PEER REVIEW TEAM REPORT

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

This report represents the findings of the Peer Review Team that conducted a focused site visit to College of the Redwoods September 17, 2024. The Commission acted on the accredited status of the institution during its January 2025 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Dr. Vince Rodriguez
Team Chair

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Peer Review Team Roster
TEAM ISER REVIEW

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Clovis Community College
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Summary of Focused Site Visit

INSTITUTION: College of the Redwoods
DATES OF VISIT: Tuesday, September 17, 2024
TEAM CHAIR: Dr. Vince Rodriguez

This Peer Review Team Report is based on the formative and summative components of the comprehensive peer review process. In March 2024, the team conducted Team ISER Review (formative component) to identify where the college meets Standards and to identify areas of attention for the Focused Site Visit (summative component) by providing Core Inquiries that the team will pursue to validate compliance, improvement, or areas of excellence.

A three-member peer review team conducted a Focused Site Visit to College of the Redwoods September 17, 2024, for the purpose of completing its Peer Review Team Report and determination of whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and U.S. Department of Education regulations.

The team chair and vice chair held a pre-Focused Site Visit meeting with the college CEO on August 28, 2024, to discuss updates since the Team ISER Review and to plan for the Focused Site Visit. During the Focused Site Visit, team members met with approximately 60 faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews. The team held an open forum which was well attended and provided the College community and others with the opportunity to share their thoughts with members of the Focused Site Visit team. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement. The team thanks the College staff for coordinating and hosting the Focused Site Visit meetings and interviews and ensuring a smooth and collegial process.

Major Findings and Recommendations of the
Peer Review Team Report

Team Commendations

None

Team Recommendations

Recommendations to Meet Standards:
None

Recommendations to Improve Quality:
None

Introduction

College of the Redwoods (CR) is a public California community college located on the north coast of California. An elected Board of Trustees governs the district, representing specific areas within this large and dispersed district. The College offers associates degrees and relevant developmental, career technical, and transfer education.

The Redwoods Community College District (RCCD) was formed on January 14, 1964, by an election of Humboldt County voters and College of the Redwoods has been in continuous operation since 1964. Today, the College serves one of the largest geographical areas in California. The service area includes Del Norte and Humboldt counties, and parts of western Trinity County. College of the Redwoods is a multi-site, single-college district offering instruction at the Eureka Campus, the Del Norte Education Center and Pelican Bay State Prison, both in Crescent City, and the Klamath-Trinity Instructional Site in Hoopa. Home to nearly 280,000 residents, the district covers almost 10,000 square miles. With a population of just under 27,000, Eureka is the largest city in the service area and is home to CR's largest campus. The nearest metropolitan centers are more than 260 miles to the south (San Francisco) and 420 miles to the north (Portland, Oregon).

CR also offers residents of this large and sparsely populated district a robust selection of online courses and degree offerings. Since the last accreditation review, the College has continuously engaged in robust planning efforts, and has cultivated innovative partnerships with educational, community, and tribal partners.

In January of 2022, CR approved a new Education Master Plan. The plan makes clear the strategic efforts that the district should prioritize in the next ten years, allowing for the flexibility and resiliency that the future will demand. These themes are:

- Becoming the Preferred Transfer Pathway to Cal Poly Humboldt
- Expanding and Prioritizing Offerings that Prepare Students for Living-Wage Jobs
- Creating a More Nimble and Adaptable Institution Through Improved Strategic Planning
- Establishing Stronger Wraparound Experiences for Students' Total Connection
- Pursuing the Future of Learning
- Increasing Commitment to Diversity, Equity, and Inclusion
- Cultivate advisory councils and partnerships with educational, community, and tribal constituents.

Eligibility Requirements

1. Authority

The team confirmed that College of the Redwoods derives its authority to operate as a two-year community college, which has been operating continuously since 1964 with authority to operate under the state of California, the Board of Governors of the California Community Colleges and continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges, an institutional accreditation body recognized by the Department of Education.

The College meets the Eligibility Requirement.

2. Operational Status

The team confirmed that the institution is operational based on evidence provided that includes its 2022-2023 academic year student headcount, the 2022-2023 College Catalog outlining degree programs available to students, the count of degrees and certificates awarded to students in 2022-2023, and a sample of the Fall 2023 semester schedule of courses.

The College meets the Eligibility Requirement.

3. Degrees

CR offers 43 associate degrees (AA, AS, and ADTs). The team confirmed that all associate degrees require a minimum of 60 units, including an appropriate general education component and a concentration within a major or area of emphasis, and that a significant proportion of their students are pursuing the degrees.

The College meets the Eligibility Requirement.

4. Chief Executive Officer

The president/superintendent of the CR, Dr. Keith Flamer, serves as the chief executive officer with full-time responsibility to the College and the District. He was appointed by the College's Board of Trustees and has the requisite authority to administer board policies. The president/superintendent does not serve as the chair of the governing board. The Board of Trustees delegates full authority to the president/superintendent to oversee the general operations of the institution.

The College meets the Eligibility Requirement.

5. Financial Accountability

The team reviewed evidence that supports the institution uses a qualified external auditor to conduct audits of financial records. The audit includes an assessment of compliance with Title IV federal requirements. All audits are certified, and the explanation of findings are documents

and rectified appropriately. The College of the Redwoods Board of Trustees receives and reviews the reports.

The College meets the Eligibility Requirement.

Checklist for Evaluating Compliance with
Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution's compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of a Peer Review Team Visit and Third Party Comment

Evaluation Items:

X	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive review visit.
X	The institution cooperates with the review team in any necessary follow-up related to the third party comment.
X	The institution demonstrates compliance with the Commission Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: The Commission did not receive any relevant third-party comments.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

X	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where

	licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
X	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Credits, Program Length, and Tuition

Evaluation Items:

X	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
X	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
X	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
X	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
X	The institution demonstrates compliance with the Commission *Policy on Credit Hour, Clock Hour, and Academic Year*.

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

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Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Transfer Policies

Evaluation Items:

X	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
X	Policies contain information about the criteria the institution uses to accept credits for transfer, and any types of institutions or sources from which the institution will not accept credits. (Standard II.A.10)
X	Transfer of credit policies identify a list of institutions with which it has established an articulation agreement.
X	Transfer of credit policies include written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning.
X	The institution complies with the Commission *Policy on Transfer of Credit*.

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(11).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
X	The institution demonstrates regular and substantive interaction between students and the instructor in at least two of the methods outlined in the Commission *Policy on Distance Education and Correspondence Education*.
X	The institution ensures, through the methods outlined in the Commission *Policy on Distance Education and Correspondence Education*, regular interaction between a student and an instructor or instructors prior to the student's completion of a course or competency.

X	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
X	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
X	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
X	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
X	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
X	The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements.
	The college does not offer Distance Education or Correspondence Education.

Student Complaints

Evaluation Items: Complete on-site

X	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
X	The student complaint files for the previous seven years (since the last comprehensive review) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
X	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
X	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)

X	The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

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	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: Student complaints are filed in the Office of Student Services. The initial complaints concerning student conduct, student discipline, and unjust treatment are on file for the last six years (since the last Institutional Self-Evaluation Report). All files demonstrate accurate implementation of the complaint policies and procedures. Personnel-related complaints, including harassment and discrimination complaints, are referred to the Office of Human Resources.

CR lists all the required information from the ACCJC on the main accreditation page, linked directly to the homepage. Additionally, the College website provides information regarding all programmatic accreditors and licensing agencies that accredit, approve, or license the institution, and identifies a link for any student complaints.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

X	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
X	The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status.
X	The institution provides required information concerning its accredited status.(Standard I.C.12)

[Regulation citations: 602.16(a)(1))(vii); 668.6.]

Conclusion Check-Off (mark one):

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	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Title IV Compliance

Evaluation Items:

X	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the U.S. Department of Education (ED). (Standard III.D.15)
X	If applicable, the institution has addressed any issues raised by ED as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
X	If applicable, the institution's student loan default rates are within the acceptable range defined by ED. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
X	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
X	The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Accredited Organizations and the Policy on Institutional Compliance with Title IV.

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

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Conclusion Check-Off (mark one):

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	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission
General Observations:
College of the Redwoods (CR) has a widely publicized mission last updated in December 2022 based on evidence provided that describes the institution's broad educational purpose to provide relevant programming to support students' academic achievement, career readiness, and lifelong learning.

Findings and Evidence:
The mission describes the broad purpose of providing accessible and relevant educational programs that meet the diverse needs of the communities that the institution serves in a rapidly changing world. (I.A.1)

CR uses a variety of means to determine how effectively it is accomplishing its mission, including the implementation of an Institutional Effectiveness Scorecard which contains institution-set standards and aspirational targets that are presented to the Board of Trustees annually. The mission informs the goals outlined in the Education Master Plan (EMP) and inform institutional decision-making through institutional action plans which identify specific actions and campus leads. Through the program review process, which requires each program to demonstrate how their action plans support the mission and institutional planning of the college, CR reviews data to determine how effectively it is accomplishing its mission. Faculty use data in program review to examine key enrollment and completion trends, to assess program effectiveness and identify program goals and priorities. (I.A.2)

Programs must demonstrate how improvement plans that emerge as part of program review support the institution's mission and associated resource requests must be linked to these improvement plans which are evaluated through the Program Review Committee Resource Request Rubric. (I.A.3)

CR widely publicizes its mission via the College's website and catalog, and posts it in additional, visible formats, including wall mounted frames on site (e.g., Boardroom) and at the top of Board of Trustees meeting agendas. (I.A.4)

Conclusions:
The College meets the Standard.

I.B. Assuring Academic Quality and Institutional Effectiveness
General Observations:
CR commits to academic quality and institutional effectiveness through a variety of means, including but not limited to the program review process, setting institution-set standards that

are integrated with the program review process, defining and assessing student learning outcomes across instructional and student and learning support services, hosting institutional learning outcome dialogue sessions, and through the publication of an annual institutional effectiveness report and the hosting of an annual institutional effectiveness summit.

Findings and Evidence:
Beyond the Student Equity Planning Committee and the Curriculum Committee, where dialogue related to student equity outcomes and curricular revisions occur, respectively, CR also provides opportunities for faculty to discuss matters related to academic quality at the annual college-wide convocation and FLEX workshops. (I.B.1)

CR defines and assesses student learning outcomes for instructional and learning support service programs. The team verified the publication of student learning outcomes in the College Catalog and its recording in the eLumen platform and found service area SLOs mapped to ILOs as evidenced by the Service Area Student Learning Outcome-to-Institutional Learning Outcome Map. The College follows a four-year cycle for assessing students' obtainment of general education and ISLO outcomes, with invitations to all faculty and staff to participate in ILO dialogue sessions to analyze SLO data, reflect on the assessment of each ILO as part of the assessment cycle. (I.B.2)

CR establishes institution-set standards appropriate to its mission through the publication of its Institutional Effectiveness Scorecard, which is posted on the College's website and presented annually to the Board of Trustees. Relatedly, an annual Institutional Effectiveness Report is produced and includes analyses of student achievement outcomes and an assessment of progress towards achieving its institution-set standards. The institution set standards are incorporated into the program review process for programs' reflections as illustrated by the physical sciences program review report provided as evidence. (I.B.3)

The program review process is the primary means through which the institution uses assessment data and organizes its institutional processes to support student learning and student achievement (I.B.4).

The institution's Institutional Research (IR) Office provides student learning outcome assessment data disaggregated by program type and mode of delivery for programs to evaluate. CR disaggregates student outcomes data, such as persistence and course success data, by key demographics, including gender, age, race/ethnicity, and modality, and publishes the information in its annual Institutional Effectiveness Report (I.B.5).

CR uses the student equity plan development process to inform decisions on strategies to pursue and implement to mitigate performance gaps and uses disaggregated student achievement data provided by the College's IR Office as part of the program review process to inform resource allocation requests and decisions. (I.B.6)

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CR has an established four-year cycle for the review of all board policies and administrative procedures (with a sample email soliciting constituent representative comments as part of 60-day constituent review period in follow-up to the review of specific board policies and administrative procedures in College Council, provided as evidence). Review of curricular and instructional policies and procedures occurs in Academic Senate and in the Institutional Effectiveness Committee to assess the College's effectiveness with respect to its integrated planning process. (I.B.7)

CR publishes program plans emerging from the program review process on its website to communicate the results of its assessment and evaluation activities. The Institutional Effectiveness Committee (IEC) publishes the College's Institutional Effectiveness Report and posts it on the IEC webpage. The annual Program Review Executive Summary recaps broad trends identified as part of program review, including separate highlights sections for student services and instructional program reviews completed. (I.B.8)

Based on the Integrated Planning Model narrative provided as evidence, the institution's Education Master Plan is the overarching plan that informs the various operational plans such as the Technology Plan and Distance Education Plan. The Program Review Committee (PRC) uses a rubric to review program reviews and inform the Program Review Executive Summary which is presented to the campus and Budget Advisory Committee to inform short-term and long-term budget priorities. Additionally, the Budget Advisory Committee considers program student achievement data before making budget priority recommendations to the College Cabinet. (I.B.9)

Conclusions:
The College meets the Standard.

I.C. Institutional Integrity

General Observations:
CR demonstrates accurate dissemination of information to students, the public and accreditors. Public facing webpages for institution general info and for departments, students' services and support programs, and instructional programs, cost of attendance, accreditation, and more. Tableau, Score card and Consumer Info websites communicate institutional academic quality to the public. The institution reports a longstanding history of compliance with ACCJC and provides both online and printed forms of accreditation information to students, staff, and the community through their accreditation site.

Findings and Evidence:
CR has both institutional and programmatic public facing webpages to disseminate information to the college and local communities within the district. All information is reviewed through respective participatory governance bodies for accuracy before being published. The Mission statement, Ed Master Plan, course catalog, success and retention data, board and administrative policies are publicly viewable on the College of the Redwoods' institutional

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website and accreditation site. All departments and programs have individual web pages, and the Office of Marketing and Communications oversees the program and department annual review. (I.C.1)

CR maintains an online catalog and provides printed catalogs with a regular review and update process. Accreditation catalog requirements are included in the official College of the Redwoods Catalog. (I.C.2)

CR demonstrates its commitment to student learning and achievement through its assessment of skills, knowledge and behaviors acquired by students in their course assessment process and annual program review process. The alignment of pathways, programs and learning outcomes are evident by the regular assessment cycles in place that illustrate the importance of student learning and successful achievement. The office of institutional research maintains the college databases (i.e., Tableau and Scorecard) and maintains a Consumer Information website that communications outcome assessment data, accreditation status and certification reports are accessible to prospective students and the public to review. (I.C.3)

Certificates and degrees are described on the College website, in the course catalog, and in standard syllabi language. Course Outline of Records (CORs) are reviewed and updated on a regular cycle. CORs include all the information required to meet the standard including the learning outcomes and the role each course plays in meeting the students' declared degree requirements. The catalog includes a detailed overview of all degree and certificate awards. All course syllabi must include Course Learning Outcomes (CLOs) and other standardized information, and satisfaction of these requirements is determined during regular faculty evaluations for all tenured faculty. (I.C.4)

College of the Redwoods' Policy Review Schedule (1C5-01) demonstrates 30-, 60-, or 90-day reviews depending on policy update that includes Subject Matter Reviews, College Council and Constituent Review, and Board Consideration & Review. The district is also contracted with CLCC for BP standardization and maintaining currency. All BPs and APs are publicly accessible in Board Docs through the main college website. The college demonstrates a commitment to institutional integrity, honesty, responsibility and academic freedom via board policies (e.g., 1C7-01 BP 4030) and administrative procedures (e.g., 1C7-01 AP3050, 1C8-01 AP5500 Student Conduct). (I.C.5)

The admissions and financial aid office has a centralized website for public constituents to access comprehensive information about the costs associated with attending College of the Redwoods. Low-cost text and zero-text-cost courses are also notated in the course schedule and available on the public facing Low and No Cost Textbook Courses webpage. Student Services maintains a webpage for prospective students to access information related to costs, financial aid workshops and award letters that is regularly updated and accessible in several locations via hyperlinks. (I.C.6)

BP 4030 ensures that academic freedom is honored and maintained for faculty and students. AP 3050 addresses institutional expectations for ethical behavior. Both are reviewed as part of the regular BP / AP continuous review cycle and communicates College of the Redwoods' commitment to academic freedom and the right for all constituents to freely pursue knowledge using processes that preserve the ethical standards of the institution. (I.C.7)

CR "promotes honesty, responsibility, and integrity for all constituencies. Standards for Ethics and Conduct, Conflict of Interest, Decorum, Nondiscrimination, Nepotism for employees, Trustees, and students are codified in both Board and Administrative Policies (BP/AP 3410, 3050, 5500, 7310). Single-Sign On with dual authentication is implemented to ensure secure access. In addition, secondary identifications measures are also used to confirm identification for exam proctoring, substantive writing courses and for individual virtual conferences. In carceral settings hardcopy homework packets are prepared and distributed to students using their CDCR number and housing block information to ensure accuracy of delivery to each student. All policies and procedures are publicly accessible in Board Docs and the consequences for violating such policies and procedures are outlined for all constituent groups. (I.C.8)

The regular revision cycle of curriculum ensures that Course Outline of Records (CORs) explicitly outlines the learning objectives, outcomes and required content for each course. Policies and procedures for academic freedom and code of ethics communicate "with academic freedom comes academic responsibility" to "make it clear that when one is speaking on matters of public interest, one is not speaking for the institution." Furthermore, faculty evaluation procedures provide opportunities for faculty peers and students to provide feedback on individual faculty members' presentation of course content. (I.C.9)

CR does not require adherence to any specific code or system of beliefs other than codes of conduct laid out in their respective BPs and APs. (I.C.10)

CR does not offer any programs internationally and does not operate in any foreign locations. (I.C.11)

CR has a long-standing history of compliance with the ACCJC eligibility requirements, standards and commission policies and guidelines. Institutional self-evaluation reports, annual reports, and responses to recommendations received from the commission are submitted on time and adhere to the requirements of the ACCJC. These communications are also presented to the public which includes a detailed accreditation status update. Timely submissions of regular substantive change proposals pertaining to correspondence education are also as evidence. (I.C.12)

The institution demonstrates regular communication with external agencies that promotes honesty and integrity. External reports and communications with the public are thoroughly vetted through "multi-layered" processes that afford all constituent groups to review documents for accuracy, honesty and completeness as an effort to fully reflect the institutional values of the College. (I.C.13)

The Ed Master Plan, Technology and Facilities Master Plan, and annual program review processes all demonstrate faithful efforts to providing quality education and a strong commitment to student learning and achievement. The aspirational 10-year Ed Master Plan "focuses specifically on improving the level of student engagement and learning" with emphasis placed on the following thematic areas: Preferred Transfer Pathway with CalPoly Humboldt, Prioritizing offerings that prepare students for living-wage jobs, creating an adaptable institutional culture through strategic planning, establishing and fortifying "wrap-around" services for students, pursing future learning opportunities and increasing their commitment to Diversity, Equity and Inclusion. Finally, the CR Foundation demonstrates its commitment to equitable opportunities for all through their active dedication to secure resources that promote student enrollment, access and success, and community health overall. (I.C.14)

Conclusions:
The College meets the Standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations

The College of the Redwoods (CR) has policies and procedures in place to assure availability, and breadth and depth of quality instruction to serve its students and fulfill its mission. Procedures are in place to assess, revise and implement curricula changes based on student learning outcomes. Faculty drives these changes. Distance education offerings are reviewed to ensure comparable outcomes with in-person learning.

Findings and Evidence:

CR offers a wide range of courses that culminate in attainment of student learning outcomes and achievement of certificates, degrees, employment and transfer. The Academic Senate evaluates all new and revised credit programs for mission alignment in accordance with state requirements and the expectations for higher education. The Program Viability Committee (PVC) reviews all new and ongoing programs for appropriateness to the College's mission. Distance education course addenda are linked to the course COR and undergo additional approval processes to ensure academic rigor on par with face-to-face classes. Faculty receive detailed student success data to help with curricula revisions. The Curriculum Committee conducts ongoing review of all curricula. Student learning outcomes are evaluated, using aggregated and disaggregated data. The Office of Institutional Research (IR) collects and reports student achievement data for the college and the public. (II.A.1, ER.9, ER.11)

The faculty drive the curriculum approval process. Ongoing discussions regarding course content, including student learning outcomes, occur in department meetings, professional development activities, and program review. The program review process incorporates student achievement data, such as SLOs, and data sets, and includes improvement plans, if needed. The Program Review Committee (PRC) analyzes and evaluates course, and program reviews and provides feedback to ensure continuous improvement. (II.A.2)

CR has policies and procedures in place for the regular assessment of learning outcomes for all courses and programs. Faculty include student learning outcomes on all course syllabi and course outlines of records. The assessment coordinator, faculty, and administration ensure student learning outcomes are regularly assessed using various methods. The Assessment Handbook details the three-year SLO assessment cycle. Faculty assessment dialogue sessions are included in the program review process to drive program plans for improvement. (II.A.3)

CR clearly differentiates its pre-collegiate level courses from college-level courses in the course catalog. All courses, regardless of level, go through the same rigorous curriculum review and approval process. The College's Academic Success Center supports basic skill acquisition, such as tutoring in areas including reading, writing, STEM, and math. (II.A.4)

CR has policies in place to assure programs and degrees follow commonly accepted practices in American higher education. The College's degrees require at least 60 semester units with at least 18 semester units of study in the major or area of emphasis. The College's Administrative Procedure 4020 - Program, Curriculum and Course Development. ensures faculty primacy in areas of content development. The curriculum committee reviews programs of study for appropriate depth, rigor, course sequencing, time to completion for degrees and programs. The catalog contains program sequencing for certificates and degrees offered. (II.A.5, ER.12)

CR develops, and makes available, a full-year class schedule to assist students with their educational planning. Most courses are offered on a semester or annual basis to support student completion within established expectations in higher education. Course sequencing for all programs is listed in the catalog. (II.A.6, ER.9)

CR has developed the infrastructure to support the needs of diverse student populations by providing course offerings in multiple modalities. CR is dedicated to supporting students from the Humbolt County Correctional Facility through the correspondence modality. CR dramatically increased their online course offerings and online student support services, based on results from student surveys and data collected by the Officed of Institutional Research. The College regularly reviews its Distance Education Plan to respond to student needs. Numerous professional development opportunities are available for faculty to improve teaching methodologies, including flex week programs, ACUE sponsored training, and a new faculty mentoring program. Professional development opportunities provide pedagogy training for distance education and accessibility, including a Peer Online Course Review (POCR) program. The College strives to provide learning support services in a variety of modalities, locations, and methods to meet its students' diverse needs. Tutoring is provided in-person and online, including 24 hours per day/7 days a week online tutoring through NetTutor, as well as through zoom appointments with college tutors. CR uses their Student Equity Plan to help guide their student programs to support their diverse student populations, such as TRIO, DSPS, EOPS, and Veterans services programs. (II.A.7)

CR has eliminated the placement exams for math and English for students to enroll directly into transfer-level classes and provide multiple measures to determine co-requisite support services. In some courses and/or programs requiring industry accreditation or licensure, a standardized exam is provided and monitored by the outside accrediting or license-delivering body. For example, the Nursing Department uses Assessment Technologies Institute (ATI) testing, which reviews their tests to eliminate bias. CR established Board Policies for determining credit for prior learning and credit by examination, both published in the catalog. (II.A.8)

The College policies are consistent with generally acceptable norms in awarding course credit, degrees, and certificates. The Curriculum Committee verifies that the hours and units are in alignment and is codified in Administrative Procedure 4020 - Program, Curriculum and Course Development. The College does not offer courses based on clock hours. Student learning

outcomes and methods of evaluation are included in the course outline of record and on all course syllabi. Faculty assess student learning outcomes on an established three-year cycle and use an assessment map and online outcome mapping tool to map all course-level learning outcomes to program learning outcomes, and to institutional learning outcomes. (II.A.9, ER.10)

CR provides policies on transfer of credits to students through the college catalog. CR utilizes the statewide common course numbering system (C-ID), whenever applicable, to simplify the transfer of credits for students, including 18 Associate Degrees for Transfer (ADTs). CR also utilizes typical and customary processes to evaluate coursework taken at other institutions for credit transfer. CR has transfer agreements with Cal Poly Humboldt, as well special reciprocity agreements with Southern Oregon University and Oregon Institute of Technology due to the College's proximity to the Oregon border. (II.A.10, ER.10)

Administrative Procedure 4025 - Philosophy and Criteria for Associate Degree and General Education aligns program and institutional level student learning outcomes in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives with their core general education areas. The content of each general education course is required to align with at least one of the general education area descriptions, as defined in the College catalog. (II.A.11)

Board Policy 4025 - Philosophy and Criteria for Associate Degree and General Education and Board Policy and Administrative Procedure 4020 - Program, Curriculum and Course Development both assure its degree programs have a carefully considered component of general education as determined by its faculty. The Academic Senate and Curriculum subcommittees on Academic Standards and Polices follow guidelines to develop and accept courses as part of the general education curriculum. The catalog provides information on general education requirements for the college and for transfer. State guidelines provide structure for development and analysis of course programming. (II.A.12, ER.12)

CR demonstrated that its curriculum review and approval procedures ensure that its degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core and that the outcomes and competencies reflect mastery of the generally accepted central concepts and practices within the specific fields of study. (II.A.13)

CR utilizes industry advisory committees to ensure that its career-technical certificates and degrees meet employment standards and other applicable standards and preparation for external licensure and certification. Evidence demonstrated how faculty solicit input from industry professionals about professional standards and use the feedback to improve course and program curriculum. CR also includes information about external licensure and certification pass rates on its website. (II.A.14)

Administrative Procedure 4021 - Program Revitalization, Suspension, or Discontinuation clearly outlines the steps taken when programs are eliminated, or requirements are significantly changed. The College demonstrated that they proactively identify and communicate with

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students who will be impacted by changes or program eliminations and develops plans to support current students in completing program requirements. (II.A.15)

CR regularly evaluates and improves the quality and currency of all instructional programs through its program review process. CR provided evidence of how departments use program review to assess the quality of its instructional programs in all modalities and at all locations and identifies recommendations for improvement. The program review process includes evaluation of the effectiveness of changes implemented due to the prior year's recommendations. (II.A.16)

Conclusions:
The College meets the Standard.

II.B. Library and Learning Support Services

General Observations:
CR provides library and learning support services in-person at the Eureka campus and Del Norte Education Center; online; and through correspondence at the Pelican Bay State Prison. The College library selects and maintains a wide range of resources including physical books, eBooks, DVDs, periodicals, textbooks, and other items that can be borrowed. Library and learning support services are regularly assessed through the College's program review process and surveys measure effectiveness and identify areas for improvement.

Findings and Evidence:
Through the Board Policy 4040, CR commits to providing library services that are "an integral part of the educational program." CR provides physical library locations on its Eureka campus and Del Norte Education Center where students may access over 95,000 books, DVDs, periodicals, textbooks, headphones, flash drives, calculators, laptops, and other items. The library provides online resources including databases, eBooks, periodicals, streaming media, and other research materials that support both in-person and online student access. The Academic Support Center (ASC) provides tutoring and testing services in-person and online for individuals and groups of students. Through correspondence, the college provides library and learning resources to students at the Pelican Bay State Prison. (II.B.1, ER 17)

The library engages in annual program review and conducts an inventory of library resources to ensure adequate equipment and materials to support student learning. Through its program review, the Library has identified facilities needs as well as a proposed technology refreshment cycle. Library faculty collaborate with discipline faculty to plan for library instruction and reference services in person and online and to support the acquisition and development of instructional materials to support student learning. Through its annual student survey, the Library assesses how well it meets student needs and makes improvements, as needed. (II.B.2)

CR evaluates library and learning support services to assure their adequacy in meeting identified student needs through its annual program review and library student surveys. The library has responded to its evaluation feedback by implementing improvements to access by

extending hours and database renewals. The Academic Support Center used data on student usage and its program review assessment to identify the need to redesign its webpage to improve functionality which resulted in an increase in tutoring service usage. (II.B.3)

CR collaborates with other institutions and vendors to provide library resources and instructional support services. When establishing partnerships or agreements with vendors to deliver library services, the College considers equity, accessibility, affordability, effectiveness security, and maintenance of systems and services. Resources made available through other institutions and vendors are regularly evaluated for their effectiveness and value to and use by students and faculty. (II.B.4)

Conclusions:
The College meets the Standard.

II.C. Student Support Services

General Observations:
CR regularly evaluates student services and academic support provided to students through survey data, program review documents, agendized departmental meetings, and Canvas analytics, as examples. These services are provided both online and in person. Students have many access points for counseling services through programs across the college. The college mission is embedded into the academic support through the program review process. Board Policy and Administrative Procedures guide the regulation of admissions and enrollment, and the regulation of student records.

Findings and Evidence:
CR regularly evaluates student services and aligns these services with the college mission, regardless of mode of delivery. The EOPS Program Review document and Distance Education Newsletter provide a detailed look at how two different support programs are meeting this standard. For example, Distance Education services are actively promoted in the monthly newsletter along with highlighting best practices for online teaching, continual inquiry into assessing student needs, and sharing best practices for student success in its monthly newsletter. The Tableau Dashboard provided by Institutional research demonstrates that the college is supporting access to data for use by all college services and programs. Students are surveyed about their use of campus tutoring services, while students in the Pelican Ba program are surveyed to assess whether this correspondence education program is fulfilling its mission to serve this population of students. (II.C.1)

Student Services programs are assessed on schedule. The EOPS program review includes the results of the assessment of this program. (II.C.2)

Students in this geographically broad district can access the college website for information about available student services offered in all locations throughout the district. (II.C.3)

CR has three co-curricular or athletics programs: Athletics, Associated Students, and National Society of Leadership and service. With several evidentiary documents from Board Policy and Administrative Procedure, ASRC by-laws and club guide, and NSLS, the college demonstrates that athletes are supported academically with an approved guidance course. The Associated Students bylaws align with the college mission and are authorized to organize by board policy. (II.C.4)

CR provides counseling and advising services to students to support their development and success. The college webpages of programs such as the Multicultural and Equity Center, TRiO Program and EOPS indicated robust and comprehensive programs that support students at the college. Students are welcomed to the college with a letter of greeting and support upon the acceptance of their application. (II.C.5)

CR conducted a Strategic Enrollment Project focusing on improving the online orientation for new students. The work resulted in several improvements to this process. Evidence addresses Ed Code requirements, and a project focused on Enrollment Management. CR uses multiple measures for placement as determined by CCCApply and reports the placement to the CCCCO as required. Board Policy and Administrative Procedures determine admission into the college and student enrollment in classes. (II.C.7)

The evidence provided demonstrates that the college meets the standard. The college makes information about FERPA known to students and employees in the college catalogue and elsewhere. Employees are provided with a thorough checklist of how to appropriately handle confidential information and protect students' privacy. CR employees must sign a contract that indicates their awareness regarding the electronic transmission of confidential student records information. (II.C.8)

Conclusions:
The College meets the standard.

Standard III
Resources

III.A. Human Resources

General Observations:

The College of the Redwoods (CR) demonstrates a commitment to following appropriate and inclusive hiring practices and ensuring that successful candidates satisfy the minimum qualifications for employment. CR has established appropriate policies, procedures, and rules to recruit and retain qualified faculty, staff, and administrators to carry out their educational mission. Job announcements identify necessary qualifications in terms of education and experience. Personnel records are maintained with appropriate security and privacy. CR follows ACCJC Policy statements and guidelines, Educational Code, collective bargaining agreements, and Board policies and rules for recruitment, retention, and discipline of employees. CR aims to employ sufficient personnel in all constituent groups and provides all employees with systematic evaluations, training, and professional development. CR publishes policies and procedures, including those pertaining to ethics, equity, and diversity. Finally, CR identified a need for a more clearly defined processes for onboarding for administrators and has initiated a process to establish this onboarding.

Findings and Evidence:

CR employs administrators, faculty, and staff, who are qualified with appropriate education, training, and experience to support the Colleges programs and services. CR has the appropriate administrative procedures for the hiring of all employees and complies with federal laws governing recruitment and hiring. Processes for ensuring minimum qualifications are met as well as working with subject matter experts and collaboration with Human Resources or Personnel Commission to identify qualification and create job descriptions based on essential duties, job requirements, and qualifications. Administrative postings align with the standard by including essential duties, responsibilities, knowledge, skills, education, and experience. CR assesses the processes and procedures to best attract qualified and diverse applicants. CR is also working on revising the reference requirement for faculty recruitment to attract qualified from diverse backgrounds. (III.A.1)

CR employs qualified faculty to meet the instructional and counseling needs of their students and uses the California Community College Chancellor's Office handbook to determine minimum qualifications and the College's own administrative procedures. Qualifications for faculty include knowledge of the subject matter, requisite skills, appropriate degree, professional and discipline experience, teaching skills, and scholarly activities. Faculty job descriptions include development review of curriculum and assessment of learning. CR has a process in place to review applications that do not meet the qualification that includes a review of equivalency. The appropriate dean, vice president and the Office of Human Resources develop the job descriptions, announcements, and preferred qualifications. Potential candidates may be required to demonstrate effective teaching through a teaching

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demonstration. The Academic Senate Faculty Qualifications Committee reviews required documents before approving any faculty to begin work at the College. (III.A.2)

The College's administrators and employees responsible for educational programs and services have the qualifications to perform duties to ensure institutional effectiveness and academic quality. Administrators are responsible for the oversight, management, and direction of all programs. Human Resources works with the appropriate administrators to develop job descriptions and, as appropriate, meet the minimum qualifications according to the California Code of Regulations. CR references their administrative procedures for recruiting and hiring management and administration and application background checks. The job postings contain the essential duties, responsibilities, knowledge, skills, education, and experience and CR utilizes screening committees to review that only qualified applications are considered for administrative and staff positions. (III.A.3)

CR ensures that required degrees held by faculty, administrators, and other employees are from accredited institutions recognized by United Stated accrediting agencies, and that non-United States institutions are recognized if equivalency has been established according to the California College of Regulations. The College's administrative procedure on recruitment and hiring identifies a process of an initial screening of degrees and requires that any foreign degree includes an official foreign transcript evaluation and verification. (III.A.4)

CR assures effectiveness of its human resources by evaluating all personnel at stated intervals and has written criteria for evaluating personnel, including performance of assigned duties, and participation in institutional responsibilities. The evaluation process seeks to assess the effectiveness of personnel and encourage improvement that includes that action taken is formal, timely, and documented. The administrative procedure establishes that all personnel are regularly evaluated and adheres to a regular timeline for these evaluations. The Executive Cabinet reviews past due evaluations to support timely completion. Collective bargaining agreements include the timeline and evaluation criteria, and this information is shared with evaluators and those being evaluated prior to beginning an evaluation. (III.A.5)

CR maintains enough qualified faculty to ensure the faculty responsibilities essential to the College's educational programs and services to achieve its mission and purposes and uses multiple processes to determine appropriate staffing that includes inclusion of identifying human resource needs in program review. Administrative procedures are in place for faculty prioritization with the president making the decision regarding new faculty positions. The program review committee ranks plans, staffing requests, and the College's Cabinet reviews and prioritizes needs. CR currently exceeds the Faculty Obligation Number (FON) and uses this information to assist with budgeting for additional faculty positions. (III.A.7)

CR provides orientation, oversight, evaluation and professional development for adjunct faculty and opportunities for integration into the life of the College. The College's administrative procedure on professional development provides guidance on implementation. CR has an on-

boarding process, orientation, and a sub-committee of academic senate called, Associate Faculty Committee, to advise the senate on issues related to associate faculty. There are also two seats for part-time faculty on academic senate and part-time faculty sit on shared governance committees. Part-time faculty are included in college-wide professional development and other opportunities outside the College. (III.A.8)

CR has enough staff with appropriate qualifications to support effective educational, technological, physical, and administrative operations. CR maintains administrative procedures for recruitment and hiring and ensures appropriate qualifications. The College's student support programs and administrative units complete program reviews, including staffing needs prioritized through the College's planning process. (III.A.9)

CR maintains enough administrators with appropriate preparation and expertise to provide continuity and effective leadership and services that support the mission and purposes. The hiring of administrators is governed by administrative procedures that include national searches and open forums. The program review process also includes the staffing needs of administrators and ranked according to the program review process. Professional development is provided to administrators to provide leadership that supports the College's mission and purpose. (III.A.10)

CR establishes, publishes, and adheres to written personnel policies and procedures available for information and review. CR ensures policies and procedures are fair, equitable, and consistently administered and has established personnel policies and procedures as outlined in its board policies, administrative procedures, and collective bargaining agreements with the College of the Redwoods Faculty Organization (CRFO) and the California School Employees Association (CSEA). The policies are reviewed with HR and the College President and are available online for those seeking the information. CR has a procedure on time, place, and manner for equitable and fair treatment for speech and a grievance process in the collective bargaining agreements. CR also provides and tracks College and legally required training. (III.A.11)

CR creates and maintains programs, practices, and services that support diverse personnel and assesses its record in employment equity and diversity consistent with its mission. The College maintains a board policy on its commitment to diversity and administrative procedures on nondiscrimination and equal employment opportunity (EEO). The College established an EEO advisory committee that engages in on-going development of effective practices to meet their commitment. CR provides implicit bias training for selection committee members and, identified room for improvement and is working with a consultant to create an equity advocate program, support and recommend changes to current processes to reduce bias and elevate equity, and conduct analyses of staff and faculty representation and experiences. (III.A.12)

CR upholds a written code of professional ethics for all personnel that includes consequences for violation. CR also maintains administrative procedures on institutional code of ethics,

disciplinary action for permanent classified employees, and has policies on the violations of hiring practices. Actions brought upon faculty are handled through the evaluation process in accordance with the collective bargaining agreement. (III.A.13)

CR plans for and provides all personnel with opportunities for continued professional development consistent with its mission and based on pedagogy, technology, and learning needs. CR evaluates professional development and evaluates improvements and maintains an administrative procedure regarding professional development to ensure they are consistent with the mission. CR provides professional development throughout the year and a calendar of events online for employees to reference and online subscription resources. CR also maintains a distance education team to provide professional development and through a needs assessment, provided focused distance education training as requested by the employees. The professional development committee includes membership from across constituent groups and provides recommendations for professional development activities for the College and individual requests for funding to attend professional development. CR also has professional development for administrators to make full use of a leave of 30-days for professional development. (III.A.14)

CR makes provision for the security and confidentiality of personnel records in human resources where the records are secured during non-business hours. The administrative procedure on records retention and destruction provides information on personnel records in accordance with the law. Administrative procedure on personnel files establishes that each employee has access to their personnel records in accordance with the law. The collective bargaining agreement with the College and the faculty as and the collective bargaining agreement with the College and classified professionals, establishes the processes and rights of all faculty for matters related to employment files. (III.A.15)

Conclusions:
The College meets the Standard.

III.B. Physical Resources

General Observations:
CR has processes in place regarding physical resources to ensure sufficiency, safety, feasibility, and support of programs and services supporting the College's mission. Specific job titles include duties related to safety and security. Planning processes include components that provide an opportunity for the College to assess facility and equipment needs. CR also plans for budgets to cover both planned and unplanned contingency expenses.

Findings and Evidence:
CR ensures safe and sufficient physical resources through a team of individuals responsible for safety and security. For the safety of its facilities, the colleges hire qualified personnel to oversee its facilities program. For capital construction and renovation projects, qualified firms are hired to ensure safety and access in the design and construction of buildings. CR is required to follow the design, construction, and health and safety standards established by the Division

of State Architects (DSA) to ensure accessibility and safety. The college has a partnership with local police departments to address the safety and security of its campuses. The college has a Safety Committee charged with addressing safety opportunities and concerns for the College. CR also has two committees that provides regular evaluation and recommendations of the safety and security of the facilities to the college president. CR also has a Police Department that collaborates with external agencies to provide security and long-range assessment, evaluation, and planning for security needs. (III.B.1)

The Facilities Master Plan aligns with the Education Master Plan and serves as the guiding document for facilities development in its vision and planning for the physical infrastructure. The Facilities Master Plan and program reviews show the College plans for, and maintains, physical resources which ensure feasibility, effective utilization, and quality in support of programs, services, and the College's mission. The College's planning process ensures that physical resources are developed, constructed, and maintained in a way that assures safety and security of students and staff. (III.B.2)

CR identifies, plans, and evaluates the feasibility and effectiveness of its facilities through the annual program review process. Routine evaluations of the condition of facilities are conducted to identify maintenance needs, ADA accessibility issues, safety hazards, personal safety needs, and obsolescence. Annual evaluations are performed by the Statewide Association of Community Colleges (SWACC) insurance inspectors. The Facilities Master Plan, state and federal laws also to the college acts as a guide to ensure campus groups can communicate needs and problems as they arise. The program review process is another facility evaluation source and includes recommendations for facilities, equipment, and other needs. CR has a 5-year Annual Five-Year Capital Plan, Annual Scheduled Maintenance Plan, and Annual Instructional Equipment Replacement reported using Facilities Utilization, Space Inventory Options Net (FUSION) for short-term and long-term planning purposes. (III.B.3)

The Facilities Master Plan guides the college for long-range capital planning. This ensures that the physical, human, technological, and financial resources of the college are used in an integrated way to support the institutional goals. CR uses a simple definition of the total cost of ownership (TCO). Criteria include required staffing, custodial requirements, routine supply costs, estimated equipment and facility maintenance costs, utility costs, disposal costs, and other costs. (III.B.4)

Conclusions:
The College meets the Standard.

III.C. Technology Resources
General Observations:
At the College of the Redwoods, the college community drives the adoption of technology. Community input is received through the Technology Planning Committee and individual program reviews. The Technology Planning Committee is a shared governance committee that

evaluates campus technology needs and ensures technological resources are provisioned. It also develops the three-year comprehensive Technology Plan. The annual program review process identifies technology needs, and departments validate their requests against a "Minimum Technology Standard" and an equipment replacement cycle list. All requests must be tied into the College's Mission and the Educational Master Plan. CR uses Colleague by Ellucian as the student information system and Canvas by Instructure as the Learning Management System. CR has established board policies and administrative procedures that govern the proper use of technology and implemented procedures to assure compliance with these policies. CR evaluates the effectiveness of technology through surveys, faculty input, and data from IT help tickets. The institution continuously plans for, updates, and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Findings and Evidence:
Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services. CR has a process in place to ensure that the changing technological needs are met and the Technology Planning Committee continuously evaluates campus technology needs and updates the Comprehensive Technology Plan. This plan includes new equipment purchases according to a technology equipment replacement cycle. Furthermore, programs request technological resources during the annual program review process, where a link to the college's Educational Master Plan must be demonstrated. CR currently has 18 PC computer labs, one Mac lab on the Eureka Campus, three PC Computer labs at the downtown site and Job Market, two at the Del Norte Site, and one at the Klamath/Trinity site. Furthermore, CR can provide remote desktop connections to 200 simultaneous users through the virtual desktop interface environment. The district utilizes several laptop carts that provide up to 30 computers during instruction. A WIFI survey is used to solicit feedback from the campus community on network connectivity issues. Finally, CR also has a Disaster Recovery Plan and uses Penetration Testing to assess network and system security. (III.C.1)

CR continuously plans for, updates, and replaces technology to ensure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services. The Technology Planning Committee creates a Technology Plan in consultation with various stakeholders, including the Distance Education Planning Committee. This plan is aligned with the college Educational Master Plan. The technology plans provide a framework for these activities and include a three-year planning cycle for new equipment purchases. Furthermore, the information technology department can receive real-time feedback and service requests through a help desk ticketing system. Finally, student surveys are used to collect feedback on technology. (III.C.2)

CR assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to ensure reliable access, safety, and security. To maintain effective cyber security, the College implemented Multi-Factor Authentication and Single Sign-On for all users. CR has a Disaster Recovery Plan. The College of the Redwoods Wi-Fi survey solicits technology performance feedback at each of the college's locations. College professional development activities present Information security practices to the campus community. (III.C.3)

College of the Redwoods provides appropriate instruction and support for faculty, staff, students, and administrators in effectively using technology and technology systems related to its programs, services, and institutional operations. Technology training and support are available to employees through professional development workshops and website resources. The college's distance education coordinator developed a Canvas support site for faculty called "Keep Teaching." This site provides distance education resources for new and experienced faculty. The Online Course Support page and the Collegeof the Redwoods Quest for Online Success Canvas module provide support for students. IT staff attend regular training to maintain currency and develop familiarity with new technology. (III.C.4)

CR has policies and procedures that guide the appropriate use of technology in the teaching and learning processes. Board Policy 3720 sets the organizational tone and delegates appropriate authority. Administrative Procedure 3720 provides guidance for the appropriate use of technology. This is augmented with Administrative Policy 4105, which addresses distance education and compliance with the Americans with Disabilities Act (ADA). For courses offered through Distance Education, a policy is in place that requires courses offered in that modality to have regular instructor contact and substantive interaction with students and comply with the ADA. These policies and administrative procedures are published on the website. (III.C.5)

Conclusions:
The College meets the Standard.

III.D. Financial Resources
General Observations:
College of the Redwoods plans and manages its fiscal affairs with integrity and in a manner that ensures fiscal stability. The college has an annual budget planning process driven by mission statement and operational objectives. The evaluation team confirmed that College conducts audits for all financial records. The audits are conducted by an independent accounting firm, their reports are certified, and findings and responses appropriately documented.

Findings and Evidence:
The College's financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. During the budget development process, financial resources are planned for academic programs, and operations to sustain and support student success. The college has the human capacity to support and sustain the institution's budget which manages its financial affairs with integrity and ensures financial

stability. The budget development process is part of institutional planning and is incorporated into the fiscal planning process with short- and long-term projections that ensure financial stability. (III.D.1)

CR has policies and procedures setting the framework for sound financial practices and financial stability. Board policies guide the College's governing body to maintain short and long-term financial stability and uphold fiduciary responsibilities. The College mission and operational goals form the basis for financial planning, and that financial planning is intertwined through its institutional plans. The college uses its strategic planning process and programmatic review to make resource decisions that guide the budgeting process. The College widely disseminates financial information promptly, supporting institution-wide participation in budget development. (III.D.2)

The College of Redwoods has established processes for financial planning and budget development, which are widely known and understood by college constituents. The processes and guidelines established are open, and transparent, and ensure that constituent participates in financial planning and budget development. The college mission statement and goals are the guiding principles of the budget development, ensuring academic programs and services are appropriately supported. Financial planning begins with the annual update and completion of the 5-year strategic budget plan. (III.D.3)

The budget development is based on realistic assessment of student enrollment targets, budget action at the state level, contractual obligations, and mandated or regulatory obligations. The college planning process ensures that it has adequate funding to meet the expectations and needs of its faculty, staff, and students. CR also pursues grants and form close partnerships with state, federal and local agencies to ensure financial stability. The College's budget shows expected revenues and expenditures, which is a product of coordination of institutional planning with grants and other alternative funding sources. (III.D.4)

The Board of Trustees set the framework for financial integrity by reviewing the monthly financial status report, quarterly CCFS 311 reports and operational reports of the college. Board policies and the administrative procedures effectively guide the College's financial management in a manner that ensures financial stability and integrity to support student learning. Within the college's Ellucian Datatel Financial Information System, internal controls separate responsibilities and duties to provide dependable information for financial decision-making. Budget and financial reports are published on the College's website to provide constituencies with a steady stream of financial disclosures. (III.D.5)

Financial documents which include 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 hires an outside Certified Public Accountant and issues the college with an unmodified opinion on the credibility of financial operations. The Board of Trustees receives a detailed monthly financial report which includes both a review of revenues and expenditures and an analysis of fiscal data and a comparison of

anticipated expenditures and actuals. The results of the annual financial and compliance audits also attest to the credibility and accuracy of financial systems. (III.D.6)

The annual financial and compliance audit reports are presented to the Board of Trustees for approval. The implementation of audit findings and recommendations is documented as part of next year's audit and accompanying report. The college has received an unmodified audit opinion over the last three fiscal years. (III.D.7)

The college is audited annually, which includes assessment of internal controls for validity and effectiveness. Internal controls are strengthened by the system of checks and balance, monthly reconciliations of financial transactions and compliance with state and federal regulations. (III.D.8)

CR has sufficient cash flow and reserves to maintain stability and meet fiscal emergencies and unforeseen occurrences, and processes to address cash-flow challenges. Unrestricted general fund budgeted expenditures are sufficient to meet the district's cash flow requirements and the Board's goals of a reserves two months of operations. (III.D.9)

CR maintains a financial control structure under the Vice President of Administrative Services. To ensure that financial resources are used effectively in support of the College's mission and strategic planning, the college has qualified personnel that have responsibility for financial oversight of financial aid, grants and externally funded programs. The internal financial controls coupled with external audits ensure effective oversight of finances. In addition, the institution demonstrates compliance with Federal Title IV regulations and requirements for managing federal financial aid as part of the annual financial and compliance audits. (III.D.10)

To anticipate short-term and long-term financial needs, CR prepares annual budgets and Multi-Year Forecast. The Budgets and Forecasts include all known and potential financial resources and obligations. The college continually monitors its cash management strategies to ensure both short-term and long-term financial solvency. The college has the financial resources to support the short and long-term goals. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. (III.D.11)

CR plans and allocates appropriate resources for the payment of liabilities and future obligations. Although the college does not have an OPEB Trust fund, funds are set aside to ensure that the annual general fund budget includes resources to cover retirees pay-as-you-go for post-retirement benefits. The general fund contributions to retirees pay-as-you-go fund had a reserve of $3.026 million, as of June 30, 2022. OPEB actuarial studies are performed annually and incorporated in the annual financial audits. Reserves are maintained for accrued vacation and other expenses such as sick leave. Accrued vacations are reviewed and updated monthly. Accrued vacation is paid when taken or paid out upon termination of employment. CR has an

effective system in place for the allocation of financial resources to pay financial obligations. (III.D.12)

Annually, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect its financial condition. The college has a General Obligations Bonds, Measure Q, which is repaid by the taxpayers through the County Treasurer. CR has been working through the feasibility and design phase for a new student housing facility, upgraded football and soccer field and the track. CR also has a Certificates of Participation (COP) of $7.5 million to finance the student housing design phase and field and track project. The cost of paying this obligation is incorporated in the annual general fund budget and the multi-Year Forecast. (III.D.13)

CR has processes and practices that ensure financial resources, such as bonds and COPs, auxiliary activities, fund-raising efforts, and grants, are used in a manner consistent with the intended purpose of the funding source. For the last three years, external financial and compliance audits have not identified any reportable findings. There is oversight at the Board level and the Citizen's Bond Oversight Committee (CBOC) required for the proper use of the General Obligation Bond funds. The college has a process by which grants are applied and accepted, and all grants are monitored to ensure compliance with the grantor's requirements. Prior to application for funding, review and approval by the superintendent/president and key stakeholders is required prior to submission to the funding agency. Grants directly support the mission of the College and are consistent with strategic and institutional plans. (III.D.14)

CR monitors the cohort default rates through an internal process and has also partnered with a third-party vendor to help reduce the default rates. The most recent three-year cohort default rate (2020) is at zero (0%) percent. The default rate has improved from 5.8 percent in 2019, and from 16.20 percent in 2018. The student financial aid office is subject to program compliance reviews by the US Department of Education and is subject to an annual independent audit by a certified public accountant. Annual audits evaluate the college's Title IV management and compliance for the award years. (III.D.15)

CR utilizes several contract templates that are provided by legal counsel from School and College Legal Services. The templates are updated regularly to ensure they are current and reflect the most recent legal requirements. All contractual agreements are governed by institutional policies and contain appropriate provisions to maintain the integrity of the College. 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 and the quality of its programs, services, and operations. (III.D.16)

Conclusions:
The college meets the Standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

College of the Redwoods (CR) has clear alignment processes for constituent participation in local decision-making policies and procedures, as well as meeting agendas and minutes are accessible on the institution website. Regular revision cycles are communicated and archived in BoardDocs. Systematic processes are in place to promote constituent participation in the review process when considering a new idea or suggested revisions for improvement. CR implements a four-year review cycle for policy and procedure review. Faculty and administrators share responsibility for curriculum, student learning programs and services.

Findings and Evidence:

CR establishes collegial consultation as part of its philosophy (BP 1201) and BP 2510 lays out the foundational structure by which the College engages in local decision-making. Encouragement of innovated leadership that strives for educational excellence is evidenced by the President's Innovation Fund Grants Program that provides funding for all employees, students, and community members to create special projects. This is part of the CEO and BOT shared goals of expanding professional development opportunities to "continue fostering an institutional culture that values innovation." An example includes the ACUE training program "Creating an Inclusive and Supportive Online Learning Environment. (IV.A.1)

CR demonstrates alignment with Title 5 for local decision-making and participatory governance as evidenced by BP 2510, corresponding AP 2510/ AP 2520 and the Committee Handbook. BP 2510 includes minimum language to acknowledge Title 5 and AB 1725. AP 2510 outlines the 10 + 1 areas of delineation for shared governance between faculty and BOT as well as the role of students includes the list of 9+1 matters. Classified staff are represented by CSEA and assigned to the committee by their union representatives, however confidential employees are not represented by union and appointed by the president to committees. (IV.A.2)

AP 2510 all constituents' groups are represented on College Council, a body that serves core advisory role: FT & PT faculty (AS), EC, Mgmt Ccl, CSEA (FT/PT), College of the Redwoods Faculty Organization (CRFO), and Associated Students. The committee handbook references the 2014 standards for aligned sections. APs 4020-4022 codify faculty purview over course approvals (e.g., Curriculum Committee and Academic Senate approval before BOT). The explicit delineation contributes to clarity of division of decision-making responsibilities. Regular revision cycles are communicated and archived in Board Docs. (IV.A.3)

Faculty and administrators share the responsibility for curriculum, student learning programs and services. CR demonstrates its commitment to student learning and achievement through established processes for curriculum updates and course development adhering to their governing Board Policy 4020 and respective Administrative Procedures including AP4021

Program Revitalization, Suspension, or Discontinuation as well as AP4022 for Course Approvals. (IV.A.4)

Broad membership and clearly defined roles and responsibilities for committee membership ensure intentional participation that values the necessary insights that derive from the expertise of individual contributors that participate in required decision-making and actions at College of the Redwoods. Three such notable examples include the charge, goals and membership make up of their College Council, Budget Advisory Committee and Curriculum Committee. (IV.A.5)

Processes for decision-making are outlined in Board Policies and Administrative Procedures regularly reviewed on the four-year cycle established by the College of the Redwoods. Subsequently, the decisions made are publicly recorded in meeting agendas and minutes required to be posted in their digital storage system, Board Docs in accordance with Brown Act. In addition, the college President/Superintendent regularly communicates on programmatic decisions made through reports and in regular email distribution correspondences with the college and local communities (e.g., safety protocols, hiring of new administrators) as well as local newspaper articles (accessible in "blog form" on the college website) and via local college radio station programming. (IV.A.6)

Governance, decision-making, and administrative evaluation policies and procedures are regularly evaluated to ensure integrity, effectiveness and currency. "Each committee of the college, and the Board of Trustees, regularly reviews and evaluates its procedures, typically on an annual basis." The College Council is responsible for determining the review calendar and facilitating the review process to ensure that all constituency groups have an opportunity to effectively participate in the review process to evaluate the effectiveness of "every college policy." The Faculty Prioritization Committee oversees the process for recommending tenure-track full-time faculty positions for hire and makes recommendations to the Academic Senate to its operating procedures each year to ensure effectiveness of process. (IV.A.7)

Conclusions:
The College meets the Standard.

IV.B. Chief Executive Officer
General Observations:
The institutional chief executive officer (CEO) is responsible for the institution's quality. The CEO provides effective leadership in planning, organizing, budgeting, hiring, and assessing institutional effectiveness. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by establishing a collegial process that sets values, goals, and priorities; ensuring the college sets institutional performance standards for student achievement; ensuring that evaluation and planning rely on high quality research

and analysis of external and internal conditions; ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; ensuring that the allocation of resources supports and improves learning and achievement; establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures. The CEO works and communicates effectively with the communities served by the institution.

Findings and Evidence:
CR has provided the following evidence to meet the standard. BP 2430 delegates authority to the president/superintendent. BP 2430 affords the president/superintendent the ability to delegate duties to others. The president/superintendent directs and evaluates the work of all vice-presidents, the director of HR and the Director of IR. The president/superintendent chairs the College Council which helps to ensure that policies and procedures are developed and revised following the collegial consultation process. He also co-chairs the Institutional Effectiveness Committee. The president/superintendent ensures that reports on the creation of guiding plans for the district are distributed, including the Education Master Plan, Technology Plan and the Facilities Master Plan and is responsible for leading governing committees such as the Executive Cabinet and IEC in discussions regarding the planning process. BP 6200 and BP 6300, the president/superintendent authorizes the creation of an annual budget which is communicated to the community to maintain transparency through Board meetings and regular budget forums. BP 7110 empowers the Board to delegate authority to the president/superintendent to authorize employment, job responsibilities and perform other personnel actions. (IV.B.1)

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

The president/superintendent leads the institution in all practices related to planning, organizing, budgeting and developing personnel and assessing institutional effectiveness. (IV.B.3)

The president/superintendent provides leadership in accreditation- related matters and ensures that the institution follows the processes and structures in place to enable compliance. Through these processes, the president/superintendent empowers members of all campus constituencies (faculty, staff, administrators, and students) to play a role in the institution's ongoing compliance with eligibility requirements, Accreditation Standards, and Commission policies. The president/superintendent has taken the primary leadership role for accreditation,

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while faculty, staff, and administrative leaders have responsibility for assuring compliance with accreditation requirements on an ongoing basis. The president/superintendent has taken the primary leadership role for accreditation, while faculty, staff, and administrative leaders have responsibility for assuring compliance with accreditation requirements on an ongoing basis. (IV.B.4)

The president/superintendent provides leadership in accreditation- related matters and ensures that the institution follows the processes and structures in place to enable compliance. (IV.B.5)

Community outreach by the president/superintendent, administrators, managers, staff, and faculty demonstrates the commitment to effective communication with communities served by the College. (IV.B.6)

Conclusions:
The College meets the standard.

IV.C. Governing Board

General Observations:
The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

Findings and Evidence:
CR meets the Standard. The Board addresses its responsibilities to ensure academic quality, integrity, and effectiveness of student learning programs and services in its policies and procedures. The Board delegates the responsibility for implementation of the procedures to the president/superintendent, whom it regularly evaluates. Similarly, the Board's responsibility for the College's financial stability can be seen throughout its policies and procedures. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision. (IV.C.1)

Board policy and administrative procedure require that the governing board act with one voice. Though board votes are generally unanimous, in the few examples where they are not, still all board members clearly express willingness to abide by the ultimate decision. (IV.C.2)
Board policies and the minutes of board sessions indicate that the governing board has a clearly defined policy guiding the selection and evaluation of the president/superintendent. The policy calls for an evaluation of the president/superintendent evaluation at least annually which includes review and revision of the president/superintendent's goals. (IV.C.3)

The Board consists of seven publicly elected members and one student trustee. BP 2715 Code of Ethics/Standards of Practice requires board members to "prevent conflicts of interest and the perception of conflicts of interest" and authorizes the board president to "address charges or perceptions of violations, what steps will be taken to examine and address both legal and

ethical violations, and possible consequences of violations". AP 2715 Board Protocols for Effective Trusteeship specifically establishes three main categories of ethical and legal violations.

Documented board policies and administrative procedures on Conflict of Interest covers primarily financial conflicts of interest, including "gifts" and employment conflicts. The Board advocates for the institution through its affiliation with the Community College League of California (CCLC) and California Community College Trustees. (IV. C.4)

BP 2200 Board Duties and Responsibilities clearly highlights the board's role in promoting the College's mission, setting "prudent, ethical, and legal standards for college operations," attaining "fiscal health and stability. The Board's commitment to quality, integrity, improvement, and resources is evident in the "Board of Trustees Goals 2023-25. The Board ensures that student learning programs and services have adequate resources by upholding its duty regarding fiscal management and infusing that role through its policies and district procedures. The Board regularly receives an Institutional Effectiveness Report and Scorecard to guide discussion regarding the improvement of student learning programs and services. The Board and College administration have established BP/AP 3050 Institutional Code of Ethics to ensure the integrity of all programs and services. (IV. C.5)

Board Policies and Administrative Procedures outline the responsibilities of trustees and the ways and means by which the Board serves and interacts with District stakeholders and community members. All board policies and procedures are available on the district website and include approved and updated/revised dates. District employees and the public have access to Board meeting agendas, minutes, supporting documents, meeting schedules, policies, and administrative procedures on the Board of Trustees webpage on the district website. (IV.C.6)

Board Policies and Administrative Procedures details the way policies of the board can be adopted, revised, added to, or amended at any regular Board meeting. Administrative procedures are issued by the president/superintendent as statements of methods to be used in implementing board policy and are consistent with the intent of the accompanying board policy. The president/superintendent, as the Board's designee, assigns policies and procedures by subject area to members of his/her cabinet for review. A four- year cycle for comprehensive chapter review process denotes new and updated policies and procedures to be developed and/or reviewed in the district's participatory governance process. (IV. C.7)

The Board regularly reviews key learning indicators and student outcomes at their meetings. Board agendas and minutes provide evidence of review, discussion, and input regarding student success and plans for improving academic quality. Trustees maintain a high level of engagement, and garner knowledge about student learning and achievement by regularly including informational reports on their monthly agenda. The Board sets clear expectations for continuous improvement of student learning outcomes. (IV. C.8)

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All new board members participate in a new member orientation. New member orientations include a history of the district, budget history and a review of plans and reports (i.e., strategic plans, facilities plan, self-studies, etc.), and a tour of the College. The Board has a commitment to ongoing professional development, enshrined in board policy, and practiced by members of the governing board. Board policy requires staggered terms of office to ensure governance continuity. These policies and practices align the College with Commission requirements to assure ongoing compliance. (IV. C.9)

Annual trustee self-evaluations are conducted at each annual board retreat. The Board's self-evaluation process has facilitated a focus on appropriate roles and responsibilities in policymaking to help promote and sustain educational quality, institutional effectiveness, and student success. All board members regularly participate in training, goal-setting, and self-evaluation activities, to increase knowledge of appropriate engagement in policymaking and oversight of student success and educational quality outcomes. (IV. C.10)

Conclusions:
The College meets the standard.

IV.D. Multi-College Districts or Systems

General Observations:
College of the Redwoods is a single college district. Therefore, this standard is not applicable.

Quality Focus Essay

The purpose of the Quality Focus Essay (QFE) is to give member institutions the opportunity to engage in innovative problem-solving and through that engagement propose new ideas and initiatives aimed at improving the learning experiences of their students and student achievement overall from the broad overarching "institutional level" scope.

The Team reviewed the QFE included in the College's ISER. The QFE outlines an Interest-Based Process for Integrated Planning Review for the College of the Redwoods (CR). Moreover, CR communicates a balanced "*duality of perspective*" that honors hindsight (institutional historical knowledge grounded institutional data) and foresight (mindfulness of evolving areas for the community and district). Several themes emerged: (1) be strategically "nibble and adaptable" in institutional planning and goal settings; (2) interest-based inquiry focused on institutional processes, not people, and; (3) realistic timelines for effective preparation and participation by participants.

Within the emergent themes, the College has identified __3__ strategies /projects to focus their efforts on in the upcoming accreditation cycle.

- Technological Infrastructure
- Interested-Based Process for Problem-Solving
- Planning Process for Resource Requests

Appendix A: Core Inquiries

Based on the team's analysis during the Team ISER Review, the team identified no core inquiries needed for areas of clarification, improvement, or commendation.