Technology – The program was suspended beginning fall 2014 until specific changes could be implemented. The program could be a reconstituted Marine Science degree as a transfer degree aligned with HSU curriculum. After such alignment, the program should be offered at all appropriate CR sites.
- ❖ Addiction Studies: Until such time as funds can be found to support a fulltime faculty member, the College will maintain the status quo and offer Addiction Studies classes taught by associate faculty.
- ❖ Hospitality/Restaurant Management (HRM) – Until such time as funds can be found to support a fulltime faculty member, the College will maintain the status quo and offer HRM classes taught by associate faculty.
- ❖ Fire Technology: The high cost of the program and the fact that a Fire Technology faculty position ranked low on the faculty prioritization list led to the decision to suspend the program.
- ❖ Historic Preservation and Restoration Technology: The curriculum will be redesigned to eliminate the current stand-alone program and create an optional certificate of achievement track within the current Construction Technology (CT) program, with the collaboration and support of the other CT faculty.

In spring 2014, the administration sent two programs, Business Technology and Administration of Justice, through the Program Revitalization, Suspension or Discontinuance process. The analysis yielded the following results:

- ❖ Business Technology: The Business Technology faculty will work with the Dean to review the program review data, discuss ways to transform the curriculum and determine an appropriate direction in which to take the program.
- ❖ Administration of Justice: The faculty will work with the articulation officer to make sure the Associate Degree for Transfer is completed and submitted to the Chancellor's Office in October 2014 and the faculty will collaborate with the Director of Emergency Response Training Center to explore different options to revitalize the

program to include developing new courses and offering the degree and certificates online and/or in the evening.

The College has not yet developed a program initiation procedure. The Academic Senate is drafting a new AP that will include a program initiation procedure as well as the program revitalization, suspension and discontinuance processes.

#### Timeline for Completion

A revised permanent AP 4021 to include a new program initiation procedure will be approved by fall 2016.

#### Responsible Parties

Vice President of Instruction and Student Development and the Academic Senate.

- *The process to update Board Policy 903 Educational Program Advisory Committees to make it current and relevant will be completed by spring 2012.*

#### Progress - Completed

The College updated BP 903 (now AP 4102) based on the CCLC template and best practice examples on June 4, 2013. ([#SII2-3](#))

- *In fall 2011, the College will evaluate course and program indicators vis-à-vis national trends and statewide data such as that available in the California Community College Chancellor's Office Datamart to ensure consistency between modalities (e.g. differing retention and success rates between face-to-face and distance education courses).*

#### Progress - Completed

The Office of Institutional Research published a report of student success and retention in on-line vs. face-to-face sections of credit, degree applicable, basic skills, transferable and vocational courses. This data was presented in the 2012-13 Institutional Effectiveness Report ([#SII2-4](#)), and a more detailed look at this data, comparing CR to the state and peer institutions, was analyzed and discussed by the Enrollment Management Committee. ([#SII2-5](#))

- *By summer 2011 the College will hire a director of institutional research.*

#### Progress - Completed

The Board of Trustees approved the hiring of a permanent Director of Institutional Research at their June 7, 2011 meeting. ([#SII2-6](#)) Dr. Angelina Hill began in this position in July 2011, and continues to lead institutional research for the College.

- *By fall 2011 the College will develop a comprehensive method of assessing general education outcomes.*

#### Progress - Completed

Assessment of the general education outcomes has continued by collecting assessments from a randomly selected pool of general education instructors, followed by a dialogue session of the assessment data and impact on student learning. This process has been carried out each semester since fall 2011. The College now has baseline assessment data for each of the general education outcomes in terms of the extent to which students meet expectations.

Discussions have taken place comparing levels of attainment across the outcomes, and instructors have shared strategies for improving learning outcomes attainment.

- *By fall 2012 the College will develop a standardized way to communicate program learning outcomes information to students.*

Progress - Completed

The college catalog includes program learning outcomes. Learning outcomes are also included in course syllabi.

- *In the 2011-12 year, the description of the new general education requirements will be widely publicized via the college catalog and on the College's website.*

Progress - Completed

General Education requirements are include in the catalog and on the website.

- *In the 2011-12 year, the new curriculum process for approving courses in the general education pattern will be fully implemented for newly proposed and existing general education courses.*

Progress - Completed

A new general education (GE) approval process was implemented at the end of the spring 2012 semester. All courses are reviewed for GE every time the course outlines come to the Curriculum Committee.

The GE section of the course proposal has been revised since this action item was written in 2012. Clearer sections for faculty to justify the course in the areas of effective communication, critical thinking, global awareness, and the criteria for breadth and generality have been added. Also added was a section on whether the GE proposal is new to CR, a request to review to maintain currently approved status, remove from CR GE, or the author is not proposing the course as CR GE.

- *In the 2011-12 year, under the leadership of the Assessment Committee and the Curriculum Committee, faculty will map student learning outcomes for courses that are included in the College's general education pattern to the revised general education outcomes.*

Progress - Completed

An ad hoc General Education (GE) Outcome Committee revised the GE outcome in 2009. The revised GE philosophy stated that each GE course must address at least one of a set of outcomes under each of the three GE categories of effective communication, critical thinking, and global awareness. GE course outcomes are mapped to the GE outcomes in practice. Each time an instructor participates in the GE assessment pool, they indicate the specific GE outcome they have assessed within their course, and indicate the extent to which students are at, below, or above expectations.

- *In the 2011-12 year, the Assessment Committee will develop and implement plans to comprehensively assess the College's general education outcomes.*

Progress - Completed

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

- *By fall 2011 the college will identify an articulation officer.*

Progress - Completed

A fulltime faculty counselor has been assigned as the College's articulation officer since 2011-12. The College also hired a part-time faculty counselor to assist the fulltime faculty articulation officer to support course and degree development.

- *In the 2011-12 year, the new curriculum process for approving courses in the general education pattern will be fully implemented for newly proposed and existing general education courses.*

Progress – Completed

A new general education (GE) approval process was implemented at the end of the spring 2012 semester. All courses are reviewed for GE every time the course outlines come to the Curriculum Committee.

The GE section of the course proposal has been revised since this action item was written in 2012. Clearer sections for faculty to justify the course in the areas of effective communication, critical thinking, global awareness, and the criteria for breadth and generality have been added. Also added was a section on whether the GE proposal is new to CR, a request to review to maintain currently approved status, remove from CR GE, or the author is not proposing the course as CR GE.

- *In the 2011-12 year, under the leadership of the Assessment Committee and the Curriculum Committee, faculty will map student learning outcomes for courses that are included in the College's general education pattern to the revised general education outcomes.*

Progress - Completed

All degrees and certificates are required to have program learning outcomes (PLOs). To ensure one or more SLOs contribute to a PLO, course SLOs within a degree or certificate are mapped into the PLOs. The College then uses SLO data to evaluate how effectively the PLO has been met and explore areas for improvement. You can access the SLO to PLO mapping by clicking on a specific degree or certificate. Initially, mapping documents were created in excel and uploaded to the web. This process was improved in fall 2013 to allow faculty and staff to edit, add, and delete course to program outcome mappings via a web-based mapping tool. ([#R1-13](#))

- *In the 2011-12 year, the Assessment Committee will develop and implement plans to comprehensively assess the College's general education outcomes.*

Progress - Completed

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

- *In 2011-12 year, the Assessment Committee will develop and implement plans to comprehensively assess the College's general education outcomes.*

#### Progress - Completed

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

- *By spring 2012, the Institutional Research Department will develop and implement standardized student and employer follow-up surveys for CTE program graduates.*

#### Progress - Completed

In November 2012, the College administered an employment survey to all CTE program graduates. The survey was based on questions asked in the CTE Employment Outcomes Survey from Rock Pfothenhauer. Results were shared extensively with the campus. ([#SII2-7](#)) In fall 2013, the College joined the collaborative effort among the community college consortia, the Chancellor's Office and the RP Group to administer the CTE Employment Outcomes Survey on an annual basis. The survey was administered for the first time in spring 2014.

- *In 2011-12, College of the Redwoods will adopt a program revitalization or discontinuance procedure (AP4021).*

#### Progress - Completed

The College adopted a Program Revitalization or Discontinuance process codified in AP 4021 in July 2011. The College, upon reflection of the process, implemented an Interim AP 4021 that strengthened the process by including a program suspension clause, more clearly identifying the indicators that may cause a program to be recommended for analysis, and reducing the elapsed time between program analysis and final decision. The College used the Interim AP 4021 in fall 2013 and spring 2014. ([#SII2-3](#))

In fall 2013, five programs were analyzed: Marine Science Technology, Addiction Studies, Hospitality/Restaurant Management, Fire Technology and Historic Preservation and Restoration Technology. A summary of the fall 2013 AP 4021 decisions are:

- ❖ Marine Science Technology – The program was suspended beginning fall 2014 until specific changes could be implemented. The program could be a reconstituted

Marine Science degree as a transfer degree aligned with HSU curriculum. After such alignment, the program should be offered at all appropriate CR sites.

- ❖ **Addiction Studies:** Until such time as funds can be found to support a fulltime faculty member, the College will maintain the status quo and offer Addiction Studies classes taught by associate faculty.
- ❖ **Hospitality/Restaurant Management (HRM) –** Until such time as funds can be found to support a fulltime faculty member, the College will maintain the status quo and offer HRM classes taught by associate faculty.
- ❖ **Fire Technology:** The high cost of the program and the fact that a Fire Technology faculty position ranked low on the faculty prioritization list led to the decision to suspend the program.
- ❖ **Historic Preservation and Restoration Technology:** The curriculum will be redesigned to eliminate the current stand-alone program and create an optional certificate of achievement track within the current Construction Technology (CT) program, with the collaboration and support of the other CT faculty.

In spring 2014, the administration sent two programs, Business Technology and Administration of Justice, through the Program Revitalization, Suspension or Discontinuance process. The analysis yielded the following results:

- ❖ **Business Technology:** The Business Technology faculty will work with the Dean to review the program review data, discuss ways to transform the curriculum and determine an appropriate direction in which to take the program.
- ❖ **Administration of Justice:** The faculty will work with the articulation officer to make sure the Associate Degree for Transfer is completed and submitted to the Chancellor's Office in October 2014 and the faculty will collaborate with the Director of Emergency Response Training Center to explore different options to revitalize the program to include developing new courses and offering the degree and certificates online and/or in the evening.

## **Standard II.B – Student Support Services**

- *The College will improve the presentation of the math and English sequences for students.*

### Progress - Completed

The English faculty conducted a review of the English placement process and, after looking at other California Community College Accuplacer cut scores, concluded that the scores CR was requiring were too high. After reviewing the data gathered and comparing this to what faculty experience with students in their classes, they decided to:

- ❖ Drop the cut-scores to get into English 1A and English 150 by 5 points. The cut score to place in English 350 remain the same.
- ❖ Create an advising zone of 5 points below the revised cut scores for English 1A, English 150, and English 350.

- ❖ Allow students in the new, expanded advising zone to be placed into the higher level course if one of the following criteria are met:
  - They can provide a high school transcript for their junior and senior years of English with a GPA of 3.0 (transcript no more than three years old).
  - If their high school GPA is less than a 3.0 or the transcript is more than three years old, they can take combined reading and writing test to determine whether they stay in the lower level or move to the next higher level.
  - If they've placed into the advising zone just below English 1A, they can sign up to take English 103 (English Jam). English Jam is a one unit course. The class helps students prepare for English 1A through a variety of reading and writing activities. If they pass English 103, they can sign up for English 1A.

Mathematics faculty reviewed the math placement process carefully, and improved it so students register in courses which best fit their abilities and goals. In particular, Accuplacer placement exam cut scores and advising zones were modified, and alternate criteria were included among multiple measures to assist in proper placement.

Faculty collaborated with counseling staff in creating flowcharts to make it easier for students to understand various pathway options through the math and English sequences.

- *Outdated policies and procedures will be evaluated and removed or updated during the 2011-12 year.*

Progress - In progress

All of the Board Policies (BPs) and Administrative Procedures (APs) have been evaluated, numerous BPs and Aps have been updated, and several are in the review process through the College Council. ([#R8-6](#))

Timeline for Completion

The remaining policies and procedures will be introduced to the College Council within the next two years.

Responsible Parties

Executive Cabinet and College Council

- *The College will take steps to hire additional academic counselors.*

Progress - Completed

The College hired two new district funded fulltime faculty counselors in 2013-14 and two part-time faculty counselors. The EOPS program hired additional part-time faculty to address the needs of EOPS students.

- *In the 2011-12 year, the College will review and update the College's Student Equity Plan.*

Progress - Completed

The Board of Trustees approved the Student Equity Plan 2012-17 on July 10, 2012.

The Student Equity Plan was prepared to comply with the student equity mandate of the State of California to adhere to Title 5, Division 6, Chapter 5, Sub-chapter 4 of the California Administrative Code 54220.

The Board of Trustees approved BP/AP 5300 Student Equity November 7, 2012. The BP/AP 5300 Student Equity requires the Student Equity Plan Committee to produce a Student Equity Annual Plan Progress Report. The report must list actions which demonstrate evidence of progress toward achieving specified goals and implementing activities of the Student Equity Plan. The Student Equity Plan Committee is charged with aligning these initiatives with institutional planning and college resources. Each year, a Student Equity Annual Plan is created with action items that are driven by these goals.

The Student Equity Annual Plan Progress Report 2013-14 ([#SII2-8](#)) was submitted as an informational item to the Board of Trustees on June 3, 2014. The report provides an update on any action identified in 2013-14 program reviews, specifically program plan sections from instruction, student services and administrative services which demonstrate evidence for narrowing the achievement gap for underrepresented student populations. This includes actions which were completed during the 2012-13 academic year as well as a status report for actions identified in the Student Equity Annual Plan 2013-14.

College of the Redwoods Student Equity Plan 2014-17 has been updated to adhere to the recent requirements of the CCCCO as well as the new template. Additionally, in response to the Student Success Act (SB 1456), the Student Success and Support Program Plan (SSSP), Student Equity Plan, and Basic Skills Plan have been coordinated together to align student outcomes and actions with the College's Annual Plan 2014-15 and student outcomes in core services as required in the SSSP.

### **Standard II.C – Library and Learning Support Services**

- *In the 2011-12 year, the library's program review will incorporate faculty program review needs related to library and learning support services.*

#### Progress - Completed

The project was delayed until the 2013-14 program review cycle to provide time to collect input from faculty and to coordinate with college-wide goals to improve integration between student services and instruction. It was determined that more than one year of instructional program reviews would need to be reviewed, and that a faculty survey should be implemented to supplement that data. Instructional program reviews for 2011-12 and for 2012-13 have been reviewed, and outcomes relevant to the library have been collected, including research skills, information literacy, critical thinking about media, and similar topics. The faculty survey was completed fall 2013. These two data sources will be consulted in presenting recommendations in the library's 2013-14 program review.

### Standard III.A – Human Resources

- *The Human Resources Department will create a written procedure by July 2011 for reporting when staff and administrator evaluation deadlines are missed. This process will be implemented during the 2011-12 academic year and will be supported by training for managers.*

#### Progress - Completed

The HR Department established a procedure to assure compliance with permanent employee evaluation schedules. Adopted by Cabinet on October 7, 2011 and operationalized immediately thereafter, this process outlines time benchmarks for upcoming deadlines, current deadlines, and past-due deadlines. The procedure outlines regular monitoring of a past-due evaluation list, identifying assigned evaluators, and is reviewed on a monthly basis with cabinet. Training for managers is provided annually. Individual assistance is provided when needed.

- *Board policy related to the college's EEO plan will be adopted in fall 2011.*

#### Progress - Completed

Board Policy 3410 Nondiscrimination was adopted by the Board of Trustees on May 3, 2011. (#SII3-1) Board Policy and Administrative Procedures 7100 Commitment to Diversity were approved by College Council and adopted by the Board of Trustees on August 6, 2013. (#SII3-2, #SII3-3) The College's EEO Plan was adopted by the Board of Trustees on September 10, 2012, and submitted to the Chancellor's Office shortly thereafter. (#R6-2) Board Policy 3420 Equal Employment Opportunity was approved by College Council and adopted by the Board of Trustees on August 6, 2013. (#SII3-4)

- *The Human Resources Department will update the College's employee selection manual and distribute a draft for constituency review by fall 2011 prior to adoption in spring 2012.*

#### Progress - Completed

In lieu of a written selection manual, the Human Resources Department established an online employment manual to provide resources and policies and procedures for all employment matters. (#SII3-5)

- *The Human Resources Department will participate in the College's program review process in spring 2012 to include data and analysis related to employment equity and diversity.*

#### Progress - Completed

For the program review dated March 2012, "Evaluate employment equity and diversity for a target improvement plan" was a program outcome measured. The 2011-12 diversity analysis was included to coincide with the program review.

- *By August 2011, the College will develop a marketing and outreach plan to encourage members of underrepresented groups to apply for vacant positions at College of the Redwoods.*

#### Progress - Completed

In September 2011, a marketing and outreach plan was approved by Executive Cabinet and subsequently shared with the Board of Trustees. ([#SII3-6](#))

- *The Flex Calendar Committee, in consultation with the Professional Development Task Force and the Faculty Development Committee of the Academic Senate, will conduct a survey with faculty and staff to inform 2011-12 professional development activities.*

Progress - Completed

The merging of the Flex Calendar Committee and the Professional Development Committee (which has representation from the Faculty Development Committee of the Academic Senate) has streamlined the training needs assessment process, thus implementing a comprehensive assessment of staff, faculty, and managers/administrators.

- *The HR office and the Professional Development Task Force, in consultation with the Flex Calendar Committee, will coordinate with the Institutional Research Department to assess training needs for faculty and staff.*

Progress - Completed

The Institutional Research Department annually assists the Professional Development Committee in assessing the training needs for faculty and staff. These surveys are administered each spring. ([#SII3-7](#))

- *The Human Resources Department will continue to participate in the current program review process in the 2011-12 year.*

Progress - Completed

The Human Resources Department has participated in annual program reviews since 2011-12. ([#SII3-8](#))

### **Standard III.B – Physical Resources**

- *By spring 2013, the director of facilities in conjunction with the Facilities Planning Committee and engineers will develop a plan to accomplish needed infrastructure projects as funding becomes available.*

Progress - Completed

The College has completed its long range capital plan report and reviews and updates the report at least annually. ([#SII3-9](#))

- *In fall 2011, the Budget Planning Committee will review the total cost of ownership for new campuses and instructional sites. This includes not only construction or remodel costs but utility, staff, and any other fees associated with new instructional locations.*

Progress - Completed

The Garberville Instructional Site is the only new site to come online. The Budget Planning Committee reviewed and discussed with the VP for Administrative Services the costs of essential services at the site (gardening, security, maintenance, utilities, etc.) and the need for lease revenue to at least partially offset operating costs. The BPC's goal was that the new site should not become a "drain" on College resources. The Facilities Planning Committee

included a notation about the need for lease revenue at Garberville in its 2012 revision to the Facilities Master Plan. ([#SII3-10](#))

As a result of those discussions, the College decided to defer hiring permanent staff for the site and did not contract for costly internet access to the site. Instead, the College leased a portion of the facility to a community school and has an informal agreement to share its internet access. Other lease partners have been located, so that the operating costs of the site are predominately covered by the lease revenue. While the College may occasionally provide some degree of subsidy for the site operations, significant ongoing payroll costs have been largely avoided.

### **Standard III.C – Technology Resources**

- *In 2011-12 the Distance Education Advisory Committee will complete a five year Strategic Plan and engage in the subchapter development of the Education Master Plan which identifies how distance education aligns with the College’s mission, vision, values, goals, and objectives.*

#### Progress

The five year strategic plan was not completed. However, distance education initiatives are addressed in Goal 4 of the Education Master Plan.

#### Timeline for Completion

A distance education plan will be completed by fall 2017.

#### Responsible Parties

Director, Distance Education

- *In 2011-12 the Technology Services and Distance Education Departments will begin conducting district wide technology satisfaction surveys of faculty, staff, and students with a goal of continuous improvement based on the feedback from those surveys coupled with continued analysis of other data sources as mentioned above.*

#### Progress - Completed

Since 2011 surveys have been conducted, such as the Sakai user survey in late 2011 - responses suggested the need to choose a new LMS- and a new LMS survey (faculty and staff, and students) in spring 2014. ([#SII3-11](#), [#SII3-12](#)) These two surveys provided data and rationale to refine selection criteria for new LMS (recommended by the LMS Task Force in May 2014). The College will deploy additional faculty, staff and student surveys regarding the piloted LMS (Canvas) during the fall 2014 semester.

The Director of Distance Education will report to the Instructional Council, the Academic Senate, and any other interested work group on the results of these surveys and the work-in-progress on the LMS, and on Distance Education issues in general. The first report(s) will occur during the fall 2014 semester and every semester thereafter.

- *In summer 2011, the Technology Services Department will implement alternative backup and disaster recovery options, as well as ways to streamline the backup process so as not to have to make the system virtually unavailable during backup.*

### Progress

Two Storage Area Network (SAN) devices were purchased in spring 2014. The SANs have the capacity to backup all information requiring storage in a streamlined manner. One SAN is being deployed on the CR campus, and a mirror SAN is being deployed at College of the Sequoias to serve as an alternative backup in the case of catastrophic disaster.

### Timeline for Completion

The SANs are scheduled to be fully implemented and in use by spring 2015. The SAN on the CR campus should be in place by fall 2014, and the SAN at College of the Sequoias will be finished in the spring.

### Responsible Parties

Manager, Information Technology

## **Standard III.D – Financial Resources**

- *In fall 2011, the College will develop a plan to increase grantsmanship and better target grant opportunities to limit requirements for match and sustainability.*

### Progress - Completed

A new process was established and is currently in place. The process has been presented in a series of workshops by the Grants Office in fall 2012 and fall 2013. The process is published for employees. ([#SII3-13](#))

The new process is more inclusive of all stakeholders, making it easier to identify and apply for grants with all stakeholders on board. Including partners in the grant process makes it easier to obtain the match needed.

Grant requests are received and reviewed by a central grants department and require Executive Cabinet approval prior to application and prior to accepting an award.

- *As described above in Section I.B., the College's integrated planning model and narrative as well as the College's participatory governance document will be in place by fall 2011 and will codify systematic participative processes.*

### Progress - Completed

The College has revised and updated its integrated planning model through a series of shared governance planning workshops and committee recommendations. The integrated planning committee model has been implemented and is now well established at the College. ([#R2-14](#)) In spring 2012 the IEC developed a Planning, Budgeting, and Program Review Manual to document the process of aligning and integrating institutional and program plans ensuring the needs expressed through program reviews. ([#R2-8](#))

- *The College will widely distribute guidelines ensuring uniform reporting of grants in compliance with federal guidelines.*

### Progress - Completed

A grants manager is assigned to each grant to ensure that federal guidelines are being met, and that those involved in the grant are aware of the reporting requirements. The grant's manager received grants management training that included training on accountability in reporting and the OMB (Office of Management and Budget) Super Circular.

Grant applications are reported to the Grants Office on a standard template and require Executive Cabinet approval prior to application and prior to accepting the award. The Grants Office also works with grant recipients to ensure regulatory compliance and proper reporting.

- *By spring 2012, the Business Office will develop and implement grant review procedures to ensure that departments are able to meet grant-funded obligations; that the Business Office is fully apprised of the potential district commitment of resources, including personnel, facilities, and financial, for the period of the grant and beyond; and that any requests to continue a program beyond the expiration of the grant will be considered through the integrated planning process and ranked by the Budget Planning Committee.*

#### Progress - Completed

The Vice President of Administration receives bi-monthly updates from the Grants Office. A grant tracking sheet is reviewed by Executive Cabinet that provides information about the grants that are being pursued and the District's potential commitment of resources.

Programs are instructed to submit all resource requests, including resources following an expired grant, on the Program Review Template in the Resource Request area. No significant expenditures on grant activities have extended beyond the expiration of the grant.

The following instructions were added to the Program Review Template in fall 2012:

“If you have a grant or some other source of funding, include in the ‘Request’ column a brief description of the source of funds and the dollar amount that is expected to be covered by the other source and if the other source covers any of the annual recurring costs.”

- *By fall 2011, the College will develop a financial strategic plan (e.g., a rolling three-year budget) that is aligned with the Strategic Plan of the District. The College will update the plan annually to take evolving financial conditions into account.*

#### Progress - Completed

The Budget Planning Committee reviews a multiyear preliminary and final budget forecast and the multiyear budget forecast is included in the final budget documents reviewed by the Board of Trustees. The multiyear budget forecast is updated at least annually. ([#SII3-14](#))

### **Standard IV.A – Decision-making Roles and Processes**

- *The integrated planning model and narrative as well as the College's participatory governance document will be in place in the 2011-12 year and will codify systematic participative processes.*

#### Progress - Completed

The integrated planning model has been regularly updated since fall 2011. The current model is published on the planning page. ([#R2-14](#)) The Planning, Budgeting and Program Review

Manual, which provides a narrative of integrated planning was created in August 2012. ([#R2-8](#))

Board Policy (BP) 3260 Participatory Governance was adopted by the Board of Trustees on December 6, 2011. ([#SII4-1](#)) Administrative Policy (AP) 3260 Participatory Governance was approved by College Council on November 11, 2011. ([#SII4-2](#))

- *The College's participatory governance document will be in place by fall 2011 and will codify systematic participative processes.*

Progress - Completed

Board Policy (BP) 3260 Participatory Governance was adopted by the Board of Trustees on December 6, 2011. ([#SII4-1](#)) Administrative Policy (AP) 3260 Participatory Governance was approved by College Council on November 11, 2011. ([#SII4-2](#))

- *All committees will be provided with templates and training to ensure a consistent format for publishing information on the College's internal website.*

Progress - Completed

The College's internal website *inside.redwoods.edu* lists all of the College's committee pages, including planning committees, Academic Senate committees, and other committees and sunsetted groups. Each committee page has a standard format that consists of a page for agendas and notes, an "About" area with the purpose of the committee, a membership listing, and committee resources. Committees have access to add and update added content on their website, but they are not able to change the format of the standard template.

- *The College's participatory governance document will be in place by fall 2011 and will codify systematic participative processes.*

Progress - Completed

Board Policy (BP) 3260 Participatory Governance was adopted by the Board of Trustees on December 6, 2011. ([#SII4-1](#)) Administrative Policy (AP) 3260 Participatory Governance was approved by College Council on November 11, 2011. ([#SII4-2](#))

- *In the 2011-12 year, the College will implement the principles of the interest-based approach to problem-solving and conflict resolution.*

Progress - Completed

During the spring and summer of 2012, the District and faculty union engaged in the interest-based approach to problem-solving. One significant result of these meetings was an agreement between the District and union to continue to use the principles and processes of interest-based problem solving. ([#SII4-3](#))

- *In the 2011-12 year, the College will provide in-service training on governance and planning processes to new and current administrators, staff, and faculty.*

Progress - Completed

Chairs of the integrated planning committees met with the President/Superintendent and the Director of Institutional Effectiveness on September 19, 2013 to review their role and responsibilities. The planning chairs reviewed the Annual Institutional Plan, and discussed

the importance of updating and evaluating their functional plans on a regular basis. They reviewed the committee website and the standardized information to be posted about each committee, and the process of communicating information to their constituents. In addition, relevant data from the Institutional Effectiveness Report and Scorecard was presented to inform planning actions for the year. A second meeting with the President/Superintendent, Director of Institutional Effectiveness and the planning and senate committee chairs took place on September 15, 2014 to refine roles and responsibilities. ([#SII4-4](#))

- *In fall 2011, the Institutional Effectiveness Committee will prepare and widely distribute a report analyzing the effectiveness of the College's planning processes as well as the measures identified in the College's Strategic and Education Master Plans.*

#### Progress - Completed

In August 2012, the College published the first Institutional Effectiveness Report. Since then, two additional Institutional Effectiveness Reports were distributed to the college in August 2013 and September 2014. The Institutional Effectiveness Report includes a review of the progress towards completing each of the action plans included in the prior year's Annual Institutional Plan. This review provides an evaluation of the College's effort to fulfill the goals of the Strategic and Education Master Plans. The Institutional Effectiveness Report also contains institutional effectiveness indicators that highlight trends in student achievement resulting from planning progress. The College's planning process is evaluated through a summary of what was learned at the College's Institutional Effectiveness Summit (formerly the Integrated Planning Summit), and what changes will be made to the planning process for the next year.

The Institutional Effectiveness reports are located on the web. ([#SIII-5](#)) Hard copies of the report are distributed to decision-making committees and the report is emailed to the entire District.

### **Standard IV.B – Board and Administrative Organization**

- *Beginning in fall 2011, the Institutional Effectiveness Committee will prepare and widely distribute a report summarizing analysis of the College's planning process in order to more comprehensively and transparently guide the work of the college.*

#### Progress - Completed

In August 2012, the College published the first Institutional Effectiveness Report. Since then, two additional Institutional Effectiveness Reports were distributed to the college in August 2013 and September 2014. The Institutional Effectiveness Report includes a review of the progress towards completing each of the action plans included in the prior year's Annual Institutional Plan. This review provides an evaluation of the College's effort to fulfill the goals of the Strategic and Education Master Plans. The Institutional Effectiveness Report also contains institutional effectiveness indicators that highlight trends in student achievement resulting from planning progress. The College's planning process is evaluated through a summary of what was learned at the College's Institutional Effectiveness Summit (formerly the Integrated Planning Summit), and what changes will be made to the planning process for the next year.

The Institutional Effectiveness reports are located on the web. ([#SIII-5](#)) Hard copies of the report are distributed to decision-making committees and the report is emailed to the entire District.

## Update on Standard III.D – Financial Resources

The 2011 ACCJC Team Evaluation Report and the February 2, 2012 Commission Action Letter did not specifically address significant deficiencies in financial resource accreditation standards or eligibility requirements. However, in preparing the October 2012 Show Cause Report, the College self-identified serious financial concerns and unveiled lack of compliance with some of the standards under III.D, Financial Resources. This section of the report provides an update to the College's successful actions taken to comply fully with Standard III.D.

### Standard 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 at both college and district/system levels in multi-college systems.*

The College has shown marked improvement in fiscal stability, particularly during the past two years. (#S3D-1) The College acted to decrease expenditures as State funding levels stagnated and declined. Actions taken include three employee reorganizations and reductions in force (RIFs), ratified bargaining agreements with both unions, agreements with all other employee groups for payroll concessions ranging from -6.5% to -9.0% and ongoing fiscal stabilization clauses, multiple early retirement incentive programs, and an agreement by the Board of Trustees to reduce its operating budget by 40% by eliminating stipends and contributing to trustee health benefit costs. The College cancelled expensive leases and moved to offering off-site classes at local high schools. A deregistration procedure for unpaid student accounts was implemented and accounts receivable over 120 days past due are being sent to an outside collection agency. The College initiated a process to assess certain academic programs to determine long-term program viability.

The College's annual budget has benefitted from these austerity measures. The College's Special Trustee highlighted the statewide problem of a "crumbling infrastructure" due to insufficient ongoing State investment in maintenance and capital improvements. To begin to address this problem at a local level, during the same period that the College was making the budget corrections noted above, the College also created a small general fund equipment replacement budget and for 2014-15 has identified additional categorical funding to augment its equipment replacement cycle. Although the replacement cycle is not yet fully funded, the College's priority was to begin addressing its crumbling infrastructure even as other budgets were being reduced. Also, a \$33 million State bond funded utility infrastructure project will replace all the College's plumbing, data lines, and electrical lines as well as upgrading boilers, HVAC and other equipment.

The results of these austerity measures and targeted investments in infrastructure are that the College's fund balance has improved for two years and is forecasted to continue small, steadily

increases over the three year budget forecast. (#S3D-2) Also during this period, the College issued the last of its local bonds and refinanced some existing bond debt at a lower interest rate to realize taxpayer savings. During this period, Moody's lowered the College's bond rating and included a negative outlook. However, during their most recent review, Moody's upgraded the College's bond rating by removing the negative outlook comment (#S3D-3). Also, the College's Special Trustee will not be continuing as a Special Trustee for the Redwoods Community College District past June 30, 2014. The College's Board of Trustees approved a contract renewal, but the State Chancellor's Office determined that the College has improved to the point that a Special Trustee is no longer warranted. The positive actions of Moody's and the Chancellor's Office are especially important as these actions represent the determinations of parties outside of the College who validate that the College is showing improving fiscal trends.

All of that said, it is important for the College to continue to press for expenditure constraint while investing in activities designed to stabilize and increase student enrollments. Stabilizing and growing student enrollments are mission critical for fiscal viability. The College is expanding non-credit offerings and is moving to expand into offering more programs at prisons and jails. Capital investments will improve facilities and expand opportunities. For example, a science laboratory renovation at the Del Norte Educational Center will create a facility that could accommodate an expanded nursing program. Also, the deployment of Cisco's telepresence and WebEx systems will allow for remote delivery of courses to allow the College to serve its rural territory more efficiently and improve the number of students per course.

Given the fiscal austerity measures, the College's multiyear budget outlook, and steadily improving the fund balance percentage, the College's resources are sufficient to ensure financial solvency.

### **Standard III.D.1**

*The institution's mission and goals are the foundation for financial planning.*

#### **Standard III.D.1.a**

*Financial planning is integrated with and supports all institutional planning.*

Through its Budget Planning Committee, the College has implemented a financial planning process that is integrated with and supports institutional planning. (#R2-14) The Budget Planning Committee's annual calendar includes the review of multiyear budget forecasts which are periodically updated with State budget milestones (i.e. Governor's January budget, Governor's May revised budget), the development of recommendations for addressing any budget shortfall, and broad input across the College through representation on the Budget Planning Committee. The Budget Planning Committee in cooperation with the Facilities and Technology Planning Committees makes recommendations on the allocation of the College's local bond funds and makes prioritized recommendations on certain annual program review resource requests.

The annual budget planning process begins with program reviews. Program reviews begin with a review of the Strategic Plan, Education Master Plan, mission, and vision as well as other college planning documents and plans. For example, the Budget Planning Committee, Facilities Planning Committee and Technology Planning Committee review the Facilities Master Plan and other facilities planning documents and the Technology Master Plan.

The information collected in program reviews then moves to the appropriate planning committees which use it along with other data and input to make institutional plans with measurable goals and objectives. The Budget Planning Committee, Facilities Planning Committee, and Technology Planning Committee then use summaries of this data and input as a key source of support for their planning and allocation recommendations. In fact, each program review resource request that is ranked by these committees is ranked using a report that includes clear references for each request back to the relevant Strategic Plan, Education Master Plan, or other planning document. ([#S3D-4](#)) The committees have historically ranked requests relatively low when a clear connection to specific plan goals and objectives has not been adequately documented.

The Budget Planning Committee is the main financial planning committee for the College with regards to student enrollment projections, forecasting employee staffing levels, annual cost increases in health and welfare benefits, pension obligations, other personnel expenditures, and increases in non-payroll budgets. The Committee begins with draft budget forecasts from College administration. However, the Committee relies on input and recommendations from other campus constituencies. For example, student enrollment forecasts are informed by Chancellor's Office reports, the College's Institutional Research office and recommendations from the College's Enrollment Management Committee. While the Budget Planning Committee reviews overall full-time equivalent student (FTES) forecasts for apportionment funding estimates and to validate adequate faculty and associate faculty payroll expenditure budgets, the Enrollment Management Committee expands its review to the types of programs and courses offered and trends in student interest, etc.

Reviews by the Budget, Facilities, and Technology Planning Committees typically include factors such as the total cost of ownership (TCO) which includes the acquisition cost plus the ongoing support cost plus the disposal cost, the effect on 50% law compliance and other rules and codes, integration with the College's plans, and evidence of need. Past practice is that the Facilities and Technology Committees first rank a set of resource requests related to their committee's area of expertise. Then, the Budget Planning Committee creates a single ranking from that input. A draft ranking is completed to allow committee members to discuss the preliminary results before a final ranking is completed. Each individual committee member completes their own ranking as opposed to the group developing a ranking and then having the committee vote on the ranking. By asking for individual rankings, the process ensures that each committee member's "voice" is heard. The final ranking is forwarded as a recommendation to the President/Superintendent.

For budget forecasts, the Budget Planning Committee reviews administration's preliminary draft budget and reviews and discusses the revenue and expenditure assumptions in detail. In particular, the Committee discusses and scrutinizes the enrollment and revenue forecasts and the forecasts of payroll cost increases for reasonableness. The Committee typically reviews a "best guess" or "most likely" scenario and a pessimistic scenario based on flat or declining enrollment. Then, the Committee collectively decides on and votes on its recommendation to the President/Superintendent. For 2014-15, the Committee recommended a flat enrollment forecast, and the President/Superintendent accepted that recommendation. The Committee recommends a balanced budget to the President/Superintendent each year and includes detailed recommendations for expenditure savings, such as canceling expensive leases. However, due to collective bargaining considerations, the Committee will typically recommend a dollar amount

for “payroll cuts” and leave it to administration to determine the exact methods for achieving the payroll savings target.

The College meets Standard III.D.1.a and is sustainable. Recent history demonstrates a commitment from the planning committees to recommend austerity budgets that are based on conservative budgeting principles and that recommend significant cost cutting. Actual financial results have borne out that the College’s planning committees recommended realistic budgets and that actual results have come in reasonably close to the committees’ recommendations. With help from the Special Trustee, the College survived the recent prolonged economic downturn and survived other budget challenges despite its relatively low enrollments that are spread over a large area of rural northern California. These budget planning processes were one of the keys to integrating the College’s plans and priorities into budget recommendations to the President/Superintendent.

### **Standard III.D.1.b**

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

The College’s Business Office has implemented a comprehensive accounting control structure to ensure that accounting reports and data support comprehensive and systemic integrated planning and appropriate fiscal controls. The College relies on the California Community College’s Budget and Accounting Manual (BAM) for data definitions, rules, and fund hierarchy as well as relying on industry best practices, such as Government Accounting Standards Board policies and Generally Accepted Accounting Principles.

The Budget Planning Committee reviews enrollment estimates that the College may reasonably expect to achieve. Estimates of apportionment revenue are based on data and input from the State Chancellor’s Office, such as the State Chancellor’s apportionment reports for each college, and State budget proposals, such as the Governor’s January budget proposal, the Governor’s May revised budget proposal, and the State’s Adopted Budget. College administration and the Budget Planning Committee develop revenue and expenditure assumptions through a comprehensive analysis of available data, including historical data, review of the College’s goals, objectives, and planning agendas, State Chancellor’s Office reports, State budget reports, Legislative Analyst’s Office reports and others.

The College’s annual budget process commences each fall term with the Budget Planning Committee’s review of the budget calendar, planning documents, and a discussion and analysis of the current economic climate. The Budget Planning Committee’s Budget Calendar provides a summary of important milestones in a calendar year format. ([#S3D-5](#)) In January, the Committee reviews the Governor’s preliminary budget proposal and prioritizes requests arising out of program review. The Budget Planning Committee analyzes and recommends a preliminary set of enrollment, revenue, and expenditure assumptions. These preliminary recommendations are shared with the Board of Trustees at their February meeting ([#S3D-6](#)). Including the preliminary budget assumptions in an annual board discussion allows for a wide audience to receive and comment and provide input on the budget. For example, at each meeting the Board invites public comment on its agenda items, complete agendas with attachments are posted to the College’s website, and board meetings are recorded with archives available online while most meetings are also streamed live.

The preliminary forecast includes a summarized three-year review on enrollments, revenue, expenditures, and fund balance. The preliminary budget forecast includes key revenue assumptions such as projected enrollment data, State cost of living adjustment (COLA), growth/restoration factors, deficit factors applied to State apportionment, and property tax revenues. The expenditure forecast includes key assumptions such as detailed analysis and projection of personnel costs including step and column cost increases, compliance cost increases, health and welfare costs, increased pension obligations (PERS and STRS), and changes to other personnel expenditures, such as unemployment taxes. The associate faculty budget is adjusted based on enrollment growth assumptions and class section forecasts, while full-time faculty budgets are increased if additional faculty positions have been approved.

All permanent employee budgets are tracked in a database maintained in the Business Office to ensure accurate estimates for each component of payroll cost; for example, salary, health and welfare benefits, pension, and employer paid payroll assessments. The position inventory supports complicated estimates of partial year payroll savings on employee separations where a position will not be refilled and lump-outs of unpaid accrued vacation benefits must be paid out. The database supports calculations of permanent savings from the employee separation for the subsequent year's budget forecast.

Changes to non-payroll costs are estimated, such as increased rates for natural gas, electricity and other utilities, insurance premiums, and strategic budget allocations supported by institutional planning, such as increased equipment replacement and budget to address deferred maintenance.

The budget is developed and managed in accordance with State of California and State Chancellor's Office regulations and the Budget and Accounting Manual (BAM). Each month, the Board of Trustees reviews a financial management report and each quarter the Board reviews a quarterly State Chancellor's Office report with respect to ongoing and anticipated financial commitments. Budget cost center managers and others have access to monthly reports that show year-to-date expenditure burn rates and indicate the level of available resources.

The College meets Standard III.D.1.b. and is sustainable. The College's planning processes are producing realistic enrollment, revenue, and expenditure assumptions as evidenced by the improvement in the fund balance percent over the last two years. The fund balance percent has increased above 6% by 6-30-2013 and is projected to slowly and steadily continue to improve.

### **Standard 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, plans, and allocates resources for payment of liabilities and future obligations.*

The College's financial planning processes include multiyear budget forecasts to help identify potential negative trends that may be embedded in current year decisions. The College addressed a long-term structural budget deficit and continues to monitor the budget to ensure steady improvement of the fund balance percent over the multiyear forecast.

Some of the most important long-range fiscal plans are embedded in the College's collective bargaining agreements. Given the lead time required to negotiate changes to contract language

and the reality that negotiations do not guarantee any changes to contract language, the entire labor contract is a set of “long-range decisions.” The College negotiated and ratified collective bargaining agreements with both of its units to include financial stability clauses related to the College’s fund balance percent. The contracts include new language to allow that when the College’s fund balance is below 6.0%, then any State cost of living adjustment (COLA) will be temporarily retained for that year and will not be awarded as an increase in the employee salary step schedules. Another part of the fiscal stability clauses provide that when the fund balance reaches 6.0%, then only the amount of any funded State COLA in excess of 1.6% will be awarded as an increase in the salary schedule. This language helps the College ensure long-term fiscal stability. First, the 6.0% fund balance trigger provides relief from providing employee COLAs before the fund balance falls below the 5.0% minimum requirement. Then, the first 1.6% of any State funded COLA is always retained by the College to help pay for health and welfare benefit cost increases and other cost increases. Also, these clauses do not provide for any inflationary adjustment in the salary schedule if the State does not fund a COLA that year. College administration estimates that an annual State COLA in the 1.6% to 2.0% range is needed each year to cover typical inflationary cost increases. The College has also established a principle with its bargaining units that “waiting until the fund balance falls to 5.0%” is too late for a trigger. Therefore, the triggers are activated when the fund balance falls below 6.0% instead of triggering at 5.0%. (See page 9 of the CRFO contract for “Triggers.” [#S3D-7](#), [#S3D-8](#)) This allows the College more time to recover from a fiscal constraint before the problem becomes a fiscal crisis. As of June 30, 2014, the fund balance has increased above 6%, which shows improvement ahead of the multiyear forecast.

The College maintains a relatively low level of College funded debt service payments consisting of \$99,000 in annual payments on certificates of participation (COPs) which will be completely paid out in two fiscal years. Additionally, the College is making payments related to an early retirement program which is indirectly covered by payroll savings from retirements which will be paid out in five fiscal years.

Administration has made decisions recently that are intended to continue a low debt burden. Administration passed on a recent opportunity to finance solar panels. The representative from Solar City analyzed the potential project and reached similar conclusions to the College - that the amount of available sunlight is relatively low, that a large scale solar farm would need to be located over a parking lot which is more costly, and that such a project would require a long feeder run to the main electrical service. For these reasons, both parties agreed that the project would have a longer payback than what has been realized at other community colleges. Also at this time, administration is not seeking to float a new COP to renovate its aging stadium bleachers which were recently closed. Instead, the College will install less costly aluminum bleachers. Both of these decisions help demonstrate the College’s commitment to keeping its debt burden low.

The College’s Measure Q/B local bond funds are repaid by the respective counties through tax collections which are not part of the College’s budget.

An actuary provides a study of the College’s Other Post-Employment Benefits (OPEB) benefits. [#S3D-9](#) The College provides a limited set of these benefits to certain employees hired before a certain date. Employees hired after the cutoff dates, depending on the bargaining unit, are not eligible for post-retirement benefits. In addition to the study required by the State Chancellor’s Office for all community colleges, the actuary produces an additional study for the College.

(#S3D-10) The additional study analyzes the balances in the College's OPEB fund, payments into the fund and disbursements. The actuary then determines if the College's funding plan will be sufficient to maintain a reasonable minimum fund balance in the OPEB fund over the life of the fund. The November 21, 2013 opinion letter reports that the fund balance would drop to \$1.7 million by 2023, which the College considers to be a prudent and conservative funding level given the relative size of the OPEB liability over the life of the fund. The College then adjusts its funding to ensure that the actuary's forecast will be realized, and the OPEB fund will maintain a prudent fund balance cushion. The College has been increasing its payments into the fund each year; for example the transfer budget is scheduled to increase by \$75,000 per year in 2014-15 and 2015-16. Then, the transfer will remain stable, unless the actuary recommends adjustments to the annual transfer amount.

The College meets Standard III.D.1.c and is sustainable. The College has eliminated its structural budget deficit and improved its fund balance percentage, including exceeding 6% at June 30, 2014. However, historical results for the State's cost of living adjustment (COLA) show it below the 1.6% to 2.0% that administration estimates is needed each year. Thus, it is important for the College to increase its funded enrollments, so revenue grows by 1.6% to 2.0% annually through a combination of State funded COLA plus enrollment growth, efficiencies, fundraising, and other resources. Without an adequate COLA plus enrollment growth and other resources, the College risks re-establishing a structural budget deficit.

#### **Standard 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.*

The College's institutional planning calendar and the Budget Planning Committee calendar provide timelines for budget planning and financial planning. Board Policy and Administrative Procedure 6200 Budget Preparation (#S3D-11, #S3D-12) identify the Budget Planning Committee as a method of supporting the College's integrated planning processes as well as critical deadlines for budget preparation. Meeting notes and other documentation demonstrate the Budget Planning Committee's activities. The Committee's agendas, handouts including various budget forecasts, and meeting notes are published on the College's website. The Budget Planning Committee uses information and data from departmental program reviews in developing the Committee's recommendations to the President/Superintendent. The planning cycle begins with a review of the College's planning documents as well as the annual program review materials. The Committee includes representatives from various areas/departments/levels of the College. Additionally, the Facilities and Technology Planning Committees bring in additional campus constituency representation in support of the Budget Planning Committee.

In January, the Budget Planning Committee reviews the Governor's preliminary budget proposal and also prioritizes requests arising out of program review. The Budget Planning Committee analyzes and recommends a preliminary set of enrollment, revenue, and expenditure assumptions. These preliminary recommendations are shared with the Board of Trustees at their February meeting (#S3D-6). Including the preliminary budget assumptions in an annual Board discussion allows for a wide audience to receive and comment on the budget. The Board's agenda, handouts and meeting minutes are posted to the College's website to allow for wide

distribution and review, and the Board welcomes public comment on each of its agenda items at its meetings.

The President/Superintendent and other administrators discuss institutional planning and the budget forecast in detail, for example during annual convocation presentations. In addition to reviewing budget forecasts, the Board reviews a monthly budget-to-actual report, monthly bond status report, contracts report, and a quarterly financial report that is also submitted to the State Chancellor's Office. Again, the Board docket includes the complete reports on the College's website.

Also, open forums are held on an as needed basis on various topics. For example, during fall 2014, open forums are being held on the following topics: planning for the Del Norte Educational Center, the Del Norte science lab remodel project, an update on the Physical Education building remodel project, stadium bleachers and fields upgrade project, and a meeting to discuss the disposition of vacant buildings and capital procedures. Previously, a budget open forum with our Special Trustee was held on August 7, 2012 and another on September 6, 2012, and an accreditation open forum which included a budget discussion was held on October 23, 2012. Additionally, a Del Norte science wing remodel open forum was held in the spring of 2014.

The College meets Standard III.D.I.d and is sustainable.

### **Standard III.D.2**

*To assure the financial integrity of the institution and responsible use of financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.*

#### **Standard III.D.2.a**

*Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy and reflect appropriate allocation and use of financial resources to support student learning programs and services.*

The College's budget forecast is prepared through an established planning process that includes constituent input and multiple reviews. Administration prepares a draft budget forecast that is reviewed by the Budget Planning Committee, Executive Cabinet, and other constituencies. The Budget Planning Committee makes a recommendation for a budget with an acceptable ending fund balance percent and includes recommendations for budget cuts, if necessary. The President/Superintendent receives the Committee's recommendation along with other feedback and prepares a budget recommendation to the Board of Trustees. The budget proposal is posted to the Board's website, and public comment is welcomed at the board meeting. Additionally, the Board reviews monthly and quarterly budget-to-actual reports, and the annual financial audit is reviewed by the Board Audit Committee and the Board of Trustees.

Budget documents reflect what allocations are recommended after consideration of achieving the College's goals for student learning, including resource allocations that support College plans and are rank prioritized for funding recommendations, and budgets are prepared to ensure 50% Law compliance, faculty obligation number (FON) compliance, and compliance with other mandates.

Budgets are monitored through monthly and quarterly budget-to-actual reports to the Board of Trustees and by cost center managers and Business Office staff. Requests for temporary or permanent staffing increases require appropriate documentation and approvals. Approved requests are reported monthly to the Board of Trustees. Accumulation of staff compensatory time (comp time) is reported to managers on a regular basis. Purchases require an approved purchase order or the use of the College's CAL-Cards or an approved petty cash fund. All travel requests must be approved prior to committing to any expenditure. Travel advances/claims, invoices, purchase orders, petty cash funds, and CAL-Card purchases are reconciled in a timely manner. All purchases to be paid with bond funds require higher level approvals.

The annual independent financial audit is prepared by certified public accountants who report their findings regarding the adequacy of internal controls as well as their audit opinion. The annual financial audit encompasses all College funds, including the auxiliary organizations, the College of the Redwoods Foundation, and the Redwoods Financing Corporation. The auditors perform additional compliance testing as required by the State Chancellor's Office as well as a mandated audit scope on the Measure Q/B local bond funds. The results of these financial, internal control and compliance audits are reviewed in detail with the Board's Audit Committee. The auditors typically present a review of their audit scope, work, and results directly to the Audit Committee, as well as answer questions from the Committee. The chair of the Audit Committee in turn reports out to the full Board of Trustees. The auditors have presented unmodified "clean" audit opinions in recent years.

Additionally, the financial activities of the College are scrutinized by two bond rating agencies, Moody's and Standard and Poor's, who conduct annual surveillance reviews in addition to more in-depth reviews in connection with preparing a rating for College bond sale or refinancing activities. Administration meets at least annually and answers questions from rating agency staff. Standard and Poor's has not changed its rating on the College. However, in August 2013, Moody's acted to lower the rating from Aa2 to A1 and added "*outlook is negative.*" In February 2014 after its latest review, Moody's upgraded its rating by removing the negative outlook. In making its ratings decision, Moody's noted, "*The removal of the negative outlook reflects the official removal of all accreditation sanctions and the reaffirmation of the district's accreditation in January 2014 and our expectation that the district's financial and accreditation position will remain stable.*" ([#S3D-3](#)) The College continues to work on improving its bond rating with the goal of restoring to Moody's previous ratings level of Aa2.

All of the reports described in this section are publicly available on the College's website or rating agency websites. Also, the State Chancellor's Office provides apportionment funding reports and financial accountability reports by college or district on their website.

The College meets Standard III.D.2.a and is sustainable.

### **Standard III.D.2.b**

*Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*

The District's financial statements are audited annually by an independent certified public accountant as required. The auditors review the District's funds, including the auxiliary organizations, College of the Redwoods Foundation and Redwoods Financing Corporation. The

auditors conduct financial audits, compliance audits as required by the State Chancellor's Office, and required audits of the District's Measure Q/B bond funds.

Audit reports are presented to the Board Audit Committee and the Board of Trustees, and the audit reports are placed on the Business Office webpage. Findings from other agencies, such as a wastewater treatment plant fine, are communicated to the Audit Committee as well. In that case, the College engaged legal counsel to negotiate with the Water Board to potentially allow the College to make treatment plant improvements in lieu of paying a fine. The bond funds audit is also reviewed by the College's Citizens Bond Oversight Committee as required. These audits consistently report unmodified or "clean" opinions from the external auditors with respect to the accuracy of financial statements and internal controls. When other findings or recommendations have been identified, the College has developed corrective action plans with the appropriate College constituency and/or department, tracked and reported on progress to resolution to the Board Audit Committee, and reported progress to the auditors during their subsequent visits.

The College meets Standard III.D.2.b and is sustainable.

### **Standard III.D.2.c**

*Appropriate financial information is provided throughout the institution in a timely manner.*

Financial information is disseminated across the College through multiple communication channels. Financial information is reviewed during meetings, including Board of Trustees meetings which are subject to the Brown Act's meeting notice, disclosure, and public comment requirements; in written reports; through online posting of various financial reports; and through the provision to certain employees of conditional access to the College's Ellucian Colleague financial information system.

The Budget Planning Committee receives and reviews detailed information regarding the College's financials and information used to prepare a multiyear forecast. The Committee reviews year-to-date financials and forecasts that include fiscal trends, estimates of payroll and other cost increases, and an analysis of the Governor's budget proposals. The Committee is briefed on information and data gleaned from State Chancellor's Office emails, announcements, reports, and workshops related to budget and fiscal matters. All of the information and data reports provided to the Budget Planning Committee are also placed on the Committee's website. Key documents, such as annual audit reports, monthly budget-to-actual reports, quarterly financial reports to the State Chancellor's Office and other reports to the State Chancellor's Office, are placed on the College's website. Furthermore, the State Chancellor's Office provides apportionment allocations and financial accountability reports by College and/or district on its website.

Each year at convocation, administration prepares a detailed presentation on the College's budget performance and student enrollment trends.

The College meets Standard III.D.2.c and is sustainable.

### **Standard III.D.2.d**

*All financial resources, including short-and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.*

The College has used tax and revenue anticipation notes (TRANs) as appropriate to ensure adequate cash flow. However, recent administration cash flow estimates are showing that the College no longer needs TRANs, primarily due to the State paying down its payment deferrals. (#S3D-13) The College issued certificates of participations (COPs) many years ago and will make the final payoff of its COP debt over the next two years. The College financed a portion of a supplemental early retirement program (SERP) by electing to pay the costs over seven years or less with about five years remaining. After the approval of voters, the College issued bond debt (Measure Q/B) to finance improvements to the College's facilities, infrastructure and related activities. Debt levels have been kept to a conservative level, and all debts are being paid as agreed.

Activities of the College of the Redwoods Foundation (the Foundation) are monitored by College administration and transactions must be approved by the Foundation Board of Directors. The President/Superintendent attends Foundation meetings. The College maintains a relatively modest fundraising function. Fundraising efforts are primarily recorded on the Foundation's books, subject to review by the College's Business Office and approval by the President. Grants applications are documented for review by the Executive Cabinet prior to applying for a grant and again prior to accepting a grant award. Grants are administered by a centralized grants department for the College.

In past years, the College operated its bookstore and dining operations. In the final year that the College operated these auxiliaries, both operations posted net losses. Now, both operations are contracted to outside agencies. Follett Higher Education Group began operating the bookstore on December 4, 2012, while Fresh and Natural started operating dining operations on July 1, 2013. Annual revenues are negotiated in the respective contracts. One benefit of these contracts is that they limit the College's "downside liability" for any operational losses. This is because the revenue sharing arrangement is primarily on the basis of revenue received. Therefore, the risk of covering potential operational losses lies with the contractor, not the College. Also, the contractors must support their cash flow needs. For example, the bookstore posted a positive fund balance, but a \$409,000 negative cash balance on the June 30, 2011 financial statements because all assets were tied up in inventory and accounts. In Follett's first year, it covered its own cash flow needs and provided \$100,000 in revenue sharing payments to the College. Also, Follett has invested \$100,000 in capital improvements such as a new point of sale system and facility upgrades. This financial turnaround has been important to the long run viability of the College's auxiliary enterprises.

The College meets Standard III.D.2.d and is sustainable.

### **Standard III.D.2.e**

*The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.*

College administration is responsible for ensuring effective internal controls over financial transactions and reporting. The College employs Business Office personnel, such as a Controller who is a licensed certified public accountant, to assist in implementing best practices with regards to internal controls. Staffing levels are controlled through a detailed position inventory database and expenditures are controlled through approved budgets and requirements for approvals for spending decisions. Permanent and temporary hiring requires appropriate approvals. Travel requests require approval prior to committing the College to any obligations. Services and supplies purchases must be approved through a purchase order, use of a College issued CAL-Card, or a petty cash fund, all of which are reconciled in a timely manner. Payment approvals are controlled through dual-control approval systems.

The College's external auditors examine and test the internal control structure to validate best practices, and identify potential control weaknesses. Financial audits are conducted annually as well as audits of the College's enrollment and apportionment reports to the State Chancellor's Office and compliance audits of categorically funded programs, such as EOPS and DSPS. The College's grant activities are subject to audit by the cognizant federal agency or the respective grantor. The College's Citizens Bond Oversight Committee reviews reports and audits of all bond expenditures.

The College meets Standard III.D.2.e and is sustainable. Internal controls at the College consistently provide checks and balances for all financial transactions.

### **Standard III.D.3**

*The institution has policies and procedures to ensure sound financial practices and financial stability.*

#### **Standard III.D.3.a**

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

College administration updates a cash flow forecast twice a year in anticipation of potentially participating in a tax and revenue anticipation note (TRAN) cash flow financing. The College has participated in TRANs in prior years. For 2014-15, administration expects to not need to issue any TRAN debt, primarily due to the State reducing its payment deferrals. ([#S3D-13](#))

During 2012-13, the College's unrestricted general fund balance fell below the 5.0% minimum required by the State Chancellor's Office to demonstrate fiscal stability. Through a series of austerity measures, the College increased its fund balance above 5.0% and has maintained that level for two years and is forecasting to increase its fund balance percent over its three year budget projection. Austerity measures included multiple reorganizations and reductions-in-force (RIFs) resulting in the elimination of 39 employee positions, ratified agreements with all employee units for payroll concessions ranging from -6.5% to -9.0%, and agreement by the Board of Trustees to reduce its budget by 40% through trustee contributions to medical insurance costs and suspension of trustee stipends.

The Board of Trustees ratified Board Policy and Administrative Procedure 6200 Budget Preparation which requires the College to adopt annual budgets that continue to increase the fund balance closer to a 10.0% target.

To mitigate and manage risk, the College participates in shared risk pools including joint powers authority (JPA) memberships for medical, dental, and vision insurance; property, liability, and workers compensation insurance; and utility rate agreements.

The College meets Standard III.D.3.a and is sustainable. Board Policy and Administrative Procedure 6200 Budget Preparation ([#S3D-11](#), [#S3D-12](#)) require the College to steadily grow the fund balance to 10.0%. State Chancellor's Office Fiscal Trend Analysis reports for the 2013-14 budget show Redwoods as one of only nine out of 72 (12.5%) community college districts in California budgeted to increase their fund balance percentage for that year. The same report disclosed 13 districts budgeted to "burn" 40% or more of their fund balance in a single year with one district showing a 69% decrease in its fund balance percent in a single year. Although the College's fund balance percent stands at a relatively low level, the fiscal trends show that costs are controlled and will be covered by revenues that have been projected conservatively, and that Board Policy supports continued fund balance improvement. Furthermore, results at 6-30-2014 show the fund balance increasing above the 6% level, ahead of the multiyear forecast. Steadily improving fund balances and sustainable increases in student enrollments remain the primary goals for the College for the next several years.

### **Standard III.D.3.b**

*The institution practices effective oversight of finance, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.*

The College manages the oversight of its finances, assets and fiscal relationships in a prudent and conservative manner through the following practices:

- Board policies and administrative procedures.
- Transparent reporting and shared input on the budget.
- Frequent review of budget-to-actual reports.
- Audits by external public accounting firms and program audits.
- Internal controls and approval processes.

Board policies (BPs) and administrative procedures (APs) establish effective fiscal management, accountability, and reporting practices. For example, BP and AP 6320 Investments ([#S3D-14](#), [#S3D-15](#)) sets the following investment criteria:

- The preservation of principal shall be of primary importance.
- The second objective shall be to meet liquidity needs of the District.
- The third objective shall be to achieve a return on the funds under District control...

The College is audited annually both under a financial audit and the State Chancellor's Office compliance auditing procedures. The College's Business Office website ([#S3D-16](#)) includes online copies of the College's audits dating back to 2002-03. The 2012-13 auditor's opinion states, "*In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the discretely presented component unit of the District, as of June 30, 2013, and the respective changes in*

*financial position and cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.”*

Fiscal oversight is enhanced through well established and transparent fiscal practices. The College’s Budget Planning Committee makes recommendations to the President/Superintendent on budget preparation. Monthly and quarterly budget-to-actual reports are presented to the Board of Trustees during the Board’s regular meetings. (#S3D-2, #S3D-17) These meetings are subject to the Brown Act, so public comment is invited on these reports at each board meeting. Business Office staff work with cost center managers to prepare their budgets, manage their expenditures (and revenues if applicable) and to close the books each year and produce any required fiscal reports. Expenditures require appropriate levels of approvals and verification of budget availability. Permanent hiring requires approvals prior to the announcement of the search, including the signature of the Vice President for Administrative Services, Director of Human Resources, and the President/Superintendent. All College departments have access to real-time budget and actual fiscal activity information online. Grants are managed through a central grants office that monitors fiscal activity and monitoring/reporting requirements on the grant.

The College meets Standard III.D.3.b and is sustainable. The College did not receive any financial audit findings during the period when the unrestricted fund balance fell below 5.0%. Administration believes that the College’s fiscal problems resulted primarily from an enrollment growth and College expansion strategy that was poorly timed to occur during a time period when the State capped enrollment funding, made deep cuts to community college funding, and when the State’s cash payment deferrals ballooned. Additionally, the College’s labor contracts caused payroll expenditures to grow faster than the base budget. Over many years, the combination of these risky fiscal practices created an unsustainable structural budget deficit. Through strict austerity measures including cancelling contracts on leased facilities and multiple RIFs as well as reaching ratified agreements with its bargaining units, the College constituency came together to erase the structural deficit and realign the College’s fiscals to a sustainable path, provided enrollments stabilize and improve.

### **Standard III.D.3.c**

*The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-employment Benefits (OPEB), compensated absences, and other employee related obligations.*

The College recently produced a special report to the ACCJC on its OPEB activities (#S3D-18). An actuary provides a study of the College’s Other Post Employment Benefits (OPEB) benefits. (#S3D-9) The College provides a limited set of benefits to certain employees hired before a certain date. Employees hired after the cutoff dates, depending on the bargaining unit, are not eligible for post-retirement benefits. In addition to the study required by the State Chancellor’s Office for all community colleges, the actuary produces an additional study for Redwoods. (#S3D-10) The additional study analyzes the balances in the College’s OPEB fund, payments into the fund and disbursements. The actuary then determines if the College’s funding plan will be sufficient to maintain a reasonable minimum fund balance in the OPEB fund over the life of the fund. The November 21, 2013 opinion letter reports that the fund balance would reach \$1.7 million by 2023, which the College considers to be a prudent and conservative funding level given the relative size of the OPEB liability over the life of the fund. The College then adjusts

its funding to ensure that the actuary's forecast will be realized, and the OPEB fund will maintain a prudent fund balance cushion. The College has been increasing its payments into the fund each year; for example the transfer budget is scheduled to increase by \$75,000 per year in 2014-15 and 2015-16. Then, the transfer will remain stable, unless the actuary recommends adjustments to the annual transfer amount.

Unpaid accrued vacation and compensated absences are analyzed and accrued at year end as disclosed in the annual financial audit. The College limits the accrual of unused vacation time for its classified staff, delineated in bargaining agreements, and its management staff, set in individual contracts. Compensatory time is permitted only with appropriate level approvals and is tracked on timesheets. Leave balances are posted monthly for managers and supervisors to review. Employees with balances work with their supervisors and Human Resources to develop and implement a plan to reduce their leave balances.

The College has no other material employee-related future obligations.

The College meets Standard III.D.3.c and is sustainable.

#### **Standard III.D.3.d**

*The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared as required by appropriate accounting standards.*

As mandated in Statements 43 and 45 of the Governmental Accounting Standards Board (GASB), the College contracts for bi-annual actuarial studies to be completed in order to determine and recognize its OPEB liability. The actuarial studies dating back to 2009 are available on line on the Business Office website under the title, "*Actuarial Study of Retiree Health Liabilities.*" ([#S3D-9](#))

The College meets Standard III.D.3.d and is sustainable.

#### **Standard III.D.3.e**

*On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.*

In the annual budget development process, the College assesses and allocates resources for the repayment of locally incurred debt. The budget development process includes participation from all appropriate governance groups including the President/Superintendent, vice presidents, Budget Planning Committee, and approval by the Board of Trustees. Each year, the auditors review the College's debt obligations as part of their financial audit.

The College has two types of local debt: supplemental early retirement program (SERP) and certificates of participation (COP). The College maintains a relatively low level of College funded debt service payments consisting of \$99,000 in annual payments on a COP which will be completely paid out in two fiscal years. Also, the College is making payments related to a SERP which is indirectly covered by payroll savings from retirements which will be paid out in five fiscal years.

The College meets Standard III.D.3.e and is sustainable.

**Standard III.D.3.f**

*Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.*

The Financial Aid Office and the Business Office work collaboratively to ensure that the College is in compliance with all federal requirements with respect to student loans. The financial aid transmittal report (FATR), identifies all student awards. The Financial Aid Office posts the FATP (Financial Aid Transmittal Posting) to the College’s student information system. The financial aid staff then submits this report to the Department of Education. The Business Office posts the FGLP (Financial Aid Transmittal General Ledger Processing) to the general ledger. Both of these transactions are processed six or seven times per year. The Business Office uses this same report to reconcile students’ balances against awards and remaining balances to be disbursed to students. Before disbursement, the Business Office accesses the federal website (www.g5.gov) and requests funding which is subsequently wired to the bank. Instructions and funds are sent to an outside vendor, which distributes the funds to the students via a debit card, check, or direct deposit.

The current federal guideline for the student loan default rate is 25 percent for two years and 30 percent for three-years. The College’s official default rates are available online at the Department of Education’s searchable database. (#S3D-19)

The Department of Education’s website cites the College’s default rates for the past three years as:

<b>Redwoods Default Rates</b>	<b>2-Year</b>	<b>3-Year</b>
<b>Year</b>	<b>Default Rate</b>	<b>Default Rate</b>
2011	16.0%	24.7%
2010	21.1%	29.9%
2009	19.8%	28.6%

The Financial Aid Office has implemented initiatives to help reduce the Federal financial aid default rate; for example, by hiring a position to provide information and debt management training to each student borrower.

The College meets Standard III.D.3.f and is sustainable.

**Standard III.D.3.g**

*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.*

Board policy and purchasing procedures necessitate a process open to public scrutiny when it comes to obligating College resources. The Board of Trustees approves all contracts at regular monthly meetings. These meetings are subject to the Brown Act, so public comment is invited on these reports at each meeting. The following board policies (BPs) as well as the related administrative procedures (APs) under each BP are primarily relevant to contracts and purchasing: 6330 Purchasing, 6340 Contracts, and 6600 Capital Construction. (#S3D-20) All applicable contracting regulatory codes are followed including: Public Contract Code, Education Code, Business and Professions Codes, federal and State Labor Codes, and Government Code.

Budget requests and the annual budget preparation process are conducted through the Budget Planning Committee which reviews the linkage between the budget item and the College's planning documents, such as the mission and vision, Strategic Plan, Education Master Plan, Facilities Master Plan, Technology Master Plan, and other planning documents.

As allowed by the relevant laws and regulations, in addition to considering price, other factors such as specific skills, experience, and references may be used when awarding contracts. The College utilizes State contracts when available and when administration determines that the price schedules and conditions in the State contract represent the lowest total cost of ownership and best overall value to the College.

Purchasing and contracting follow well established College processes. Contracts are generally executed on the College's standard templates. When a non-standard contract is used and in cases of unusual language or issues, the contract is reviewed by legal counsel prior to committing the College. Contracts routinely contain clauses that allow for the termination of the contractual relationship for cause or convenience. To maintain fiscal stability, the College has exercised its termination provisions to cancel three lease contracts in recent years.

The College meets Standard III.D.3.g and is sustainable.

### **Standard III.D.3.h**

*The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.*

The College utilizes formal and informal feedback from external audits, open forums, program reviews, and other sources to inform and maintain best practices for financial management and internal controls. For example, the College discusses informal suggestions for improvement with its auditors after each annual financial audit. The College engaged a fiscal official at another community college to conduct a review of staffing and duties in the Business Office and administration visited another community college to observe and obtain staffing and business process information related to payroll operations. The College engaged auditors to conduct a review of cash handling controls in several areas of the College. The College engaged its OPEB actuary to conduct an extended review of the College's OPEB funding plan and to make recommendations to ensure a prudent and conservative OPEB funding policy. The College solicited a request for qualifications (RFQ) for assistance with compliance with the Affordable Care Act. ([#S3D-21](#))

Each year, every department completes a program review, so each department in the administrative services division reviews and assesses its services and processes. These program review assessments are shared across the College and offer an opportunity for review and comment. These program reviews identify needs that are documented through resource requests.

After multiple reorganizations and reductions in force (RIFs), the College relies increasingly on technology to provide services. For example, payment plans have been moved to a vendor who accepts payment plan applications online, credit card payments on student accounts can be made online, and departments and cost center managers can access their budget reports online. Payroll continues to implement procedures to reduce the number of paper checks, and maintenance and technology trouble tickets are entered and tracked online. The College recently invested in a voice over internet protocol (VOIP) telephone system for a less costly phone system that offers more services and options. The College also is rolling out on a limited basis virtual private

network access for certain laptops for secure network and file server access from a distance. For students, the College is implementing the Ellucian Colleague Student Module to allow many students to develop their education plans more easily.

Administrators and other staff regularly attend meetings and seminars of statewide professional organizations, such as the State Chancellor's Office, for current information and best practices with respect to internal controls and fiscal management.

Examples of changes implemented include: discontinuing the practice of annually budgeting to spend all fund balance in excess of 5.0%; changing to a more conservative write down policy on delinquent accounts; reducing the staff with fiscal override code authority; cancelling certain lease contracts; controlling the fee waiver budget; implementing a deregistration practice; outsourcing payment plans, the bookstore, and dining services; changing credit card merchant processors; consolidating certain College checking accounts; and reporting all delinquent debtors to outside collection including consumer credit bureau reporting.

The College meets Standard III.D.3.h and is sustainable.

#### **Standard III.D.4**

*Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.*

Financial resource planning is mission critical to everything done at the College. College planning committees, such as the Enrollment Management Committee, Facilities Planning Committee, Technology Planning Committee, Budget Planning Committee and other committees, routinely include an analysis of fiscal impacts into their decision-making and recommendations processes. The College has implemented budgeting practices that forecast the budget out for at least three years to anticipate the multiyear impact of current year decisions, to project trends, and to identify potential longer run needs. The multiyear budget forecast is updated at least annually, but in practice it is updated to reflect the Governor's January budget proposal, the Governor's May revised proposal, and the State's adopted budget. (#S3D-22) Additionally, the College's revenue budget is adjusted if there is a material difference between fall fourth week FTES and budget estimates. As a result, the multiyear budget plan effectively gets updated four times per year.

From the multiyear forecast, the single most important financial resource consideration for the College continues to be stabilizing and increasing its student enrollments. The tentative and final budgets clearly identify enrollment growth as the highest priority and a mission critical priority for the College's long term fiscal viability. Without sustainable enrollment growth, the multiyear forecast projects an expenditure base growing at a much faster rate than the revenue base, thereby creating a new structural deficit by the third year of the forecast. Said differently, without enrollment growth, the College's current service level is simply too large, and costs and staffing would need to be reduced to rebalance the budget.

As a contingency, each year administration prepares a potential reorganization and reduction in force (RIF) spreadsheet. For example, in 2014-15 the College implemented a round one RIF which was published and implemented, but also discussed a potential round two RIF. If at some point administration were to determine that sustainable enrollment growth was not a reasonable assumption for the multiyear forecast, then a budget balancing recommendation would be

brought forward for constituent feedback and implementation. The College continues to work to improve enrollments by emphasizing retention and persistence plans, working to serve more jail and prison populations, expanding non-credit and distance education offerings, offering more opportunities for high school concurrent enrollments, and other initiatives. Therefore, the College is planning for and implementing strategies for stabilizing and increasing enrollments, while at the same time continuing to prepare backup plans that balance the budget without relying on enrollment growth.

The College meets Standard III.D.4 and is sustainable.

## Evidence Links

### Recommendation #1 – Student Learning Outcomes

- #R1-1 [Faculty Memorandum of Understanding Regarding Assessment](#)
- #R1-2 [Assessment Reporting Deadlines](#)
- #R1-3 [Assessment Coordinator Reassign Time Form](#)
- #R1-4 [Assessment Committee Duties and Responsibilities](#)
- #R1-5 [Assessment Reporting Tool Form](#)
- #R1-6 [Example Curriculum Committee Assessment Discussion](#)
- #R1-7 [Example Curriculum Proposal Prior to Revisions](#)
- #R1-8 [Example Curriculum Proposal Following Revisions](#)
- #R1-9 [Closing the Loop Reporting Form](#)
- #R1-10 [Biology and Nursing Assessment Friday Notes](#)
- #R1-11 [Assessment Summit Dialogue Forum](#)
- #R1-12 [Program Assessment at Convocation](#)
- #R1-13 [Assessment Mapping Tool](#)
- #R1-14 [Assessment Results in 2011-2012 Institutional Effectiveness Report](#)
- #R1-15 [Assessment Results in 2013-2014 Institutional Effectiveness Report](#)
- #R1-16 [Assessment Friday Agendas and Notes](#)
- #R1-17 [Assessment Summit Dialogue Forum](#)
- #R1-18 [General Education Summary and Course-Level Reports](#)
- #R1-19 [Spring 2012 Institutional Learning Outcome Dialogue](#)
- #R1-20 [Institutional Learning Outcome Dialogue at Fall 2013 Convocation](#)
- #R1-21 [Planning Assessment Dialogue](#)

- #R1-22 [Student Development Assessment Group Committee and Charge](#)
- #R1-23 [Example Student Development Assessment Forum Discussions](#)
- #R1-24 [BPC Needs Addendum Rankings](#)
- #R1-25 [Sign-up Rosters from Convocation Annual Institutional Planning Session](#)

## **Recommendation #2 – Strategic Planning**

- #R2-1 [Strategic Plan 2012 - 2017](#)
- #R2-2 [Education Master Plan 2012-2017](#)
- #R2-3 [Fall 2011 Convocation Keynote Address on Strategic Planning](#)
- #R2-4 [Administrative Procedure \(AP\) 3250 Institutional Planning](#)
- #R2-5 [Institutional Effectiveness Scorecard 2011-2012](#)
- #R2-6 [Institutional Effectiveness Scorecard 2013-2014](#)
- #R2-7 [Institutional Planning Database](#)
- #R2-8 [Planning, Budgeting, and Program Review Manual](#)
- #R2-9 [Institutional Effectiveness Report 2012-2013](#)
- #R2-10 [Institutional Effectiveness Report 2013-2014](#)
- #R2-11 [Annual Institutional Plan 2012-2013](#)
- #R2-12 [Annual Institutional Plan 2013-2014](#)
- #R2-13 [Board of Trustees Review of Annual Plan](#)
- #R2-14 [Integrated Planning Model](#)
- #R2-15 [Instructional Program Review Template](#)
- #R2-16 [Program Review Dataset](#)
- #R2-17 [Program Review Presentation at Convocation](#)
- #R2-18 [Budget Planning Committee Resource Rankings](#)

#R2-19 [Planning Summit 2013](#)

#R2-20 [Institutional Effectiveness Summit 2014](#)

### **Recommendation #3 – Course Syllabi and Catalog**

#R3-1 [Program Learning Outcomes in Catalog](#)

#R3-2 [Published Course Syllabi](#)

#R3-3 [Cover Page for Instructors](#)

#R3-4 [Sample Syllabus for Instructors](#)

### **Recommendation #5 – Employee Evaluation**

#R5-1 [Supervisor Evaluation Form](#)

#R5-2 [Evaluation Compliance Procedure](#)

#R5-3 [Faculty Memorandum of Understanding Regarding Assessment](#)

#R5-4 [Job Description with Evaluation Measures](#)

### **Recommendation #6 – Strategic Hiring Plan**

#R6-1 [Strategic Equity in Hiring Plan](#)

#R6-2 [Equal Employment Opportunity Plan](#)

### **Recommendation #7 – Professional Development**

#R7-1 [Professional Development Series Survey & Flyer for Faculty & Associate Faculty](#)

#R7-2 [Professional Development Series Survey & Flyer for Classified Staff](#)

#R7-3 [Professional Development Series Survey & Flyer for Managers & Administrators](#)

#R7-4 [Comprehensive Training Matrix](#)

#R7-5 [Professional Development Calendar of Committee Activities](#)

## **Recommendation #8 – Board Actions and Communications; Holding President Accountable**

- #R8-1 [Board Evaluation Survey](#)
- #R8-2 [2014-2015 Goals and Objectives of the President/Superintendent](#)
- #R8-3 [2014-2015 Goals and Objectives of the Board of Trustees](#)
- #R8-4 [Board of Trustees Agenda, September 11, 2014](#)
- #R8-5 [Board of Trustees Policy Review Cycle](#)
- #R8-6 [Policies Recently Reviewed by College Council](#)
- #R8-7 [Agenda from Dr. Barbara Beno Visit](#)
- #R8-8 [Resolution No. 656 in Support of a Special Trustee](#)
- #R8-9 [Education Management and Assistance Corporation \(EdMAC\) Agreement](#)
- #R8-10 [Board and CEO Roles: Different Jobs, Different Tasks](#)
- #R8-11 [June 13 and 14, 2012 Special Meetings of the Board Agendas](#)
- #R8-12 [June 13 and 14, 2012 Special Meetings Working Agenda](#)
- #R8-13 [BP 2430 Delegation of Authority to President/Superintendent](#)
- #R8-14 [BP 2435 Evaluation of President/Superintendent](#)
- #R8-15 [BP 2715 Code of Ethics/Standards of Practice](#)
- #R8-16 [BP 2745 Board Self Evaluation](#)
- #R8-17 [AP 2435 Evaluation of President/Superintendent](#)
- #R8-18 [Board Focus: Creating High-Performance Boards](#)
- #R8-19 [AP 2715 Board Protocols for Effective Trusteeship](#)
- #R8-20 [Policy Review Assignments for the Board of Trustees](#)
- #R8-21 [2014-2015 Board of Trustees Calendar](#)
- #R8-22 [AP 2410 Board Policies and Administrative Procedures](#)

#R8-23 [AP 2435 Evaluation of the President/Superintendent](#)

### **Recommendation #1 (2008) – Data Analysis**

- #R2008-1 [Program Review Dataset Archives](#)
- #R2008-2 [2012-13 Program Review Dataset](#)
- #R2008-3 [Program Review Dataset Presentation at 2012 Convocation](#)
- #R2008-4 [Board of Trustees Review of the Program Review Executive Summary](#)
- #R2008-5 [2013-14 Program Review Executive Summary](#)
- #R2008-6 [Annual Institutional Planning Presentation](#)
- #R2008-7 [Program Review Data Interpretation Training](#)
- #R2008-8 [Presentation on Data-Driven Decision Making](#)
- #R2008-9 [Data for Decision Making at the Enrollment Management Committee](#)
- #R2008-10 [Assessment Dialogue Sessions: Fall 2012 to Spring 2014](#)
- #R2008-11 [2012 Assessment Summit](#)

### **Response to Self-Identified Issues – Standard I**

- #SII1-1 [Budget Planning Committee Website](#)
- #SII1-2 [Training Sessions Led by Institutional Research](#)
- #SII1-3 [Institutional Research Sessions at Convocation](#)
- #SII1-4 [2014–15 Annual Institutional Plan](#)
- #SII1-5 [Institutional Effectiveness Reports](#)
- #SII1-6 [2014-15 Board of Trustees Agenda Calendar](#)
- #SII1-7 [Student Success Scorecard Tutorial Video](#)

### **Response to Self-Identified Issues – Standard II**

- #SII2-1 [Community and Economic Development Program Review](#)

- #SII2-2 [Program Assessment Report: Humanities and Communications](#)
- #SII2-3 [AP 4021 Program Revitalization or Discontinuation Process](#)
- #SII2-4 [Analysis of Online vs. Face-to-Face Success](#)
- #SII2-5 [Enrollment Management Committee Presentation: Online Course Success](#)
- #SII2-6 [Board of Trustees Personnel Actions: Director of Institutional Research](#)
- #SII2-7 [Completer Employment Survey Presentation](#)
- #SII2-8 [2013-14 Student Equity Annual Plan Progress Report](#)

### **Response to Self-Identified Issues – Standard III**

- #SII3-1 [BP 3410 Nondiscrimination](#)
- #SII3-2 [BP 7100 Commitment to Diversity](#)
- #SII3-3 [AP 7100 Commitment to Diversity](#)
- #SII3-4 [BP 3420 Equal Employment Opportunity](#)
- #SII3-5 [Online Employment Manual](#)
- #SII3-6 [Marketing and Outreach Plan](#)
- #SII3-7 [Professional Development Committee Survey Results](#)
- #SII3-8 [2013-14 Human Resources Program Review](#)
- #SII3-9 [Reviews of Capital Planning](#)
- #SII3-10 [Facilities Master Plan: Garberville Lease](#)
- #SII3-11 [Learning Management System: Faculty Survey Results](#)
- #SII3-12 [Learning Management System: Student Survey Results](#)
- #SII3-13 [Grants Process Flowchart](#)
- #SII3-14 [2013-14 Preliminary and Final Budgets](#)

## **Response to Self-Identified Issues – Standard IV**

- #SII4-1 [BP 3260 Participatory Governance](#)
- #SII4-2 [AP 3260 Participatory Governance](#)
- #SII4-3 [2010 Settlement Agreement](#)
- #SII4-4 [Meeting on Committee Responsibilities](#)

## **Update on Standard III.D**

- #S3D-1 [Fiscal Management Self-Assessment Checklist](#)
- #S3D-2 [Budget Forecast Presentation to Board of Trustees](#)
- #S3D-3 [Moody's Rating 2-28-2014](#)
- #S3D-4 [Resource Request Rankings](#)
- #S3D-5 [2014-15 Budget Calendar](#)
- #S3D-6 [VP of Administrative Services Informational Report to Board of Trustees](#)
- #S3D-7 [CRFO Collective Bargaining Agreement 2013-16](#)
- #S3D-8 [CSEA Collective Bargaining Agreement 2013-16](#)
- #S3D-9 [Actuarial Study of Retiree Health Liabilities](#)
- #S3D-10 [Actuarial Summary for College of the Redwoods](#)
- #S3D-11 [BP 6200 Budget Preparation](#)
- #S3D-12 [AP 6200 Budget Preparation](#)
- #S3D-13 [Cash Flow and Burn Rate Update](#)
- #S3D-14 [BP 6320 Investments](#)
- #S3D-15 [AP 6320 Investments](#)
- #S3D-16 [Business Office Reports](#)
- #S3D-17 [Quarterly Financial Status Report](#)

- #S3D-18 [ACCJC Special Report April 15, 2014](#)
- #S3D-19 [Student Default Loan Rates](#)
- #S3D-20 [Board Policies: Business and Fiscal Affairs](#)
- #S3D-21 [Consultant for Affordable Care Act Compliance](#)
- #S3D-22 [Multiyear Budget Forecast](#)