CR | COLLEGE OF THE REDWOODS

ACCREDITATION 2021
MIDTERM REPORT
OCTOBER 15, 2021

College of the Redwoods

Midterm Report

Submitted by:

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

Submitted to:

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

October 15, 2021

Midterm 2021 Report Certification Page

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

From:
Keith Flamer, President/Superintendent
College of the Redwoods
7351 Tompkins Hill Road, Eureka, CA 95501

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

Signatures:

(signature)   10-04-2021

Keith Flamer, President/Superintendent   Date

(signature)   10-04-2021

Danny Kelly, Board President   Date

(signature)   10-04-21
Kerry Mayer (Sep 20, 2021 09:04 PDT)

Kerry Mayer, Vice President of Instruction   Date

Clinton Slaughter   10-04-21
Clinton Slaughter (Sep 20, 2021 13:41 PDT)

Clinton Slaughter, Vice President of Student Services   Date

(signature)   10-04-21

George Potamianos, Accreditation Liaison   Date

(signature)   10-04-21
Erin Wall (Sep 20, 2021 20:04 PDT)

Erin Wall, Senate President   Date

Table of Contents

Response to Recommendations for Improvement

Statement of Report Preparation

The College began working to address the Commission's Visiting Team recommendations as soon as it received the "External Evaluation Report" in January 2018. That is essentially when the process of creating this "Midterm Report" began. The College created an "Accreditation Tracking Follow-Up" matrix and members of the constituent groups relevant to each of the Recommendations assembled to develop plans to implement in order for the College to satisfy each Recommendation. In December 2018, the Accreditation Liaison Officer presented an "Accreditation Tracking Follow-Up Report" to the Board of Trustees that included the progress the College had made to that point in meeting its planning goals. The actual formal, written compilation of the "Midterm Report" itself began at the end of spring 2021 and continued through the summer. The written responses and evidence documents were posted to the College website as they were completed throughout the summer, and all parts of the response were drafted by early August. At the beginning of August 2021, the President sent an email announcement to the entire College that the "Midterm Report" was available for review on the website. Additionally, specific constituent groups were contacted to review parts of the report that were pertinent to their operations. For example, the Assessment Committee was specifically asked to review the three parts of the Report that pertain specifically to learning outcome assessment. Other committees and constituent groups were also asked to review specific portions of the Report in their committee meetings. The draft Report was on the discussion agenda of the Academic Senate for its September 3, 2021 meeting and on the Board of Trustees agenda for its September 7 meeting. The final draft of the report was placed on the Academic Senate agenda of September 17 and Board of Trustees agenda on October 5.

Changes and Plans Arising Out of the Self-Evaluation Process: Budgeting and Funding Transparency

This issue that arose out of the College's internal examination that led to the Institutional Self-Evaluation Report (ISER) involved the creation of a process that would "provide a greater degree of knowledge and understanding throughout the College community regarding the budgeting process. The ultimate goal is to achieve a higher level of understanding, participation and transparency in the creation of the College's annual budget and in the annual expenditure of the College's funds." Specifically, this project contained the following three goals: 1) Create a system for effectively educating all constituent groups and employees about budget and planning processes; 2) Create a clear, logical, and detailed description and flow chart of the process for budget creation; 3) Develop a web-based tool that provides all College constituent groups and employees easy access to the status of resource allocation requests during each year's budgeting process."

Shortly after the College received the Commission's "External Evaluation Report" and "Action Letter" in January 2018, indicating the Commission's acceptance of the ISER, the College created a Task Force to develop a system to address the specific enumerated items listed above. The Budget Planning Revision Task Force began meeting in the summer of 2018 and utilized the "interest-based" approach to problem solving in order to arrive at a system and a process that addressed the concerns of each of the constituent groups. Members of the Task Force included representatives from the College administration, Business Office, faculty from each College division, and staff members and, specifically and purposefully, also included representatives from the faculty and staff labor organizations **(CP.1).** On 27 February 2019, the Task Force completed its work and recommended the creation of a standing Budget Advisory Committee (BAC) that would begin its work in May 2019 and continue that fall **(CP.2).** In keeping with the spirit of including "all constituent groups", the BAC included members from faculty, staff, administration, and labor organization groups and, beginning that August, met every other week **(CP.3).**

The BAC's primary responsibilities are organized through its annual calendar **(CP.4).** The bulk of the BAC's work includes the following:

1. The creation of an "Annual Budget Outlook Statement" **(CP.5, CP.6).** The statement includes a review of the previous year's goals to assess the degree to which they were attained. A summary of these statements appears on the BAC webpage for the college and community to review.

2. The review of specific programs through a budget audit process. The committee identifies a limited number of programs to be audited in detail each year, in accordance with a schedule that allows for all of the college's programs to undergo an audit on a regular basis **(CP.7, CP.8, CP.9).**

3. The finalization of the upcoming year's recommended budget priorities through the BAC "Program Budget Recommendations" document **(CP.10, CP.11).** The "Recommendations" documents are then forwarded to the vice president of administrative services (VPAS) and college Cabinet for use in developing the annual and long-term budget assumptions. These are then communicated out to the College community **(CP.20, CP.21, CP.22, CP.23).**

As indicated in the "Calendar" document, the BAC works with other committees on campus, including the Program Viability Committee that deals with program initiation and revitalization under AP 4020 and AP 4021, the Program Review Committee, and the Institutional Effectiveness Committee.

As part of the College's commitment to budget transparency the Program Review Committee (PRC), beginning in the 2019-2020 academic year, began to apply a specific rubric to rank the program plans that contain resource requests **(CP.12, CP.13, CP.14, CP.15).** The PRC's ranked plans and corresponding resource requests are then sent to the Dean's Council to determine what can be funded through the Dean's cost centers (i.e. division discretionary and categorical budgets). After that, the ranked list is then sent to the Executive Cabinet to determine what ought to be funded from the plans and resources that remain unfunded from the list **(CP.19).** The status of the requests is then transparently posted to the College website **(CP.16, CP.17).** The entire process is outlined graphically on the College's website **(CP.18)**. The determination to rank program plans, rather than specific resource requests, represents a change from the way the College handled this in the past. The new process allows for better integrated planning—the PRC-ranked plans inform the Annual Planning process—and also

permits a larger discussion about more cost-effective ways to achieve planning goals because the focus is not on ranking and acquiring the specific resources but rather achieving the larger program planning actions.

Analysis and Evaluation

The College has met its three stated obligations. The creation of the BAC, with membership from all stake-holding groups, establishes the kind of transparency and budget education that is part of the first objective. The reports that the BAC generates, especially its published calendar, satisfies the second objective. Lastly, the PRC's efforts to rank program plans creates a transparent system for resource allocation and all employees at the College can access the status of their requests on the PRC webpage.

Recommendation 1

Institutional Set Standards

> **Recommendation 1:** *In order to increase effectiveness, the college should establish a cycle of validation of institutional set standards so that they remain relevant and informative for discussions on continuous improvement. The college should also publish all the institution standards.* **(I.B.3)**

The College has addressed this recommendation by focusing on attaining three primary outcomes: 1) to evaluate the current institutional-set standards for appropriateness; 2) to re-evaluate the method used to set the standards and determine and publish a regular evaluation cycle; and 3) to publish all standards.

The Institutional Effectiveness Committee (IEC) took the lead on addressing outcomes 1 and 2 above. This committee reviews the institutional-set standards annually as a part of a regular cycle **(R.1.1)** and has also continuously ensured that they remain relevant and informative. For example, at its December 14, 2017 meeting, committee members reviewed the existing set-standards that would result from deploying several different methods for setting standards and targets (i.e. seven-year minimum, % of average) and ultimately decided to utilize a single formula of 90% of a five-year average to set the floor for each of the standards **(R.1.2, R.1.3, R.1.4).** At its December 6, 2018 meeting, the IEC added Vision for Success goals as well as goals related to the student-centered funding formula to the institutional-set standards that included equity indicators, first-year completion of math and English, Pell Grant eligibility, and improved CE metrics. The IEC also initiated a slight change to setting future standards and targets **(R.1.5).** Consistent with the regular cycle established in the planning timeline, the IEC met in April 2019 to review the standards and the College's progress toward meeting its goals. In the spirit of continuous improvement, the committee noted "The one area that we are falling behind is our certificate completion, this is largely due to the loss of the fine woodworking program and our LVN students not petitioning. The campus has implemented initiatives to remind staff, faculty, and students of the petition deadline" **(R.1.6).**

The College also met outcome 3 above. The College reported the new institutional-set standards in its published 2018 Commission Annual Report and in all subsequent annual reports, which are available on the College website **(R.1.7, R.1.8, R.1.9).** The College has made efforts to make this information widely available to College personnel and the community by creating, on the Institutional Research website, an institutional-set standards webpage and other webpages that include key student success metrics, job placement rates, and licensure exam pass rates **(R.1.10, R.1.11).** The institution-set standards, including the Vision for Success goals, are presented to the Board of Trustees every year and are also published in the Institutional Effectiveness Report that is published every fall **(R.1.12, R.1.13, R.1.14, R.1.15, R.1.16).**

Lastly, the institution-set standards have been incorporated into the program review process. When areas undergo comprehensive reviews they must reflect on data that is part of the institution-set standards and all areas, on an annual basis, need to reflect on what they have been doing to address the "Vision for Success" goals **(R.1.17, R.1.18).**

Analysis and Evaluation:

The College's efforts described above demonstrate that there is a system in place for a regular cycle of reviewing and validating the institutional-set standards and that they remain informative for continuous improvement, notably through the program review process. The College also publishes the standards, and additional data related to the standards, on its website and in its annual reports to the Commission.

Recommendation 2

Published Materials/Marketing

> **Recommendation 2:** *In order to improve, the team recommends the college review the processes for updating all published materials, including print and online information, to ensure alignment with institutional practices and provide clear and accurate information to students and prospective students.* **(I.C.1, I.C.2)**

Upon receiving this recommendation, the College conducted an audit of all marketing print materials. Through this audit, it was determined that the College's long-time practice of developing a trifold brochure for all departments and programs was unmanageable in order to attain the goal of print and online information consistency. As a result, the Marketing and Communications area developed a tracking system for all printed materials **(R.2.1, R.2.2, R.2.3, R.2.4).** Consequently, the College's older printed materials were retired and replaced by a consolidated line of promotional materials to help ensure a manageable system to guarantee consistency in both online and printed materials. For example, twenty-five of the older trifold career education (CE) brochures were sunsetted and replaced with one single career education booklet and individual materials for each of the CE programs **(R.2.5, R.2.6).** Other new materials that have been developed include: a district booklet, flyers for each of the associate degrees for transfer, and a "Get Started" brochure that explains things like how to enroll at the college **(R.2.7, R.2.8, R.2.9).** All of these materials have identical print and online content that was evaluated by faculty and area administrators **(R.2.10, R.2.11).** In fall 2019, a set of student service brochures was created and checked for consistency with their online counterparts. This student services information is also included in two larger "booklets" **(R.2.5, R.2.7, R.2.12).**

Additionally, a new content management process was launched in July 2018. The new process calls for respective content clients, primarily area deans and faculty, to review and approve all print and online material that is created or updated for both consistency and accuracy **(R.2.13, R.2.14).** The College's departments, programs, and service areas are all required to review, update, and approve all online content on a regular basis **(R.2.15).** Additionally, when the College webmaster updates online information, there is a process in place to ensure that the content is also updated in all printed materials as well **(R.2.16, R.2.17).**

In order to make sure that the printed catalog and online information is both accurate and easy to locate, the College purchased the eLumen system for curriculum and catalog management. In fall 2019, all of the curriculum will be entered into the eLumen system and this information will be used to populate the online catalog. This information is reviewed on an annual basis, primarily by area administrators and the course and program information on all of the program webpages is linked directly to the eLumen catalog information **(R.2.18).**

The College has also endeavored to make it so that the public has easy access to essential information like College policies, degrees and certificates, cost and financial aid, and the College's mission and vision. The webmaster has placed links to all of these under the "About CR" tab on the College's homepage. This tab is the most prominent one at the top on the left-hand side of the main page **(R.2.19).** The College also developed bilingual translations of marketing materials, in order to reach community members whose first language is not English **(R.2.20).**

Analysis and Evaluation:

The College has created processes for a regular review of print and online published materials to ensure that they are both consistent and that the information is accurate and up to date. The full implementation of eLumen has ensured that course and catalog information is consistent and accurate, and a call is sent out to area administrators to make certain that is the case. Additionally, the College as a whole has taken steps to make website navigation easy, more clear, and accessible to community members served by the College.

Recommendation 3

Ethical Reasoning

Recommendation 3: *In order to improve effectiveness, the team recommends that the college continue to align courses to include student-learning outcomes at the program level in all of its programs that include information literacy and ethical reasoning. (II.A.11)*

The College's response to this recommendation began indirectly in spring 2018 when the Academic Senate began re-evaluating Administrative Procedure (AP) 4025 "Philosophy and Criteria for Associate Degree and General Education" with a focus on evaluating the effectiveness of the College's Area E: "Multicultural Understanding" offerings in service of the interests of the College and its students **(R.3.1).** In October 2018, the Academic Senate convened an ad hoc task force to consider possible revisions to AP 4025 ("Philosophy and Criteria for Associate Degree and General Education"), especially in terms of responding to the recommendation "that the college continue to align courses to include student-learning outcomes at the program level in all of its programs that include information literacy and ethical reasoning" **(R.3.2)** Specifically, the task force was to focus on possible changes to the College's Area E: "Multicultural Understanding", which was then a separate local general education requirement articulated in the previous version of AP 4025 **(R.3.3, R.3.4),** as a way of addressing this recommendation. The Senate directed the task force to review AP 4025 to consider possible revisions, especially for the purpose of responding to Recommendation 3. The task force focused specifically on Area E: "Multicultural Understanding" to determine the value of this general education requirement and whether it served students in their preparation for understanding themselves and their world and for the purposes of transfer. The task force also considered creating guidelines to assist the curriculum committee in its consideration of course outline proposals for inclusion in the different general education areas.

In response, the task force engaged in the following activities: it examined the general education and associate degree requirements of every California community college; it familiarized itself with position papers and valuative rubrics used by the American Association of Colleges and Universities for general education, including those concerning ethical reasoning, global reasoning, and intercultural knowledge **(R.3.5, R.3.6, R.3.7)**; it considered the relevant sections of Title 5 and the Program and Course Approval Handbook; it studied the recent modifications to general education at the California State University (CSU), as well as the local degree requirements at the CSU schools where most students transfer; it contextual-

ized the College's AP 4025 within the institutional imperatives stretching back to the mid-2000s and discussed whether or not to revise the language of the AP to better serve the current needs of the students and the College mission; it reviewed Recommendation 3; and it discussed its findings across a series of meetings that took place between November 2018 and April 2019 **(R.3.8, R.3.9, R.3.10, R.3.11)**.

Ultimately, the task force recommended revising AP 4025 with an added emphasis on ethical reasoning and information literacy; however, it did not conclude that changes to what was then the Area E: Multicultural Understanding category would most effectively achieve the goals of the recommendation. Rather, it advocated reorganizing AP 4025 by infusing the principles and outcomes of Area E into Area B: Social Science and Area C: Humanities, along with making ethical reasoning and information literacy more salient in both categories.

This recommendation had three primary benefits. The first two were the most exigent: it would constitute a substantive response to Recommendation 3 and it would remove a barrier to degree completion that was created with the additional Area E requirement. The third benefit was the improvement of the college's multicultural understanding requirement, partly owing to the fact that ethical reasoning and information literacy are imbricated more profoundly than ever in the effort to help students acquire deeper understanding of self and others and to increase their capacity to engage ethically and responsibly in diverse social environments.

At the Academic Senate's request, the task force subsequently drafted the revision, and on April 19, 2019, the Academic Senate unanimously approved the changes to AP 4025, which were subsequently approved by College Council and the Board of Trustees **(R.3.12).**

The following two paragraphs describe how the changes to Areas B and C reflect the task force's recommendations for responding to Recommendation 3 and updating the college's multicultural understanding requirement. Because these changes are codified by AP 4025, they will facilitate increased alignment between student learning outcomes and all the

college's degree programs concerning ethical reasoning and information literacy.

In Area B: Social Science, greater importance is presently placed on developing skills and strategies to process and generate information and data that foster a sense of individual integrity and social responsibility. This skill set also implies being able to analyze information from a broad range of output points, evaluate sources of data in terms of their objective value, cross-analyze sources, and evaluate information based on its usefulness to society. Information literacy is thus seen as a necessary aspect of social science methods, and as a means of collection, evaluation, and interpretation of research. In terms of ethical reasoning skills, revisions point to a greater need for nurturing interpersonal relationships and working towards creating an ethical community of peers capable of both empathy and rational understanding.

In Area C: Humanities, the revisions place a greater importance on using ethical reasoning to develop respect for others and to deepen one's own understanding of the self. Students are encouraged to develop appreciation and respect for cultures other than their own, leading to a deeper understanding of cultural phenomena and experiences across time and space. The increased alignment between ethical reasoning and studies in humanities serves to cultivate an aesthetic understanding of human creativity and individual artistic expression. When learning how to use ethical reasoning to evaluate the ways in which ideas and information are disseminated, students are primed to make balanced decisions and choices, both in academic and in social settings.

Additionally, because of the institutional consciousness that was raised about ethical reasoning and information literacy during the process of addressing this recommendation course and, especially, programmatic outcomes have been aligned with this in mind. For example, there was a substantial revision to English 1A, the first-semester English composition course that is required for all degrees at the college, with these two criteria in mind. The outcomes speak directly to the capacity to "analyze and evaluate non-fiction texts in support of academic inquiry and argumentation", which is in line with the definition of ethical reasoning that the task force uncovered. The ability to "incorporate primary and secondary sources into essays using appropriate documentation format" addresses information literacy **(R.3.13)**. The outcomes for the associate degree for transfer in History (AA-T), for example, also include ethical reasoning in asking that students "assess the merits of various historical interpretations" and information literacy when students "apply secondary and/or primary source material to construct

written and oral logical, historical arguments" **(R.3.14)**. To offer one additional example, the AA-T in Psychology also includes outcomes that speak directly to both ethical reasoning and information literacy **(R.3.15)**.

Analysis and Evaluation:

The work of the task force, and the institutional discussion it engendered, allowed the College to address this recommendation by revising its general education requirements that are codified in AP 4025. The task force's work also influenced program-level outcome alignment in areas that include ethical reasoning and information literacy.

Recommendation 4

SLO Response

Recommendation 4: *In order to improve effectiveness, the team recommends that the college enhance the depth and availability of overall documentation of dialog about student learning and institutional planning, and that the college demonstrates implementation of improvement plans across courses, programs, and service learning outcomes.***(II.A.16)**

For over a decade the College has had a system in place, developed in house, for reporting assessment dialog **(R.4.1, R.4.2)**. This system, also known as the "legacy system," captured the dialog about student learning in the "Finding and Results" and "Action Changes" sections of course- and program-level reports. These reports and associated dialogue have been the basis for program-level discussions documented in the program review reports under the following annual and comprehensive program review report sections: 3.1: "changes based on assessment findings", 3.2: "assessment requiring further research" and Section 3 summary: "how assessment findings impact future planning." However, the overall documentation of dialog for some areas was decentralized in cases where dialog was conducted in small department meetings or by faculty in an individual discipline. This made evaluating the overall sequence of dialog leading to student learning and planning difficult to access for people unfamiliar with the College's legacy system **(R.4.3, R.4.4, R.4.5, R.4.6, R.4.7, R.4.8, R.4.9, R.4.10, R.4.11, R.4.12, R.4.13, R.4.14)**. The assessment dialog leads directly to planning and includes depth of analysis, but that piece is located in the program review forms **(R.4.15, R.4.16)**.

In November 2018, a task force began meeting with the purpose to identify a new system that would allow for a more streamlined way to capture assessment dialog, its link to programmatic planning, and the ability to re-assess in a follow-up manner to determine program improvement. The task force selected the eLumen interface to use in both assessment and curriculum management. In spring 2020, a pilot using eLumen was scheduled to take place, but due to the rapid shift to remote instruction was delayed until the fall 2020 and spring 2021 semesters. At that time, associate deans and area faculty members in six different departments volunteered to participate in the pilot. In the end, the College ended up running the pilot for two semesters to test the program, with over 100 volunteers participating **(R.4.17, R.4.18, R.4.19)**.

In fall 2021, all instructional assessment will be done using eLumen. Key highlights of this transition from the College's in-house system to the eLumen system include: all of the student learning outcomes for a particular course will be assessed at once, when the course comes up for evaluation on the assessment plan. The course-level assessment process now requires instructors to complete a "reflection template" that documents specific areas of success and areas that are discussed for improvement. The results of the course-level assessments and reflection templates are reviewed and used as the basis of program review improvement plans. This program-level step is conducted each fall prior to completion of annual program review reports. This new system allows for dialogue that is systematically conducted on a regular basis. This dialogue documents the successes and improvement plans for courses and programs within the program review templates. Furthermore, these annual program assessment conferences will allow for more accessible documentation of dialogue that reflects the depth of analyzing student achievement at the course- and program-level, and that is designed to be the basis of specific course- and program-level improvement. The "action plan" tool in eLumen will document these discussions. Lastly, the reporting of results, dialogue, and improvement planning for student services assessment has been folded into the program review process. Please see the College's response to Recommendation 6 for more information about student services assessment.

The Assessment Committee has also moved to improve outcome assessment dialogue and improvement documentation by modifying the College's assessment process. This has facilitated important improvements, including: moving from incremental to periodic outcome assessment, so that data on all course outcomes are captured at one point in time, which allows faculty to implement improvement plans on a timely basis and to re-assess more frequently; moving from course-focused to section-focused assessment reporting, and facilitating the collection of disaggregated section data; providing the option for individual versus collective student scoring, facilitating collection of performance data by student demographics; moving to individualized faculty reflections on course assessment data; and using the eLumen platform for outcome updates, course-to-program and course-to-institutional outcome mapping, assessment planning, report generation, and the

documentation of dialogue and action planning. The College has also adopted a model of the outcome assessment process which utilizes annual discipline assessment conferences where department and program faculty collaborate on the review of individual course and program assessments. This normalizes disciplinary and cross-disciplinary assessment dialogue as part of the institution's regular activities.

The Assessment Committee and Program Review committee worked in close collaboration to modify the program review reporting system in order to integrate assessment dialogue as it relates to program plans. This was done with the additional attention of insuring that associated dialogue is well-documented and easily accessible, and that the dialogue reflects the depth of the assessment process. Instructional divisions reflect on the results of past assessment-driven plans, report current findings, and describe any expected impact on future planning as a result of assessment. Service areas report similar detail, with learning/service area outcomes now constituting a formal part of the program indicator analysis conducted in program review **(R.4.20, R.4.21).**

Analysis and Evaluation:

The College has been using an assessment reporting system that it developed "in house" to capture course-, program- and service-learning outcome assessment dialog. The dialog that is captured in the so-called "legacy tool" is then used to inform the development of programmatic and course-level planning that appears on the program review reporting form. The reporting form requires program personnel to discuss changes made based on assessment findings, evaluate the impact of the implementation of planning actions and explain how assessment dialog has informed the creation of new plans. With the transition from the "legacy tool" to eLumen, the assessment-dialog-planning-evaluation sequence will be much more streamlined, the process from assessment to improvement planning will be easier to identify, evidence of dialogue will be more accessible, and the depth of discussion will be reflected in the eLumen templates and program review reports.

Recommendation 5

AP 4021

Recommendation 5: *In order to improve, the team recommends that the college continue the collaborative work on updating AP 4021 to ensure all students enrolled in programs may complete their education in a timely manner with a minimum of disruptions.* **(II.A.15)**

In response to this recommendation, the College revised its Administrative Procedure (AP) 4021, entitled "Program Revitalization, Suspension, or Discontinuation" process on 8 January 2019. The revised AP created a standing Program Viability Committee (PVC) "tasked with reviewing data and making recommendations relevant to the revitalization, suspension, or discontinuance of an instructional program" as well as "making recommendations relevant to the initiation…of an instructional program." The PVC is co-chaired by a president of the Academic Senate and the vice president of instruction and includes one faculty member from each division, one member of the Multicultural and Diversity Committee, and two deans or directors. The process involves extensive data analysis as well as opportunities for program faculty, the College's Budget Advisory Committee, area deans, and the community to provide input to the PVC as it is making its recommendation about a program. The PVC's recommendations then go to the college president for final review, approval, and implementation **(R.5.1, R.5.2, R.5.3, R.5.4, R.5.5, R.5.6, R.5.7).**

AP 4021 states that a program can be recommended to the PVC for analysis by "the administration, faculty, the Program Review Committee, or the Academic Senate." In addition, in November 2018 the College created an additional systematic method for determining which programs ought to be reviewed by the PVC. In September of each year the Office of Institutional Research supplies deans, directors, and faculty with program review data sets for each program in their area which includes: five-year FTES trend data (year-over-year change average), FTES/FTEF, fall to spring persistence, total number of completers and, if relevant, number of transfers to four-year institutions. This program data is reviewed by the appropriate dean and/or directors and discussed with appropriate faculty during the program review process. At the conclusion of the program review process programs are identified and recommended for further review through the process outlined in AP 4021 by deans, directors, faculty in the program and/or the Program Review Committee by completing Appendix A as outlined in AP 4021.

As an example, in October 2018 the PVC reviewed the College's agriculture/farm program and, after an exhaustive analysis, recommended the discontinuation of some of the program's degrees and certificates, redirecting it away from livestock and into horticulture. Additionally, the committee offered recommendations related to strengthening the College's Shively Farm operation **(R.5.8, R.5.9).** In fall 2018 and spring 2019, the PVC also reviewed the College's Digital Media, Manufacturing Technology, and Restaurant Hospitality Management programs and provided recommendations to the president **(R.5.10, R.5.11, R.5.12).**

While extremely rare, the PVC occasionally recommends the discontinuation of a program that requires the College to devise ways for students currently enrolled in that program to complete their degrees and certificates. The Digital Media discontinuation is a good example of how the College meets student needs when this situation arises, through a collaborative process involving deans, faculty members, and office staff members. On December 7, 2018 the president approved all of the PVC's recommendations to inactivate the Digital Media degrees and certificates. At that point, the Dean of Career Education worked with the institutional research office to identify students currently pursuing degrees and certificates in order to ensure that all students in the discontinued program could complete them prior to their discontinuation and sent a letter to those students informing them about their options **(R.5.13).** Additionally, the PVC recommendation involved rehousing courses that were coded as Digital Media under Art, so the Dean of Arts and Humanities and Art faculty worked with the Dean of Career Education to arrive at a "course substitution" plan to facilitate student completion in the discontinued Digital Media program **(R.5.14, R.5.15, R.5.16).** Similarly, when the president approved the PVC recommendation to discontinue the Business Technology program **(R.5.19),** the Dean of Career Education obtained a list of current students in the program, informed them of their options, and worked with them to complete their degrees and certificates **(R.5.20).**

Another responsibility of the PVC is to review the progress

of programs and areas relative to the recommendations. As an example, the PVC reviewed the progress toward meeting the committee's previous recommendations for the Addiction Studies and Non-Credit programs and offered an assessment of the programs' progress **(R.5.17, R.5.18).**

Analysis and Evaluation:

The College has revised and updated its AP 4020 and AP 4021 process so that a standing committee, representing all relevant constituent groups, reviews all proposals for new programs as well as existing programs for initiation, revitalization, suspension or discontinuation. The new process encourages program faculty, area deans, and the community to provide feedback in addition to the thorough data analysis that the committee performs prior to making its recommendations. Thus far, in those rare instances of discontinuation, area deans and faculty have taken the lead to ensure that all students complete their programs of study in the most efficient and timely fashion by working with the Institutional Research Office to identify students in the middle of the programs, informing students of their options, and working with them to complete.

Recommendation 6

Outcome assessment and data, primarily for student service areas

Recommendation 6: *In order to improve, the team recommends that the college and its student service programs revisit the outcome assessment cycle for these programs and establish a more structured timeline for each learning outcome. Further, the team recommends that the college use data to evaluate the effectiveness of strategy and its contribution to the success and learning of its students.* **(II.C.2)**

In order to address this recommendation, in early 2018 the College's Assessment Coordinator met with the Student Services Leadership Group (SDLG) to review and offer guidance in order to systematize student services outcome assessment. A number of issues were discussed at these meetings, including: reviewing the four-year cycle and timeline for assessment; reviewing the process to revise student service outcomes; explaining how to engage with the cycle of assessment-planning-reassessment, colloquially known as "opening and closing loops"; and the importance of dialog with colleagues about assessment findings. The Assessment Coordinator met with student development area leaders to assist them with revising outcomes and other elements of the process **(R.6.1, R.6.2, R.6.3, R.6.4).** SDLG members also attended meetings of the Assessment Committee to receive feedback from that group about their outcome assessments **(R.6.5, R.6.6, R.6.7).** Lastly Dr. Nathan Rexford, an external reviewer, delivered a final report entitled "College of the Redwoods Student Development Outcomes Notes" that offered additional guidance on outcomes assessment for each of the student service areas **(R.6.8, R.6.9, R.6.10).**

Student service areas have measurable outcomes and establish an assessment reporting plan to ensure that the outcomes are assessed in accordance with the College's assessment cycle **(R.6.11, R.6.12, R.6.13).** The dialog about assessment results leads directly to area planning that is located in the program review document, along with an analysis and dialog about "program indicators", which are also data-driven metrics. For example, the College's Academic Support Center (ASC) assessed one of its outcomes, determined that a change was necessary, cited the assessment and discussed the plan in the program review report and evaluated the effectiveness of the plan in the subsequent program review report **(R.6.14, R.6.15, R.6.16, R.6.17).** The CalWORKS program offers another example of how student services assessment informs the creation of pro-

grammatic plans that are then evaluated for their effectiveness. In the same way as the ASC example, this process appears both in assessment reports as well as in the program review reports for the program **(R.6.18, R.6.19, R.6.20).**

In an effort to streamline and systematize this process even further, the Assessment Committee recommended changes to the program review reporting template for student services areas by including outcome assessment among the list of program indicators, directing student services groups to document assessment results and dialogue, and to develop action plans out of that effort. These recommendations will be implemented in fall 2021 **(R.6.21)**.

Analysis and Evaluation:

Upon receiving this recommendation, the College promoted efforts to connect the Assessment Coordinator with student services personnel for the purpose of creating data-oriented outcomes that could be assessed meaningfully on a regular cycle. As a part of that effort, the College enlisted the services of an outside expert to review the student service areas' outcomes for efficacy. As a result of those efforts, student service areas plan to assess outcomes consistent with the College's assessment cycle and to document the dialog and planning in the respective area's program review report. Because of the change in the student service program review report in fall 2021, the structured timeline for outcome reporting in student service areas will be embedded in the program review process.

Recommendation 8

Financial Integrity

Recommendation 8: *In order to improve, the team recommends that the college maintain adequate controls at all times to ensure financial integrity and provide dependable and timely information for sound decision making. This includes closing their books in a timely manner and submitting their audit reports in a timely manner. (III.D.5)*

The College developed and refined several processes in order to address the different parts of this recommendation. Firstly, the College decided it was prudent to review all personnel-related matters that have fiscal impacts at the president's cabinet. To that end, the "Position Inventory" is updated monthly with relevant position changes, resignations, retirements, and reorganizations. The College Cabinet, Human Resources (HR), and department leads routinely review the position inventory for accuracy, either during meetings or through email correspondence.   **(R.8.1, R.8.2, R.8.3, R.8.4, R.8.5, R.8.6, R.8.7, R.8.8, R.8.9, R.8.10).**

The College also determined that it needed to establish more consistency in its Business Office procedures. To accomplish this, standard operating procedure manuals are being produced for each role in the Business Office in order to ensure that there is a reasonable degree of consistency in all of its operations **(R.8.11, R.8.12).**

Business Office trainings are held in conjunction with HR's professional staff development program for staff across the District, in order to ensure that financial data is reliable and provided in a timely manner. At a minimum, these trainings are done bi-annually, with one training scheduled in the fall and another in the spring. The trainings cover budget reports, purchasing and travel procedures, use of Cal Cards, as well as the fiscal year transition, including deadlines. The most recent training was held in spring 2021 and will occur every semester, at a minimum **(R.8.13, R.8.14).**

The College also determined that it was prudent to establish a budget timeline that is clear and consistently applied from year to year. The preliminary budget is typically developed and presented to the Board of Trustees for discussion by May of each year, the tentative budget by June, and the final budget by September. Due to COVID-19, the 2020-21 tentative budget was presented to the Board on July 7, 2020 **(R.8.15, R.8.16, R.8.17, R.8.18, R.8.19, R.8.20).** The 2019-2020 preliminary budget and multi-year forecast were presented in a series of open forums across the district on May 16, May 17, and May 22, 2019. Final budget and multi-year forecast open forums were

held on September 12, September 24, and September 26, 2019 **(R.8.21).** To ensure widespread district coverage, the meetings were held across the district, on the College's Crescent City and Klamath Trinity sites, as well as on the main campus site in Eureka. The same process occurred via Zoom for the 2021-22 final budget and multi-year forecast **(R.8.39).**

The Director of Administrative Services and the Principal Accountant work closely with the Business Office staff to prepare, distribute, and enforce a fiscal year transition plan that details important dates that need to be adhered to in order for a timely closing of the books and audit to occur. To facilitate this, the Business Office is continuing its policy of freezing Cal Card use during the designated blackout period. Thus far, this practice has had a positive impact in the timely closing of the books. In February 2019 a fiscal year transition plan was sent to the entire district by the Director of Administrative Services. As the dates indicated in the plan neared, follow-up information was distributed so that staff, faculty, and administrators were continually apprised of pending deadlines and the importance of meeting those deadlines to ensure that the College can close its books and submit audit reports in a timely manner. This practice continues and is initiated in late February or early March of each year. **(R.8.22, R.8.23, R.8.24, R.8.25, R.8.26, R.8.27)**. In addition to these communications, fiscal year transition meetings are held with personnel who oversee grants and categorical programs **(R.8.28).**

Once the auditors post their requests for the interim and final audit engagements, timely assignments are made and clear communication is disseminated to the assignees to ensure they are aware of the assignments, the internal deadline to provide the requested items, and to answer any questions they may have about the requests. In addition to emails coming from District staff, the online portal that is used by the auditors also sends out notifications to assignees **(R.8.29, R.8.30, R.8.31).**

As a result of these efforts, the 2017-18 audit was completed by December 31, 2018 and submitted to the Chancellor's Office (CO) after Audit and Finance Committee approval at the January 8, 2019 meeting. The 2018-2019 books were closed in the

College's Datatel system in mid-January 2020, all audit requests were provided by the deadlines, the audit report was approved by the Audit and Finance Committee at the December 10, 2020 meeting, and the audit was submitted to the CO on December 30, 2019. The 2019-20 audit was approved by the Audit and Finance Committee at the February 2, 2021 meeting and sub-mitted to the CO by February 28, 2021, which was the extended deadline due to COVID-19. All three audits had no findings. **(R.8.32, R.8.33, R.8.34, R.8.35, R.8.36).**

The College has also developed a plan to address short-term cash flow needs. An analysis of cash flow is conducted on a regular basis to determine the College's cash flow needs. The Board of Trustees annually authorizes the district to engage in inter-fund borrowing from the Humboldt County Treasurer throughout the year to meet cash flow needs, if necessary to do so. The Board of Trustees can also authorize the participation in the Tax and Revenue Anticipation Note program which, if necessary, would be authorized in May for the following fiscal year **(R.8.37).**

Analysis and Evaluation:

This recommendation has prompted the College to establish policies, procedures, and timelines inside the Business Office as well as throughout the district to ensure that financial infor-mation and reporting is not only accurate but also timely. It has also systematized its reporting timelines for the different budgets and has worked to communicate significant fiscal deadlines on a regular basis throughout the College. Coupled with the work of the Budget Advisory Committee, which is cov-ered in the first section of this Midterm Report, the College has satisfied the different aspects of this recommendation.

Student Learning Outcomes

Standard I.B.2

ACCJC Standard I.B.2 states: *"The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services."*

Reflect on the college's assessment processes since the last comprehensive review:

What are the strengths of the process that helps lead the college to improve teaching and learning?

Since the last comprehensive review, the College has strengthened the assessment processes in several primary ways that have allowed it to document the improvements in teaching and learning that are linked to assessment. First, the College has improved the ways that assessment dialog leads directly to planning by locating that inside the program review reporting process for both instructional programs and student support services. This has the benefit of locating the assessment-planning link in one central place that each area must examine annually. This process has been described in this Midterm Report in the College's responses to Recommendation 4 and Recommendation 6, with evidentiary documents associated with each of the responses **(SLO.1, SLO.2).**

The second notable improvement has been to shift from capturing assessment dialog in the College's in-house, "legacy system" for reporting course and program assessment dialog to the eLumen interface, a change that will be complete by fall 2021. Faculty who have piloted the eLumen assessment system have indicated that it better integrates with their classroom processes and have noted that it is easier to enter material in the reflection template dialog section. The College has also implemented the eLumen system in a manner that requires all course-level outcomes to be assessed at one time, which greatly facilitates both course- and program-level dialog that leads to planning actions. At the same time, the student services areas will report their assessment findings and dialog in the program review reporting template itself.

Thirdly, the College regularly updates its Assessment Handbook to reflect current practices. The most recent update to the Handbook features sections on eLumen, assessment dialog reporting and capture, and the connection to the program review process **(SLO.3).**

The College also engages in regular assessment training that centers on meaningful, authentic assessment **(SLO.15).** This has contributed to the development of clearly defined, measurable, and routinely assessed student learning outcomes for every course, program and service area. The College has also acted to map and assess general education areas and institutional learning outcomes on a regular basis. Instructional course learning assessments are directly mapped to the corresponding general education outcome(s) and are assessed on the College's regular four-year cycle **(SLO.4, SLO.5, SLO.6, SLO.7).** Student service area outcomes are mapped to the institutional learning outcomes to facilitate that assessment **(SLO.8, SLO.9, SLO.10, SLO.11, SLO.12, SLO.13, SLO.14).**

What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?

The College has identified a need to more clearly present "closing the loop" documentation in its assessment processes. As noted above, the College has made strides since the last comprehensive review to centralize the documentation of assessment dialog and the link between that and planning. Following the implementation of program plans, outcome assessment measuring the impact of those plans occurs as a part of the regular cycle of the College's established four-year assessment plan. Moving the assessment-planning-reassessment documentation into the program review reporting process should allow the College to refine its "closing the loop" process.

The second growth opportunity involves the full implementation of the eLumen tool for assessment. This will begin in fall 2021 and should allow for more meaningful dialog about assessment results and improvement, because all course-level outcomes will be assessed at once, allowing for more authentic program-level outcome reflection and planning. The eLumen system will more easily capture the dialog, as compared with the "legacy system," **(SLO.16)** and the planning actions resulting from the assessment reflections are reported in the pro-

gram review forms. Reassessment following planning implementation, so-called "closing the loop", will also be facilitated with all course-level outcomes being assessed at one time.

> **Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.**

The College has been using outcomes assessment data to improve courses, programs and services for some time. A number of the older examples can be found on the "Closed Loops" section of the College's assessment page **(SLO.17).** Upward Bound provides a good example from a student service area in this regard. On the "Closed Loops" page, Upward Bound conducted an assessment of its outcome "Upward Bound participants will demonstrate completion of a rigorous state or federal secondary curriculum of study by the end of their senior year of high school," determined that the data could be improved and came up with a number of strategies to implement **(SLO.18)**. After implementing the plans the Upward Bound personnel reassessed the outcome and discovered that the metric had improved **(SLO.19).** Student service program assessment and improvement plans are also located in the program review reporting forms. The dialog about assessment results leads directly to area planning that is located in the program review document, along with an analysis and dialog about "program indicators", which are also data-driven metrics. For example, the College's Academic Support Center (ASC) assessed one of its outcomes, determined that a change was necessary, cited the assessment and discussed the plan in the program review report and evaluated the effectiveness of the plan in the subsequent program review report **(SLO.33, SLO.34, SLO.35, SLO.36).** The CalWORKS program offers another example of how student services assessment informs the creation of programmatic plans that are then evaluated for their effectiveness. In the same way as the ASC example, this process appears both in assessment reports as well as in the program review reports for the program **(SLO.37, SLO.38, SLO.39)**.

Instructional areas use the "Closed Loops" area to report on assessments that led to programmatic improvements as in this example from a General Studies 1 course-level outcome assessment **(SLO.20),** in this example from a Forestry and Natural Resources course **(SLO.21)** and in this example from an Art Appreciation course **(SLO.22).**

At the program level, this 2019 Sociology program outcome assessment revealed that "one area of need is that if sociology

continues to teach a separate methodology course the college will need to support this in the form of institutional resources (e.g. a dedicated statistical software subscription and computer lab)." This resulted in the discontinuation of the methods course as the improvement option taken by the faculty in that area which allowed students on the College's Del Norte campus a way to complete the associate degree for transfer (AA-T) in Sociology, without having to drive the three or more hours to the Eureka campus to complete the methods course **(SLO.23).** Similarly, a program-level outcome assessment for the Biology AA-T uncovered a problem with the course sequencing, which led to the program improvement noted in the subsequent program review report **(SLO.25, SLO.26).** Additionally the Biology faculty, as a result of similar findings from a number of course-level assessments, developed plans starting in 2017-18 to improve student writing in all of the Biological sciences courses **(SLO.27, SLO.28, SLO.29)**. The assessment findings led to the creation of a course called Biology 7S (Writing Support for Human Physiology), which was first offered in spring 2020 **(SLO.30).** Lastly, assessment data analysis led to the creation of a course in mathematics that is specifically designed for students selecting a "STEM" major but who lack algebra skills **(SLO.31, SLO.32).**

> **In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college's schedule?**

In order to best ensure that disciplines and service areas assess their outcomes within the established four-year cycle, the College has implemented several initiatives. First, in 2015 the College created a team of Associate Deans and Directors in each of the larger areas, like Arts and Humanities, to become the "drivers" of assessment implementation. Previously, the responsibility to remain "on track" fell on each individual faculty or staff member in their discipline or area **(SLO.40).** The team of Associate Deans and Directors now meets regularly to track progress and the implementation of assessment requirements.

Secondly, the College has better integrated assessment and program review, especially in student services areas. Student service outcome assessment reporting, dialog and planning now occurs on the program review form itself, which is an annual document compiled by personnel in each of the student services areas. At least 50% of their outcomes need to be assessed each year, making their cycle more frequent than the four-year cycle for instructional program assessment.

Third, the Assessment Committee revised the assessment dialogue process and adopted an annual assessment conference each fall term where program faculty convene to engage in review and discussion of course and program outcome assessment, working together to design and implement improvement actions at the course and program level. As we engage this new process, a key initiative is to survey existing course and program assessment reports for open loops and other opportunities to revitalize the use of assessment results in program planning.

Institution Set Standards

Standard I.B.3

ACCJC Standard I. B. 3. Reads: *"The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information." Using the most recent Annual Report, the college will reflect on its trend data on institution-set standards for course completion, certificate completion, degrees awarded, and transfer.*

Has the college met its floor standards?

Floor standards are set in each category by taking 90 percent of the five-year average numbers. The College has met all floor standards except in transfers. The number of transfers has trended downward since the 2016-17 academic year. It is noteworthy that transfers to Humboldt State University (HSU), the College's primary transfer university, declined across the board during this period of time. This is despite a significant increase in transfer degrees awarded by the College **(ISS.1).**

Has the college achieved its stretch (aspirational) goals?

Stretch goals are set in each category by taking 110 percent of the five-year average numbers. The College has surpassed its stretch goals in degree completion areas, including all degrees (392 stretch, 502 actual), transfer degrees (79 stretch, 130 actual), and associate degrees (364 stretch, 372 actual). The College is close to meeting its stretch goals in fall-to-spring persistence (70% stretch, 64% actual), course retention (97% stretch, 90% actual), overall course success (79% stretch, 75% actual), and certificate completion (156 stretch, 149 actual). The certificate completion number is a bit misleading, however, because nursing certificates are awarded every other year. 2019-2020 was an off-year for the nursing program, while 2018-19 was an awarding year for that program. The total certificates awarded during the 2018-2019 year was 158, which is slightly above the stretch goal of 156. This anomaly is explained in the Institutional Effectiveness Report **(ISS.2).**

What initiative(s) is the college undertaking to improve its outcomes?

The extensive initiatives the College has taken to improve its transfer outcomes are detailed in the Quality Focus Essay 1 (Increasing Transfers) section of this report. This is the greatest area of deficiency in the institution-set standards and it is puzzling given the College's success in awarding degrees, including associate degrees for transfer. The annual plan also includes work toward improving the transfer numbers **(ISS.3).** There is a standard practice, governed by Administrative Procedure 3225, that requires that the president convene a task force to improve outcomes when the College falls below an institution-set standard **(ISS.4, ISS.5).**

How does the college inform its constituents of this information?

The Office of Institutional Research maintains a web page displaying the information over the last five to six years with institution-set standards and stretch goals. This information is also published in the annual Institutional Effectiveness Report, which is presented to the Board of Trustees each year and is made readily available to everyone at the College during convocation week.

QFE 1

Increasing Transfers

> **QFE 1. From the Commission Visiting Team External Report:**
>
> *The college has determined two areas of need that the institution will be working on with a targeted improvement plan. The college determined there was a need to address a shortfall in student transfers to four-year institutions that was revealed through the institutional effectiveness data. The pattern of decreasing transfers was observed started from 2015 and declining below the institution set standard in 2016-2017. Faculty and staff have investigated potential reasons for the decline in transfer numbers and identified potential contributing factors such as the decline in enrollment at the institution overall. The dialogue about the declining transfer numbers produced a number of suggestions and actions the institution could implement to reverse the trend. The college convened the Transfer Task Force to monitor the progress of the initiatives.*
>
> *The initiatives that were implemented include curriculum alignment meetings, visits from Humboldt State University (HSU) faculty to College of the Redwoods classes, visits to Humboldt, and the development of materials to promote the Associate Degrees for Transfer. The success of these initiatives will be monitored by the Transfer Task Force and further data analysis and research will be used to identify impactful actions to be implemented in the 2018-2019 school year. An additional aspect of the improvement plan will be to strengthen the Transfer Center through additional resources so that effective actions can be sustained. An update on the progress of the plan that was provided during the site visit indicated that HSU had decided to fund a position that would be responsible for monitoring and administering the actions taken to increase transfers to HSU. The position work location would be at the College of the Redwoods main campus; this represents evidence of the collaborative work that began as a result of the institutional effectiveness process at the college. The project is well aligned with the college mission and values by using assessment to promote student learning.*

In 2017, the College created a transfer task force with the focus to come up with ways to increase collaboration and student transfer between the College and Humboldt State University (HSU), the College's main "feeder" institution for transfer. The task force recommended a re-examination of the College's transfer agreements with HSU as well as more direct transfer assistance for students at the College seeking transfer to HSU **(QFE1.1).** As a result, the College's and HSU's articulation officers worked together with faculty and deans to ensure articulation agreements were current and accurate **(QFE1.2, QFE1.3, QFE1.4, QFE1.5).** In addition, the College obtained a "Transfer Specialist" to facilitate student transfer to HSU. The Transfer Specialist is an employee of HSU, but maintains a regular presence at the College and is exclusively available to students at the College. The Transfer Specialist also facilitates events for students at the College so they can learn more about the opportunities available to them at HSU **(QFE1.6, QFE1.7, QFE1.8, QFE1.9).**

In 2018, the vice president of instruction, along with the College's articulation officer, compiled a document that included all of the College's courses by discipline/major along with the course equivalents at HSU. The vice president sent the document to all area deans who then worked with their faculty members to improve course-to-course articulation where there were gaps between the two institutions **(QFE1.31, QFE1.32, QFE1.33).**

Counselors, advisors, and student support staff at the College meet monthly to keep current on important updates and issues and to receive trainings. Transfer is a standing agenda item at these meetings during which transfer-related topics and updates are presented and discussed by all the constituent groups present **(QFE1.10, QFE1.14, QFE1.15).** "Transfer Talks" are also offered as professional development events. They are facilitated by a College counselor and are available to all counselors and advisors so they can receive in-depth information about topics pertaining to their work with transfer students **(QFE1.11, QFE1.12).** Each year, a counselor alerts faculty and staff of all transfer-related dates, deadlines and events in order for them to share with students through Canvas pages and websites **(QFE1.13, QFE1.37, QFE1.38).**

In addition to the support of counselors and advisors, all students can navigate progress toward their associate degree for transfer through the use of "program evaluation", the College's degree audit system in WebAdvisor and browse different academic pathways, degrees, and transfer general education

COLLEGE OF THE REDWOODS

2021 MIDTERM REPORT

patterns on the College's website and in the catalog **(QFE1.16, QFE1.17, QFE1.18).**

The College currently offers 19 associate degrees for transfer, which provide a structured transfer pathway to the California State University system, guaranteeing admission and completion of a bachelor degree in no more than 60 units for majors deemed similar between the College and CSU schools **(QFE1.26, QFE1.27).**

Students desiring transfer to universities outside of the California State University system or into majors that do not have a similar associate degree for transfer can transfer seamlessly by utilizing the College's articulated agreements with those institutions and with the support and guidance of the counselors and advisors **(QFE1.19, QFE1.20).**

To ensure that students remain aware of transfer-related deadlines and events, student services areas email currently enrolled students annually with information about application deadlines, important dates and events related to transfer **(QFE1.21, QFE1.22)**. In addition, the College's annual calendar and counseling/advising page are updated and present transfer-related dates, deadlines and events on the College's website **(QFE1.23).** "Transfer Day" is an annual event where representatives from different institutions come to the College to meet directly with students and representatives from universities and other transfer institutions also visit the College outside of this annual event to meet with students **(QFE1.24, QFE1.25).**

The goal of increasing transfers is tracked through the College's annual plan process. Specifically, the Guided Pathways initiatives involving sequencing courses and identifying ways to reduce student average unit accumulation as well as tracking the effectiveness of the College's Transfer Center appear as features in the annual plan **(QFE1.30).** Moreover, the QFE goal has permeated throughout the institution so that when the College creates new degrees and even certificates, transfer to HSU is always a consideration **(QFE1.34, QFE1.35, QFE1.36).**

Analysis and Evaluation:

The College has engaged in efforts to improve transfer numbers since it completed its self-evaluation process in 2018. The data show that these efforts have been successful. First, there has been an almost doubling of the number of associate degrees for transfer awarded after these efforts were under way. In 2017-2018 and 2018-2019, the College awarded 72 and 74 associate degrees for transfer (ADT) respectively. In 2019-2020, the College awarded 130 ADT degrees **(QFE1.28).** Moreover, despite a slight drop in 2018-19, the College has steadily increased the number of students transferring to the CSU. 2019-

2020, the last statistical year available, saw 234 College of the Redwoods' students transfer to a CSU campus, its highest total in the six-year period covered by this data **(QFE1.29).** The College will continue with all of these efforts and has been holding a number of "summit" meetings with HSU faculty and administrators to improve the institutional relationships, especially as HSU transitions to become the third polytechnic university in California.

QFE 2
Student Equity

> **QFE 2. From the Commission Visiting Team External Report**
>
> *"The second area of need that the institution has identified is in supporting its commitment to diversity. In order to nurture the importance of "Multicultural Understanding", a general education area was developed in 2014-2015 and in 2017 the updated Equal Employment Opportunity Plan included 4 actions that would be taken to address increasing diversity in hiring outcomes, screening committees, training for faculty and staff, and increasing representation of underrepresented groups for the faculty and staff at the institution. The institutional effectiveness data (student scorecard) has also identified areas where actions should be taken to address achievement gaps or access for students coming from different demographic subgroups.*
>
> *The college implemented action plans that were identified through the student equity plan that have helped to address the achievement gaps. Examples of the actions include increasing outreach activities in the Del Norte service area, the Cap and Gown program that serves student athletes that represent larger numbers of underrepresented students, and the creation of a Multicultural Center. The institution has further actions to implement from the 2015-2018 Student Equity Plan. The college recognizes that progress has been made in shrinking the achievement gaps but despite the efforts taken the gaps persist.*
>
> *The institution would like to ensure further support of the actions that will be taken to address persistent achievement gaps by increasing integration among the existing plans of the college where the goal or potential for supporting student equity already exists. Increasing integration among the groups and committees where responsibility for such plans resides and where resources are allocated in support of increasing student equity is the approach the college will take to address this area of need. The college has a plan to determine the structure that will ensure the integration of ongoing planning, identify where plans overlap, find gaps in the plans for addressing student equity, expand on actions within the plans to target student equity, and ultimately incorporate the expanded plan into the annual planning process. These actions are scheduled to take place beginning in 2017 and work will continue through 2019. The college has identified there is a disconnect between course offering that meet the general education area designed to address multicultural understanding and will be working on alignment of curriculum offerings with that area. The student equity work that the college has proposed demonstrates the commitment to diversity that is part of the mission and planning goals of the college."*

In 2017, the College continued its efforts of addressing equity in student achievement and success by requesting a research project be engaged by students and faculty in a Sociology "Research Methods" course along the following parameters: "In response to direct request from the Multicultural Diversity Committee (MDC) and Renee Saucedo, Director of Student Equity, our Social Research Methods team studied factors affecting retention rates of underserved equity groups at College of the Redwoods (CR). We are a team comprised of eight student researchers, one graduate student of sociology and one research methodologist. The goal of this study is to produce information useful for college improvement of retention rates for members of specific equity groups; for this reason this study focuses on variables which are within the scope of the college to address for retention improvement. California state law defines an "equity group" as "a group of people belonging to a specific demographic—racial minority, former foster youth, military veteran, etc. For the purpose of this study, "underserved" means students who lack adequate resources to succeed in their educational goals. According to the MDC and CR President, Keith Snow-flamer, the most underserved student groups at CR are Native American, African American, and Hispanic. Our research team has chosen to include two additional student equity groups for this research, English as a Second Language Learners (ESL) and LGBTQ+ students" **(QFE 2.1)**. As a result of the recommendations that came out of the study, the College created new initiatives like a student ambassador program as well as increased the activities sponsored by the Multicultural and Diversity Center (MD Center).

In fall 2018, the College developed a student ambassador program through the MD Center. The goal of the program initially was twofold and focused on student retention: to provide outreach to underrepresented student to make them aware of MD Center

activities and offerings and, secondly, to serve as cultural ambassadors sharing their life experiences with underrepresented students who could benefit from that **(QFE 2.2).** The MD Center, through its program review reports, has tracked the effectiveness of the student ambassador program over the years and has concluded that it has proven valuable for both the students it serves as well as for those serving as ambassadors themselves **(QFE 2.3, QFE 2.4, QFE 2.5, QFE 2.6, QFE 2.7, QFE 2.8).**

The MD Center has also created a number of targeted programs and support groups for the College's underrepresented student populations. In August 2019, for example, the College provided free immigration legal services for any students requesting that service and also created a LatinX Student Union as well as a student and community LatinX support group that included bilingual tutoring **(QFE 2.9, QFE 2.10, QFE 2.11, QFE 2.12, QFE 2.13).** The MD Center has also created student groups and support programs for African-American, LGBTQIA, Asian and Pacific Islander, LatinX, first -generation, and Native American students **(QFE 2.14, QFE 2.15, QFE 2.16, QFE 2.17, QFE 2.18, QFE 2.19, QFE 2.20).** Student who are military veterans are also supported as one of the College's important underrepresented student populations **(QFE 2.21, QFE 2.22).**

Additionally, the MD Center sponsors a rich calendar of events and activities that provide support for underrepresented students. These range from tutoring sessions, first-generation support, writing assistance, physical exercise sessions, cooking sessions, as well as other activities designed to improve the chances that students will succeed, persist, and complete **(QFE 2.23, QFE 2.24, QFE 2.25, QFE 2.26).** The MD Center regularly publishes and promotes its events, clubs, students, and activities in a regular newsletter **(QFE 2.27, QFE 2.28, QFE 2.29, QFE 2.30).**

Starting in 2018-19, the Human Resources area has worked directly with the Chancellor's Office to complete a Multiple Methods report which described nine different ways the college includes diversity and equity within its hiring and evaluation processes. By completing this report Human Resources was awarded $50,000.00 to use towards recruitment and training around diversity. This year the Multiple Methods report was submitted before the June deadline and in early October we were again awarded $50,000.00. The Human Resources area also upgraded to the "PeopleAdmin" recruitment system, which launched in January 2018 and has allowed Human Resources personnel to more easily check the diversity of any pool of applicants, check the analytics of recruitments such as EEO Compliance Criteria and EEO Application and Hiring Trends **(QFE 2.31, QFE 2.32, QFE 2.33, QFE 2.34).** In fall 2020, the

Academic Senate's Multicultural and Diversity Committee approved a set of hiring practice recommendations that committee members sent to the Human Resources office to determine what would be important to implement **(QFE 2.35).**

In spring 2020 the Academic Senate revised its by-laws to facilitate the coordination between the Academic Senate's Multicultural and Diversity Committee (MD Committee) and other Senate and College committees. Because of this change, members of the MD Committee serve on other committees like the curriculum committee, student equity committee, equal employment opportunity committee, faculty development committee, and disabled student program and services committee and report on any initiatives with which the MD Committee might assist as well as inform those committees about any MD Committee initiatives relevant to their work **(QFE 2.40).** This has greatly improved the flow of communication between committees about diversity, equity and inclusion-related initiatives **(QFE 2.41, QFE 2.42).** The MD Committee has also been exploring ways to implement the Academic Senate for California Community Colleges "Anti-Racism Pledge" as well as working with the chair of the curriculum committee to assist in preparing the College to meet the new California State University ethnic studies lower-division course requirement in order to best serve transfer students **(QFE 2.43).** Presently, the College's Native American Studies course has been approved to meet this requirement.

Analysis and Evaluation

The College has made significant strides to implement actions to reduce the achievement gaps in order to increase student equity, primarily through the work of the Multicultural and Diversity Center, the Human Resources Department and the Academic Senate's Multicultural and Diversity Committee. The Institutional Research Office also provides disaggregated data on an annual basis that allows the College to reflect and improve its practices **(QFE 2.36).** This data is used to inform reporting in the annual and comprehensive program review cycles **(QFE 2.37, QFE 2.38, QFE 2.39).**

6.D

Fiscal Reporting

ACCJC — ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES — WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

| Help | Logout

Annual Fiscal Report
California Community College
Reporting Year: 2019-2020
REVIEW

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

General Information

#	Question	Answer
1.	Confirm College Information	**Confirmed**
2.	District Name: Is the college a single college district?	**Redwoods Community College District** **Yes**

2. Additional Information:
If the college is a single college district, questions 21a, 21b, 22, 23 and 24 will "auto fill" from 18a, 18b, 4a, 6a, and 6d respectively.

#			
3.	a.	Name of College Chief Business Officer (CBO)	**Julia Morrison**
	b.	Title of College CBO	**Vice President, Administrative Services**
	c.	Phone number of College CBO	**7074764122**
	d.	E-mail of College CBO	**julia-morrison@redwoods.edu**
	e.	Name of District CBO	**Julia Morrison**
	f.	Title of District CBO	**Vice President, Administrative Services**
	g.	Phone number of District CBO	**7074764122**
	h.	E-mail of District CBO	**julia-morrison@redwoods.edu**

3. Additional Information:
The District CBO email address will be copied on the final report once it has been approved by the CEO.

District Data (including single college organizations) Revenue

		FY 17/18	FY 18/19	FY 19/20
4.	(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)			
	a. Total Unrestricted General Fund Revenues (excluding account 8900)	**$ 28,996,243**	**$ 30,560,260**	**$ 31,710,996**
	b. Other Unrestricted Financing Sources (Account 8900)	**$ 913,063**	**$ -80,149**	**$ 0**

i. Other Unrestricted Financing Sources (account 8900) is primarily comprised of (if applicable):

Year	Description	Amount	Sustainable/One-time
FY 17/18	**Incoming Transfers from Capital Outlay**	**$ 913,063**	**One-time**
FY 17/18		**$ 0**	
FY 18/19	**Incoming Transfers**	**$ -80,149**	**One-time**
FY 18/19		**$ 0**	
FY 19/20		**$ 0**	
FY 19/20		**$ 0**	

4. Additional Information:
ACCJC does not count other unrestricted financing sources as a regular and ongoing source of revenue, unless it is a sustainable annual revenue.

		FY 17/18	FY 18/19	FY 19/20
5.	(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)			
	a. Net (Adjusted) Unrestricted General Fund Beginning Balance			

	$ 1,908,607	$ 2,425,336	$ 2,664,004
b. Net Unrestricted General Fund Ending Balance, including transfers in/out	$ 2,425,336	$ 2,664,004	$ 3,149,756

5. Additional Information:
a. Use adjusted beginning fund balance from CCFS 311 Annual.
b. This amount is the amount reported on the CCFS 311 report after transfers in/out

Expenditures/Transfers (General Fund Expenditures/Operating Expenditures)

	(Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)			
		FY 17/18	FY 18/19	FY 19/20
	a. Total Unrestricted General Fund Expenditures (including account 7000)	$ 29,392,569	$ 30,191,294	$ 31,225,244
	b. Total Unrestricted General Fund Salaries and Benefits (accounts 1000, 2000, 3000)	$ 25,226,580	$ 25,986,384	$ 25,766,968
6.	c. Other Unrestricted General Fund Outgo (6a - 6b)	$ 3,468,052	$ 3,435,330	$ 3,600,192
	d. Unrestricted General Fund Ending Balance	$ 2,425,344	$ 2,664,004	$ 3,149,756
	e. If the report year closed with an Unrestricted General Fund deficit, does the district anticipate to close 2020-21 with a deficit?		No	
	i. If yes, what is the estimated unrestricted deficit?			

6. Additional Information:
d. 6.d. same as 5.b., which includes transfers in/out

Liabilities

		FY 17/18	FY 18/19	FY 19/20
7.	Did the District borrow funds for cash flow purposes?	No	No	No

		FY 17/18	FY 18/19	FY 19/20
	Total Borrowing/Total Debt — Unrestricted General Fund			
8.	a. Short-Term Borrowing (TRANS, etc)	$ 0	$ 0	$ 0
	b. Long Term Borrowing (COPs, Capital Leases, other long-term borrowing):	$ 0	$ 0	$ 0

8. Additional Information:
a. list total short-term Unrestricted General Fund Borrowing/Debt
b. list total long-term Unrestricted General Fund Borrowing/Debt (not G.O. Bonds)

		FY 17/18	FY 18/19	FY 19/20
	a. Did the district issue long-term debt instrumentsor other new borrowing (not G.O. bonds) during the fiscal year noted?	No	No	No
9.	b. What type(s)			
	c. Total amount	$ 0	$ 0	$ 0

		FY 17/18	FY 18/19	FY 19/20
10.	Debt Service Payments (General Fund/Operations)	$ 0	$ 0	$ 0

10. Additional Information:
This amount also includes transfers made from the Unrestricted General Fund to any other fund for the purposes of debt service payments.

Other Post Employment Benefits (OPEBs)

11.	(Source: **Most recent GASB 74/75 OPEB Actuarial Report**)	FY 19/20
	a. Total OPEB Liability (TOL) for OPEB	$ 5,864,546
	b. Net OPEB Liability (NOL) for OPEB	$ 5,864,546
	c. Funded Ratio [Fiduciary Net Position (FNP/TOL)]	0 %
	d. NOL as Percentage of OPEB Payroll	

		35 %
e. Service Cost (SC)		**$ 230,878**
f. Amount of Contribution to Annual Service Cost, plus any additional funding of the Net OPEB Liability		**$ 1,739,803**

11. Additional Information:
Annual contribution to the Service Cost is generally the pay-as-you-go cost paid by the unrestricted general fund. Any contribution to the NOL is generally above that amount, and is paid into an Irrevocable Trust during the fiscal year. Please list both amounts here. Note this does not include any change in value or investment earnings of the trust.

12.	Date of most recent GASB 74/75 OPEB Actuarial Report – use valuation date (mm/dd/yyyy)	**06/30/2019**

		FY 17/18	FY 18/19	FY 19/20
13.	a. Has an irrevocable trust been established for OPEB liabilities?	**No**		
	b. Amount deposited into OPEB Irrevocable Reserve/Trust	**$ 0**	**$ 0**	**$ 0**
	c. Amount deposited into non-irrevocable Reserve specifically for OPEB	**$ 703,535**	**$ 520,000**	**$ 1,570,000**
	d. OPEB Irrevocable Trust Balance as of fiscal year end	**$ 0**	**$ 0**	**$ 0**
	e. Has the district utilized OPEB or other special retiree benefit funds to help balance the general fund budget in 2019/20?		**No**	

13. Additional Information:
b. Add amounts deposited during the fiscal year. These amounts are usually included in the District's Annual Audit.
e. If "yes", that description and amount should be reported in 4.b.i. for FY 19/20

Cash Position

		FY 17/18	FY 18/19	FY 19/20
14.	Cash Balance at June 30 from Annual CCFS-311 Report (Combined General Fund Balance Sheet Total — Unrestricted and Restricted-accounts 9100 through 9115)	**$ 6,802,264**	**$ 12,487,212**	**$ 10,328,287**

15.	a. Does the district prepare cash flow projections during the year?	**Yes**
	b. Does the district anticipate significant cash flow issues during 2020-21?	**Yes**

15. Additional Information:
b. Significant cash flow issues are defined as needing additional cash equal to or exceeding 15% of unrestricted general fund revenues

Annual Audit Information

16.	Date annual audit report for fiscal year was electronically submitted to accjc.org, along with the institution's response to any audit exceptions (mm/dd/yyyy)	**02/25/2021**
	NOTE: Audited financial statements are due to the ACCJC no later than April 9, 2021. A multi-college district may submit a single district audit report on behalf of all the colleges in the district.	

		FY 17/18	FY 18/19	FY 19/20
17.	a. List the number of audit findings for each year (enter 0 if none):	**0**	**0**	**0**

b. From Summary of Auditors Results (Annual Audit) for 2019-20 (this is usually a single page at the beginning of the Findings and Questioned Costs section):

Financial Statements

i. Type of auditor's report issued	**Unmodified**
ii. Internal Control Material Weaknesses identified	**No**
iii. Internal Control Significant Deficiencies identified	**No**

Federal Awards

i. Type of auditor's report issued on compliance	**Unmodified**

ii. Internal Control Material Weaknesses identified	No
iii. Internal Control Significant Deficiencies identified	No
iv. Qualified as low-risk auditee	Yes

State Awards

i. Type of auditor's report issued on compliance	Unqualified / Unmodified
If qualified, how many state programs were qualified	N/A
ii. Internal Control Material Weaknesses identified	No
iii. Internal Control Significant Deficiencies identified	No

Other District Information

		FY 17/18	FY 18/19	FY 19/20
18.	a. Final Adopted Budget — budgeted Full Time Equivalent Students (FTES) (Annual Target)	3,966	3,470	3,535
	b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320	3,648	3,533	3,781

18. Additional Information:
a. Resident FTES only.
b. Report resident FTES only. Please use actual FTES, not hold harmless FTES.
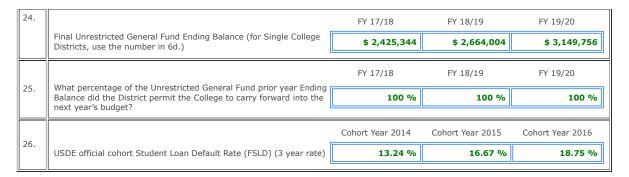
		FY 17/18	FY 18/19	FY 19/20
19.	Number of FTES shifted into the fiscal year, or out of the fiscal year	0	0	0

19. Additional Information:
If the District shifted both in and out of a fiscal year, report the net (positive or negative). A negative number may be entered. For FTES shifted into a given year, that same amount should be subtracted from the corresponding report year.

20.	a. During the reporting period, did the district settle any contracts with employee bargaining units?	Yes
	b. Did any negotiations remain open?	No
	c. Describe significant impacts of settlements. If any negotiations remain open over one year, describe length of negotiations, and issues	
	None to report.	

College Data

			FY 17/18	FY 18/19	FY 19/20
21.	**NOTE:** For a single college district the information is the same that was entered into the District section of the report.				
	a. Final Adopted Budget – budgeted Full Time Equivalent Students (FTES) (Annual Target)		3,966	3,470	3,535
	b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320		3,648	3,533	3,781
	c. Is the college experiencing enrollment decline in the current (2020-21) year?				Yes
	i. If yes, what is the estimated FTES decline?				631

21. Additional Information:
Report resident FTES only.

		FY 17/18	FY 18/19	FY 19/20
22.	Final Unrestricted General Fund allocation from the District (for Single College Districts, use the number in 4a.)	$ 28,996,243	$ 30,560,260	$ 31,710,996

		FY 17/18	FY 18/19	FY 19/20
23.	Final Unrestricted General Fund Expenditures (for Single College Districts, use the number in 6a.)	$ 29,392,569	$ 30,191,294	$ 31,225,244

24.	Final Unrestricted General Fund Ending Balance (for Single College Districts, use the number in 6d.)	FY 17/18	FY 18/19	FY 19/20
		$ 2,425,344	$ 2,664,004	$ 3,149,756

25.	What percentage of the Unrestricted General Fund prior year Ending Balance did the District permit the College to carry forward into the next year's budget?	FY 17/18	FY 18/19	FY 19/20
		100 %	100 %	100 %

26.	USDE official cohort Student Loan Default Rate (FSLD) (3 year rate)	Cohort Year 2014	Cohort Year 2015	Cohort Year 2016
		13.24 %	16.67 %	18.75 %

District and College Data

27.	a. Were there any executive or senior administration leadership changes at the College or District during the fiscal year, including June 30? List for the District and for the College.	Yes
	b. Please describe the leadership change(s)	
	The Director of HR left the District.	
	c. How many executive or senior administration positions have been replaced with an interim, or remain vacant?	1

27. Additional Information:
Senior administrative leadership generally includes the Chief Executive Officer (CEO) of the college/district and any administrators who report to that position and/or sit on the CEO's cabinet or executive committee. 'Senior executive leadership' always includes the chief business official, chief financial officer of the college/district.

Go To Question #: [2 ▾]   [REVIEW/EDIT]

The Annual Fiscal Report must be certified as complete and accurate by the CEO (Dr. Keith Flamer). Once you have answered all the questions, you may send an e-mail notification to the CEO that the report is ready for certification.

Only the CEO may submit the final Annual Fiscal Report.

[Send e-mail Notification to CEO to certify report]