



INSTITUTIONAL SELF-EVALUATION REPORT

In Support of an Application for Reaffirmation of Accreditation



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

December 2023



Institutional Self-Evaluation Report

In Support of an Application for

Reaffirmation of Accreditation

Submitted by

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

to

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

December 2023

Certification

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

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

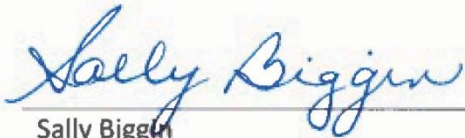
I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:



12/12/23

Dr. Keith Flamer
President/Superintendent, College of the Redwoods



12/12/23

Sally Biggin
President, Board of Trustees



12/12/23

Dr. Deanna Herrera
Academic Senate President



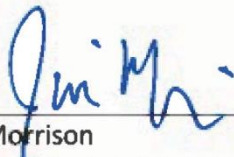
12/12/23

Dr. Peter Blakemore
Accreditation Liaison Officer



12/12/23

Dr. Sean Thomas
Lead Accreditation Writer
Tri-Chair, Accreditation Oversight Committee



12/12/23

Julia Morrison
Vice President of Administrative Services



12/12/23

Tami Engman
President, California School Employees Association
College of the Redwoods Chapter 509



12/12/23

Ericka Barber
President, Management Council



12/12/23

Katherine Ziegler
President, Associated Students of College of the Redwoods

Contents

A. Introduction	1
College History	1
Student Enrollment Data	4
Labor Market Data	5
Demographic Data	6
Socio-economic Data	10
Sites	11
Specialized or Programmatic Accreditation	12
B. Presentation of Student Achievement Data and Institution-Set Standards.....	13
C. Organization of the Self-Evaluation Process	19
D. Organizational Information.....	22
E. Certification of Continued Compliance with Eligibility Requirements	33
F. Certification of Continued Institutional Compliance with Commission Policies	35
G. Institutional Analysis.....	43
Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity.....	43
A. Mission	43
B. Assuring Academic Quality and Institutional Effectiveness.....	47
C. Institutional Integrity.....	56
Standard II: Student Learning Programs and Support Services.....	66
A. Instructional Programs	66
B. Library and Learning Support Services	84
C. Student Support Services	91
Standard III: Resources	104
A. Human Resources.....	105
B. Physical Resources	119
C. Technology Resources.....	124
D. Financial Resources	130
Standard IV: Leadership and Governance.....	154
A. Decision-Making Roles and Processes	154
B. Chief Executive Officer	161
C. Governing Board	169
H. Quality Focus Essay.....	185

A. Introduction

College History

College of the Redwoods (CR) is a public community college located on the north coast of California. Serving one of the largest geographical areas in California, the district includes Del Norte and Humboldt counties, and parts of western Trinity County. Home to nearly 280,000 residents, the district covers almost 10,000 square miles. With a population of just under 27,000, Eureka is the largest city in the service area and is home to CR's largest campus. The nearest metropolitan centers are more than 260 miles to the south (San Francisco) and 420 miles to the north (Portland, Oregon).

The Redwoods Community College District (RCCD) was formed on January 14, 1964, by an election of Humboldt County voters. A bond issue of \$3,600,000 was passed for initial construction of what is now the district's Eureka main campus. From 1965 to 1967, the district offered courses and programs on the campus of Eureka High School. Initially, 45 degree and certificate programs were offered, 15 of which were technical/vocational. More than 1,800 students registered at the college in 1965–1966. The initial staff of the college consisted of 31 full-time faculty, 85 part-time faculty and administrative support staff. Today there are approximately 74 full-time and 182 part-time faculty, while the administrative, managerial, and classified staff include roughly 216 employees. In May 1975, the residents of coastal Mendocino voted for annexation into the RCCD. In July 1978, Del Norte County also joined the district. In June 2014, the College entered into an agreement with the Mendocino-Lake Community College District to begin the process of transferring the Mendocino instructional site to that community college district. The College of the Redwoods filed a substantive change proposal with the Commission that it approved, and the full transfer of the site to Mendocino College took place on June 30, 2017.

An elected Board of Trustees governs the district, representing specific areas within this large and dispersed district. College of the Redwoods is a multi-site, single-college district offering instruction at the Eureka Campus, the Del Norte Education Center and Pelican Bay State Prison, both in Crescent City, and the Klamath-Trinity Instructional Site in Hoopa. The College also offers residents of this large and sparsely populated district a robust selection of online courses and degree offerings. Since the last accreditation review, the College has continuously engaged in robust planning efforts, has cultivated innovative partnerships with educational, community, and tribal partners, and has sharpened our focus on equity-related efforts to fully embody our college mission and better meet community needs.

In January of 2022, the College approved a bold ten-year Education Master Plan focused on meeting the dynamic nature of higher education. The plan makes clear the strategic efforts that the College should prioritize in the next ten years, allowing for the flexibility and resiliency that the future will demand. The process for developing the Education Master Plan was highly collaborative, open, and interactive and resulted in an Education Master Plan with six major anchor themes identified as critical areas for the future. These themes align with the context of the changing landscape in higher education, focus on student success and economic prosperity, and support the Chancellor's Office Vision for Success Goals and Vision 2030: A Roadmap for California Community Colleges. These themes are:

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

Additionally, in 2023 the College approved a ten-year Revised Facilities Master Plan that establishes overall goals, objectives, and design principles that will serve as a framework for future physical development and that provides long range planning for architecture, land use, landscape, transportation, parking, and utilities. The Facilities Master Plan has as its touchstone the District's mission and Education Master Plan. During the summer of 2023, the College completed construction on a new Creative Arts Complex and will soon break ground on a new Physical Education Complex and the Community Stadium Upgrade.

The College has also cultivated rich partnerships with our educational, community, and tribal partners. Highlights of these partnerships include:

- Ongoing collaborations with our sister institution, Cal Poly Humboldt to include:
 - Establishment of a concurrent enrollment program that allows RCCD's Associate Degree in Nursing (ADN) students to concurrently enroll in Cal Poly Humboldt's Bachelor in Science in Nursing (BSN) program which enables ADN students to earn their BSN in just three years;
 - Joint grant applications and sub-award agreements to support increased transfer student success for Hispanic and other underrepresented students in Forestry & Natural Resources; a K-16 collaborative project to build academic pathways in health and education; a Social Work and Human Services grant to support field placements that serve the behavioral health needs of local indigenous peoples; and an application to the National Science Foundation to support research opportunities for Community College faculty and students in partnership with our California State and University of California colleagues;
 - Development of several memoranda of understanding (MOU) to solidify our commitment to a variety of important projects, including: guaranteed transfer from CR to Cal Poly Humboldt, reverse transfer from Cal Poly Humboldt to CR to support the awarding of associate degrees and certificates of achievement to eligible Cal Poly Humboldt students, and the establishment of a Healthcare Education Hub which will allow College of the Redwoods and Cal Poly Humboldt to co-locate our nursing and allied health programs in a 30,000 square foot shared space purpose-built to support innovative and immersive instruction in a state-of-art health care simulation center.
- Strengthened connections between community partners to include:
 - Establishment of a President's Advisory Council comprised of local business, industry, governmental, and tribal leaders committed to providing professional expertise and diverse knowledge of constituent perspectives in order to strengthen higher education, advance workforce skills, and enhance civic engagement in the community. President's Advisory Council members have provided internship opportunities for students, have served as mentors to first-generation and at-risk students, have opened their businesses to job shadowing and workplace tours, and have represented college programs and services to community groups and service clubs;

- Establishment of a Joint Native American Advisory Council with Cal Poly Humboldt and thirteen local Tribal nations that supports mutually beneficial partnerships focused on more fully and effectively serving the diverse higher educational needs of Native students;
- Partnerships with local Tribal entities to support the workforce development needs of Tribal members and increase partnership opportunities that serve our community including: an MOU with the Blue Lake Rancheria to support the establishment of their Tribal Education Agency; an MOU with the Bear River Rancheria to expand housing options for CR students and the baseball and softball athletic teams; and participation in the Yurok Tribe’s Klamath Promise Neighborhood grant to provide Career and Technical Education programming to Tribal members on Tribal lands;
- Improvement of the Multicultural and Equity Center (MEC) by creating a dynamic and inclusive space supporting all students in their academic and personal journeys in higher education. The MEC affords students a sense of community and a safe place for cultural expression, cross-cultural learning, access to college and dignity resources, as well as opportunities to engage in social justice work. The MEC offers such services as speakers and film series, community forums, cultural awareness workshops, Know-Your-Rights workshops, tutors, student leadership development, counseling and advising, and mentorship among many other valuable means of assistance.

The College has redoubled its commitment to equity-related efforts. In 2022, the College hired a full-time Distance Education Director to lead RCCD’s efforts in support of online and correspondence education. This important hire was followed by the addition of a full-time instructional designer to support faculty in creating robust, accessible, and highly interactive distance education courses. RCCD has developed a faculty-driven process for Peer Online Course Review (POCR) and has achieved “Home College” and “Teaching College” status and our courses are now represented on the CVC-OEI Course Finder. Also in 2022, the College invested heavily in faculty professional development focused on equity-related pedagogy, offering a series of three, 8-week, cohort-based courses provided by the Association of College and University Educators (ACUE).

Additionally, the District has made significant investments in expanding course offerings provided to incarcerated students at Pelican Bay State Prison. By hiring two additional full-time faculty members, one in social work and human services and one in business, dedicated to the Del Norte and Pelican Bay instructional sites the College is now able to offer two additional associate degree pathways for our Pelican Bay Scholars. Additionally, the College partnered with Cal Poly Humboldt to secure grant funding dedicated to supporting an academic pathway in Communication Studies which will allow Pelican Bay Scholars to earn their ADT in communication studies from College of the Redwoods and then transfer to Cal Poly Humboldt to pursue the bachelor degree in communication studies.

Finally, the College has secured significant grant funding to support a number of equity-related initiatives, including: a \$1.5 million grant to support a Native American Student Success and Support program; a \$300,000 grant to support culturally responsive pedagogy and practice; a \$182,000 grant to increase enrollment in our registered nursing program; and a \$1.5 million Rising Scholars grant focused on increasing retention and success rates among juvenile justice-involved youth.

Student Enrollment Data

Annual Student Headcount

The number of individual students in the classroom each academic year (annual headcount) peaked in 2016-2017 when looking at the last eight years. However, after the District saw a larger peak in 2009-2010, enrollment continued to decline, which is the trend for public two-year institutions nationally. Headcount has declined since 2016-2017, with a marked decrease during the first year of the COVID-19 pandemic (2020-2021), and a slow increase in the past two years. Last year's headcount, while on the rise, has not yet reached pre-pandemic counts. Note: Credit students are counted if enrolled on census day, and noncredit students are counted with at least eight hours of attendance during an academic year.

Academic Year	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
Student Headcount, includes Dual Enrollment	7,774	8,185	7,657	7,626	7,691	5,887	6,090	6,465

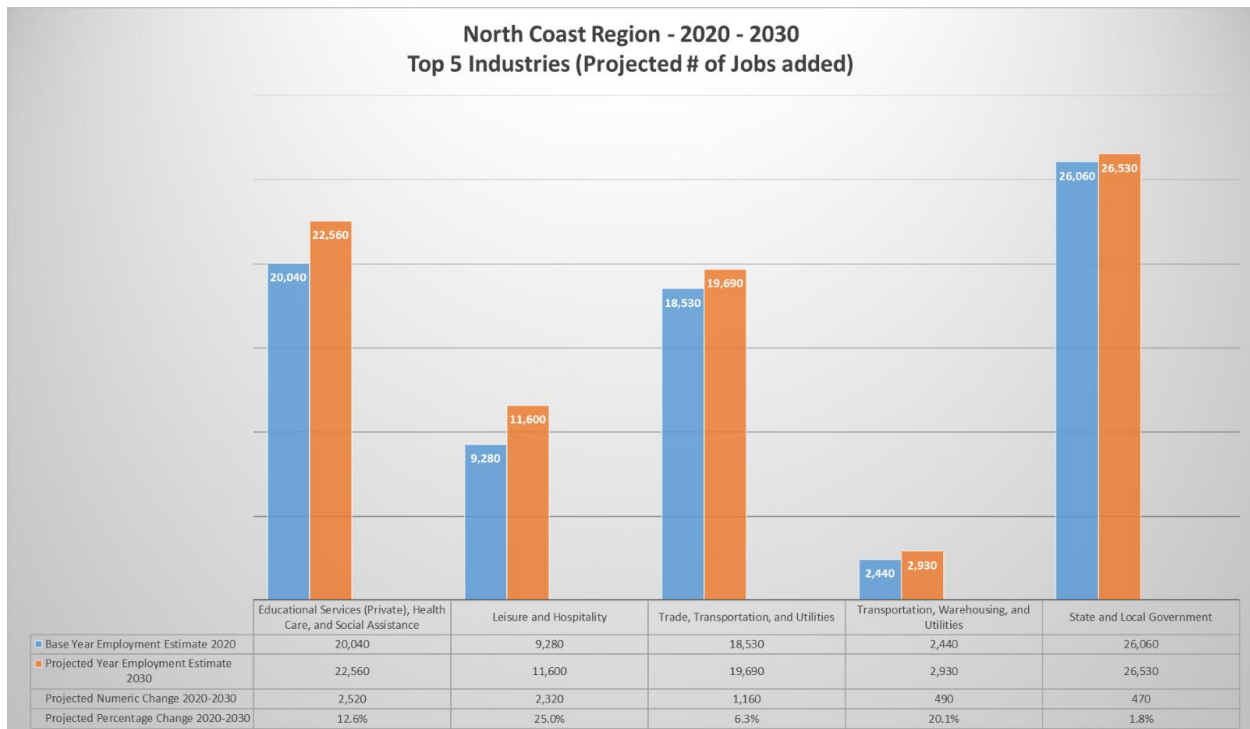
Annual Full-Time Equivalent Students (FTES)

Enrollments at the College in terms of FTES also reached a high in 2009-2010, a slight peak in 2016-2017, and then decreased during the pandemic until this past year (2022-2023). Noncredit enrollments contributed to the overall enrollment, dipped significantly during the pandemic, but are now above pre-pandemic numbers.

Academic Year	Credit	Noncredit	Total
2015 - 2016	3,870	134	4,004
2016 - 2017	3,895	186	4,082
2017 - 2018	3,756	210	3,966
2018 - 2019	3,802	184	3,985
2019 - 2020	3,836	76	3,912
2020 - 2021	3,040	6	3,046
2021 - 2022	2,777	52	2,829
2022 - 2023	3,084	128	3,212

Labor Market Data

The California Employment Development Department (EDD) provides data projecting short-term (2-year) and long-term (10-year) growth of industries and occupations in the various regions of California. Of interest to the College of the Redwoods is the "North Coast Region" which includes Del Norte, Humboldt, Lake, and Mendocino counties and encompasses the College's service area. In this region, the top five industries projected to grow long-term by 2030, based on the numeric change in individuals employed, are educational services (private), health care, and social assistance (+2,520), leisure and hospitality (+2,320) trade, transportation, and utilities (+1,160), transportation, warehousing, and utilities (+490) and state and local government (+470).



Demographic Data

Community Demographics and Proportionality

Table 3 compares the demographics of College of the Redwoods' student population, including enrolled high school and incarcerated students, to the demographics of the population (aged 15 or older) within the school's primary service areas of Humboldt and Del Norte Counties. In many cases, ethnic minorities are represented to a greater extent at the College than in the general population above the age of 15 within the counties served. This is especially true of Hispanic students who make up nearly 23 percent of the College's students, compared to approximately 13 percent of the counties' adult population. Additionally, female students are represented at a slightly higher rate at the College (52%) compared to the adult population (49%) of the counties.

Population	% of CR's total enrollment	% of adult population with service area ¹	Percentage difference*
American Indian	4.9%	5.4%	-0.5%
Asian	3.1%	2.8%	0.3%
Black	3.2%	1.7%	1.5%
Native Hawaiian or Pacific Islander	0.7%	0.3%	0.5%
Hispanic	22.6%	12.9%	9.7%
Two or More Races	8.5%	4.0%	4.5%
Unknown	8.4%	0.0%	8.4%
White	48.6%	72.9%	-24.4%
Total	100.0%	100.0%	
Female	52.1%	49.3%	2.8%
Male	46.1%	50.7%	-4.5%
Unknown	1.7%	0.0%	
Total	100.0%	100.0%	

¹Source: *California Department of Finance*

* Percentage difference is calculated by subtracting the percent of the adult population within the service area from the percentage of CR's total enrollment. A positive value indicates that a given population group has greater representation at the College than it does in the community.

The total 2022 population aged 15 or older within Humboldt and Del Norte Counties is estimated to be about 135,106, and the California Department of Finance projects the population to decrease by 1 percent, to 133,563, by 2032. During that time, the ethnic distribution is projected to change slightly; the proportions of American Indian or Alaska Native (non-Hispanic) and Hispanic groups are projected to each increase by 1 percent, from 5 percent to 6 percent, and from 13 percent to 14 percent, respectively, by 2032. Conversely, the proportion of whites (non-Hispanic) is projected to decrease by 1 percent, from 73 percent to 72 percent, from 2022 to 2032. The proportions of other ethnic groups are projected to remain the same from 2022 - 2032.

Race-Ethnicity	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
American Indian or Alaska Native (Non-Hispanic)	5%	5%	5%	5%	5%	5%	6%	6%	6%	6%	6%
Asian (Non-Hispanic)	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%	3%
Black (Non-Hispanic)	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%
Hispanic (any race)	13%	13%	13%	13%	13%	13%	13%	13%	13%	14%	14%
Multiracial (Non-Hispanic)	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%
Native Hawaiian or Pacific Islander (Non-Hispanic)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
White (Non-Hispanic)	73%	73%	73%	72%	72%	72%	72%	72%	72%	72%	72%
Grand Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Source: California Department of Finance

In 2022, the most populated age group within the College's primary service areas (Humboldt and Del Norte counties) is the 50 and above group (38%), which is over double the proportion of the next largest group, people aged 40 - 49 (13%). The 50 and above age group is projected to grow from the current 38 percent to 40 percent of the total population by the year 2032. Projections also indicate that the kindergarten (0-6), elementary (7-11), middle school (12-14), and 40-49 age groups will each shrink by 1 percent by 2032. The 25-29 and 30-39 age groups are each projected to grow by 1 percent by 2032, from 6 percent to 7 percent, and from 12 percent to 13 percent, respectively. Finally, the high school age group is projected to remain flat over the period, representing 5 percent of the population from 2022 - 2032.

Table 5: Humboldt and Del Norte Counties Population Projection by Age (%)											
Age Category	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Kindergarten (0 - 6)	7%	7%	7%	6%	6%	6%	6%	6%	6%	6%	6%
Elementary (7 - 11)	6%	6%	6%	5%	5%	5%	5%	5%	5%	5%	5%
Middle School (12 - 14)	4%	4%	3%	4%	3%	3%	3%	3%	3%	3%	3%
High School (15 - 18)	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%
19 - 24	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
25 - 29	6%	6%	6%	6%	6%	6%	6%	6%	6%	7%	7%
30 - 39	12%	12%	12%	12%	12%	12%	12%	12%	12%	12%	13%
40 - 49	13%	13%	14%	14%	14%	13%	13%	13%	13%	12%	12%
50 and above	38%	38%	38%	38%	39%	39%	39%	39%	40%	40%	40%
Grand Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Source: California Department of Finance

Almost thirty percent of the College’s student body from the 2022-2023 academic year lives within Eureka postal zip codes, mostly from 95501 (15%). This shows more diversity of students’ residence, given that Eureka (three zip codes combined) represented 35 percent in fall 2015. Other major zip codes correspond to the cities of Arcata, Fortuna, McKinleyville, Hoopa, Crescent City, and Rio Dell. The largest city within each zip code is shown in the table, as well as the proportion of students within each zip code as compared to CR’s 2022-2023 total headcount.

ZIP	City	Total	% of Total
95501	Eureka	993	15.36%
95503	Eureka	869	13.44%
95521	Arcata	825	12.76%
95531	Crescent City	735	11.37%
95540	Fortuna	539	8.34%
95519	McKinleyville	532	8.23%
95546	Hoopa	165	2.55%
95532	Crescent City	155	2.40%
95562	Rio Dell	129	2.00%
95536	Ferndale	88	1.36%
95524	Bayside	81	1.25%
95551	Loleta	71	1.10%
95570	Trinidad	61	0.94%
95542	Garberville	58	0.90%
95502	Eureka	54	0.84%
Total Top Zip Codes		5,355	82.83%
Total All Others		1,110	17.01%
TOTAL		6,465	100.00%

Socio-economic Data

2022 Socio-economic Data			
Area	California	Humboldt County	Del Norte County
Total Population by Location	39,538,223	136,463	27,743
Income			
Median Household Income	\$91,551	\$57,883	\$53,280
Poverty Rate	12.20%	18.40%	17.30%
Education			
Bachelor's Degree or Higher	37.00%	32.60%	16.10%
Employment			
Employment Rate	60.00%	54.10%	41.60%
Local, state and federal government workers	14.20%	23.30%	28.00%
Agriculture, forestry, fishing and hunting and mining	2.00%	5.40%	6.70%
Females in Computer, Engineering and Science Occupations	28.50%	34.10%	37.30%
Housing			
Median Gross Rent	\$1,870	\$1,181	\$999
Homeownership Rate	55.80%	55.60%	68.30%

Source: U.S. Census Bureau

Sites

College of the Redwoods provides instruction at the following instructional sites:

- Main Campus, 7351 Tompkins Hill Rd., Eureka, CA 95501
- Del Norte Site, 883 W. Washington Blvd., Crescent City, CA 95531
- Pelican Bay State Prison, 5905 Lake Earl Drive, Crescent City, CA 95532
- Klamath-Trinity Instructional Site, 65 Orchard St., Hoopa, CA 95546
- Downtown Adult & Community Education Site, 525 D St., Eureka, CA 95501

College of the Redwoods offers 50% or more of a program, certificate, or degree at the following locations:

Eureka Campus
7351 Tompkins Hill Road
Eureka, CA 95501

Del Norte Education Center
883 West Washington Boulevard
Crescent City, CA 95531

Klamath-Trinity Instructional Site
65 Orchard Street
Hoopa, CA 95546

Specialized or Programmatic Accreditation

The following specialized programmatic accreditations are held by the College:

Program	Accrediting Agency
Automotive Technology	National Institute for Automotive Service Excellence 1503 Edwards Ferry Road N.E., Suite 401, Leesburg, VA 20176 800-390-6789
Licensed Vocational Nursing	Board of Vocational Nursing & Psychiatric Technicians 2535 Capitol Oaks Drive Suite 205, Sacramento, CA 95833 916-263-7800
Registered Nursing	Board of Registered Nursing 1625 Market BLVD Suite N217, Sacramento, CA 95834 916-322-3350
Dental Assisting	Commission on Dental Accreditation 211 East Chicago Avenue, Chicago, Illinois 60611 800-621-8099
Paramedic	Commission on Accreditation of Allied Health Education Programs 25400 US Highway 19 North, Suite 158, Clearwater, FL 33763 727-210-2350
Paramedic	Committee on Accreditation of Education Programs for the Emergency Medical Services Professions 8301 Lakeview Parkway Suite 111-312, Rowlett, TX 75088 214-703-8445
Police Academy	Commission of Peace Officers Standards and Training 860 Stillwater Road, West Sacramento, CA 95605 916-227-3909
Child Development Center	National Association for the Education of Young Children 1401 H Street, Suite 600, Washington, DC 20005 202-232-8777
Certified Nursing Assistant	California Department of Public Health (CDPH) P.O. Box 997377, MS 0500, Sacramento, CA 95899-7377 916-558-1784

B. Presentation of Student Achievement Data and Institution-Set Standards

College Wide Student Achievement

Overall course retention rates increased by one percent from 88 percent in 2015-2016 to 89 percent in 2022-2023. Similarly, overall course success rates increased by one percent from 74 percent in 2015-2016 to 75 percent in 2022-2023. Both of these metrics remained above the institution-set standard for the period of 2015-2023.

The number of degrees completed annually has substantially increased in recent years, growing 131 percent from 332 completed in 2015-2016 to 766 completed in 2022-2023, exceeding the institution-set standard of 587 completions and the College's target/stretch goal of 717 completions in year 2022-2023. The number of certificates completed reached a five-year high in 2022-2023, growing 45 percent from 206 completed in 2018-2019 to 298 completed in 2022-2023, also exceeding the institution-set standard of 204 completions and the College's target/stretch goal of 249 completions. The overall increase in degrees and certificates earned in recent years is attributable to a variety of efforts listed in the paragraph below, as well as streamlining the awarding process so that students were awarded all the degrees and certificates for which they met the requirements.

Data Metric	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020	2020 – 2021	2021 – 2022	2022 – 2023	Institution Set Standard	Target (aka Stretch Goal)
Course Retention ¹	88%	88%	88%	89%	90%	87%	90%	89%	80%	98%
Course Success ²	74%	73%	73%	75%	75%	72%	76%	75%	67%	82%
Online Course Success ³	70%	70%	71%	70%	71%	72%	72%	70%	64%	78%

¹ Overall course retention: the percentage of students enrolled on census day who remained enrolled in that course through the last day and received any grade other than a W.

² Overall course success: the percentage of students enrolled in a course on census day who completed the course with a successful grade (A, B, C, P, CR).

³ Online course success: the percentage of students enrolled in an online course on census day who completed the course with a successful grade (A, B, C, P, CR).

The number of degrees earned was noticeably higher in 2020-2021 compared to 2015-2016. The number of certificates completed was also highest in 2020-2021. The overall increase in degrees and certificates earned in recent years is attributed to an increase in the number and kinds of degrees available, increased outreach to students, increases in the number of records evaluation staff, the addition of online counseling and advising services, and streamlining of the awarding process mentioned above.

Table 9: Degree and Certificate Completion Frequencies

Data Metric	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020	2020 – 2021	2021 – 2022	2022 – 2023	Institution Set Standard	Target (aka Stretch Goal)
Total Degree Completion ¹	332	379	411	413	459	469	410	766	587	717
Associate Degree Completion ³	332	333	355	368	372	415	353	671	486	593
Associate Degree for Transfer Completion ²	0	56	72	74	130	111	107	95	101	124
Certificate Completion	NA	NA	NA	206	229	216	184	298	204	249
Chancellor’s office (CO) Approved Certificate Completion	129	139	149	204	166	185	144	217	165	202
Certificates of Recognition	NA	NA	NA	0	44	24	31	53	27	33

¹The number of degrees awarded in the specified year; all degrees included.

²The number of degrees awarded in the specified year, only including transfer degrees (ADT).

³The number of degrees awarded in the specified year, only including associate degrees (AA and AS).

Retention and Success

Displayed below are the College’s disaggregated course retention and success rates for all for-credit enrollments during the 2022-2023 academic year. Looking across all ethnicities, ages, and genders, every disaggregated student group has course success rates above the institution set standard of 67 percent, with the lowest success rate for any group being 69 percent and the highest being 100 percent. Additionally, all groups had course retention rates above the institution set standard of 80 percent, and in most cases retention rates for each group were well above 80 percent. The lowest retention rate for any group is 85 percent, and the highest is 100 percent.

High course success and retention rates are attributable to the College’s overall focus on student success but are also bolstered by the College’s Student Equity Plan, which concentrates efforts on making sure that all students, regardless of their demographic characteristics, are treated fairly and are given equal opportunities to grow and prosper academically. Nevertheless, despite these positive outcomes, it is the College’s mission to continually improve. Therefore, staff and faculty continue to work hard every day to find new and better methods to improve student success metrics.

Table 10: College wide Retention & Success Disaggregated by Ethnicity, Age, Gender, Pell Eligibility, DSPS Status; For credit; 2022-2023 Academic Year			
Ethnicity	Enrollment #	Success %	Retention %
American Indian	1,144	70%	83%
Asian	678	79%	93%
Black or African American	782	69%	88%
Hawaiian / Pacific Islander	149	72%	88%
Hispanic	5,006	72%	88%
Two or More Races	2,187	71%	87%
Unknown	1,087	76%	91%
White	11,177	78%	90%
Age	Enrollment #	Success %	Retention %
Under 18	1,713	88%	95%
18-24	10,643	72%	89%
25-29	2,648	73%	87%
30-39	4,107	78%	88%
40-49	2,151	78%	88%
50 and Older	944	75%	85%
Unknown	4	100%	100%
Gender	Enrollment #	Success %	Retention %
Female	11,372	74%	88%
Male	10,617	77%	90%
Unknown	221	77%	93%

Location Comparisons

The table below shows retention and success rates, by campus, for the 2022-2023 academic year. Although the Eureka Campus has the majority of enrollments, course success and retention rates are comparable in all three locations, with course success rates ranging 9 percent from a low of 71 percent (virtual campus) to a high of 80 percent (Pelican Bay). Retention rates across locations are also comparable, ranging 8 percent from a low of 84 percent (Klamath-Trinity) to a high of 92 percent (Eureka). In addition, each location performs above the College’s institution-set standards for course success (67%) and retention (80%).

Campus	Enrollment #	Success Rate	Retention Rate
Del Norte	536	77%	91%
Del Norte Pelican Bay	1,678	80%	88%
Eureka	8,927	79%	92%
Klamath-Trinity	284	72%	84%
Virtual Campus	10,464	71%	86%

Shown below are the rates at which the degree/certificate-seeking cohort from the 2019-2020 academic year finished their goal of earning a certificate or associate degree by the end of spring 2023. Of the 1,166 new degree/certificate seeking students in 2019-2020, 14.5 percent obtained their goal within three years (150 percent of time anticipated).

Campus	Count of New Degree/Cert Seekers 2019-2020	Count Of Graduates	150% Completion Rate
Del Norte	120	27	22.50%
Del Norte Pelican Bay	75	2	2.67%
Eureka	892	126	14.13%
Klamath-Trinity	26	0	0.00%
Virtual Campus	53	14	26.42%

District wide, 3,083 of 4,371, or about 71 percent of degree/certificate or transfer-seeking cohorts persisted from one fall to the next. Persistence rates vary moderately across the different campus locations, with a range of 12 percent from a low of 65 percent to a high of 77 percent. Persistence rates at the Del Norte Pelican Bay site are slightly lower than the district average at 65 percent. Conversely, persistence rates at the Klamath-Trinity site were higher than the district average at about 77 percent.

Table 13: Fall 2022 to Spring 2023, Persistence by Campus, Credit Only			
Campus	Cohort Total	Persisted	Persistence Rate
Del Norte	117	84	72%
Del Norte Pelican Bay	331	216	65%
Eureka	1,850	1,337	72%
Klamath-Trinity	66	51	77%
Virtual Campus	2,007	1,395	70%

District wide, 2,134 of 3,615, or about 59 percent of degree/certificate or transfer-seeking cohorts persisted from spring 2023 to fall 2023. Persistence rates vary moderately across different campus locations, ranging 18 percent from a low of 56 percent to a high of 74 percent. Persistence rates for virtual campus students are slightly lower at 56 percent as compared to the district average. Conversely, persistence rates at the Klamath-Trinity site were markedly higher than the district average at about 74 percent.

Table 14: Spring 2023 to Fall 2023, Persistence by Campus, Credit Only			
Campus	Cohort Total	Persisted	Persistence Rate
Del Norte	82	52	63%
Del Norte Pelican Bay	332	205	62%
Eureka	1,164	736	63%
Klamath-Trinity	27	20	74%
Virtual Campus	2,010	1,121	56%

Student Success by Mode of Delivery

The next set of tables compares disaggregated 2022-2023 course retention and success rates of online students to those taking in-person courses at one of the College’s campuses.

Across all groups, course success rates range 23 percent from a low of 63 percent (basic skills, in-person) to a high of 86 percent (CTE, in-person). All groups remain above the institution-set course success rate target of 67 percent with the exception of the basic skills, in-person group. The range for course retention rates is smaller at 13 percent, with a low of 81 percent (basic skills, in-person) to a high of 94 percent (CTE, in-person). With regard to course retention rates, all disaggregated groups have rates higher than the institution-set standard of 80%.

Table 15: Online vs In-Person by Status, 2022-2023, Credit Only				
Method	Status	Enrollment #	Success Rate	Retention Rate
Distance Ed	Basic Skills	52	75%	94%
	CTE	2,349	71%	87%
	Transferable	8,063	70%	86%
In-Person	Basic Skills	16	63%	81%
	CTE	3,328	86%	94%
	Transferable	8,619	77%	90%

C. Organization of the Self-Evaluation Process

Specific membership of the Accreditation Steering Committee and Accreditation Oversight Committee is as follows.

Accreditation Steering Committee:

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

- Dr. Crystal Morse
- Mr. Rory Johnson
- Mr. Paul Chown
- Dr. Peter Blakemore
- Mr. Joe Hays
- Ms. Amber Buntin
- Mr. Chris Gaines

Standard II: Student Learning Programs and Support Services

- Ms. Kerry Mayer
- Dr. Crystal Morse
- Mr. Mike Haley
- Dr. Deanna Herrera
- DN Faculty
- Mr. Colin Trujillo
- Dr. George Potamianos
- Ms. Rianne Connor
- Ms. Theresa Sisson
- Mr. Jon Pace

Standard III: Resources

- Ms. Julia Morrison
- Ms. Alia Dunphy
- Ms. Tina Wahlund
- Mr. Erik Sorensen
- Mr. Tony Sartori
- CSEA Representative

Standard IV: Leadership and Governance

- Dr. Keith Flamer
- Ms. Carol Mathews
- Dr. Colleen Mullery
- Mr. Danny Kelley
- Ms. Tami Engman
- Mr. Marty Coehlo
- Ms. Marabeth Madsen

Accreditation Oversight Committee:

Ms. Kerry Mayer, Interim Senior Vice President of Strategic Initiatives (tri-chair)
Dr. Crystal Morse, Vice President of Student Services (tri-chair)
Dr. Sean Thomas, Faculty English and Lead Writer (tri-chair)
Dr. Peter Blakemore, Dean of Arts and Sciences and ALO
Dr. Amy Moffatt, Director of Institutional Research and Effectiveness
Ms. Nicole BryantLescher, Director of Student Success Pathways
Mr. Rory Johnson, Dean Del Norte Education Center and Pelican Bay Prison Scholars Program
Mr. Mike Haley, Dean Career Education
Dr. Philip Mancus, Faculty Psychology
Ms. Amber Buntin, Faculty Mathematics
Ms. Abigail Queen, Associate Faculty History
Dr. Austin Roberts, Associate Faculty Political Science
Ms. Molly Blakemore, Director of Marketing and Communications
Ms. Leigh Dooley, Director of Distance Education
Mr. Colin Trujillo, Director Library Resource Center, EOPS/CARE
Ms. Rachel Warze, Administrative Office Coordinator Academic Senate
Ms. Tami Engman, Administrative Office Coordinator Adult and Community Education
Ms. Augusta Solem, Administrative Office Coordinator Career Education
Dr. Keith Flamer, President/Superintendent
Dr. Rebecca Robertson, Trustee
Ms. Sally Biggin, President of Board of Trustees
Mr. Danny Kelly, Trustee

Background on Process

The College of the Redwoods' institutional self-evaluation process began after the Midterm Report was delivered to the ACCJC in October of 2021. An Accreditation Steering Committee of some 30 people was created and divided into 4 groups, with each assigned to work on the 4 Standards in preparation for this 2024 Institutional Self-Evaluation Report. Beginning in spring of 2022, the groups met monthly and bi-weekly to review the standards and identify evidence for each sub-standard from the 2014 Institutional Self-Evaluation Report Guide. As the groups collected evidence of the College meeting the standards, it was placed in open-source, accessible web pages on the College website. Much of this work had to be performed remotely due to the exigencies of the continuing pandemic. Even so, by the fall of 2022 substantial headway had been made on many of the standards and drafting of evidence descriptions had begun.

Changes in leadership positions at the college led to a lapse of regular meetings for a short period in fall of 2022, but these resumed in the winter of 2023, when a lead writer was appointed. During the spring of 2023, members of the Accreditation Oversight Committee noted that some regrouping and enlarging of the committee would benefit the process. It was determined that if more people representing more constituencies from across the college participated, the College community would be more closely connected to the entire process. Thus, engaging in the process of self-evaluation led to the realization that a change in process would make for a more complete 2024 ISER. The president/superintendent decided that a reconstituted Accreditation Oversight Committee would

benefit the later stages of ISER drafting and the president/superintendent appointed a new accreditation liaison officer who met with the institution's commission liaison, ACCJC Vice-President Kevin Bontenbal, and discussed best practices as well as changes to the ACCJC's expectations for ISER lengths and kinds of evidence to present.

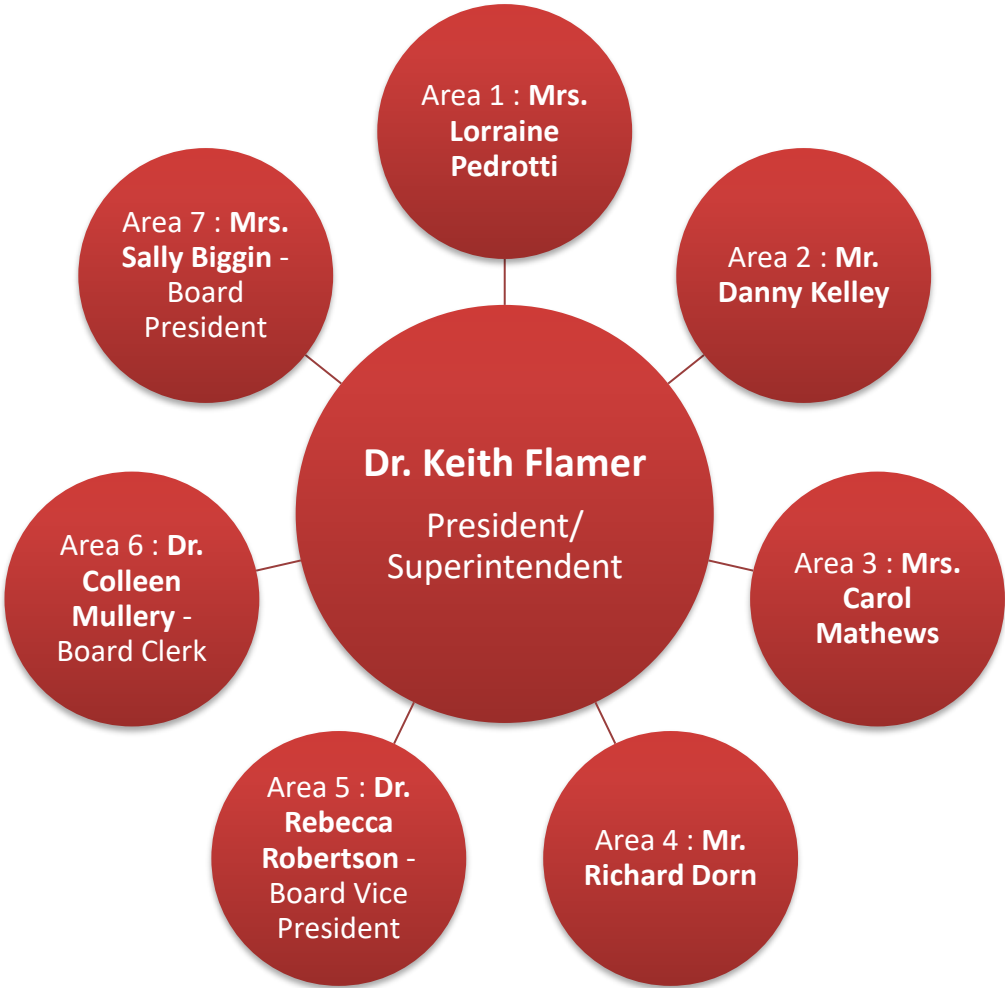
The reorganized Accreditation Oversight Committee included 20 College of the Redwoods employees from across constituencies, campuses, and divisions: the president/superintendent, vice presidents, deans and directors, faculty, associate faculty, support staff and CSEA representatives, as well as members of the Management Council, all participated on the revised committee. Tri-chaired by the vice president of student services, the interim senior vice president of strategic initiatives, and the lead writer, the committee began by meeting weekly in July 2023 and reviewing the ACCJC documents and recommended ISER process, and it accordingly broke into smaller groups to interpret each standard prior to assessing the material that had been drafted during the preceding year and a half. Identifying additional evidence and reviewing existing materials within the drafts, the teams worked through all the standards by mid-August. In this way, the AOC spread knowledge of the process and ACCJC requirements and generated more material to include in the revision and review process.

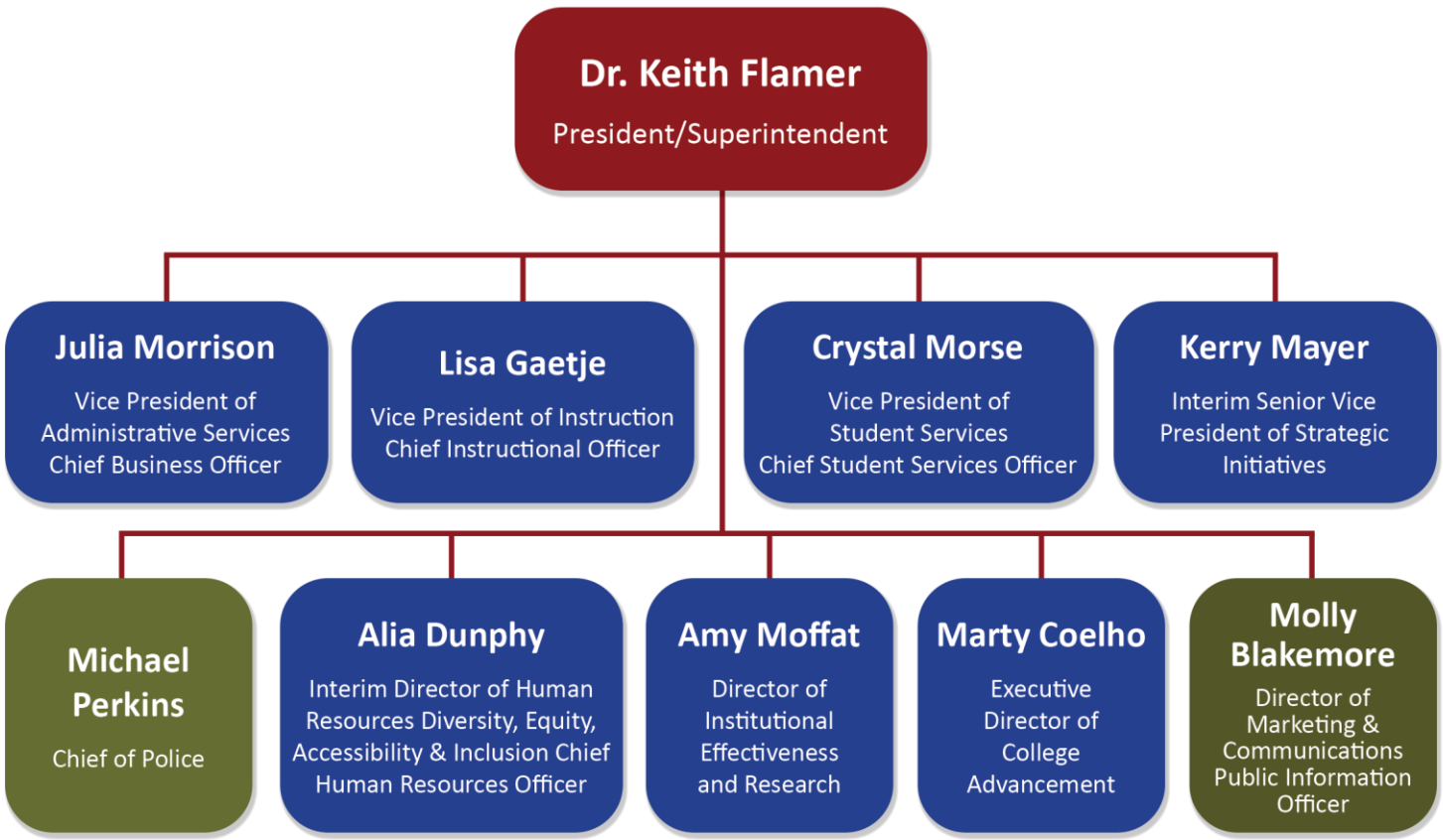
During fall 2023 Convocation, the administration asked the whole college to engage in feedback on the material evidence and drafts by holding listening sessions, including an accreditation overview and four separate meetings devoted to each of the standards. The AOC continued to meet bi-weekly through the fall as groups continued to assess evidence. Accreditation Oversight Committee leadership reviewed notes taken during the Convocation sessions and incorporated these ideas and comments into subsequent drafts. The Board of Trustees attended an accreditation review and training session with the Commission's liaison to the College in August. Members of the AOC also identified specific parts of the standards that would be most relevant to various constituencies throughout the College such as the Academic Senate, the Assessment Committee, the Academic Standards and Policies Committee and others, and requested comments on the ISER draft. An email address, AOC@redwoods.edu, was created so that people could respond directly to the Accreditation Oversight Committee with any additional feedback beyond the Convocation listening sessions and other committee and constituency outreach sessions.

At the first Academic Senate meeting of the 2023-24 academic year (9-3-23), the accreditation liaison officer and members of the AOC heard comments on a draft ISER from leadership and senators and incorporated responses into subsequent drafts. The AOC leadership continued to meet in September, October, and November to discuss possible improvements generated by the self-evaluation. Multiple sessions were scheduled with all constituencies to work through review and feedback toward final revisions to the draft ISER, including the California School Employee Association's 11-15-23 meeting, the Management Council's meeting on November 16th, Associated Students of College of the Redwoods (ASCR) senate meeting on November 29th, and two additional Academic Senate meetings, one on October 20th when the Academic Senate approved a final draft of the Standards, and another on December 1st, when the Senate reviewed the Quality Focus Essay as well as the final draft of the ISER. The Board of Trustees participated in a final ISER review during their December 12th meeting and voted to approve the document, which was uploaded to the ACCJC Teams site that afternoon.

D. Organizational Information

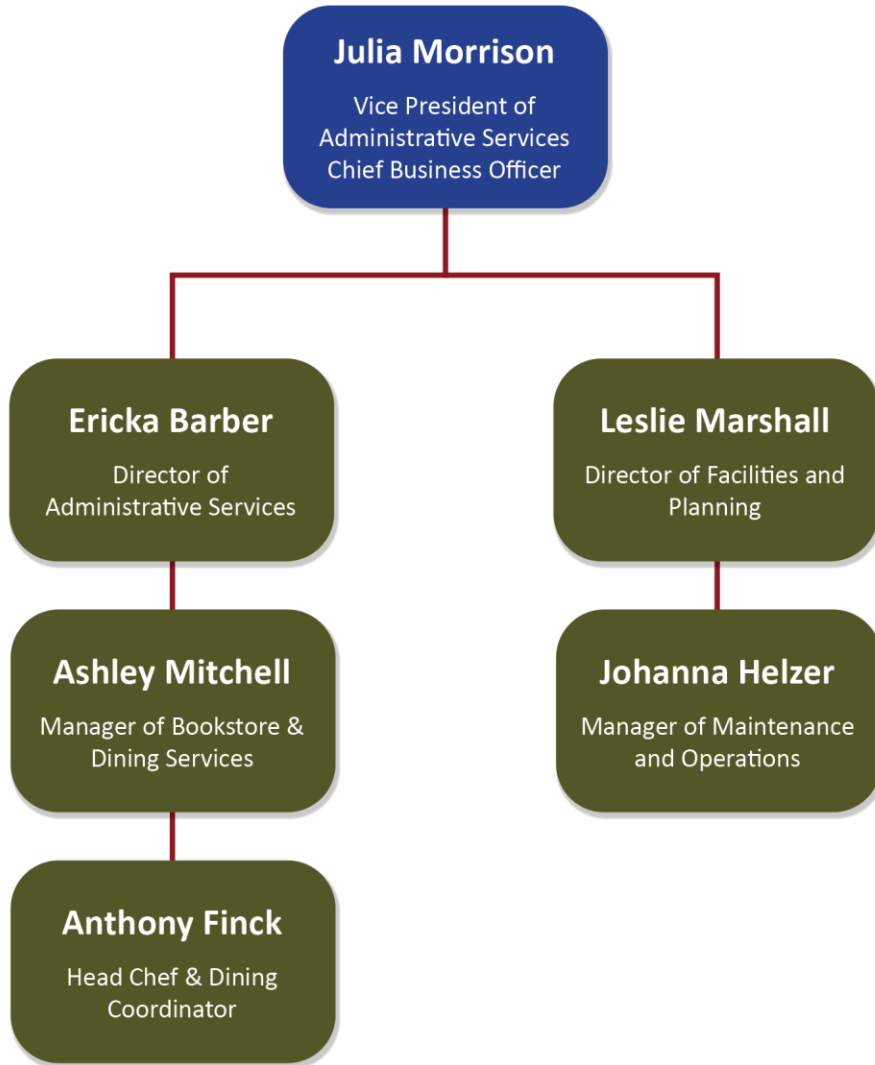
Board of Trustees:





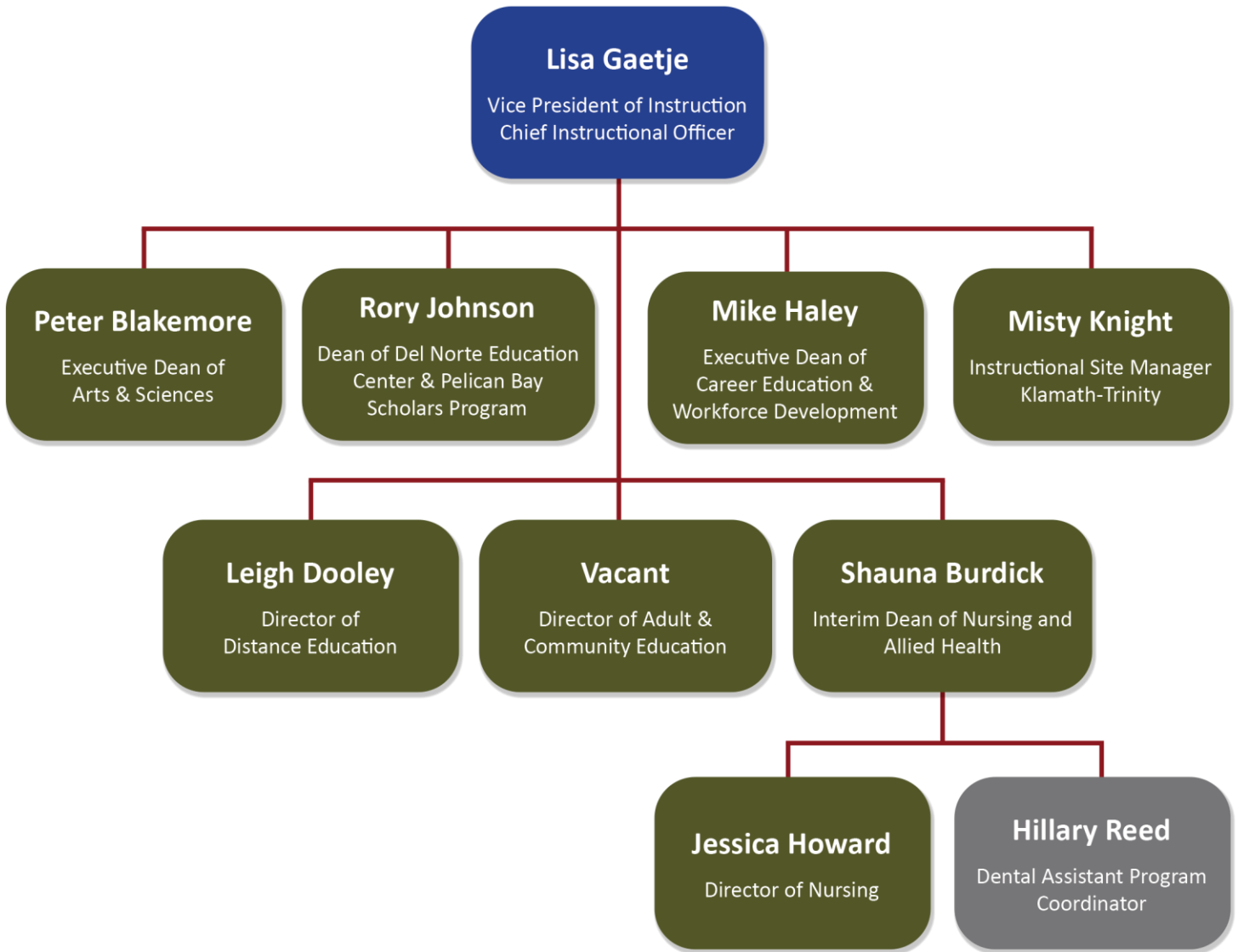
Key:

- President
- Cabinet Members
- Deans/Directors/Managers
- Confidentials
- Classified
- Faculty



Key:

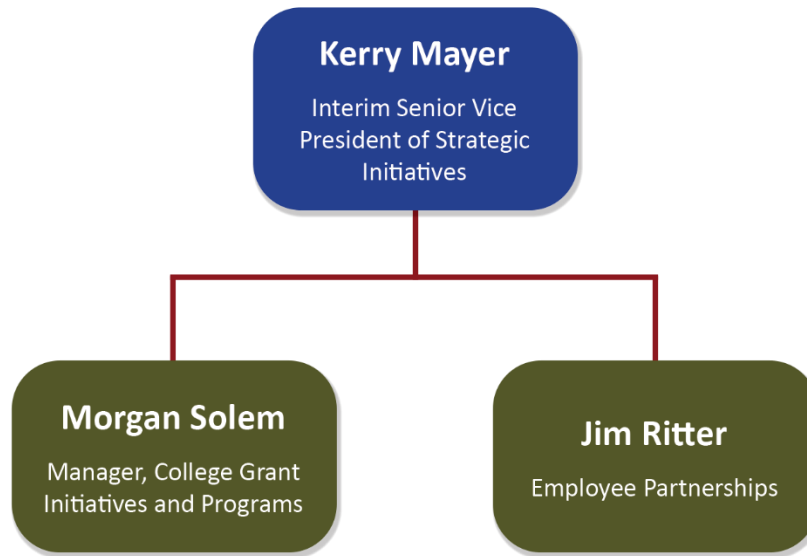




Key:

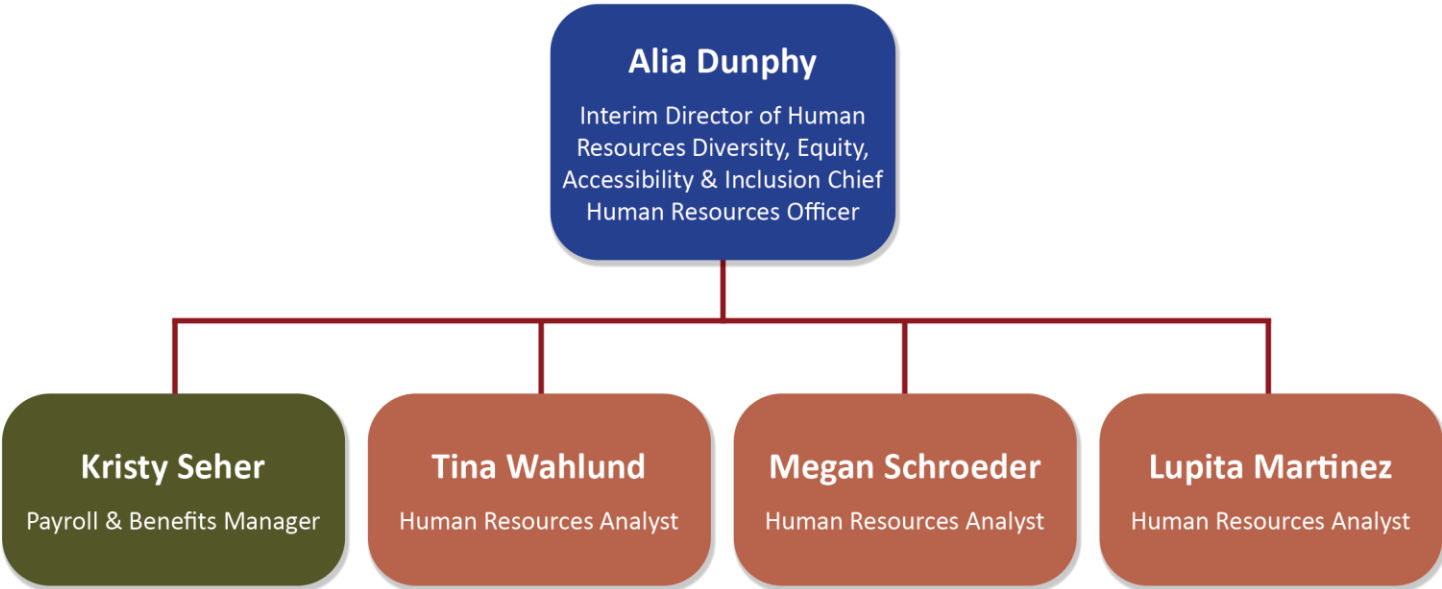
- President
- Cabinet Members
- Deans/Directors/Managers
- Confidentials
- Classified
- Faculty





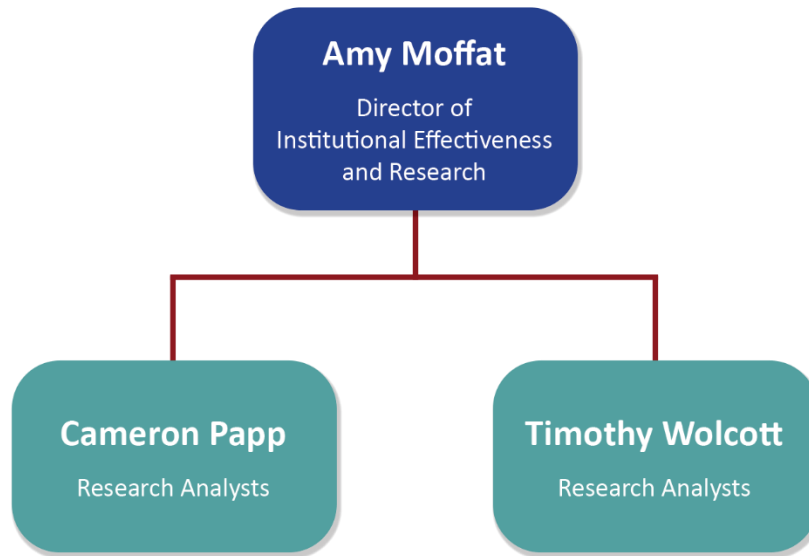
Key:





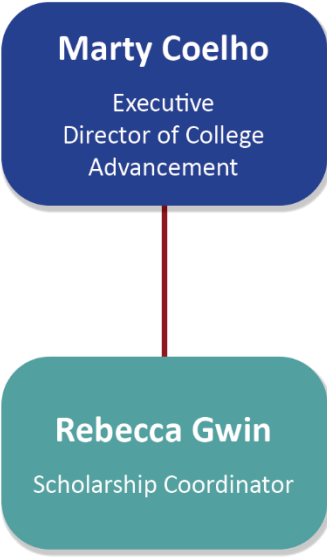
Key:

- President
- Cabinet Members
- Deans/Directors/Managers
- Confidentials
- Classified
- Faculty



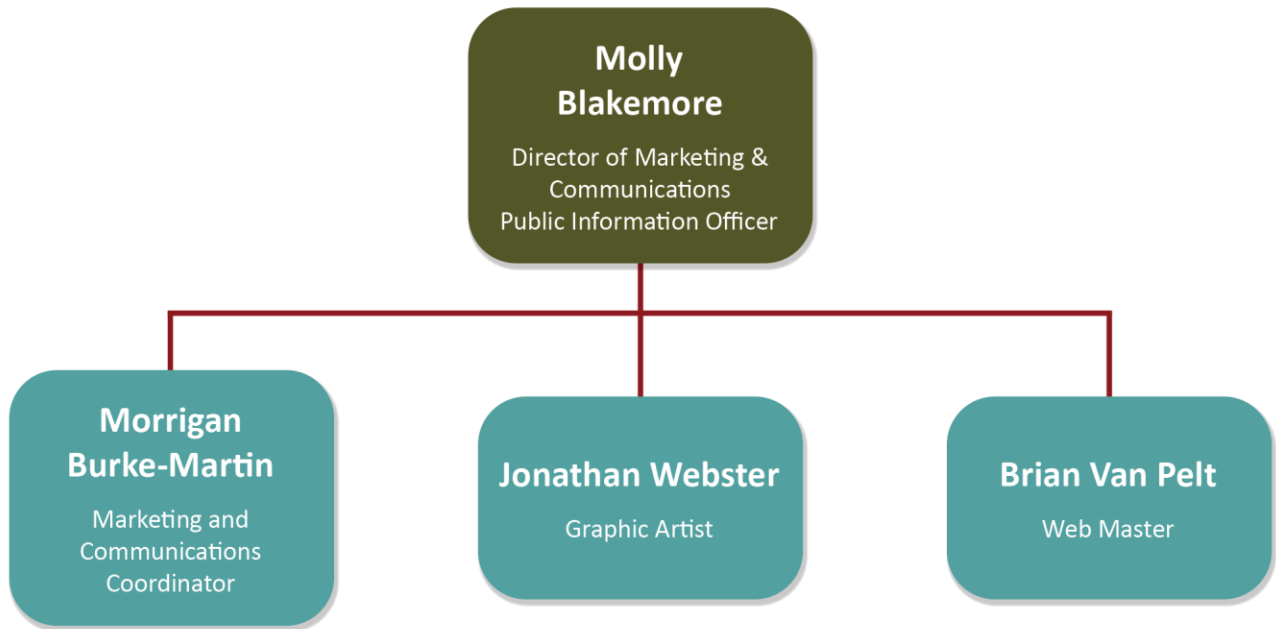
Key:

- President
- Cabinet Members
- Deans/Directors/Managers
- Confidentials
- Classified
- Faculty



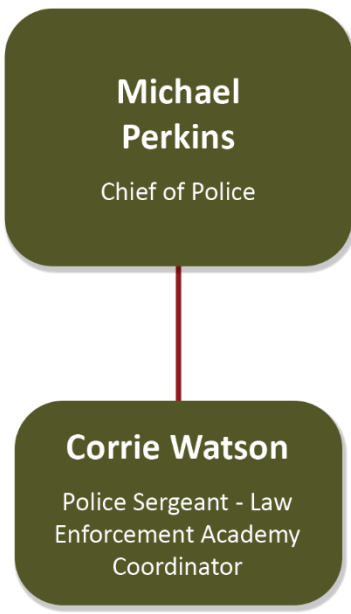
Key:

- President
- Cabinet Members
- Deans/Directors/Managers
- Confidentials
- Classified
- Faculty



Key:





- Key:
- President
 - Cabinet Members
 - Deans/Directors/Managers
 - Confidentials
 - Classified
 - Faculty

E. Certification of Continued Compliance with Eligibility Requirements

This section contains information about how the College meets Eligibility Requirements 1–5. The institutional analysis addresses the remainder of the Eligibility Requirements within the appropriate “Evidence of Meeting the Standards” sections.

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

College of the Redwoods is a public, two-year college in the California Community College system ([E1-01 CCCEdCode 70900](#)). All of the California Community Colleges retain official status as part of the system by remaining fully accredited ([E1-02 CA CodeRegs T5 D6](#)).

College of the Redwoods is authorized to operate as a post-secondary, degree-granting institution by all appropriate governmental organizations and agencies as required by each of the jurisdictions in which it operates based on continuous accreditation by the Accrediting Commission for the Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) ([E1-03 CR Accred Webpage](#)). The most recent reaffirmation of accreditation was conveyed in a letter from the ACCJC dated January 26, 2018 ([E1-04 ACCJC ActionLetter](#)).

Evidence Sources:

[E1-01 California Community Colleges Education Code 70900](#)

[E1-02 CA Code of Regulations, Title V, Division 6, Chapter 2, Subchapter 1, §51016 Accreditation](#)

[E1-03 College of the Redwoods accreditation webpage](#)

[E1-04 ACCJC Action Letter reaffirming accreditation](#)

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

College of the Redwoods has been in continuous operation since 1964, with thousands of students actively pursuing degrees. In 2022-2023, College of the Redwoods had a headcount of 6,465 (E2-01). The College offers relevant developmental, career technical, and transfer education. The full range of degree programs available in 2022-2023 can be found in the College of the Redwoods Catalog ([E2-02 Degrees Catalog](#)). In 2022-2023 the College awarded 766 degrees and 298 certificates (E2-03). The College offers an online registration system, WebAdvisor, and regularly sends out a printed schedule of courses offered each semester ([E2-04 schedule fall 2023](#)).

Evidence Sources:

E2-01 Headcount by Year and Term (see Table 1 in Section A above)

[E2-02 Degrees Offered in the College of the Redwoods Catalog 2022-2023](#)

E2-03 Degree and certificate completions by year (see Table 9 in Section B above)

[E2-04 Current Schedule of Classes](#)

Eligibility Requirement 3: Degrees

A substantial portion of the institution’s educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

College of the Redwoods offers 25 Associate of Arts (AA) and Associate of Science (AS) Degrees. The College also offers 18 Associate Degrees for Transfer (ADT) to the California State University (CSU) System (2022-2023 Catalog) ([E3-01 degrees Catalog](#)). In accordance with Title V §55063 §55070 of the California Code of Regulations, Associate of Arts and Associate of Science degrees require satisfactory completion of a minimum of 60 semester units with a “C” average or higher. This includes the semester units required to fulfill the Colleges general education (GE) requirements, CSU GE or Intersegmental General Education Transfer Curriculum (IGETC). Associate Degrees for Transfer require a minimum of 60 CSU-transferable semester units with an overall grade of “C” or higher, 12 of which must be completed at the College. Students enrolled full-time can complete the requirements in two academic years ([E3-02 DegreeUnitRequire](#)). The College Catalog also lists all general education requirements for each degree offered ([E3-03 GE DegreeRequire](#)) and clarifies the course numbering system for students seeking degrees ([E3-04 Course Numbering](#)). The Office of Institutional Research provides data for students enrolled in degree and non-degree programs ([E3-05 Enrolldata prog cert](#)).

Evidence Sources:

[E3-01 Degrees offered in Catalog](#)

[E3-02 Degree unit requirements in Catalog](#)

[E3-03 General education courses and requirements for each degree offered](#)

[E3-04 Catalog designation of college-level courses for which degree credit is granted](#)

[E3-05 Data describing student enrollment in degree and non-degree programs](#)

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The president/superintendent of the College, Dr. Keith Flamer, serves as the chief executive officer with full-time responsibility to the College and the District. He has been appointed by the College’s Board of Trustees and he has the requisite authority to administer board policies. The president/superintendent does not serve as the chair of the governing board ([E4-01 BP 2210](#)). The Board of Trustees delegates full authority to the president/superintendent to oversee the general operations of the institution ([E4-02 BP 2430](#)). The Board of Trustees has the responsibility for hiring and evaluating the chief executive officer of the College.

Evidence Sources:

[E4-01 BP 2210 Board Officers](#)

[E4-02 BP 2430 Delegation of Authority to President/Superintendent](#)

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV

eligible must demonstrate compliance with federal requirements.

College of the Redwoods board policy dictates that there shall be an annual outside audit of all funds, books, and accounts of the District in accordance with the regulations of Title 5 ([E5-01 BP 6400](#)). College of the Redwoods undergoes external audits by certified public accountants, in accordance with the requirements of the California Community College Chancellor’s Office. Annual external financial audits reports are presented to the Board of Trustees at regularly scheduled meetings during public session ([E5-02 BOT AnnualFinAud](#)). The College files audit reports with the Department of Education and all other public agencies as required. The College makes each final audit report available to the public by posting the audited financial statements on the College website ([E5-03 AudFinState Web](#)).

Evidence Sources:

[E5-01 Board Policy BP 6400 Audits](#)

[E5-02 Board of Trustees review of annual financial audit 12-13-22](#)

[E5-03 Audited financial statements on College website](#)

F. Certification of Continued Institutional Compliance with Commission Policies

College of the Redwoods certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment

Regulation citation: 602.23(b).

The College posted an announcement of the ACCJC September 2024 visit by the peer review team on the Accreditation website and included a link to the ACCJC’s online third-party comment form at the Commission website ([F-01 NotifyThirdParty](#)). Drafts of the Institutional Self-Evaluation Report were presented to the Board of Trustees at public meetings in September and November of 2023 prior to the Board reviewing the final draft in December. The publicly available agendas contained draft copies for public review through the BoardDocs system. All members of the College community were notified via campus email ([F-02 AccredMessage](#)) affording multiple opportunities for public comment. In addition, a press release was issued through the President’s “Education Matters” article in the local newspaper, *The Times-Standard*, on December 15, 2023 informing the community of a link to the Commission’s Third-Party Comment form on the College’s website ([F-03 PresEducMatters](#)). The Academic Senate also reviewed the Institutional Self-Evaluation Report during two of its open meetings and voted its approval at the October 20, 2023, meeting. All planning committees and college and Senate committees were invited to provide comments. Their responses were registered with the Accreditation Oversight Committee and considered in the final revision process of the Self-Evaluation Report.

Evidence Sources:

[F-01 Notification of third-party comment form on accreditation website](#)

[F-02 Accreditation message to College community in advance of convocation 8-15-23](#)

[F-03 President's "Education Matters" article email](#)

Standards and Performance with Respect to Student Achievement

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

The College reports on student achievement performance across the institution through the "Institutional Effectiveness Scorecard" ([F-04 IE Scorecard](#)). The Scorecard includes statistics on course completion, degree and certificate completion, and persistence. The College also adopts Institution-Set Standards as projections of desired metrics for these measures of student achievement. Based on the California Community College Chancellor's Office (CCCCO) recent metrics standards for student learning achievement, in 2018-2019, the College developed institutional goals that aligned with the statewide Vision for Success goals. These goals are also included in the Institutional Effectiveness Scorecard.

The College also addresses pass rates for licensure examinations where passage rates for licensure are required and for job placement rates for programs with a sufficient number of completers ([F-05 HealthOccLicPass](#)). Instructional program reviews provide data related to student achievement, and programs are asked to indicate when their program falls below the district average. Programs are also required to set a standard for the number of completers they find acceptable as part of their comprehensive program review ([F-06 ProgRevCompleters](#)).

Evidence Sources:

[F-04 Institutional Effectiveness Scorecard](#)

[F-05 Health occupations licensure passage rates](#)

[F-06 Program Review report completers](#)

Credits, Program Length, and Tuition

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

The College follows Title 5 and the CCCC's Program Course Approval Handbook (PCAH) to determine unit/hour calculations. College of the Redwoods conforms to a commonly accepted minimum program length of 60 semester credit hours awarded for achievement of student learning for an associate degree.

The Chancellor's Office Student Attendance Accounting Manual (SAAM) is used to ensure that all credit hours are scheduled within the correct range of student contact hours relative to course units. College of the Redwoods follows the Chancellor's Office Standard Formula for Credit Hour Calculations. The College defines a credit hour in AP 4020 Program, Curriculum, and Course Development ([F-07 AP 4020](#)), and this policy for determining a credit hour meets the academic expectations and the California Code of Regulations: 54 total hours must be completed for each unit of credit awarded. For lecture courses, one hour of classroom or direct faculty instruction and two hours of out-of-class student work per week is required for the normal semester. For laboratory courses, three hours of

laboratory work per week is required for the normal semester for one unit of credit. The College's Police Academy uses a clock-hour program which adheres to the Department of Education's clock-to-credit hour conversion as specified in 34 CFR 668.8 (k) and (l).

College of the Redwoods publishes policies and procedures used to determine a credit hour that generally meet commonly accepted academic expectations. The College's Academic Senate, in cooperation with the State Academic Senate, has established a curriculum approval process that takes into consideration federal regulations and Title IV expectations for financial aid. The College's Curriculum Committee reviews all new degree proposals and degree revisions and confirms that the degrees meet minimum unit requirements.

Tuition at College of the Redwoods is consistent across degree programs. Resident tuition is \$46 per unit, and non-resident tuition is an additional \$287 for a total of \$333 per unit ([F-08 Cost Attendance](#))

Evidence Sources:

[F-07 AP 4020](#)

[F-08 Cost of Attendance](#)

Transfer Policies

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

Transfer policies are published to students and the public. Procedures and policies related to articulation ([F-09 Catalog articulation](#)) and credit by examination ([F-10 Credit Prior Learn](#)) are posted in the online Catalog on the College website. The College also provides an Articulation webpage with links to Project Assist, to CSU and UC General Education patterns, to associate degrees for transfer (ADTs), to the cross-system Course Identification articulation system (C-ID), and to documents describing all transfer deadlines, and including direct links to application sites for UCs and CSUs ([F-11 Articulation website](#)). Policies with specific procedures about how a student can submit requests for evaluation of educational transcripts from other institutions and the criteria used to accept credits for transfer are also published on the College's website. The College's catalog describes transfer requirements and articulated transfer agreements ([F-12 Catalog Transfer](#)).

College of the Redwoods makes students aware of transfer-of-credit policies upon entry through new student orientations, counseling appointments, and the development of a student education plan for their major and intended transfer institutions. These policies are published in the Catalog on the College's website with specific procedures about how a student can submit for an evaluation of educational transcripts from other institutions ([F-13 TranscriptEvaluation](#)). The College also provides a website, Counseling and Advising Forms, where students can access information and forms for applying for such things as Petitions and Appeals, Tools for Educational Planning, Evaluation and Graduation, and some Educational Pathways ([F-14 CounselAdvisForms](#)). The procedures for transferring credits are clearly outlined and meet the commission's requirement.

Evidence Cited:

[F-09 Catalog Articulation](#)

[F-10 Catalog CPL](#)

[F-11 Articulation and transfer webpage](#)

[F-12 Catalog transfer](#)

[F-13 Transcript evaluation](#)

[F-14 Counseling and advising forms webpage](#)

Distance Education and Correspondence Education

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

The College, in compliance with Title 5, section 55206, requires a separate approval for courses taught in a distance education format in the form of an addendum to the course outline of record. For a course to be offered via distance education, it must be approved by the Curriculum Committee through a review of the entire course as well as addendum. The distance education addendum includes an explanation of how course learning outcomes will be achieved in the distance learning format, how regular and substantive interaction between and among students and the instructor will be met, and the needs addressed by offering the course through distance education. The distance education addendum is always considered within the context of the entire course outline of record.

Each time a student accesses an online course, they must log in to the CANVAS LMS using college-assigned unique identifier and password to verify their identity ([F-15 AP 4105](#)).

The process for approving courses delivered via correspondence parallels that for distance education. The Curriculum Committee votes separately to approve an addendum attached to the course outline of record. The correspondence education addendum addresses the need for the modality, the plan for regular and effective contact, the explanation of how the course learning outcomes will be achieved, and the means of ensuring materials and examinations are appropriate to the course outline. The correspondence education addendum is always considered within the context of the entire course outline of record. Distance education and correspondence courses share the same student learning outcomes as non-distance education and correspondence education courses, and these outcomes are routinely assessed.

The College supports student learning and achievement by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to support educational programs, whether they are offered in a traditional delivery method or via distance education or correspondence. Correspondence education is offered only to incarcerated students at Pelican Bay State Prison and the Humboldt County Correctional Facility. The students at Pelican Bay State Prison have access to the same student support services, provided by Pelican Bay Scholars Program staff and faculty as well as other student services departments throughout the District, as students at Pelican Bay taking face-to-face classes. The method used by students taking correspondence classes to access services is the same as it is for students taking face to face classes at Pelican Bay. Most students taking correspondence courses are also taking face-to-face courses. Services include but are not limited to library resource and research requests, student education planning, transcript evaluation, counseling and advising, EOPS, and DSPS.

The library maintains an extensive collection of online databases and eBooks that are accessible by students throughout the District at all times. Counseling is available online and the College maintains online tutoring services and a virtual Welcome Center ([F-16 OnlineLibASC Serv](#)).

The Canvas course management system (CMS) used by the College is hosted by Instructure and is

available to students and faculty on an uninterrupted basis, from any computer connected to the internet, providing full access to online courses on all days and at all times. The College provides appropriate technology for faculty to develop and maintain their online courses, and for staff to provide appropriate instructional and student services support to online learners.

Evidence Cited:

[F-15 AP 4105 Distance Education](#)

[F-16 Online library and ASC services](#)

Student Complaints

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

The College's catalog has clear policies and procedures for handling student complaints regarding:

- Grade challenges in the context of mistake, bad faith, fraud, or incompetence: Students are referred to AP 4231 Grade Changes that contains specific steps about how a student can challenge their grade ([F-17 AP 4231](#)). This procedure also covers how a student can go about petitioning for a withdrawal after the deadline, and how the district implements security measures for student records.
- Lodging a complaint other than academic complaints or unlawful discrimination: AP 5530 Student Complaints other than Academic Complaints or Unlawful Discrimination informs students how to lodge complaints about matters such as complaints about College staff, a challenge to a student's academic record, or complaints about a service or program ([F-18 AP 5530](#)).
- Filing a sexual harassment complaint: Students are provided the phone number for the director of Human Resources as well as the contact information, and contact form to the Title IX Coordinator. The website also contains information about who is responsible for compliance with Title VI, and Title VII ([F-19 Title IX VI VII](#)).

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

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

Evidence Cited:

[F-17 AP 4231 Grade Changes](#)

[F-18 AP 5330 Student Complaints other than Academic Complaints or Unlawful Discrimination](#)

[F-19 Title IX, VI, VII Complaint Process](#)

Institutional Disclosure and Advertising and Recruitment Materials

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

The College provides accurate, current, and appropriately detailed information to students and the public about its mission, programs, services, locations, learning outcomes, and policies on the web and in print. The College's catalog describes the College's program offerings, locations of program offerings, and policies that impact students. The catalog is reviewed by College personnel and updated each year to maintain accuracy and currency of information ([F-20 CatalogReview](#)). The College's website also provides detailed information about all programs and services ([F-21 2023 2024 Catalog](#)). The College homepage has links to websites with more details about the programs and services offered at each campus and instructional site ([F-22 WebpagePrograms](#)).

The College's accreditation status and supporting documents can be found on the College website homepage and in the College Catalog. The College lists all externally accredited programs and their accrediting agencies on the College website.

[F-20 Catalog review email](#)

[F-21 2023-2024 Catalog](#)

[F-22 Webpage programs](#)

Title IV Compliance

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

College of the Redwoods complies with federal regulations set forth in Title IV of the Higher Education Act (HEA).

The College's default rates are at acceptable levels, with the most recent Department of Education published rates as follows: 2018 CDR 16.2%, 2019 CDR 5.8%, 2020 CDR 0%. All three years are below the federal requirement of 30%. These rates are made public on the financial aid website ([F-23 LoanDefaultRate](#)). The College has made significant reductions in default rates and strives for improvement through the assistance of a full-time financial literacy specialist and follow-up services. The Financial Aid Office (FAO) regularly completes self-audits of selected student files and processes to ensure accuracy and compliance.

The College significantly improved its internal controls and implemented corrective actions over the years since our last Institutional Self-Evaluation Report. The FAO continued to make improvements, including increased training activities around verification and student documentation and changes to the processes related to clock hour program award calculations. The College maintains a dedicated Consumer Information page which is directly linked to the home page ([F-24 ConsumerInfo page](#)). The Consumer Information page was modeled from a report from the National Postsecondary Education Cooperative (NPEC) regarding information required to be disclosed under the Higher Education Act of 1965 that included suggested titles for HEA Student Consumer Information of Institutional Web Portal Page.

The Institution's US Department of Education's Program Participation Agreement (PPA) was recertified in 2019 with an approval date thru September 30, 2025. This recertification verifies that our institution satisfies the definition of an eligible institution and qualifies to participate in programs under the

Higher Education act of 1965, as amended (HEA) and the Federal student financial assistance programs (Title IV, HEA programs). Additionally, the College's California Student Aid Commission (CSAC) Institutional Participation Agreement (IPA) has been renewed for 2023-27.

Evidence Cited:

[F-23 Redwoods loan default rates](#)

[F-24 Consumer Information page](#)



G. Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

- 1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)**

Evidence of Meeting the Standard

- The core of the College mission is to provide “accessible and relevant educational programs that promote student academic achievement, career readiness, and lifelong learning so that our students may thrive in a rapidly changing world.” In other words, the broad educational purposes of the College encompass transfer, career, and adult and lifelong education courses and programs, which are specified in the college catalog and on its website ([1A1-01 BP 1200 Mission](#)).
- The College mission declares that it endeavors “to be a nimble and pioneering partner in the educational, civic, cultural, and economic development of the region.” Its primary intended student population resides within the geographical service area of the District. Moreover, the mission expresses the College’s commitment to developing and expanding both in-person and online programs to serve the needs of students who may live outside the region, as well as those who learn remotely but live nearer to the College.
- The mission further asserts that “the success of each student is at the forefront of every strategic effort” and the College uses “assessment and evidence-based research to continuously improve programs and address equity gaps” and strives to foster “a safe and inclusive educational community [while] . . . advancing the values and goals of diversity, equity, inclusion, and accessibility” to ensure that all students have the best chance of succeeding in their goals.
- The full text of the College’s mission follows:

College of the Redwoods puts the success of each student at the forefront of every strategic effort. The college provides accessible and relevant educational programs that promote student academic achievement, career readiness, and lifelong learning so that our students may thrive in a rapidly changing world. We endeavor to meet the diverse needs of the communities we serve and to be a nimble and pioneering partner in the educational, civic, cultural, and economic development of the region. We recognize the future of learning will require flexibility and resiliency and we are committed to developing and expanding innovative in-person and online programs and responsive student services. Through assessment and evidence-based research, we continuously improve programs

and address equity gaps to ensure that each student has the opportunity and support to succeed. We are dedicated to a just and sustainable world, to fostering a safe and inclusive educational community, and to advancing the values and goals of diversity, equity, inclusion, and accessibility.

Analysis and Evaluation

The College meets the Standard. Its mission describes the institution's broad educational purposes, intended student population, the relevance and value in the types of degrees and credentials offered, and a commitment to student learning and achievement. While the College's mission does not list all transfer and vocational programs or certificates, the catalog contains a complete list of all available programs.

2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

- a. The College evaluates how effectively it is accomplishing its mission by analyzing data from a variety of sources and vantage points. The Institutional Effectiveness Scorecard directly aligns with the mission and provides a high-level view of student access, persistence, degree completion, transfer to a four-year, and employment outcomes ([1A2-01 IE Scorecard](#)). The scorecard includes institution-set standards and aspirational targets to monitor accomplishment of the mission ([1A2-02 IE Rep track set stand](#)).
- b. The Institutional Effectiveness Committee (IEC), with the assistance of the Office of Institutional Research (IR), reviews the institution-set standards and aspirational targets each year and makes systematic adjustments based on the guidelines in AP 3225 Institutional Effectiveness ([1A2-03 AP 3225](#)).
- c. IR maintains a robust set of student success reports on its website. This includes a report that disaggregates metrics in the Student Success Scorecard by student equity groups to identify disproportionate impacts ([1A2-04 IE Score Disag Data](#)). IR also presents the IE Scorecard and an overall analysis assessing mission accomplishment to the Board of Trustees every November. The Institutional Effectiveness Committee, Expanded Cabinet, and other groups also review the IE Scorecard.
- d. The mission drives education master planning and annual action plans, which in turn guide planning in instructional, student services, and administrative services through the program-review process. Program review requires each program to demonstrate how their action plans support the mission and institutional plans. For example, in 2022 the business department aligned their plan to expand zero-cost textbooks to the Education Master Plan goals of providing cost saving opportunities for students and striving to eliminate achievement gaps across student groups ([1A2-05 Business Prog Plan](#)).
- e. Faculty engaged in comprehensive program review use institutional data sets to examine enrollments, success, retention, and degree/certificate completion results, disaggregated by student equity groups and contextualized within the mission to assess effectiveness and identify priorities. ([1A2-06 Data CIS Prog Rev](#); [1A2-07 Math PR Achieve Gap](#)).

Analysis and Evaluation

The College meets the Standard. It consistently uses data to determine how effectively it is accomplishing its mission. The mission directs institutional priorities by driving education master planning goals and program goals. The College's regular cycles of data analysis include districtwide,

program-specific, and disaggregated metrics to measure fulfillment of the mission and ensure ongoing compliance with the Standard.

3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

- a. The mission drives all institutional planning ([1A3-01 Integ Plan Narr](#)). Each year, as part of the program review process, all programs review their functions as they pertain to fulfilling the College mission ([1A3-02 Prog Rev Math Tab 1](#)). Instructional and support programs evaluate student achievement and learning outcomes and develop improvement plans based on their evaluation ([1A3-03 Prog Rev Math Plan Tab](#)). All programs must demonstrate how their improvement plans in program reviews support the College mission and institutional plans. Programs must link resource requests to these improvement plans ([1A3-04 Prog Rev Plan Rank Rubric](#)).
- b. The College's Education Master Plan (EMP) is created to strategically advance the achievement of the College's mission ([1A3-05 EMP Purpose](#)). The 2022-2032 EMP contains goals that directly support the College mission such as promoting successful transfer to four-year institutions, career readiness and lifelong learning, and narrowing student equity gaps. These goals drive institutional decision-making through specific planning actions in each year's annual plan ([1A3-06 Annual Plan 2022-23](#)).
- c. The College's Institutional Learning Outcomes (Academic and Career Technical Objectives, Personal and Professional Development, Community and Global Responsibility) directly align with the mission ([1A3-07 ILOs](#)).
- d. Administrative Procedure (AP) 4020 Program, Curriculum and Course Development guides the process for recommending and developing new academic programs. This process requires that proposals include a description of how they align with the College mission and Education Master Plan ([1A3-08 AP 4020 Append A](#)).
- e. The Curriculum Committee ensures that new and existing programs align with the College's mission. All instructional programs (including transfer degrees, local degrees, and all certificates) from their inception through all subsequent substantial and non-substantial changes must, in Item 1 of the "Narrative" section of the new, substantial, and non-substantial program change documents, tie the program directly to the mission ([1A3-09 Prog Out Rec Mission SWHS](#)). Misalignment with the mission can trigger a program being sent through an evaluative process per AP 4021 Program Revitalization, Suspension, or Discontinuation ([1A3-10 AP 4021 Append A](#)). Once in the AP 4021 process, the Program Viability Committee evaluates the program's alignment with the College mission ([1A3-11 AP 4021 Append C](#)).

Analysis and Evaluation

The College meets the Standard. The mission of College of the Redwoods is the foundation of all planning, decision making and resource allocation. The mission informs institutional goals for student learning and achievement. The institution's programs and services are aligned with the mission through the College's policies and integrated planning process that includes effective program planning within program review.

4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

- a. The Board reviews the mission in April of each year ([1A4-01 Board Calendar](#)). In May 2022, as part of the 2021-2022 review, the Board revised the mission to better reflect the College's commitment to online learning, and to diversity, equity, inclusion, and accessibility ([1A4-02 Mission Vision](#)).
- b. The College mission is published on the College's website and in the College catalog. The mission statement appears at the top of each meeting agenda of the Board of Trustees. The mission also appears throughout institutional plans ([1A4-03 FMP Mission](#)). Finally, printed copies of the mission are publicly displayed in every location in the District ([1A4-04 Catalog Mission](#)).

Analysis and Evaluation

The College meets the Standard. The College's mission is widely published electronically and in print. The Board of Trustees reviews the mission each year. This review is part of the Board's annual calendar. The Board of Trustees revised the mission in 2021-2022 to better reflect institutional priorities.

Conclusions on Standard I.A: Mission

The District meets the requirements of Standard I.A in the scope and specificity of its mission, its ongoing assessment of its effectiveness in accomplishing its mission, its programmatic alignment with its mission, and its dissemination and periodic review of its mission. The District's commitment to providing a quality educational experience for students in both transfer and career pathways is clear in its mission statement, and processes are in place to make sure that planning occurs district wide to execute the College's mission and EMP.

Improvement Plan(s)

None

Evidence List

- [1A1-01 BP 1200 District Mission](#)
- [1A2-01 Institutional \(IE\) Effectiveness Scorecard](#)
- [1A2-02 IE Report Tracking Institution-Set Standards](#)
- [1A2-03 AP 3225 Institutional Effectiveness](#)
- [1A2-04 IE Scorecard and Disaggregated Data](#)
- [1A2-05 Business Program Plan](#)
- [1A2-06 Program Review CIS Data Analysis](#)
- [1A2-07 Program Review Math Achievement Gaps Plan](#)
- [1A3-01 Integrated Planning Model Narrative](#)
- [1A3-02 Program Review Mathematics Tab 1](#)
- [1A3-03 Program Review Mathematics Mission](#)
- [1A3-04 Program Review Plan Ranking Rubric](#)
- [1A3-05 Education Master Plan Purpose](#)
- [1A3-06 Annual Plan 2022-23](#)

- [1A3-07 Institution Earning Outcomes](#)
 - [1A3-08 AP 4020 Appendix A](#)
 - [1A3-09 Social Work and Human Services Program Outline of Record](#)
 - [1A3-10 AP 4021 Appendix A](#)
 - [1A3-11 AP 4021 Appendix C](#)
 - [1A4-01 Board Calendar](#)
 - [1A4-02 Mission and Vision](#)
 - [1A4-03 Facilities Master Plan Mission Statement](#)
 - [1A4-04 Catalog Mission Statement](#)
-

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

- 1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.**

Evidence of Meeting the Standard

- a. The student learning outcome assessment process illustrates that the College engages in sustained and substantive dialog about student outcomes, academic quality, and continuous improvement of student learning and achievement. During the assessment process, programs hold dialogue sessions to review and discuss the extent to which students are achieving each course outcome. They look at highlights from individual course assessment reports and discuss teaching and learning strategies to identify actions expected to impact student learning ([1B1-01 Prog Assess Dial Work](#)).
- b. Programs come together again as part of the program review process and discuss the extent to which students are achieving program outcomes which are mapped to course-level learning outcomes. This dialogue is used to drive program plans for improvement. They also review and discuss student achievement data, including a detailed analysis of student achievement by student equity group, campus location, and face-to-face vs. online modalities ([1B1-02 Disagg Prog Rev 2021](#)).
- c. The College also comes together to discuss student outcomes, institutional effectiveness, and continuous improvement of student learning and achievement at annual Institutional Learning Outcome (ILO) dialogue sessions ([1B1-03 ILO 2 Assess Notes 2021](#)). Each ILO has sources of assessment data described in the Statement of Philosophy adopted by the Academic Senate ([1B1-04 ILO State Phil](#)). The sessions begin with IR providing an analysis of the relevant data, and then all faculty and staff are invited to discuss ways to improve student outcomes. Suggestions for improvement that receive broad support are included in the College's Annual Plan.
- d. The annual College wide convocation, FLEX workshops, and seminars also allow faculty to discuss issues relevant to academic quality. For example, during Convocation in fall 2022, faculty from a variety of disciplines met "with [...] deans, directors, associate deans, and division colleagues to engage in program-level assessment, update course assessment plans, and update outcome mappings between courses, programs, and the institution" ([1B1-05 Conv 2022 Prog Assess](#)).

- e. At each of their regular meetings, the Board has the opportunity to review and discuss student achievement data reports. The Board of Trustees regularly reviews and discusses student outcome data disaggregated by student equity group ([1B1-06 Stud Equity Rep June 2022](#)).
- f. Faculty and staff are invited to participate in an annual Institutional Effectiveness Summit. They review survey results about how effectively the committees that make up shared governance are operating, and they identify actions needed to enhance institutional effectiveness. For example, at the 2022 summit, faculty and staff identified a need to give students a stronger voice in shared governance and in personnel hiring decisions ([1B1-07 IE Summit Notes](#)).
- g. The College has a Student Equity Planning committee with members representing all constituent groups. The committee engages in regular dialogue about student equity outcomes to inform the development of the Student Equity Plan ([1B1-08 SEP 2022-25](#)). The College has held multiple professional development sessions with a focus on equity and they have engaged in deep conversations about how to better serve underrepresented and underserved students ([1B1-09 Flex Sched Spr 2022](#)).
- h. The College's Curriculum Committee substantively discusses curriculum and recommends new and revised courses and programs that are sent to the Board of Trustees for approval. The curriculum routing process encourages dialog about academic quality by requiring that all faculty stakeholders have an opportunity to provide input ([1B1-10 Curric Stages](#); [1B1-11 Curric Work](#)).

Analysis and Evaluation

The College meets the Standard. The College engages in many forms of dialogue regarding student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The College's assessment and program review processes necessitate broad dialogue about how to improve students' attainment of course and program learning outcomes. The College regularly meets to discuss how well students are achieving the College's Institutional Learning Outcomes and to identify ways to improve institutional effectiveness.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

- a. The College's instructional programs and learning support services have defined student learning outcomes (SLOs) that are assessed regularly. In addition to establishing SLOs for every course, degree, certificate, and student services program, learning outcomes have been established for general education and for the institution. Course, certificate, and degree SLOs are also made available to the public through the college catalog and in the course outlines of record in eLumen ([1B2-01 Cat eLum Outcomes](#)).
- b. Discipline faculty define SLOs through development of course outlines of record which are reviewed by the Curriculum Committee, a subcommittee of the Academic Senate. The committee reviews and approves all course, program, and general education SLOs.
- c. The Assessment Committee provides guidance to all assessment processes districtwide through an assessment handbook, facilitating assessment dialogue sessions, and by providing professional development for faculty and staff regarding assessment processes ([1B1-05 Conv 2022 Prog Assess](#); [1B2-02 StudServ SLO ILO Map](#)).
- d. To ensure that all SLOs are regularly assessed, the College follows a three-year cycle of assessment for courses and programs. Prior to entering a new cycle, discipline faculty and

student services leaders develop a semester-by-semester plan for the upcoming cycle.

Assessment plans are posted to the college website for easy access ([1B2-03 SLO AssessPlans ENGL](#)). Associate Deans use these plans to build the appropriate course-level SLO assessment reports in eLumen each semester for faculty to complete ([1B2-04 Assess_email](#)).

- e. All academic and student support services programs include assessment results in their program review process. Program-level SLOs are assessed by having faculty come together to discuss attainment of course-level outcomes and to determine and evaluate programmatic changes to improve student learning ([1B2-05 PhySciProgRev 21-22](#)). Student services programs assess the SLOs of all student learning and support services following their assessment plan ([1B2-06 StudServAssessSched](#)). The results of their assessments, as well as the changes for potential improvement, are included in the program review process ([1B2-07 CritReflectTabProgRev](#)) to tie assessment activity to program planning and resource requests.
- f. The College follows a four-year cycle to assess how well students are attaining the College's General Education and Institutional Learning Outcomes. All faculty and staff are invited to participate in an ILO dialogue session for each ILO during an assessment cycle ([1B2-08 ILO AssessSched 20-24](#)). ILO sessions begin with an analysis of data the College has collected that aligns with the outcome. ILO discussions have led to suggestions for improvement that have been included in the institution's Annual Plan ([1B2-09 AnnualPlan 22-23](#); [1B2-10 IEC Summit 22](#)).

Analysis and Evaluation

The College meets the Standard. All instructional programs and student support services have defined student learning outcomes that are regularly reassessed. SLOs are regularly assessed, and data is collected and analyzed at the program level. The College regularly provides professional development for faculty and staff related to authentic assessment.

3. 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. (ER 11)

Evidence of Meeting the Standard

- a. The College has established institution-set standards for student achievement that are appropriate to its mission. The IEC is charged with reviewing the institution-set standards to determine if they need to be adjusted. Institution-set standards are set at 90% of the five-year average for completion rate, number of degrees/certificates awarded and the number of transfers to a four-year institution. These standards are reviewed every four years to determine if they need to be adjusted.
- b. The institution-set standards for student achievement, alongside aspirational targets, are published in the College's Institutional Effectiveness Scorecard ([1A2-01 IE Scorecard](#)). The institution-set standards, including the Vision for Success goals, are published on the College website and are presented to the Board of Trustees every year ([1B3-01 BoardReview IE Scorecard](#)).
- c. The annual Institutional Effectiveness Report includes an analysis of student achievement outcomes and an assessment of how well the College is achieving its institution-set standards ([1B3-02 IE Report 21-22](#)). The 2020-21 Institutional Effectiveness Report, for example, found that certificate completion was on track to fall below the institution-set standard, and the

College developed a targeted outreach and advising plan of action to reach students at or near completion. This resulted in the award of an additional 67 degrees and certificates for the academic year, bringing completions up to the threshold before moving into the next year ([1B3-03 IE TrackSetStandards](#)).

- d. The institution-set standards have been incorporated into the comprehensive program review process. During comprehensive reviews, data pertaining to institution-set standards are provided for reflection and analysis as well as assessing alignment with “Vision for Success” goals on an annual basis. ([1B2-05 PhySciProgRev 21-22](#)).

Analysis and Evaluation

The College meets the Standard. The College has established institution-set standards for student achievement that are appropriate to its mission. They are published on the College website and reviewed annually by the Board. They are continually assessed and updated according to an institutionalized cycle, and an improvement process is in place should performance fall below standard.

4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

- a. The College’s well-established program review process allows for the ongoing use of student learning and achievement assessment data to support program improvement. Program review datasets are published annually for each program to provide student achievement trends. These datasets include course success, retention, persistence, and degree and certificate completions. Every four years, programs use this data to conduct a comprehensive program review. They analyze general labor market data and student success data disaggregated by student equity group, campus location, and face-to-face versus online modalities ([1B2-05 PhySciProgRev 21-22](#)).
- b. Instructional and student service programs engage in regular assessment of student learning, and they discuss the student achievement data findings and outcome assessments that the program uses to inform planning actions in program review ([1B4-01 MathPRPlan EquityGaps](#)). For example, in 2021-22, the Mathematics Department noted that student success and retention in math courses among historically underrepresented groups fell below the District average. They developed plans to host a faculty sharing series related to ways to improve student success and close equity gaps in online and face-to-face modalities, and in October 2021, they followed up on this plan by hosting a presentation by a professional diversity, equity, and inclusion expert ([1B4-02 EquityBasedMathInstruct](#)). They also developed a plan to participate in professional development activities related to improving equity gaps in STEM following the implementation of AB 705 ([1B4-03 MathProgRev 21-22](#)).
- c. Student services programs use the program review process to evaluate changes in program indicators, and discuss initiatives related to increasing outreach, retention, and student success of underrepresented students in the program. For example, the Multicultural and Equity Center (MEC), which prior to fall 2022 was named the Multicultural and Diversity Center, analyzed disproportionately impacted student trends in their 2021-22 program review. To address disproportionately impacted Native American students, the MEC made a comprehensive plan that included engaging in the Diverse Male Scholar Initiative, partnering with the Northern California Indian Development Council-Mental Health and Cultural Supports,

and facilitating student visits to Cal Poly Humboldt's Indian Tribal & Educational Personnel Program (ITEPP) and Indian Natural Resources, Science, and Engineering Program (INRSEP) ([1B4-04 MDC PR ImprovePlan](#)).

- d. Institutional learning outcome assessment and the analysis and broad discussions about the assessment are used to inform the Institution's annual plan.
- e. Faculty from a variety of general education disciplines regularly meet to discuss student attainment of general education outcomes and review data related to outcome attainment. In fall of 2021, fifteen faculty came together to analyze general education assessment data ([1B4-05 GEOutcomeAssessPlan](#)). The discussion resulted in an action to increase assignments focused on the analysis of media to improve critical thinking skills ([1B4-06 GEAreaBAssessReport](#)).

Analysis and Evaluation

The College meets the Standard. The program-review process leads to broad dialogue across departments about how to improve student achievement. Programs analyze student achievement trends, and they provide a critical reflection of assessment activities as part of program review for which they identify changes made to the program based on assessment findings that support student achievement. Assessment data is used to inform planning activities that ultimately improve student learning, experience, and achievement. The College has an integrated cycle of assessment and program review to support student learning and student achievement.

Institutional Effectiveness

- 5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.**

Evidence of Meeting the Standard

- a. The College's program review process engages all programs in an evaluation of goals, objectives, and student achievement in an annual or comprehensive review each year. Programs start the review process by evaluating how they function to support the mission.
- b. Instructional programs complete a comprehensive program review once every four years. This review includes a thorough analysis of student achievement data. This includes course enrollments, success and retention data that is disaggregated by campus location and mode of delivery. Enrollment and success data is further disaggregated by student equity group (gender, race/ethnicity, age, disability status, and English and math readiness). IR provides student learning outcome assessment data disaggregated by program type and mode of delivery for programs to evaluate.
- c. Program review prompts faculty and staff to evaluate student learning outcome attainment and to use those results to develop improvement plans where necessary. For example, the Automotive Technology program, as part of their 2021-22 program review, developed a plan to enhance the utilization of precise measurements based on students not meeting learning outcome expectations in AT-12: Automotive Braking Systems ([1B5-01 PRAUTO 21-22](#)).
- d. To support accomplishment of the College's mission, programs request resources through the program review process. Program Review resource requests must be tied to the goals of the institution and mission and assessment results. Resource requests are ranked by the Program Review Committee based on alignment with the Educational Master Plan, Annual Plan, or plans from specific areas (such as the Technology Master Plan, the Facilities Master Plan, or the Student Equity and Achievement Plan).

- e. The College assesses accomplishment of the mission through evaluation of the student achievement targets (aspirational goals) included in the Institutional Effectiveness Scorecard. Scorecard metrics are disaggregated to allow the College to assess its mission-critical goal of reducing equity gaps ([1B5-02 IEReportDisproImpact](#)).

Analysis and Evaluation

The College meets the Standard. Each year, the College assesses how well it is meeting the mission by having each program carry out a program review. The comprehensive program review includes enhanced datasets and requires analysis of quantitative and qualitative data. Datasets are disaggregated by mode of delivery and by student equity groups. The evaluation of program outcomes, student learning outcomes, and achievement data in program review results in program action plans which may include resource requests. A program review executive summary is provided to the Board of Trustees and the college community.

- 6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.**

Evidence of Meeting the Standard

- a. IR disaggregates student persistence, course success, and completion data according to gender, age, ethnicity, disability services enrollment, and basic skills status and reports these to the Board of Trustees annually ([1A2-01 IE Scorecard](#)).
- b. The College uses the Student Equity Planning process to guide the implementation of strategies to address performance gaps ([1B6-01 SEP 2022-25](#)).
- c. The College uses assessment and program review processes to address performance through curricular and program modifications and resource allocation requests.
- d. The College uses program review as the primary driver of resource allocation, and the student achievement data by equity groups is collected annually and presented by IR. As noted above in I.B.4, during the previous year's program review process, the Mathematics Department discovered through disaggregated data sets that some ethnic groups had lower success rates. Consequently, the dean and department engaged a diversity, equity, and inclusion specialist to lead a professional development workshop on increasing equity in mathematics instruction ([1B4-02 EquityBasedMathInstruct](#)).
- e. The analysis of equity gaps informs the planning process and development of mitigation strategies. For example, the College's performance on metrics related to successful course completion, degree/certificate completion, and transfer to a four-year institution, including gaps in outcomes for racially minoritized groups, are monitored by the IEC each year. The committee's summary report describing the College's progress in closing racial equity gaps for these and other student outcome metrics feed into the District planning processes and inform the focus and direction of the Annual Plan.

Analysis and Evaluation

The College meets the standard. The College has processes for disaggregating and analyzing learning outcomes for subpopulations of students. When performance gaps have been identified, the College deploys strategies to mitigate these gaps as evidenced by the allocation of both fiscal and human resources to implement a professional development program like the one offered to the Mathematics Department. The self-evaluation process helped the College realize, that to improve, a more directed

effort to use disaggregated data in learning outcome assessment would benefit the institution and its students.

- 7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.**

Evidence of Meeting the Standard

- a. College Council serves to ensure that policies and procedures are developed, reviewed, and revised when appropriate through a collegial consultation process. A regular four- year cycle of review ensures that all board policies and administrative procedures are reviewed and revised as deemed necessary on a continuous basis ([1B7-01 FourYearRevCycle](#); [1B7-02 SixtyDayConstReview](#)).
- b. Regular review and revision of curricular and instructional policies and procedures is conducted through the Academic Standards and Policies sub-committee of the Academic Senate ([1B7-03 ASPC MeetMinutes](#)).
- c. The President/Superintendent ensures that the Board engages in a timely review and approval process of new and revised administrative procedures and is provided with the appropriate time to review new and revised policies they are asked to approve ([1B7-04 Board BP-AP Review](#)).
- d. The Institutional Effectiveness Committee tracks and leads institution-wide progress toward its mission and plans, and it assesses the integrated planning process ([1B7-05 IEC Charge](#)).
- e. As part of District planning, all instructional programs and student and learning support service programs undergo annual and comprehensive program review. During this process, programs conduct inquiries into their effectiveness and report on their plans to support the academic quality and accomplishment of the College's mission.
- f. All curriculum and instructional programs follow a five-year review and revision plan. Career Education programs are reviewed every two years and engage in regular Advisory Committee meetings.
- g. The Program Review Committee engages in regular reflection on the quality and effectiveness of the program review process at the close of each academic year and produces a comprehensive Executive Summary, which is presented to the Board each July ([1B7-06 PRCExecSumm 2022-23](#)).

Analysis and Evaluation

The College meets the Standard. The broadly representative College Council follows a regular schedule of policy and procedure analysis and revision, and the Academic Senate's Academic Standards and Policies Committee reviews and revises policies and procedures related to curriculum and instruction. The IEC reviews data and provides interpretation and insights into the College's needs and promotes innovation and improvement to the college community. All of the programs across the college, including all instructional programs, student services programs, and administrative services programs are reviewed annually through the established program review process.

- 8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.**

Evidence of Meeting the Standard

- a. During the Program Review process, administration and program faculty consider assessment results and needs for programmatic improvement based on data and interpretation. Through these discussions and interpretations, plans are developed, and resources are requested. These plans are readily available internally through the College's website ([1B8-01 ProgramPlans](#)).
- b. All plan and resource request rankings are made public through a public web site. Staff and administration are notified of the Program Review Committee's evaluation of the reports.
- c. The IEC produces a report on institutional effectiveness annually. The report is broadly distributed and made publicly available on the IEC committee webpage ([1B3-02 IE Report 21-22](#)).
- d. The annual Program Review Executive Summary provides the college community with broad trends as well as detailed information regarding the rigorous review of all programs at the College ([1B7-06 PRCExecSumm 2022-23](#)).

Analysis and Evaluation

The College meets the Standard. Reports on assessment and other methods of evaluation, including the Program Review Committee's online responses and the annual Institutional Effectiveness Reports delivered to the Board of Trustees, are available to all staff. Assessments leading to such important aspects of planning as the Education Master Plan are widely reported publicly and form the central focus for regular open dialog sessions and reports throughout the year.

- 9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)**

Evidence of Meeting the Standard

- a. The Integrated Planning Model below illustrates the process and information flow by which the College engages in systematic evaluation and planning. The mission informs planning at every level. The Education Master Plan informs the operational plans developed by the College's planning committees. The Education Master Plan includes a ten-year vision that informs long-range planning, and goals and objectives that drive the College for the next ten years ([1B9-01 IntegPlanModelNarrative](#); [1B9-02 EMP Process](#)).
- b. Key action items in the operational plans to be carried out in the next year are included in the institution's Annual Plan. The IEC reviews the annual plans to ensure that they cover every aspect of the Education Master Plan over the course of its duration. The IEC then provides the Annual Plan to the executive cabinet, committee chairs, other responsible parties, and presents it within the Institutional Effectiveness Report delivered to the Board of Trustees each year ([1B2-09 AnnualPlan 22-23](#)).
- c. Programs complete a program review every year so that they can plan and request resources for improvement. Once every four years, programs engage in a comprehensive program review where they analyze trends showing the long-term effectiveness of their program regarding student success and examine disaggregated equity data ([1B9-03 CompAnnPRSchedule](#); [1B4-01 MathPRPlan EquityGaps](#); [1B9-04 FineArtsProgRev 22-23](#)).

Analysis and Evaluation

The College meets the Standard. Through regular creation of educational master plans, annual plans, and the continuous recursive annual process of program review, which includes reviewing data, previous plans, actions, and their results, the Institution strives to achieve the goals laid out in its mission and allocates resources appropriately, and innovates to improve student learning.

Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness

The District has a well-established culture of assessment that supports its ongoing compliance with Standard I.B. Student equity, institutional effectiveness, and continuous improvement in student learning and achievement serve as the foundation for assessment and dialog. The institutional-set standards provide the ongoing basis for self-review. The College uses the program review process to connect assessment to planning, resource allocation, and short- and long-term institutional improvements determined through its annual and integrated planning processes. The College regularly reviews and revises its policies and procedures. In response to this current ISER process, in fall 2023 Institutional Research and the Assessment Committee began the process of expanding how subpopulation performance data can be used by departments to compare success rates across learning outcomes within individual courses.

Improvement Plan(s)

None

Evidence List

[1A2-01 Institutional \(IE\) Effectiveness Scorecard](#)
[1B1-01 Program Assessment Dialogue Worksheet](#)
[1B1-02 Disaggregated Data Program Review 2021](#)
[1B1-03 ILO Assessment Notes 2021](#)
[1B1-04 ILOs Statement of Philosophy](#)
[1B1-05 Convocation 2022 Program Assessment](#)
[1B1-06 Student Equity Report 2022](#)
[1B1-07 Institutional Effectiveness Summit Notes](#)
[1B1-08 Student Equity Plan 2022-25](#)
[1B1-09 Flex Schedule Spring 2022](#)
[1B1-10 Curriculum Stages](#)
[1B1-11 Curriculum Workflow](#)
[1B2-01 eLumen Catalog Outcomes](#)
[1B2-02 Student Services Outcome Map](#)
[1B2-03 SLO Assessment Plan English](#)
[1B2-04 Associate Dean Assessment Email](#)
[1B2-05 Physical Sciences Program Review 21-22](#)
[1B2-06 Student Services Assessment Schedules](#)
[1B2-07 Critical Reflection Program Review Tab](#)
[1B2-08 ILO Assessment Schedule 2020-24](#)
[1B2-09 Annual Plan 2022-23](#)
[1B2-10 Institutional Effectiveness Summit 2022](#)
[1B3-01 Board Review IE Scorecard](#)
[1B3-02 Institutional Effectiveness Report 2021-22](#)

[1B3-03 IE Tracking Institution-Set Standards](#)
[1B4-01 Math PR Plan Equity Gaps](#)
[1B4-02 Equity Based Math Instruction](#)
[1B4-03 Math Program Review 21-22](#)
[1B4-04 MDC Improvement Plan](#)
[1B4-05 GE Outcome Assessment Plan](#)
[1B4-06 GE Area B Assessment Report](#)
[1B5-01 Program Review Auto 21-22](#)
[1B5-02 IE Report Disproportionate Impact](#)
[1B6-01 Student Equity Plan 2022-25](#)
[1B7-01 Four Year Review Cycle BPs/APs](#)
[1B7-02 60 Day Constituent Review](#)
[1B7-03 ASPC Meeting Minutes](#)
[1B7-04 Board of Trustees BP/AP Review](#)
[1B7-05 Institutional Effectiveness Committee Charge](#)
[1B7-06 Program Review Summary 2022-23](#)
[1B8-01 Program Review Plans](#)
[1B9-01 Integrated Planning Narrative](#)
[1B9-02 Education Master Plan Process](#)
[1B9-03 Program Review Schedule Comp/Annual](#)
[1B9-04 Fine Arts Program Review](#)

C. Institutional Integrity

- 1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)**

Evidence of Meeting the Standard

- The College provides multiple means for students, staff, and the community to access materials of interest, including the Mission Statement, Education Master Plan, catalog, curriculum and programs, individual course syllabi, success and retention data, and board practices, policies, and procedures. Accreditation information is also publicly available, both online and in printed form. All materials are reviewed for accuracy prior to publication and numerous review processes are undertaken before publication. The Mission Statement, Education Master Plan, and board policies are all accessible and searchable on the website and the college maintains a publicly viewable website dedicated to accreditation information ([1C1-01 AccreditationHome](#)).
- Each department and instructional program maintains webpages that are readily available and easily accessible. The sites contain information required under the standard. Additionally, the Office of Marketing and Communication sends a checklist each year to programs and departments asking them to review the information on the website and update anything that may have changed ([1C1-02 WebChecklist](#)).
- The online Catalog highlights instructional information required under the standard, including

programmatic learning outcomes and degree and certificate requirements. Printed materials about programs are updated regularly (annually for one-page sheets and as needed for multi-page booklets). Printed class schedules are sent by regular mail to the communities in Eureka, Del Norte, and Hoopa/Willow Creek every semester. This includes information on student services, the academic calendar, accessing financial aid and how to enroll. Other materials are updated as requested by departments ([1C1-03 ContentsCatalog 2022-23](#)).

- d. The college maintains an online syllabus site, which contains current syllabi and archived syllabi for more than 10 years ([1C1-04 SyllabusHome](#)).
- e. The College maintains a Consumer Information website which offers detailed information on educational programs, learning outcomes, financial aid, the code of conduct, price of attendance, diversity, privacy of student records, retention rates, graduation rates, and more ([1C1-05 ConsumerInfoWeb](#)).

Analysis and Evaluation

The College meets the Standard. The institution presents accurate information through its publicly accessible website and printed documents. Students and community members, as well as other interested parties, can access information describing the College's mission statement, learning outcomes, available educational programs, student support services, and accreditation status. All relevant documents and materials are reviewed and updated regularly. In mid-August 2023, the College experienced a hardware malfunction leading to the loss of most web-based information and data. For several weeks, information covered by this standard became unavailable. Within two weeks, the catalog and other institutional information vital to community needs were restored. The temporary loss of access to these important portals of information has led to a review of backup security systems for institutional information.

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements." (ER 20)

Evidence of Meeting the Standard

- a. The College maintains an online Catalog and will print a limited run of hard copies available in division offices, counseling and advising offices, and the Office of Instruction ([1C2-01 2023-2024 Catalog](#)).
- b. Information provided in the catalog meets the requirements enumerated in this Standard.
- c. The vice-president of instruction sends out a request each year for faculty and administrators to review the next academic year catalog to ensure all information is up- to-date and accurate ([1C2-02 EmailCatalogReview](#)).

Analysis and Evaluation

The College meets the Standard. College of the Redwoods produces an online official catalog each year and a limited number of print copies of the catalog to be made available on request. All aspects of accreditation catalog requirements are contained therein. There are regular calls for catalog review to ensure accuracy in program offerings reflected in the catalog.

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

- a. The Office of Institutional Research maintains a publicly viewable Tableau website that offers data-rich, detailed graphs covering a diverse array of inquiries, including disaggregated retention and success by subpopulation category ([1C3-01 TableauWebsite](#)).
- b. The College publishes its success and retention data in the annual Institutional Effectiveness Scorecard presented to the Board and to the public ([1A2-01 IE Scorecard](#)).
- c. The institution maintains a Consumer Information web site, including outcomes assessment information, accreditation and certification reports and other information relevant to this standard ([1C1-05 ConsumerInfoWeb](#)).

Analysis and Evaluation

The College meets the Standard. The institution documents the assessment of student learning outcomes and achievement of degree objectives and makes this information widely available through a variety of sources so that prospective students and the general public may review the information.

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

- a. College of the Redwoods maintains updated course outlines of record for all available courses. These documents contain all the information necessary to understand the expected learning outcomes and the role each course satisfies in the degrees and certificates of the larger programs.
- b. The College's catalog provides up-to-date and accurate information about all programmatic outcomes and expectations for degrees and certificates housed within each program ([1C4-01 CatalogProgramPage](#)).
- c. Faculty are required to provide syllabi for every course section offered at the College, and all syllabi are required to include course learning outcomes as well as other standard information. Course syllabi are collected by academic division staff each semester and uploaded to a publicly available webpage. Satisfaction of this requirement is ascertained during regular faculty evaluations for all College of the Redwoods faculty ([1C1-04 SyllabusHome](#); [1C4-02 EvalFormTenured](#)).

Analysis and Evaluation

The College meets the Standard. Accurate information is provided in multiple ways for students and the general public to understand course learning outcomes, course content and other requirements for all courses housed within a program. Additionally, all degrees and certificates are described in detail in the official catalog, on department websites, and through other public documents readily accessible to prospective students, current students, and the public.

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

- a. The College follows a four-year cycle in reviewing administrative procedures and board policies

to ensure the documents that set policy and guide processes and procedures are up-to-date and functional. This cycle includes a College Council-driven review ensuring that all constituencies have access to proposed amendments and revisions and have the opportunity to contribute input, recommendations, and feedback ([1C5-01 PolicyReviewSched](#)).

- b. Appropriate constituencies, including the Academic Senate subcommittee on Academic Standards and Policies (ASPC), propose changes to policies and procedures as deemed necessary. The College Council reviews and discusses such proposed changes and sets a constituent review deadline before sending an email notification and invitation for constituent review and feedback to the District at large ([1C5-02 ConstituentReview](#)).
- c. The District contracted with the Community College League of California (CCLC) to provide templates for diversity, equity, inclusion, and accessibility related issues, to assist with the standardization of the board policies and administration procedures to align with the League's numbering system along with policy and procedures templates, and to provide a mechanism to monitor, review and update its board policies.

Analysis and Evaluation

The College meets the Standard. The College regularly reviews policies and procedures on an established four-year cycle. College Council serves as the district wide hub for review of policies and procedures. Policies go out to constituent groups for a 30-, 60-, or 90-day review depending on the complexity of the policy prior to forwarding to the Board of Trustees for their consideration.

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

- a. The College provides a Consumer Information website where students and interested members of the public can find a variety of kinds of information about the college, including information about outcomes, financial aid, and accreditation ([1C1-05 ConsumerInfoWeb](#)).
- b. The College's Admissions and Financial Aid Office provides a website with a dedicated link to "Costs of Attending CR" site. All necessary information required under the standard is provided on the Financial Aid homepage on the website ([1C6-01 FinancialAidHome](#)).
- c. The College catalog includes information about overall costs of attending, as well as instructional materials fees for all courses. The schedule of classes appearing on the institution's online enrollment system, WebAdvisor, also includes notification of all Low-Cost-text and Zero-text-cost classes and students can access costs for texts via the college's online Bookstore ([1C6-02 LCT-ZTCWebpage](#)).
- d. Student Services maintains websites where prospective students can access information required for this standard. The information is regularly updated and posted on the college website in several different locations. Additionally, when a student's financial aid is awarded, their specific cost of attendance is listed on their award letter, which they access through their student portal. Enrollment services advisors include this information for students during financial aid outreach workshops.

Analysis and Evaluation

The College meets the Standard. The College provides accurate, updated information about the costs of attending the college, including total costs and individual course materials fees and textbooks.

- 7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)**

Evidence of Meeting the Standard

- a. AP 3050 Institutional Code of Ethics includes sections on “Definition of Ethics,” “Importance of Ethics,” “Expectations of Ethical Behavior,” “Employee Responsibility,” and “Conflict of Interest,” and explicit warnings about possible consequences for not following these guidelines ([1C7-01 AP 3050](#)). The AP states that, “Employees of Redwoods Community College District shall be committed to the principles of honesty and equity. They shall not seek to abridge, for any purpose, the freedoms of other employees or students. At the same time, they shall not willingly permit the rights and privileges of any members of the college community to override the best interests of the public served by the District.”
- b. Board Policy (BP) 4030 Academic Freedom ensures that academic freedom will be maintained for faculty and students alike ([1C7-02 BP 4030](#)). The policy clearly states that freedom to pursue ideas and inquiry will be upheld by the college:
“Academic freedom represents the continual search for truth, and it includes protection for the teacher to teach and for the student to learn without coercion, censorship, or other forms of restrictive interference. Academic freedom recognizes that freedom to teach and freedom to learn imply both rights and responsibilities within the framework of the law. Free discussion and free access to information, therefore, are the heart of the continuing search for truth.”

Analysis and Evaluation

The College meets the Standard. Board policies and administrative procedures ensure the free pursuit and dissemination of knowledge. These policies convey the College’s commitment to the tenants of academic freedom as they relate to the rights of faculty and students. All constituencies possess the right to freely pursue knowledge and are governed by processes that maintain ethical standards.

- 8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.**

Evidence of Meeting the Standard

- a. AP 3050 Institutional Code of Ethics promotes honesty, responsibility and integrity of all employees and advises everyone that consequences for violating the terms will be determined in accordance with collective bargaining agreements and other district policies ([1C7-01 AP 3050](#)).
- b. AP 5500 Student Conduct Code and Disciplinary Procedure is reproduced in the College Catalog and clarifies the fact that policies on academic honesty and student behavior will be maintained. The consequences for violation of the policy are also explicitly laid out in the AP ([1C8-01 AP 5500](#)).
- c. A link to BP 5500 Standards of Conduct appears near the top of the Consumer Information website in BoardDocs and lays out possible consequences of violating the standards.

- d. The Student Code of Conduct generated by AP 5500 is published in the Faculty Handbook and reference to it, including where it can be located, appears on course syllabi.
- e. The college promotes honesty, responsibility, and integrity for all constituencies through BP 2355 Decorum ([1C8-02 BP 2355](#)), BP/AP 2710 Conflict of Interest ([1C8-03 BP 2710](#); [1C8-04 AP 2710](#)), AP 2715 Board Protocols for Effective Trusteeship ([1C8-05 AP 2715](#)), BP/AP 3410 Nondiscrimination ([1C8-06 BP 3410](#); [1C8-07 AP 3410](#)), and BP/AP 7310 Nepotism ([1C8-08 BP 7310](#); [1C8-09 AP 7310](#)).
- f. In distance education courses, the College authenticates student identities in a number of ways. Canvas is now under the school's Single Sign-on, so students not only have a password to get in, but there is dual authentication. Currently, students who may need direct password-protected access to Canvas can be provided with a single- authentication access, such as if they are traveling outside the country. Secondary identity authentication measures can be secured through the following processes: In- person or online proctoring during which identification is shown; when a class requires a significant amount of writing, faculty can monitor style variations; during individual virtual conferences when identification is shown.
- g. For correspondence education students in carceral settings, the College compiles weekly homework packets specific to each student. When the packets are delivered, they have a personalized label that includes the student's name, CDCR number and housing block information that ensures the packet is delivered to the correct student. When students return assignments, they use the same envelope. In addition, the College holds a variety of documents available on the program's drive or Docuscan that can be used to compare handwriting to support authentication of student work.

Analysis and Evaluation

The College meets the Standard. The institution promotes honesty, responsibility, and academic integrity through a variety of policies and procedures that are widely distributed and published online and in printed form. Multiple methods of authentication of student identification are utilized for those enrolled in distance and correspondence education courses. Consequences for violation of these policies and procedures are highlighted for all constituencies.

9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

- a. The curriculum development and regular revision process requires peer review of course content and instructional methods by discipline faculty and faculty representatives from each division to support objectivity and alignment with professional standards.
- b. AP 3050 Institutional Code of Ethics notes that "The ethical person is often described as one who is fair, honest, straightforward, trustworthy, objective, unprejudiced, and equitable," and specifies that "all employees shall . . . Facilitate a climate of trust, mutual support, and courteous consideration through actions that demonstrate respect for institutional values (as defined in the mission, vision, and values statement), freedom of expression, and the right to dissent in a constructive manner." ([1C7-01 AP 3050](#))
- c. BP 4030 Academic Freedom states that "With academic freedom comes academic responsibility, which implies the faithful performance of professional duties and obligations, the recognition of

the demands of the scholarly enterprise, and the candor to make it clear that when one is speaking on matters of public interest, one is not speaking for the institution.” ([1C7-02 BP 4030](#))

- d. The evaluation process provides an opportunity for peers and students to comment on individual faculty members’ presentation of data and information ([1C9-01 FacultyEvaluation](#)).

Analysis and Evaluation

The College meets the Standard. District policies and procedures, curriculum review, and evaluation processes ensure that faculty adhere to professional standards of objectivity.

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

- a. College of the Redwoods does not require conformity to any specified system of beliefs or any codes other than general ethical standards that should be expected of the larger community and society, and which are covered in administrative procedures.

Analysis and Evaluation

The College meets the Standard. As an accredited California Community College, College of the Redwoods does not require adherence to any specific code or system of beliefs other than codes of conduct laid out in board policies and administrative procedures.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

- a. The College does not operate in foreign locations and does not offer international programs.

Analysis and Evaluation

The College does not operate in any foreign locations.

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

- a. The College has a long-standing record of compliance with the Accrediting Commission deadlines as evidenced by the timely submission of institutional self-evaluation reports and responses to concerns and recommendations.
- b. The College complies with all accreditation standards and adheres to the policies, guidelines and requirements of accrediting agencies and stores all past accreditation

- documents in a single web-based archive ([1C1-01 AccreditationHome](#)).
- c. The College regularly submits annual reports to the Commission and did so most recently in 2020 ([1C12-01 ACCJC AnnualReporting](#)).
 - d. The College submits required substantive change proposals in a timely manner. For example, see those pertaining to correspondence education and the geomatics certificate ([1C12-02 2021-22 AccredDocuments](#)).
 - e. The College notifies the public of its accreditation status in detail and makes all accreditation documents available to the public at its accreditation website ([1C12-03 CR AccredReaffirmed 2018](#)).

Analysis and Evaluation

The College meets the Standard. The College complies with eligibility requirements and accreditation standards and adheres to all Commission policies and guidelines and discloses all communication with the Commission and other accrediting agencies. All self-evaluation reports, Commission reports, and other required communications between the college and accreditors are presented to the community.

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

- a. The College engages with honesty and integrity with external agencies and complies with reporting deadlines and maintains good order in communicating details to students and the public. Published materials go through a multi-layered vetting process to ensure that communication with the public is honest, accurate, complete, and reflects the values of the institution.
- b. The institution has a well-documented and orderly process for ensuring accreditation- related reports are completed within strict timelines and employs a variety of constituent representative groups to review these reports and ensure that the participatory governance guidelines apply. Various groups review documents prepared for accreditation, including an Accreditation Oversight Committee, the Academic Senate, and Board of Trustees before submitting them to the responsible agency.
- c. The general public and all students are informed about the College's accreditation status through the catalog and in a variety of places on the web site ([1C1-01 AccreditationHome](#)).

Analysis and Evaluation

The College meets the Standard. The College demonstrates honesty and integrity in dealing with external agencies and complies with all statutes and regulations. All reports submitted to external agencies receive broad review by constituencies across the institution. The college's accreditation status is communicated to students, the Commission, and the public through print and multiple college websites.

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

- a. Student achievement and learning are central to the College’s mission and values and this is explicitly stated in the Mission Statement.
- b. The recently adopted Education Master Plan (EMP) focuses specifically on improving the level of student engagement and learning with the following themes:
 - Becoming the Preferred Transfer Pathway to Cal Poly Humboldt
 - Expanding and Prioritizing Offerings that Prepare Students for Living-Wage Jobs
 - Creating a More Nimble and Adaptable Institution Through Improved Strategic Planning
 - Establishing Stronger Wraparound Experiences for Students’ Total Connection
 - Pursuing the Future of Learning
 - Increasing commitment to Diversity, Equity, and Inclusion
- c. Rubrics used to rank resource requests and plans developed through the program review process focus explicitly on student achievement and success, as in this criterion for designating a plan as “exemplary”: “Factors impacting student achievement and learning are described in detail; Student equity data is thoroughly discussed” ([1C14-01 ProgRevRubrics 22-23](#)).
- d. The institution maintains a College of the Redwoods Foundation, which is dedicated to generating resources to promote student enrollment, student success, economic development, community health, and equitable opportunities ([1B2-06 StudServAssessSched](#)).

Analysis and Evaluation

The College meets the Standard. The College’s planning processes, including the Education Master Plan, the Technology and Facilities Plans, and the Program Review Process, all ensure that the primary focus rests on a commitment to student achievement and student learning. The processes engaged to generate and fulfill resource requests also demonstrate the College’s commitment to these objectives as paramount above any others.

Conclusions on Standard I.C: Institutional Integrity

The College meets the Standard. The College’s planning processes, including the Education Master Plan, the Technology and Facilities Plans, and the Program Review Process, all ensure that the primary focus rests on a commitment to student achievement and student learning. The processes engaged to generate and fulfill resource requests also demonstrate the College’s commitment to these objectives as paramount above any others.

Improvement Plan(s)

While the College meets its obligations to provide accurate and up-to-date catalogs in both digital and print formats, this self-evaluation process has highlighted for the College the cumbersome nature of our current methodology in catalog production. Therefore, the College will engage in a deep assessment of current practices with a goal toward streamlining the process for catalog production.

Evidence List

[1A2-01 Institutional \(IE\) Effectiveness Scorecard](#)
[1B2-06 Student Services Assessment Schedules](#)

[1C1-01 Accreditation Homepage](#)
[1C1-02 Website Checklist](#)
[1C1-03 Contents Catalog 2022-23](#)
[1C1-04 Syllabus Homepage](#)
[1C1-05 Consumer Information Webpage](#)
[1C2-01 Catalog 2023-2024](#)
[1C2-02 Catalog Review Email](#)
[1C3-01 Tableau Website](#)
[1C4-01 Catalog Programs Page](#)
[1C4-02 Tenured Faculty Evaluation Form](#)
[1C5-01 College Council Policy Review Schedule](#)
[1C5-02 College Council Constituent Review](#)
[1C6-01 Financial Aid Home](#)
[1C6-02 LCT-ZTC Webpage](#)
[1C7-01 AP 3050 Institutional Code of Ethics](#)
[1C7-02 BP 4030 Academic Freedom](#)
[1C8-01 AP 5500 Student Conduct Code and Disciplinary Procedure](#)
[1C8-02 BP 2355 Decorum](#)
[1C8-03 BP 2710 Conflict of Interest](#)
[1C8-04 AP 2710 Conflict of Interest](#)
[1C8-05 AP 2715 Board Protocols for Effective Trusteeship](#)
[1C8-06 BP 3410 Nondiscrimination](#)
[1C8-07 AP 3410 Nondiscrimination](#)
[1C8-08 BP 7310 Nepotism](#)
[1C8-09 AP 7310 Nepotism](#)
[1C9-01 Faculty Evaluations](#)
[1C12-01 ACCJC Annual Reporting](#)
[1C12-02 2021-22 Accreditation Documents](#)
[1C12-03 CR Accreditation Reaffirmed 2018](#)
[1C14-01 Program Review Rubrics 2022-23](#)
[1C14-02 CR Foundation](#)

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

- 1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)**

Evidence of Meeting the Standard

- a. The College's program and curriculum approval processes ensure that its instructional programs meet the requirements of this Standard. Its Program Viability Committee (PVC) reviews all program initiation proposals to guarantee they are consistent with the institutional mission, the expectations of higher education, the goals relevant to its student population, whether they be degree, certificate, career, or academic transfer. ([2A1-01 AP 4020](#)). The PVC's initial review of all proposed programs requires proof of "Alignment with Chancellor's Office priorities, college mission, program advisory committees, accreditation standards, and state and federal law" ([2A1-02 AP 4020 Appendix A](#)); moreover, if the PVC reviews existing programs for potential revitalization, suspension, or discontinuation, it again requires consistency with the College mission ([2A1-03 AP 4021 Appendices AP](#)).
- b. AP 4020 Program, Curriculum and Course Development directs the Curriculum Committee (CC) to conduct "ongoing reviews of courses and programs" and to ensure that programs and courses adhere to the requirements detailed in the Chancellor's Office Program and Course Approval Handbook (PCAH), including its development criteria. The PCAH's development criteria A, B, and C, which stipulate that courses and programs must demonstrate "appropriateness to mission," "need" and "curriculum standards," require the CC to evaluate programs and courses in a manner directly aligned with this Standard. Thus, the CC could not recommend to the Academic Senate and Board of Trustees approval of any course or program proposal or revision that fails to meet the criteria described in this Standard.
- c. The College's use of distance and correspondence education addenda, rather than separate course outlines for alternative modality delivery, guarantees that the same course outlines and learning outcomes guide instruction within programs, regardless of modality or location. The College cannot offer a distance or correspondence education course unless that course a) satisfies the requirements set for by AP 4104 Correspondence Education or AP 4105 Distance Education and b) has the appropriate addendum that has been approved by the CC, Academic Senate, and Board of Trustees. As this is not a multi-college district, course and program outlines

of record determine uniformity in the content, teaching methods, and outcomes of courses delivered at all locations ([2A1-04 AP 4104](#); [2A1-05 AP 4105](#); [2A1-06 ENGL 1A DE CE](#)).

- d. All program and course outlines of record include learning outcomes, and these outcomes are publicly available in the college catalog, website, and curriculum documents ([2A1-07 History 9 COR](#); [2A1-08 Anthro Prog](#)).
- e. The Office of Institutional Research (IR) collects and reports data regarding student achievement and degree completion to the college community and public ([2A1-09 Student Demograph](#)).

Analysis and Evaluation

The College meets the Standard. The College's policies, procedures, and its integration with California Community College Chancellor's office requirements for programs, ensure the College's alignment with this Standard. All courses, degrees, and certificates, including those approved for delivery via alternative instructional modalities, move through the College's AP 4020 and curriculum approval process, ensuring they have measurable student learning outcomes, are consistent with the College's mission, and are appropriate to higher education. The College's regular cycle of assessment, during which every course, degree, certificate, and institutional learning outcome is assessed every three years, ensures that the College's programs improve. The results of these assessments inform institutional planning, instructional improvement, and resource allocation through the program review process. Based upon the College's established processes for course, degree, and certificate creation, revision, and assessment, it is currently meeting this standard and has established systems in place that allow it to continue to meet it in the future.

- 2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.**

Evidence of Meeting the Standard

- a. College of the Redwoods' full-time faculty, in collaboration with part-time faculty, drives the curriculum approval process. Each course outline of record delineates course content and describes the methods of instruction. These elements, along with all other components of the course outlines, are developed, reviewed, and revised on a regular basis by discipline faculty with frequent input from those in allied departments. The curriculum routing process gives all stakeholders an opportunity to evaluate each curriculum document appropriate to their discipline. In addition to the regular updates of the course outlines, faculty engage in ongoing dialog about course content and approaches to instruction in department meetings, assessment processes, program review, and professional development sessions ([2A2-01 New Prog Approv](#); [2A2-02 Curric Approval](#); [2A1-07 HIST 9 COR](#)).
- b. Through the annual program review process, discipline faculty analyze student learning outcome and achievement data (including course success and retention rates, persistence, degree and certificate completions by modality) and write improvement plans as needed. For example, the Dental Assisting program performed an analysis of data in their last comprehensive review that resulted in a plan to partner with employers to assist with the

recruitment of students due to recent employment shortages ([2A2-03 Dental Prog Plans](#)). The Biological and Environmental Sciences program, through the program review process, discovered that students who belonged to historically disadvantaged equity groups had lower enrollment, retention, and success in biology courses. The program developed a plan to address disparities by evaluating course-specific data for equity groups to better address the challenges of students ([2A2-04 BIOENVSC Prog Plans](#)).

- c. The Program Review Committee (PRC) analyzes and evaluates instructional, student services, and administrative reviews, providing feedback and guidance to programs on their program evaluation and improvement. The committee consists of stakeholders in all divisions and from across the district, meeting twice a month during the regular academic calendar, culminating in an annual presentation of their findings to the Board of Trustees. In its most recent presentation, the PRC highlighted that “Multiple new initiatives such as the Caring Campus, the Outdoor Campus Collaborative, the ACUE program, and the interface between IT, Instruction, and Student Services to raise the District’s ability to participate in the CVC-OEI, all point to a flourishing of the campus into a stronger and more interconnected community” ([1B7-06 PRCExecSumm 2022-23](#)).
- d. As an example of the PRC’s role in guiding program improvement, in 2021-22 it advised Forestry and Natural Resources (FNR) to more directly tie assessment program plans and updates to assessment findings. In its subsequent ([1B7-06 PRCExecSumm 2022-23](#)) program review report, Forestry and Natural Resources was noted for its exemplary work in the critical reflection of assessment activities and planning evaluation. Taking the PRC’s cue, the FNR program found through surveys that students benefitted greatly from field experience activities by improving their understanding of diseases in different forest types, directly leading to an improvement in the rate of course outcome mastery. FNR faculty also determined the need to assess and revise their course-to-program outcome alignment to better reflect local advisory committee input and Society of American Foresters’ accreditation requirements.
- e. The Physical Sciences program, in response to an acute need in the Pelican Bay program for incarcerated students, began offering physical science courses to facilitate students completing their associate degree graduation requirements.

Analysis and Evaluation

The College meets the Standard. The College’s curriculum approval, learning outcome assessment, and program review processes ensure alignment with this Standard by engaging faculty in a continuous evaluation and improvement of programs and courses in light of expectations of higher education and student achievement data within the District. The curriculum review process is a faculty-led process that ensures that the content and methods of instruction meet generally accepted academic and professional standards when courses are created and during the regular review process. Learning outcome assessment and instructional program review processes are primarily faculty-driven and ensure that teaching methods are appropriate and current, and instructors are working towards continuous improvement.

- 3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.**

Evidence of Meeting the Standard

- a. College of the Redwoods establishes student learning outcomes for every course, program, certificate and degree as a required component of the official program and course outlines of record. The Curriculum Committee reviews and approves course and program student learning outcomes. Because the College uses distance and correspondence education addenda, rather than separate course outlines for those alternative instructional modalities, the outcomes are consistent regardless of delivery mode. A syllabus template ([2A3-01 SyllabusCover](#)) is provided to faculty that requires the learning outcomes to be listed exactly from each course outline of record (COR). All course syllabi are posted on the College website, and this provides comprehensive evidence that student learning outcomes are included in the syllabi available to students ([2A3-02 2022F EnglSyllabi](#)).
- b. The assessment coordinator, district faculty (full- and part-time), deans, associate deans, and directors ensure the regular assessment of course, program, degree, and certificate outcomes. The College uses eLumen's curriculum and assessment management system. This ensures that learning outcomes approved in the curriculum system exactly match the outcomes in the assessment system ([2A3-03 RubricBiol5](#); [2A3-04 AssessBiol5](#)).
- c. The Assessment Handbook includes a detailed description of the established 3-year cycle for assessing all student learning outcomes. Faculty develop a plan to assess each course outcome within the cycle with enough time for them to implement changes and measure improvement. ([2A3-05 Assess Cycle](#)).
- d. Course-level assessment data and individual faculty reflections are collected in eLumen, and then faculty convene assessment dialogue sessions ([2A3-06 AssessDialog](#)). They review and discuss the results of course assessments gathered from the previous year and survey all recent assessments as they relate to overall program effectiveness. The assessment process requires that faculty map course-level learning outcomes to program-level outcomes. This dialogue is used in the program review process to drive program plans for improvement ([2A3-07 Assess Tab](#)).
- e. Program review requires all plans to be evaluated for effectiveness in the subsequent year's PR. The Program Assessment Dialog worksheet also requires previous plans tied through assessment to program learning outcomes to be evaluated for effectiveness.

Analysis and Evaluation

The College meets the Standard. The College's curriculum, learning outcome assessment, curriculum platform (eLumen), and program review processes ensure our alignment through a well-established institutional process for approving and assessing student learning outcomes in a 3-year cycle. The Curriculum Committee ensures that all CORs include SLOs, and the District informs faculty that those outcomes must appear on the required syllabi. Faculty and staff document their assessment results and analysis in eLumen and in program review reports.

- 4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.**

Evidence of Meeting the Standard

- a. The College offers an array of 200-numbered non-credit classes, many of which are pre-collegiate in the sense that they directly feed into transfer-level coursework. The Curriculum Committee reviews these courses following the same process as credit courses: thus, non-credit courses follow the same collaborative development pathway to determine the

appropriateness of the credit type and delivery modality and to ensure they align with the mission and meet the criteria for curriculum at the College ([2A4-01 EDUC207](#)).

- b. The college catalog includes a numbering system showing that pre-collegiate courses are distinguished from college level curriculum by their course number. Credit and non-credit pre-collegiate level curriculum is differentiated from college-level curriculum on each course outline of record and the assignment of the course number is ultimately determined by the Curriculum Committee. For example, college level Math 30: College Algebra is numerically distinct from the noncredit Math 204: College Algebra Review for Introduction to Chemistry and the below transfer level one-unit MATH 301: Prealgebra Review ([2A4-02 Catalog Math](#)).
- c. In some instances, 200-level noncredit courses are directly aligned with specific credit-bearing courses. For example, Math 230: Precalculus Preparation offers students additional preparation prior to enrolling in Math 30: College Algebra, and the objectives in Math 230 match the skills enumerated in the “limitations on enrollment” section of the Math 30 course outline (in response to AB 705 the Mathematics faculty replaced the former prerequisite course with a list of prior skills and knowledge necessary for success in the course).
- d. Some noncredit courses provide more general academic support or program preparation, career readiness training, or personal enrichment, such as Education 220: Career and College Foundations, Guidance 213: Explore Your Career Options, and Addiction Studies 210: Understanding Substance Abuse. The College’s noncredit certificate of competency in Personal or Academic English as a Second Language allows students to choose a personal or academic enrichment pathway depending on their goals ([2A4-03 ESL Courses](#); [2A4-04 ESL Cert](#)).

Analysis and Evaluation

The College meets the Standard. The College’s curriculum development, review and approval, and cataloging processes for pre-collegiate courses align with this Standard. The Curriculum Committee reviews every course outline of record to determine the appropriate numbering and designation as pre-collegiate, college level or non-credit. This designation is included in the College catalog. The focus of pre-collegiate classes is to help students progress on clearly delineated pathways. Students are supported through non-credit and co-requisite support courses to succeed in college curriculum.

- 5. The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)**

Evidence of Meeting the Standard

- a. The College adheres to the legal mandates in California Education Code, Title 5, and federal regulations. Additionally, the College practices the guidelines of curriculum development from the California Community College Chancellor’s Office Program Course Approval Handbook, 7th ed. ([2A5-01 PCAH TOC](#)).
- b. BP/AP 4100 and AP 4025 outline graduation requirements, including semester credits, for degrees and certificates ([2A5-02 BP 4100](#); [2A5-03 AP 4100](#); [2A5-04 AP 4025](#)). The College requires a minimum of 18 units in a major or area of emphasis with a minimum total of 60 semester units to earn an associate degree. The Curriculum Committee ensures

that courses and programs adhere to the standards outlined in policy and the PCAH. AP 4020 requires that programs meet Title 5 regulations and shall be submitted to the California Community College Chancellor's Office for approval prior to being offered ([2A1-01 AP 4020](#)).

- c. Associate degrees for transfer must meet the needs of the California State University transfer institutions by adhering to the transfer model curriculum, and the courses within those degrees must meet C-ID standards. Courses that are C-ID approved have this designation next to the course description ([2A5-05 ENGL1A Desc](#); [2A5-06 StudioArts](#)).
- d. Information for students on academic standards is detailed in the College catalog ([2A5-7 Catalog Programs](#)). The catalog includes the following:
 - List of Associate of Arts and Science Degrees with its respective general education plans
 - List of Transfer degrees
 - List of curricula for Certificates of Achievement
 - List of curricula for skills certificates
 - Graduation requirements
 - General education requirements for transfer patterns sheets (CSU, UC, IGETC)

Analysis and Evaluation

The College meets the Standard. Degrees and programs follow practices common to American higher education and ensure that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. Board policies and administrative procedures, combined with the College's curricular processes, ensure that the institution meets the minimum credit degree requirements. The College publishes these requirements, along with those specific to its programs and degrees, in its catalog.

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

- a. College of the Redwoods sequences course offerings for certificates and degree programs to allow full-time and part-time students the requisite time to complete programs. Late-start classes and short-term classes, along with distance delivery modalities, provide options for students completing programs outside of traditional schedules and modes of delivery. The College develops a full-year class schedule through a collaborative process involving division deans and/or directors and faculty that allows students to get a full-year view of the class schedule for their educational planning. Faculty support the College's alignment with this standard by developing four-semester course sequence plans for their respective programs as part of the scheduling process ([2A6-01 Webadvisor2023F](#)).
- b. Students can access recommended course sequencing information for many programs through the college catalog. Counseling and advising staff provide one-on-one student educational planning that includes recommended course sequencing based upon students' academic, life, and personal goals ([2A6-02 Catalog Contents](#)).
- c. Most courses are offered on a semester or an annual basis so that students attending full-time are typically able to complete an associate degree within two years unless made

impractical by low enrollment or lack of a qualified instructor. Class cancellation decisions are guided by a clear timeline and a set of guiding principles to help ensure scheduling decisions support students' ability to complete their educational programs within a period consistent with established expectations in higher education ([2A6-03 Class Cancellation](#)).

Analysis and Evaluation

The College meets the Standard. Courses needed for program and degree requirements are scheduled in a manner that allows students to complete them within a time frame that meets higher education expectations. Varied modalities and late start semester dates provide options for students. One-year registration and multi-semester planned course offerings provide predictability for students, and counseling and advising staff provide one-on-one guidance to students as they pursue their educational goals.

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

- a. Equity in success for all students was at the forefront of the College's addition of correspondence education course delivery in spring 2020. Responding to the need to support students in carceral settings during the COVID-19 pandemic, the College developed an administrative procedure and course outline addendum to allow instruction to continue via correspondence education, as well as a correspondence education faculty mentoring program ([2A7-01 CE Canvas home](#)). On May 1, 2020, the College adopted AP 4104 Correspondence Education and a correspondence education addendum to provide continuity of instruction for students in the Pelican Bay Scholars Program and at the Humboldt County Correctional Facility ([2A7-02 ENGL1A CE](#)). The College has the capacity to support students as needed through the correspondence modality.
- b. Since spring 2020, the College has dramatically expanded its Distance Education offerings, along with its instructional and learning support, professional development, and administration related to distance education. To provide greater flexibility in meeting student equity needs, the College offers a variety of fully online programs. The College regularly reviews and revises its Distance Education Plan in response to student needs and any modifications consistent with the Education Master Plan. The District's Distance Education Planning Committee and the Distance Education Committee of the Academic Senate engage in complementary efforts to support planning and organization of distance education at the College. The College's distance education team provides ongoing support to faculty. The College is now approved to offer Peer Online Course Review (POCR) training, which includes robust support for faculty to acquire accessibility-related skills.
- c. During the 2022-23 academic year, the Distance Education and Curriculum Committees collaborated to revise the College's distance education course addendum to make alignment with federal requirements regarding Regular Substantive Interaction more explicit ([2A7-03 ENGL1A DE](#)). The Academic Senate and its subcommittee for Academic Standards and Policies reviews and revises policies and procedures related to instructional matters, including distance education, before sending them forward in the College's collegial consultation and policy approval process.
- d. Surveys conducted by the Distance Education Planning Committee and IR provide a wealth of information that is used to assess the changing needs of students. In spring

2022, a survey of students indicated that 46% preferred taking all their lecture courses online with no required meetings, while 16% preferred a fully in-person schedule. In terms of lab courses, however, 26% preferred taking online courses with no required meetings, while 40% wanted a fully in-person schedule. These student preferences were used to inform the modality courses were scheduled in future semesters ([2A7-04 DEPCStudentSurvey](#)).

- e. College of the Redwoods promotes innovation in teaching methodologies and supports this through professional development for faculty. In addition to the flex program, there are professional learning days to help instructors learn about new instructional methodologies. For example, 30-person cohorts comprised of full- and part-time teaching- and non-teaching faculty regularly engage in a 7-week, reflective professional development program sponsored by the Association of College and University Educators (ACUE). The trainings focus on topics such as creating an inclusive and supportive online learning environment, designing student-centered courses, and promoting active learning. Following the ACUE training, participants volunteer to host a panel discussion with their colleagues at a professional learning day to share the most effective equity strategies they learned during the course ([2A7-05 LearningDay April29](#)).
- f. Annually, new faculty participate as a cohort in a faculty mentoring program. The program includes discussions of teaching methodologies, and strategies for new instructors to meet the diverse needs of their students ([2A7-06 NewFac Mentor](#)).
- g. To support digital accessibility in courses, the College adopted Blackboard's Ally, a tool that integrates with Canvas to inform faculty of any accessibility issues in their classes and to make electronic course content more accessible for students. To better meet the diverse learning styles of students, Ally creates alternative formats of course files, including audio and electronic braille. In addition to Ally, the distance education team provides professional development support to faculty, such as the Digital Accessibility Convoy and Universal Design for Learning sessions.
- h. The College strives to provide learning support services in a variety of modalities, locations, and methods to meet the diverse needs of students. Guided by the College's Student Equity Plan, programs including TRiO, DSPS, EOPS, and Veterans services programs support the College's diverse student populations. The Cap and Gown program and the Athletics Department provide exceptional support to student athletes. The College provides safe, clean areas in the Learning Resource Center, including separate study rooms that can be reserved, for students to participate in online course offerings.
- i. In a survey administered in spring 2022, over fifty percent of students indicated that they would prefer to meet with a counselor online via zoom. To support student needs, counseling and advising continued to schedule online counseling sessions after the counseling office returned in-person. To meet the needs of students in Pelican Bay State Prison, counselors routinely visit, supervised tutoring is offered, and the CRDN library fulfills a large number of research requests.
- j. The Learning Resource Center offers in-person and online tutoring services to students. NetTutor, an online tutoring service which provides one-on-one virtual tutoring sessions was embedded within Canvas for easy accessibility. The College also has its own tutors to offer online tutoring via zoom ([2A7-07 ASC Tutoring](#)).
- k. In response to its participation in the Multiple Measures Assessment Project and to meet the requirements of California State Assembly Bill 705 (AB 705), the College radically revised the Math and English offerings and the placement process into transfer- level courses.
- l. After the passage of AB 705, the Mathematics and English Departments modified

existing co-curricular support courses and created several new corequisites to support students. Students identified through multiple measures as likely or highly likely to need additional support are encouraged to enroll in the corequisite support course alongside the transfer-level course. Most recently, the math department faculty has developed a curricular model that offers students the option of courses with or without additional concurrent support at the same level ([2A7-08 ENGL1S COR](#); [2A7-09 MATH15S COR](#); [2A7-10 Math15 COR](#); [2A7-11 Math15 COR 16](#)).

- m. In 2021, the English Department revised its corequisite support course for English 1A in response to departmental assessment results and disaggregated student success data ([2A7-12 ENGL1A Support](#)).

Analysis and Evaluation

The College meets the Standard. The College strives to find viable ways to serve a diverse student body and provide equitable outcomes across all modes of instructional delivery. From its curriculum approval processes, to course delivery and assessment, to program review and professional development and resource allocation, it demonstrates its alignment with this Standard. It identifies students by subpopulation and endeavors to provide support that responds to student needs and priorities demonstrated through data collection.

8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

- a. In some courses and/or programs requiring industry accreditation or licensure, a standardized exam is provided and monitored by the accrediting or license-delivering body. The Nursing Department uses Assessment Technologies Institute (ATI) testing in several ways throughout the Registered Nursing (RN) and Licensed Vocational Nursing (LVN) programs. Prior to releasing the tests, the ATI organization uses a systematic process to thoroughly review the tests to eliminate bias ([2A8-01 ATI Bias Rev](#)). The RN and LVN programs use the ATI's Comprehensive Predictor to validate student learning and achievement in subject areas throughout the nursing program as well as to determine student readiness to sit for the national licensing exam (NCLEX). ATI testing is required, and students pay a fee each semester for assessment testing and review materials. When ATI testing is conducted in a nursing course, practice tests, proctored exam score(s) and remediation are incorporated into the course grade. In addition, the Nursing Department uses the Chancellor's Office approved Test of Essential Academic Skills (TEAS) as part of its admission criteria to the RN. Applicants must achieve a cut score of 62 (established by the California Community College Chancellor's Office in collaboration with California nursing education leadership) to be admitted into the RN program.
- b. Pursuant to Assembly Bill 705, the College moved to reduce barriers for students by eliminating placement exams for math and English including English as a Second Language. Students can enroll directly into transfer-level English and math and use a multiple measures process to determine whether the College recommends they enroll in a supplemental co-requisite support course.
- c. Assessment and credit for prior learning is addressed in BP 4235 Credit by Examination and AP 4235 Credit for Prior Learning. AP 4235 provides a structure to implement evaluation and awarding of college credit through alternative examination methods such as advanced

placement, international baccalaureate, credit by examination, and joint service transcripts ([2A8-02 BP 4235](#); [2A8-03 AP 4235](#)). The College's credit by examination practices and policies follow BP/AP 4235 and are published in the college catalog ([2A8-04 CPL Catalog](#)).

- d. In fall 2021, College of the Redwoods was accepted into a select cohort of 52 California community colleges to participate in the Military Articulation Platform (MAP), a statewide and multi-agency collaborative effort of the Academic Senate of the California Community Colleges (ASCCC), the CCC Chancellor's Office (CCCCO), American Council on Education (ACE), CalVet, and local and regional legislators. The MAP system matches college courses to American Council on Education (ACE) Military Guide recommendations.

Analysis and Evaluation

The College meets the Standard. The department-wide exams used by the Nursing and LVN departments are widely respected exams that are proven effective. Placement policies and procedures clearly comply with state law both in their regular operations as well as in terms of the protocols in place to evaluate them over time. The College addresses credit for prior learning in board policies and administrative procedures.

- 9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)**

Evidence of Meeting the Standard

- a. The College adheres to Title 5 regulations as defined in the Chancellor's Office *Program and Course Approval Handbook* for determining course units versus hours, and this is codified in AP 4020 Program, Curriculum and Course Development ([2A9-01 AP4020 CreditHour](#)). The College does not offer courses based on clock hours. The Curriculum Committee verifies that the hours and units of a proposed course are in alignment. Following local approval, all associate degrees and certificates must receive Chancellor's Office approval before the College can offer them to students ([2A2-02 Curric Approval](#)).
- b. Every course has a course outline of record (COR) that includes objectives and student learning outcomes ([2A9-02 BIOL1 COR](#)). The COR also includes methods of evaluation that are authored by discipline faculty and reviewed and approved by the Curriculum Committee. Instructors build their syllabi based on the SLOs and methods of evaluation approved in the COR, and they include the official SLOs on their syllabus distributed to their students and posted on the website. Item 16.4: Grading in the collective bargaining agreement between the District and faculty stipulates that "Every faculty and associate faculty member has a responsibility to base grades solely on considerations that are intellectually relevant to the subject matter described in the official course outline of record and to describe clearly the basis for grading in the course syllabus" ([2A9-03 CBA p109](#)).
- c. Faculty assess all course, program, degree, and certificate outcomes in accordance with the College's established three-year cycle. Using an on-line outcome mapping tool, faculty map course-level outcomes to degree- and certificate-level outcomes to facilitate assessment ([2A9-04 Assessment MAP](#)).
- d. BP/AP 4230 Grading and Academic Record Symbols lists the definitions of the grades that students may earn at the course-level ([2A9-05 BP 4230](#); [2A9-06 AP 4230](#)). This information is included in the academic standards section of the college catalog in which a C is defined as satisfactory ([2A9-07 Grading Catalog](#)).

Analysis and Evaluation

The College meets the Standard. It awards course credit, degrees and certificates based on attainment of student learning outcomes. Units of credit are consistent with institutional policies and higher education norms.

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

- a. College of the Redwoods clearly states transfer-of-credit policies in the academic standards section of the college catalog. Students are notified that they may receive credit for prior coursework and for additional experience, such as military service ([2A10-01 Transfer Catalog](#)).
- b. Students entering the College who have taken courses at other institutions go through a process to ensure the transfer of credits that involves faculty discipline experts when the course equivalency is not clearly recognized from a student's official transcript(s) from another accredited institution of higher education ([2A10-02 Trans Eval Web](#)).
- c. To simplify transfer of credit for students, many courses have been approved through the statewide Course Identification Numbering System (C-ID) review process. The college catalog identifies all programs with C- ID approval through a description of the associate degree for transfer process ([2A10-03 PhysicsADT Cat](#)). All the 18 associate degrees for transfer (AA-T) have a set of C-ID core courses and guarantee acceptance by a CSU with junior status.
- d. The College has a transfer center that provides students with services and resources including academic advising, a resource library, college transfer days, instant admission days, transfer admissions agreements, and visits from representatives of four-year universities. Transfer and outreach specialists from Cal Poly Humboldt, the local and largest 4-year feeder institution, have dedicated office space in the CR transfer center to provide expert transfer advice to students. In spring 2022, Cal Poly Humboldt entered into two transfer-related agreements with College of the Redwoods. The first provides qualifying College of the Redwoods students guaranteed admission into certain STEM degree programs which are anticipated to be impacted following the new polytechnic status. The second strives to increase degree completion by providing a streamlined way for Cal Poly Humboldt students to transfer credits back to College of the Redwoods to complete their associate degree ([2A10-04 MOU CR CalPoly](#)).
- e. Because of its geographic location, the College also has a special reciprocity agreement with universities in southern Oregon that allows students to move from the College to Southern Oregon University and Oregon Institute of Technology.
- f. Counselors and academic advisors review transfer requirements with students and use the general education guidelines for CSU and UC/IGETC that appear in the College's catalog and verify information through ASSIST.org. In addition, they also look at requirements from universities outside of the CSU and UC systems into which students indicate desires to transfer ([2A10-05 ArticulationWeb](#)).

Analysis and Evaluation

The College meets the Standard. Transfer of credit information is made clearly available to students on the website and in the catalog. The College shows support for student mobility with comprehensive processes for evaluating transcripts, development of C-ID approved courses and degrees for transfer, and providing resources and services through the counseling department and transfer center.

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

- a. AP 4025 Philosophy and Criteria for Associate Degree and General Education includes descriptions of the core general education (GE) areas that collectively ensure the College's programs require students to achieve the outcomes described by this Standard. The course outline for *Anthropology 3: Introduction to Cultural Anthropology* illustrates how general education course outlines reflect AP 4025, as well as how learning outcomes are mapped across programs and between CLOs, PLOs, and ILOs ([2A11-01 ANTH3 COR](#)).
- b. For example, the following courses, which are required of numerous programs at the College, contain relevant course learning outcomes:
 - **Mathematics 15: Introduction to Statistics:** "Read and interpret information that contains statistical analysis and be able to communicate these results."
 - **Communication Studies 1: Public Speaking:** "Demonstrate ethical responsibilities in the communication process, including issues such as diversity, credibility, authority, and academic honesty."
 - **English 1A: College Composition:** "Demonstrate the capacity to read, analyze and evaluate non-fiction texts in support of academic inquiry and argumentation."
 - **English 2A: Critical Thinking and Writing:** "Evaluate, use, and document evidence from primary and secondary sources to support, develop, or validate judgments."
 - **Native American Studies 1: Introduction to Native American Studies:** "Identify Native Americans as inheritors of multiple and complex cultures rather than as one homogeneous ethnic or "racial" group."
- c. The following programs have outcomes consistent with this Standard:
 - **Political Science for Transfer:** "Identify and critically evaluate the quality, bias, and arguments of scholarly research in the discipline."
 - **Mathematics for Transfer:** "Be able to read, write, and speak accurately about mathematical ideas and use correct mathematical notation."
 - **Biology Liberal Arts Science:** "Communicate clearly about science, in speech and/or in writing, using technical language and a format appropriate to the discipline, as well as common language for the lay-public."
 - **Social Work and Human Services:** "Engage diversity and difference from a perspective of cultural humility in the performance of client advocacy."
- d. The College's general education assessment plan states that "Course Learning Outcomes serve as the basis for Program Learning Outcome assessment, which in turn serve as the basis for general education outcome assessment; The content of each GE course is required to align with the GE area description as it is defined in the College Catalog and Board Policy 4025; At least one CLO for each GE course is required to map to at least one of the GE area-specific

outcomes (or sub-areas in the case of Area D); All GEOs will have at least one related GE course CLO mapped to it.” The Assessment Plans, Reports, and Dialogue webpage houses all course and program assessment schedules, all instructional course assessment reports, and program assessment dialog sheets, as well as each Student Services area outcome assessment ([2A11-02 AssessmentHome](#)).

Analysis and Evaluation

The College meets the Standard. The College’s AP 4025 demonstrates structural alignment with this Standard. So, too, does the College’s curricular development and assessment processes. The College is currently revising its general education pathway to better align with statewide general education patterns that have been recently revised. As part of this work, it should revisit the phrasing of its general education outcomes and strategies for mapping across the curriculum to ensure that outcomes assessment will capture accurate and useful data concerning student achievement related to this Standard.

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

- a. BP 4025 Philosophy and Criteria for Associate Degree and General Education states that through its general education offerings, the College endeavors “to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics, to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding.”
- b. BP/AP 4020 Program, Curriculum and Course Development and AP 4025 express the policy and procedural integration of faculty expertise as the primary determiner of inclusion into the general education offerings and the development of learning outcomes.
- c. The curriculum approval process illustrates that the College relies primarily on faculty expertise ([2A12-01 Curric LifeCycle](#); [2A12-02 BIOL1 GE](#)).
- d. Faculty, through the Academic Senate’s Academic Standards and Policies Committee and Curriculum Committee subcommittees, have the primary authorial roles in developing general education policy in the District.
- e. The college catalog clearly communicates the general education requirements ([2A12-03 GE Catalog](#)).

Analysis and Evaluation

The College meets the Standard. The College’s AP 4025 is developed, reviewed, and revised through Academic Senate processes, including collaborative input from its Curriculum and Academic Standards

and Policies committees. The general education requirements articulated in that AP then drive other institutional processes, ranging from course development, the college catalog, transcript evaluation, student educational plans, and assessment practices.

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

- a. Through its program initiation procedures and subsequent creation and development through the curriculum review process, the College ensures that all degree and certificate programs align with traditional academic patterns of inquiry, acceptable interdisciplinary applications, or career education pathways. Each program is expected to have coherence in the sense that it includes focused study appropriate to the nature of the program and that the curricular core dovetails with the expectations acceptable generally within all fields of study.
- b. Transfer Model Curricula from the statewide Course Identification Numbering System (C- ID) provide the basis for the associate degrees for transfer the College offers.
- c. The College uses eLumen for curriculum management and catalog creation, which ensures consistency among program outlines and contents included in the catalog.

Analysis and Evaluation

The College meets the Standard. Through its program initiation and curriculum proposal processes, the College ensures that degree and certificate programs include appropriate course sequencing that supports a clear focus consistent with a field of study and that the outcomes and competencies reflect mastery of the generally accepted central concepts and practices within the specific fields of study.

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

- a. AP 4102 Career and Technical Programs describes the College's process to establish advisory committees to ensure the College maintains currency with professional and technical standards and closely monitors employment trends. The Career and Technical Education Handbook further describes the composition and integral role of advisory committees in preparing students for success ([2A14-01 CTE AdvisoryCom](#)).
- b. A sample of advisory committee meeting minutes illustrates how career education faculty integrate advisory committee input regarding professional competencies into curriculum revisions. ([2A14-02 NAC minutes](#); [2A14-03 CT minutes](#)). A recent Dental Assisting Advisory Committee meeting exemplified how faculty solicit information about professional standards from local professionals when reviewing, and modifying as needed, program standards ([2A14-04 DA minutes](#)). The May 17, 2022, Automotive Technology Advisory Committee meetings minutes show an ongoing dialog with industry experts about certificate unit and course content requirements ([2A14-05 AT Minutes](#)).
- c. The 2022-23 Construction Technology Program Review demonstrates a how a typical CE program includes employment and industry standards when reviewing assessment results,

institutional plan alignment, and resource needs as part of the College's regular program review process. In this example, the faculty consulted with area employers and determined that to prepare students for employment and to meet industry standards it needed to replace many tools used in the woodshop and the student- built house project, which it subsequently did ([2A14-06 CT ProgramRev](#)).

- d. The College website provides current information of external requirements and other factors related to career-technical degree and certificate programs and current information about employment opportunities ([2A14-07 Auto Prog](#)).

Analysis and Evaluation

The College meets the Standard. The College provides current employment opportunities and external qualification factors in its published materials and webpages related to career education programs. The College's career education faculty work closely with industry and professional advisory groups to ensure currency in the programs and curriculum. They also use program review and assessment processes to monitor student success and identify concrete measures to increase and sustain student achievement.

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

Evidence of Meeting the Standard

- a. AP 4021 Program Revitalization, Suspension, or Discontinuation establishes the process through which the College may substantially change or eliminate instructional programs ([2A15-01 AP 4021](#)). When program discontinuance or substantial modification affect students, the College strives to support students' timely completion. For example, when the College recently inactivated the Manufacturing Technology program, the Executive Dean of Career Education worked with IR to identify students impacted by this inactivation and sent a letter to those students informing them of the options available to them to support timely program completion. In another example, the Automotive program "...made major revisions in its offerings and content, and streamlined its certificates and degrees in such a way that students could complete two certificates or an associate degree in two years. New coursework in hybrid and electric vehicles was also added. All of this was done while program developers were able to reduce the overall core units for the program" ([2A15-02 PR EXEC Auto](#)).
- b. In such cases, the appropriate administrators and faculty develop an implementation plan in conjunction with the IR team to support students already enrolled in affected programs so that they can complete their educational goals in a timely. The relevant program administrator coordinates with faculty and Counseling and Advising and informs students about the College's provisions, including possible course substitutions, to support the completion of their program of study ([2A15-03 MT Prog email](#)).

Analysis and Evaluation

The College meets the Standard. The College has an established process for evaluating programs for substantial revision or elimination using institutional data and collaborative analysis that involves administrative and faculty input. If such changes impact enrolled students, the President directs appropriate administrators and faculty work with the office of Institutional Research to identify such students, apprise them of their options, and work with them to ensure timely completion of their

educational goal.

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

- a. The College regularly reviews its instructional programs involving collegiate, pre-collegiate, career-technical, and adult education courses ([2A16-01 ProgRevCycles](#)). Instructional program review requires ongoing analysis of relevance to the College mission, recent program accomplishments, critical reflection in response to assessment data and program planning goals ([2A16-02 BIOLENVSCPlans](#)). Most career education programs undergo additional review relative to outside accrediting body requirements that integrates labor market data and advisory committee review and recommendations and report such information with their program review documents. The Workforce and Community Education Department completes an annual program review as part of its ongoing evaluation of its instructional programs; courses offered through that department which align with credit bearing curricula are also assessed within the relevant disciplines ([2A16-03 PRWorkCommunityEd](#)).
- b. Comprehensive program reviews provide the basis upon which the College articulates improvement plans and goals with funding prioritization and strategic planning priorities ([2A16-04 ProgramReviewHome](#)).
- c. Each program review incorporates evaluation of the effectiveness of previous program changes ([2A16-05 PRTemplateInstruction](#)).
- d. The recent modifications and enhancements to the ESL certificates illustrate how the College evaluates the effectiveness of its programs and makes improvements. For example, students may choose an academic or personal track for their ESL ([2A16-06 ESL COR](#)).

Analysis and Evaluation

The College meets the Standard. The College's established program review process aligns with this Standard, and the Program Review Committee facilitates assessment related to student success and planning across the institution and service areas. Institutional goal setting and planning, including determinations made regarding funding and institutional support, stem from annual and comprehensive program reviews.

Conclusions on Standard II.A: Instructional Programs

The College meets the Standard. The College's course and program offerings reflect the institution's mission to provide a high quality, affordable education to students of diverse backgrounds with varying educational goals. This high quality is evident in the course content and instructional methods as well as the processes that support and develop them. The College's instructional programs are aligned with the Accreditation Standards, as they are appropriate to the scope and quality of higher education, initiated and maintained through faculty-driven processes of program and curriculum development, focused on learning outcomes, responsive to the Commission's general education priorities, and subject to ongoing quality improvement through regular program review and curriculum, certificate,

and degree updates. The College supports students in their educational journey through engaging in an iterative process that requires continual review of programs and resources while taking into account higher-ed standards and legal compliance. Ultimately, the College seeks systemic change focused on closing racial equity gaps for the most minoritized students and moving beyond pre-pandemic concepts of instructional delivery and support.

Improvement Plan(s)

None

Evidence List

[1B7-06 Program Review Summary 2022-23](#)
[2A1-01 AP 4020 Program, Curriculum and Course Development](#)
[2A1-02 AP 4020 Appendix A](#)
[2A1-03 AP 4021 Appendices](#)
[2A1-04 AP 4104 Correspondence Education](#)
[2A1-05 AP 4105 Distance Education](#)
[2A1-06 ENGL 1A with DE and CE Addenda](#)
[2A1-07 History 9 Learning Outcomes](#)
[2A1-08 Anthropology Program Outcomes](#)
[2A1-09 Student Demographics](#)
[2A2-01 New Program Approval Process](#)
[2A2-02 Curriculum Approval Process](#)
[2A2-03 Dental Assisting Program Plan](#)
[2A2-04 Biological and Environmental Science Program Plans](#)
[2A3-01 Syllabus Coversheet](#)
[2A3-02 2022F English Syllabi](#)
[2A3-03 Rubric Biology 5](#)
[2A3-04 Assessment Biology 5](#)
[2A3-05 Assessment Cycle](#)
[2A3-06 Assessment Dialog](#)
[2A3-07 Assessment Tab Program Review](#)
[2A4-01 Education 207 Course Outline](#)
[2A4-02 Catalog Descriptions of Mathematics Curriculum](#)
[2A4-03 ESL Course Offering](#)
[2A4-04 ESL Certificate of Competency](#)
[2A5-01 Program and Course Approval Handbook Table of Contents](#)
[2A5-02 BP 4100 Graduation Requirements for Degrees and Certificates](#)
[2A5-03 AP 4100 Graduation Requirements for Degrees and Certificates](#)
[2A5-04 AP 4025 Philosophy and Criteria for Associate Degree and General Education](#)
[2A5-05 English 1A Course Description C-ID](#)
[2A5-06 Studio Arts Course Description C-ID](#)
[2A5-07 Catalog Programs](#)
[2A6-01 WebAdvisor 2023F Schedule](#)
[2A6-02 Catalog Contents](#)
[2A6-03 Class Cancellation](#)
[2A7-01 Correspondence Education Canvas Pages](#)
[2A7-02 ENGL1A Correspondence Education Addendum](#)
[2A7-03 ENGL1A Distance Education Addendum](#)

[2A7-04 Distance Education Planning Committee Student Survey](#)
[2A7-05 Professional Learning Day](#)
[2A7-06 New Faculty Mentoring Fall 2023](#)
[2A7-07 Academic Support Center Tutoring](#)
[2A7-08 ENGL1S Course Outline](#)
[2A7-09 Math15 Course Outline](#)
[2A7-10 MATH15S Course Outline](#)
[2A7-11 Math16 Course Outline](#)
[2A7-12 ENGL1A Concurrent Support](#)
[2A8-01 Assessment Technologies Institute Bias Review](#)
[2A8-02 BP 4235 Credit by Examination](#)
[2A8-03 AP 4235 Credit for Prior Learning](#)
[2A8-04 Credit of Prior Learning Catalog Information](#)
[2A9-01 AP 4020 Credit Hour Definitions](#)
[2A9-02 Biology 1 Course Outline](#)
[2A9-03 Collective Bargaining Agreement Page 109](#)
[2A9-04 Assessment MAP](#)
[2A9-05 BP 4230 Field Trips and Excursions](#)
[2A9-06 AP 4230 Field Trips and Excursions](#)
[2A9-07 Grading Information Catalog](#)
[2A10-01 Transfer Information Catalog](#)
[2A10-02 Transfer Evaluation Webpage](#)
[2A10-03 Physics Associate Degree Catalog](#)
[2A10-04 MOU CR Cal Poly Humboldt Transfer Credits](#)
[2A10-05 Articulation Webpage](#)
[2A11-01 Anthropology 3 Course Outline](#)
[2A11-02 Assessment Home](#)
[2A12-01 Faculty Expertise Curriculum](#)
[2A12-02 Biology 1 General Education](#)
[2A12-03 General Education Catalog](#)
[2A14-01 CTE Advisory Committees](#)
[2A14-02 Nursing Advisory Committee Minutes](#)
[2A14-03 Construction Technology Advisory Committee Minutes](#)
[2A14-04 Dental Assisting Advisory Committee Minutes](#)
[2A14-05 Automotive Technology Advisory Committee Minutes](#)
[2A14-06 Construction Technology Program Review](#)
[2A14-07 Automotive Technology Program](#)
[2A15-01 AP 4021 Program Revitalization, Suspension, or Discontinuation](#)
[2A15-02 Program Review Executive Summary Auto](#)
[2A15-03 Manufacturing Technology Program Email](#)
[2A16-01 Program Review Cycles 2019-2027](#)
[2A16-02 BIOL and ENVSC 2022-23 Program Plans](#)
[2A16-03 Program Review for Workforce and Community Education](#)
[2A16-04 Program Review Homepage](#)
[2A16-05 Program Review Template for Instruction](#)
[2A16-06 ESL Course Outline](#)

B. Library and Learning Support Services

1. **The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)**

Evidence of Meeting the Standard

- a. The College supports student learning and achievement through library and other learning support services for students and the broader District community. The library facilities and resources serve learning communities across the curriculum, including through access to faculty librarians, staff, and technical support via in- person and online chat/Zoom interactions.
- b. BP4040 mandates that library services be an integral part of the educational program and they comply with the requirements of the Reader Privacy Act, Education Code Section 78100, Civil Code Section 1798.90, and ACCJC Standard II. AP 4040 gives specific guidance as to how the library will comply with BP 4040 ([2B1-01 BP 4040](#); [2B1-02 AP 4040](#)).
- c. The Learning Resources Center (LRC) on the Eureka campus is available to students Monday – Thursday from 8:00 a.m. – 8:00 p.m. and Friday 8:00 a.m. – 4:00 p.m. The LRC on the Del Norte campus is available Monday – Friday 8:00 a.m. – 5:00 p.m. The LRC has over 95,000 books, eBooks, DVDs, periodicals, textbooks, and other items that can be borrowed, including headphones, flash drives, calculators, and laptops. The laptops are available for two-hour checkout or for semester-long loans. Students also have access to technical support for six and a half hours on Monday, Tuesdays, and Thursdays and four hours on Wednesday and Fridays on the Eureka campus and access to a help desk on the Del Norte campus during operating hours. The website has a “Chat with a Librarian” app offering direct assistance for efficient website use and after hours, when the Chat option is not available, the website has a “Contact a Librarian” request process where they strive to reply to requests within 48 hours.
- d. The LRC provides a wide variety of services and programs in an open space with abundant natural light designed to inspire and support students’ learning. The building has a total of five quiet study rooms students can reserve. Two of these rooms are equipped with three computers, with one being a full, assistive station maintained by Disabled Students Program and Services (DSPS) technical personnel for students with disabilities. Three of the rooms also have a table and chairs for up to six students. The LRC has 100 computer stations, all of which have internet access and a full suite of MS Office applications as well as some discipline specific programs. Scanners are available at many workstations and printing/copying is available in both color and black-and- white where students pay a small fee per page. The library at the Del Norte Education Center offers students an on-site collection of books and publications as well as access to district wide library collections, both print and electronic. There are ten general-use desktop computers at workstations, two of which are equipped with DSPS accessible software, and wireless internet access. There are three quiet study rooms with a computer in each room with one equipped with DSPS accessible software.
- e. The LRC opened a student technology help desk in the library that was available 5 days a

week throughout both the fall 2021 and spring 2022 semesters. The desk was staffed by student workers who were recommended by Computer Information System (CIS) instructors. Students could contact the desk in person at the Eureka branch, through an online forum, or by phone and email. During the first year the desk fielded over 350 questions and was able to resolve most within 20 minutes. Student questions covered a range of topics such as how to reset a password, how to use applications such as Office 365, how to use on campus printing, Canvas, Zoom, and more. An additional unexpected benefit was that some student workers were able to leverage this work experience to get their first IT job. The service is funded for a second year and has expanded hours.

- f. The library supports students and faculty by seeking out specific textbooks used in courses and keeping copies on reserve for hourly checkout or semester long checkout. The library will also keep on reserve other course-related material and equipment to provide access to course materials for students facing textbook affordability issues.
- g. The library has a robust research website that helps students, in a step-by-step manner, through the research process from deciding on a topic, to thoroughly researching the topic, to properly citing sources and avoiding plagiarism. The college offers 40 online databases providing access to full-text articles, e-books, streaming media, and a wide variety of research information 24/7. The library website, accessible district wide, has pages that offer detailed descriptions of each service offered together with videos to help students efficiently use the resources available. Instructional and support pages exist for research, services and resources, accessing eBooks, journal articles and databases, library computer use, laptop lending, textbook reservations and lending, OER textbooks, copyright laws, among other useful information and resources ([2B1-03 LRC ResearchWeb](#)).
- h. The libraries in Eureka and Del Norte offer resources to support faculty. The website has a page showing faculty how to activate the “Library” link available to Canvas courses and how to embed databases, entire eBooks or specific sections from eBooks, streaming materials from the library website, and library guides directly into their Canvas courses. The library has also created seven entire Canvas modules available for faculty to import into their Canvas courses covering information from research methods to avoiding plagiarism to MLA citation ([2B1-04 Libservice Fac](#)).
- i. Each semester the library faculty reach out to instructional faculty and encourage them to schedule library instruction sessions for their courses so their students can learn what library resources are available to them, how to efficiently access these resources, who to contact for assistance and the most efficient ways contact them, and what tutoring and learning support resources are available. They are flexible and always willing to work around course meeting times. These are available at the Del Norte site, Klamath- Trinity site, and through correspondence at Pelican Bay.
- j. During the initial implementation of correspondence instruction in fall 2020, librarians continued to use the “Ask-a-Librarian” research request form, which assists students through their research process. Students fill out a research request form, developed by our college’s librarians, mail the form through our correspondence mailing system, and receive a packet of research in response to their request. However, faculty who were teaching a course in a correspondence modality that required a research component, as well as their students, voiced concerns about their ability to meaningfully comprehend and engage in research practices by just filling out a form. As a result, to increase the quality of research support for students taking correspondence courses, in the 2021- 2022 AY, the librarians crafted a three-part instructional series that aimed to assist students with their research process. These instructional packets focused on topic development, filling out the “Ask-a-Librarian” research

request, and weaving research into their assignment. Meanwhile, librarians continued to provide research requests for this population, totaling 191 research requests answered that included 2132 items sent to Pelican Bay State Prison inmates. Students in the Pelican Bay Scholars Program are among our most vulnerable, have the least access to resources, and a disproportionately large number of the students in this program are members of under-represented groups and the support the library provides these students is critical to their success.

- k. The library is in the process of developing a series of library instruction sessions that will be delivered synchronously for online courses and students. Each workshop will address elements of library research typically covered in classroom-based library instruction sessions - accessing the databases and doing a basic search, how to broaden or narrow the results, how to identify scholarly articles, etc. Sessions will be scheduled at a variety of times with the same content repeated, so that students can attend the session that best fits their schedule.
- l. Library faculty offer LIBR-5, a one-unit, online, transferable, late-start research course. This course was taught each semester from the spring 2019 semester through the Spring 2021 semester. It is scheduled to be taught again in the fall 2023 semester. Students from across the district benefit from this course as it teaches in-depth research strategies and techniques and the ethical and legal responsibilities of using information ([2B1-05 LIBR5 Syllabus](#)).
- m. The Academic Support Center (ASC) advances the college's mission by providing a safe, welcoming, and inclusive learning environment. They provide accessible instructional support services to help students develop their academic skills, become independent learners, and succeed in their college, career, and transfer goals. The ASC offers tutoring and testing services in-person and online. These services are available Monday – Thursday from 9:00 a.m. – 5:00 p.m. and on Fridays from 9:00 a.m. – 4:00 p.m. The Testing center provides Disabled Services and Programs for Students (DSPS) accommodations for CR students and proctoring services for online CR students and non-CR students. There are currently ten tutors available for reserved and/or drop-in tutoring both in-person and online. One tutor holds priority for special program students (EOPS, TRiO, CalWorks). Online tutoring is available district wide. The ASC has robust support for writing at all levels, math support with tutors specializing in statistics, calculus, and STEM courses, a tutor focusing on pre-Nursing courses, science and humanity courses, and foreign languages.
- n. Although part of the DSPS area, another learning support service CR offers students who qualify is the Learning Integrating Guidance with High Technology (LIGHT) Center. The LIGHT Center provides one-on-one and small group instruction for students looking for academic assistance. It helps students with a wide range of subjects including mathematics, science, reading comprehension, writing skills and computer skills. Instructional assistance is available online (via Zoom) or face-to-face on the Eureka campus. Students earn between one to four credit units by enrolling in guidance courses that are discipline specific where strategy-based learning is stressed to address a student's learning disability and/or learning difference. When fully staffed, the LIGHT Center has three part-time instructional support specialists and one half-time learning disability specialist. Students requiring the use of assistive software can also receive training in the LIGHT Center in the use of that software. The LIGHT Center consists of a lab area with student computers, a small classroom for small group work with two computers, and a larger classroom that can be used for multiple student or group meetings with four student computers. There is also an AV room with a fully enhanced computer station for students who need one-on-one assistance with a variety of assistive software and hardware. All furniture is wheelchair accessible, with an additional two electronically height adjustable tables. There is a portable CCTV in the area. There is a

similarly functioning LIGHT Center located on the Del Norte instructional site, with the same Guidance classes being offered. Learning Disability testing, strategy training and instructional support are also available, using peer tutors for the latter. When fully staffed, the Del Norte campus has a part-time DSPS Specialist, a part-time instructional support specialist and a part-time learning disability specialist.

Analysis and Evaluation

The College meets the Standard. College of the Redwoods supports student learning and achievement through its extensive library and student support services. The library has a physical building on the Eureka main campus and the Del Norte Education Center. Evidence demonstrates a number of different elements, including the breadth of our collection and our outreach efforts to effectively serve all levels of research need in our community.

The library has extensive offering of physical books, publications, DVDs, periodicals, and equipment at both sites and uses an inter-library loan system that allows students district wide to access any physical material or equipment needed. The library offers textbooks on reserve for hourly or semester long check-out along with laptops, calculators, and other physical necessities. The library has an extensive website with access to databases, eBooks, periodicals, streaming media, and other research materials. The website also serves students as a resource for proper research strategies, essay writing, citation, and avoiding plagiarism. The ASC offers a wide range of course specific tutoring and testing resources that allows for cites specific in- person appointments and district wide online appointments for both individual and small group sessions. The LIGHT Center offers additional resources to DSPS students that include tutoring and discipline specific for-credit courses designed to improve DSPS student success. The library and learning support services at College of the Redwoods align with this Standard and have the facilities, infrastructure, faculty, staff, and processes in place to continue to meet this accreditation standard.

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

Evidence of Meeting the Standard

- a. Each year, the library engages in program review. From the program review submitted for the 2022-2023 academic year, on the Eureka campus, the library inventoried 34,466 print books; 2,049 reserve items, 1,143 DVDs. The Del Norte campus inventoried approximately 6,500 print books, 520 reserve items, and 209 DVDs. District wide the LRC inventoried 88,563 eBooks. The library also inventoried 139 laptops, 114 TI-84 calculators, three piano keyboards, and ten iPads to support student learning. Currently, 39 databases are available to CR students district wide. The library submitted a plan in Program Review for the 2022 – 2023 academic year to re-evaluate the library’s physical space to better meet student needs. This plan is tied directly to the new Education Master Plan and the College’s equity goals.
- b. The library’s 2021-2022 program review included a proposal to work with IT and the Budget Advisory Committee to develop and implement a regular cycle of replacement for the library’s student computers. As a direct result of this ongoing plan, the library received 50 new student computers this year of which 12 were sent to the ASC and six were sent to the Del Norte campus. The remainder of the computers have been distributed throughout the library including in the study rooms. The impact has been immediate. The library now provides fully functioning computers for student use and has added several applications that

run on old computers (AutoCAD and ArcGIS). This plan is tied directly to the Education Master Plan initiatives ([2B2-01 Library-ProgRev](#)).

- c. In fall 2022, a full-time tenure track librarian was hired. This hire allows the library to maintain its capacity to meet the information and reference needs of all the college's instructional programs by providing adequate library faculty to support the growing demand for reference assistance on campus, online, and at remote instructional sites (including Pelican Bay State Prison), and to collaborate with discipline faculty on the acquisition and development of instructional materials. This also allows the library to continue to engage in long-term planning.
- d. In January of 2021, the library launched the new Library Services Platform from Ex Libris. Library staff and faculty had extensive training in the use of the system as well as the OneSearch discovery interface. OneSearch provided an updated "discovery" catalog for students and faculty, which simplified access to a much wider array of online resources than was previously available. This access was critical during the pandemic, as it increased students' access to peer-reviewed publications.
- e. The library conducts an annual student survey to determine the degree to which they are meeting student needs. From the 2021-2022 survey, students voiced a need for access to physical library resources in the evenings. In response, the library expanded its operating hours to 8:00 p.m. Monday through Thursday, when most night classes are held. ([2B2-02 Lib Resources Survey](#))

Analysis and Evaluation

The College meets the Standard. Library faculty and staff continuously evaluate resources to ensure they are meeting the needs of CR students, faculty, and staff. The library recently hired a full-time, tenure track librarian to ensure the library resources are up to date, accessible, easily available, well explained, and comprehensive. The library has increased the availability of laptops, textbooks, various other technology, and accessibility equipment with most available for semester-long checkout.

- 3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

Evidence of Meeting the Standard

- a. The library's annual program review includes a comprehensive review and evaluation of the previous year's plans. The rubric for this evaluation requires explanation of the status of the plan (complete, ongoing, or discontinued). If a plan has been discontinued, the faculty and staff involved must explain specifically what led to the plan's discontinuance to prevent a regular abandonment of plans. A review of the library's program review submissions shows that previous plans are evaluated and a thorough discussion of a plan's effectiveness and impact on the program is included ([2B2-01 Library-ProgRev](#)).
- b. The library conducts an annual student survey to determine if they are meeting student needs and how to improve student interaction with library services. Evidence II: B-2, E provided one example of how these surveys lead directly to library improvements.
- c. During 2020 – 2021, at the height of the pandemic, Academic Support Center assessment results indicated a lower-than-expected usage of tutoring services. The ASC implemented a plan in their 2021 – 2022 Program Review to improve their services to online and remote students through a redesign of the webpage to improve the functionality of the online

tutoring services and clarify directions and processes. Evaluation of this plan during 2022-2023 program review showed that after website overhaul, program indicators showed a marked increase in tutoring service usage.

- d. Library staff communicate regularly with faculty through email and surveys to determine how the library can better support their courses and provide their students with the tools necessary for academic success ([2B2-02 Lib Resource Surv](#)).
- e. In the fall of 2022, the ASC, in collaboration with other areas offering tutoring, developed a plan for increased cooperation and coordination of academic support services so that students will have easier access to needed support. Analysis of the cooperative plan showed that tutoring for the special programs (EOPS, CARE, TRiO, and CalWorks) has been fully integrated into the ASC. Students may make or attend an appointment for general and special programs tutoring all in one place. This has resulted in reducing barriers for students in accessing tutoring and has made it simpler for instructors to refer students to the service. This integration also allowed for much more uniform tutor training across the College which encourages a greater sharing of resources that is resulting in greater efficiency and creating a broader campus community around tutoring.

Analysis and Evaluation

The College meets the Standard. Evaluation, collaboration, and assessment are a foundational ethos of College of the Redwoods. The library and learning support services engage in annual program review. This process requires that plans be tied to assessment and that evaluation of these plans be periodic and comprehensive and demonstrate they are leading to improvement. The library and learning support services take this reflective analysis seriously and use it as an opportunity to collaborate with other areas of the college to build community and efficient, effective resources available to CR students district wide regardless of whether the students are enrolled at a specific site or are taking online courses.

- 4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)**

Evidence of Meeting the Standard

- a. Since 2019, College of the Redwoods has a reciprocal circulation agreement with Cal Poly Humboldt as a low-cost alternative to an interlibrary loan program. Cal Poly Humboldt created a visiting scholar's card that allows CR students, staff, and faculty access to check out books and access library databases and internet for up to two hours while at the library on the Cal Poly Humboldt campus. During operating hours, busses travel back and forth between the CR and Cal Poly Humboldt campuses ([2B4-01 Reciprocal Circ](#)).
- b. The library uses Springshare as a vendor subscribing to their LibGuides and uses the LibInsight service for statistics. Springshare provides access, security, and accessibility and performs regular maintenance as part of the contract.
- c. The College library is an active part of the [California Community Colleges' Council of Chief Librarians](#) (CCL), which supports the 115 California community college libraries through

advocacy, facilitating collaboration, providing professional development, and the development of good public policy. CCL holds [weekly webinars](#) that provide professional development, library vendor presentations, and support for [the library services platform](#) that it shares with almost all the other California community colleges. College faculty and staff regularly attend those meetings.

- d. The CCL has an Electronic Access and Resources Committee (EARC), whose mission is “to explore ways in which the resources of the community college libraries could be maximized through cooperative ventures for electronic resources, databases and information.” The College reviews electronic resources including library databases with equity, accessibility, affordability, and effectiveness at contributing to student success. CR library faculty maintain membership in the EARC.
- e. The College evaluates the quality of resources in terms of cost, accessibility, usefulness, reviews by other sources, quality and coverage of content, usability, and integration with our existing library services platform ([2B4-02 eResource Template](#)).

Analysis and Evaluation

The College meets the Standard. The College library includes resources made available through collaboration with external sources that have been vetted through CCL processes and are subject to ongoing assessment and evaluation of their effectiveness and value to and use by students and faculty.

Conclusions on Standard II.B: Library and Learning Support Services

College of the Redwoods is an open access institution, providing service to students, faculty, and staff. The library and academic support services directly support instruction across the curriculum, assisting students to achieve their academic and career goals. The College’s library and learning support services are aligned with this Standard. College of the Redwoods supports student learning and achievement through its extensive library and student support services, and they have the facilities, infrastructure, faculty, staff, and processes in place to continue to meet this accreditation standard. The library and learning support services engage in an annual program review. This process requires that plans be tied to assessment and that evaluation of these plans be periodic and comprehensive and demonstrate they are leading to improvement.

Improvement Plan(s)

None

Evidence List

[2B1-01 BP 4040 Library Services](#)

[2B1-02 AP 4040 Library Services](#)

[2B1-03 Learning Resource Center Research Website](#)

[2B1-04 Library Services for Faculty](#)

[2B1-05 Library 5 Course Syllabus](#)

[2B2-01 Library Program Review Document](#)

[2B2-02 Library Resources Survey](#)

[2B4-01 Reciprocal Circulation Agreement CR/Cal Poly Humboldt Libraries](#)

[2B4-02 Resource Template Used by Librarians](#)

C. Student Support Services

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

- a. The College offers student support services aligned with its mission and Education Master Plan (EMP) initiatives. It measures and evaluates the degree to which these services enhance student learning and help the College achieve its mission. Some areas conduct independent analyses related to state or federal reporting that are incorporated into their program review process.
- b. The following student support service areas complete annual program reviews: Academic Support Center (ASC), Athletics, Career Center, Basic Needs, Child Development Center, Counseling and Advising, Disability Programs and Services for Students (DSPS), Enrollment Services, Extended Opportunities Programs and Services, Library, Multicultural and Equity Center, Residential Life, TRiO, TRiO DN, Upward Bound, and Veterans. These areas analyze relevant student learning outcomes and other research piloted within the program to address and improve the quality of student support provided. This cyclical process involves data review and analysis, program reflections, action planning, and evaluation to help student support services areas prioritize resource requests and distribution. The goals are to ensure responsiveness to student needs and alignment with the College mission, especially to support student access, retention, and completion regardless of location and mode of delivery ([2C1-01 EOPSProgRev20-21](#)).
- c. The Office of Institutional Research regularly assesses and evaluates areas related to student demographics, retention, persistence, completion, and enrollment. These data sets are further disaggregated by service location, modality, and special program within student services to support an assessment of equity and quality of services spanning the District locations and delivery modalities ([2C1-02 Tableau CR Fact](#)).
- d. The College uses student surveys to gather data pertinent to student support services. The Disability Services and Programs for Students (DSPS) area conducts an annual student satisfaction survey at all of the College's instructional sites. The survey evaluates students' needs in DSPS services, counseling and advising, staff, DSPS operations, and DSPS accommodations. The Academic Support Center (ASC) surveys students who use tutorial services to track academic performance improvement and evaluate student learning. Tutors track students' goals during each tutorial meeting to measure progress in learning ([2C1-03 Tutor Survey](#)).
- e. The Student Services Leadership Group (SSLG) spans the District and provides student services area leads (classified, faculty, directors, and deans) an opportunity to share information and engage in dialogue about the quality and effectiveness of services, programs, and operations. SSLG regularly discusses student services operations, policies, and procedures and recommends improvement with the goal of increasing wraparound support services across the College's multiple locations and various support services to enhance student access, retention, and completion. SSLG members are charged with disseminating information presented at SSLG to their respective areas ([2C1-04 SSLG Agenda](#)).
- f. Distance Education (DE) conducts annual surveys of students and faculty to facilitate

reflection and discussion regarding the success of the distance education program, to suggest improvements, and to inform planning. For example, one of the questions on the DE Student Survey queries students about which devices they use as primary access points to their online learning. Because this question has been asked for several years, the College was able to determine that a high number of students are using their phones as a primary learning device and that this trend has been increasing over the past 3 years. To make teachers, the designers of digital learning spaces, aware of this trend, the DE team reported these data in the October 2023 DE Newsletter, in a Professional Development workshop, and in a Senate DE Committee meeting. These data were accompanied by strategies for designing effectively for mobile devices. Beginning next year, the DE team will include a new question in the survey to determine the quality of the mobile device interface ([2C1-05 DENewsletterOct23](#)).

- g. For correspondence education courses, the College responds to situational needs as they arise and uses student surveys to assess the effectiveness of support provided to students. In the 2021-2022 AY, the Pelican Bay Scholars Program Coordinator delivered an initial student survey to assess how our program and Program Coordinator could better respond to student needs in their correspondence education courses, outside of instruction. In addition to student needs, the survey largely inquired about our correspondence mail delivery system, which was completely new to our program. In the 2023-2024 AY, the student survey asked students to evaluate the correspondence learning environment and the attendant academic support provided by the College for that modality. ([2C1-06 CESupport Survey](#)).
- h. The College also supports students enrolled in correspondence education courses through EOPS. In order to address the quality of support after introducing correspondence education as a modality, EOPS needed to change how they support these students. In order to qualify, students need to be enrolled full-time (at Pelican Bay this means 9 units) and have an economic need and an academic need. Each student who appears to be eligible for EOPS is invited to apply via a paper application. The student has to decide to apply and then return the application via the correspondence mailing system. If they are accepted, they will be notified within a few weeks. Once a student is in EOPS, they are given additional counseling and advising through individual letters and informational packets. Through our correspondence mailing system, EOPS sends supplies such as pens, pencils, highlighter pencils, composition books, Quick Study guides, and dictionaries.
- i. DSPTS has also been able to support student learning in a correspondence modality at Pelican Bay. Similar to applying for EOPS, each student who appears to be eligible for DSPTS is invited to apply via a paper application. However, because of the limitations presented by the prison as the instruction site, as well as the limitations presented by a correspondence modality, DSPTS has needed to be strategic in how they support student learning. For example, in spring 2022, after navigating prison policy with the help of the Pelican Bay Scholars Program Coordinator, DSPTS was approved to mail plastic magnifier strips to students who qualify for student support through DSPTS and are visually impaired.

Analysis and Evaluation

The College meets the Standard. College of the Redwoods regularly evaluates the quality of student services programs and operations, regardless of location or means of delivery, to support student learning and to ensure alignment with the mission through the College's program review, participatory governance, and institutional planning and evaluation processes. Employees in support service areas like the ASC, Library, Athletics, Basic Needs, Counseling/Advising, Enrollment Services, Residential Life, DPSP,

EOPS, TRiO, Upward Bound, Veterans, and distance education review their programs annually to assess the degree to which their services support student learning and the mission of the institution. The program review process encourages College personnel to explore ways to improve these service areas and request resources that will allow the service areas to improve. Significant analyses and insights provided in the program reviews of service areas frequently go into the College's annual plan for institutional action. Additionally, many of the College's service areas, like DSPS, the ASC, and IT, conduct student surveys to determine the degree to which students believe the specific service area provides for their educational needs. The College's overarching planning processes and Student Services Leadership Group allow assessment-informed dialogues and improvements, which are a central part of the program review documents, all of which become part of the institution's annual and master planning processes.

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

- a. Student support services areas and programs seek authentic ways to assess SLOs/PLOs and evaluate the impact program improvements have on student learning and success. All areas and programs have actively participated in the creation, implementation, and ongoing assessment of SLOs/PLOs through program review. The Assessment Committee has worked with the Student Services Leadership Group on several occasions to improve learning support outcomes in student services departments ([1B2-06 StudServAssessSched](#)).
- b. Student services staff and faculty evaluate service area outcomes in accordance with the College's established assessment cycle. Programs assess at least one outcome each year to provide time to implement and evaluate the success of program improvements. These assessments have led to program improvements in several areas of student services. For example, EOPS used assessment data from AY 2020-21 to improve their annual student survey methodology conducted the following year, working with IR to measure the effectiveness of EOPS-guided Student Educational Planning. Data from this survey confirmed the overall effectiveness of the EOPS SEP process when compared with student education planning for non-EOPS students. In addition, the survey identified a need for improving CR EOPS student understanding of the transfer process, which then led to the creation of a program plan to build a transfer pathway from EOPS at CR to EOP at Cal Poly Humboldt. In AY 2022-23, EOPS program review data indicated a 5% increase in students transferring to Cal Poly Humboldt from CR.
- c. In addition to the outcomes assessment process, student services programs analyze program indicators using key, program-specific metrics to reflect on the effectiveness of program operations and planning. All plans directly align with the College's annual plan and provide expectations for how the impact on the program and student services provided can be measured in support of the mission.

Analysis and Evaluation

The College meets the Standard. On a regular assessment cycle, each student support service area identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The analysis of and dialog about outcomes assessment informs each student service area's annual program review and resource requests to ensure that each service area provides appropriate services for students and continues to improve their programs and services.

3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

- a. The College provides a broad array of support services to qualifying students at all sites, including Pelican Bay State Prison, and in all modalities including in-person, by phone, Zoom, email, or regular mail. Students can access applications and comprehensive information about each program in person, with a program representative, or online on each service area's webpage. These services include:
- Admissions and Records
 - Associated Students and Student Clubs
 - Basic Needs Center
 - CalWORKs/TANF
 - Career Services
 - Child Development Center
 - Counseling/Advising and Transfer Center
 - Disability Support Programs and Services (DSPS)/L.I.G.H.T. Center
 - Extended Opportunities Programs and Services (EOPS)/Cooperative Agencies Resource Education (CARE)/NextUP
 - Financial Aid
 - Health and Wellness Services
 - Learning Resource Center/Library Services/Academic Support Center
 - Multicultural and Equity Center (MEC)
 - Outreach and Orientation Services
 - Retention Services
 - Student Housing/Residence Halls
 - TRiO/SSS and TRiO/Upward Bound
 - Veterans Resource Center and Program
- b. Additional support services are provided through campus and community allies of the College's Behavior Intervention Team (BIT). As part of the BIT mission to provide continuous access to support as well as prevention training, the team has collaborated to provide wellness events with Health Services and Basic Needs, student resource fairs with Basic Needs and community partners, safety and harm reduction workshops with CR Police Department/Campus Safety, consent workshops and sexualized violence prevention workshops with North Coast Rape Crisis Team, and districtwide training on responding to distressed, disruptive, or dangerous students. In 2023, the College collaborated with community partners and colleagues at Cal Poly Humboldt to host a Violence Prevention Summit ([2C3-01 ViolencePrevFlyer](#)). These events were offered at each campus location.
- c. In spring 2020, all student support programs and services shifted to or enhanced their online delivery. As the campus re-opened post-pandemic, counseling/advising and special programs across the District continued to provide services through multiple modalities. Currently, student services are available online and in-person, and programs continue to provide fully online and in-person support even as the College

has transitioned back to primarily in-person activities. All student services forms are available through department websites and support is available in person, by Zoom, phone, email, or regular mail. Additionally, some programs provide services, workshops, and general College information at community events, College events, and activities at local high schools. The distance education team facilitates ongoing professional development regarding digital accessibility to support equitable access to services ([2C3-02 StudentServices Web](#)).

- d. Student services and programs are reviewed and evaluated through point-of- service surveys, needs assessments, and the College’s program review processes, which integrate equity considerations into program reflections, to evaluate and address service delivery and student needs. Through these evaluation activities, the College continues to expand and enhance student services programs and has made improvements including expanding hours and providing services and information in Spanish to meet a growing demand for Spanish language services. Students can apply by submitting a paper application or through the online application form, available in both English and Spanish.
- e. The College Catalog provides detailed information regarding steps for registration and applying for financial aid as well as the availability of student support services and how to access these services, regardless of service location or delivery method. Enrollment and financial aid support is available for students at all instructional sites that assists students with the College application and all financial aid forms. On an ongoing basis, the College trains all employees providing these services to ensure currency and accuracy.
- f. During each program review cycle, student services programs include personnel from each instructional site to encourage district wide dialog about analysis, planning, and resource requesting. A part of this process involves an analysis of which services students select most frequently. Service programs also reflect on how they can improve services so students can equitably access them.

Analysis and Evaluation

The College meets the Standard. The College continuously works to provide equitable access to all students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. All students, regardless of location or delivery mode, can access the full range of student services the College provides. Services are available to students at the College of the Redwoods Eureka Campus, Del Norte Branch Campus, Pelican Bay State Prison, Klamath Trinity Instructional Site, Eureka Downtown Site, and online. The College ensures students are well-supported and have the necessary resources to succeed by providing access to information through the College website, social media platforms, and Welcome Center on the Eureka campus. The program review process monitors the effectiveness of these services on an annual basis, and the College follows student equity planning documents and processes. The College continues to expand its capacity to provide support services to students and ensures that there are multiple modes of delivery, including phone, email, Zoom, in-person, and online access to student support services.

- 4. Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.**

Evidence of Meeting the Standard

- a. College of the Redwoods' co-curricular and athletics programs align with the College's mission and contribute to the social and cultural dimensions of the educational experience of its students. Athletics and co-curricular programs support the mission by embracing student diversity, encouraging a healthy community environment, continuously improving upon programs and services, and supporting student learning.
- b. In accordance with BP 5700 Athletics, the College's athletics program operates in compliance with the California Community College Athletic Association (CCCAA) guidelines for intercollegiate athletic programs. The procedure also establishes conditions under which students may participate in the College's intercollegiate athletics programs, which include maintaining a minimum enrollment of twelve semester units, meeting minimum standards for academic performance, and making progress toward academic goals. Kinesiology faculty, coaches, and staff ensure that students have structured academic support, social and emotional support, and other resources that contribute to student success. Moreover, the program maintains equitable athletics opportunities in accordance with Title IX.
- c. The Athletics Department dedicates its efforts to helping all student athletes succeed academically, which supports the College's mission to encourage a healthy learning environment. Support is given by requiring all student athletes to participate in Cap and Gown, a noncredit Guidance 205 tutoring course designed to provide additional academic support. Since the implementation of Cap and Gown, academic performance, persistence, and continued athletic eligibility have increased among student athletes ([2C4-01 GUID 205](#)).
- d. The College's Athletics Department also supports the College's mission by helping meet the diverse needs of the communities in the service area through providing structured community activities. These activities include track meets for local elementary, middle, and high schools, fun-run benefits, athletic competitions, and student athlete involvement with local elementary schools to encourage literacy. The Athletics Department has long served a vital role aligned with the mission of supporting a diverse and inclusive community, and it recently has focused its efforts on maintaining a culture of support for all programs within the various athletic disciplines to foster a sense of cohesiveness and spirit of connection and collaboration among its students ([2C4-02 Athletics DeptMeet](#)).
- e. The College's athletics programs belong to the Golden Valley Conference, which requires the department to abide by conference constitutions and participate in an additional conference, reporting every five years. As part of the reporting, the conference makes comprehensive recommendations to the College's athletics department and administration. The College's Athletics Department and administration address any recommendations, monitor progress, and follow up with the conference about recommendations every four years.
- f. The College's Athletics Department undergoes budget reporting to determine the economic viability of the program. The tracking and auditing of finances within the athletics department and all other co-curricular activities is carried out with sound integrity in accordance with the College's board policies and administrative procedures.
- g. BP/AP 5400 Associated Students Organization establish the Associated Students of College of the Redwoods (ASCR) as the College's elected student body association and official voice for the students in District decision-making processes. The ASCR ensures representation of students at all locations through their executive composition that includes Senator positions for the Del Norte branch campus and Klamath Trinity Instructional Site. ASCR supports the

College's mission by providing students with opportunities to engage in leadership roles in student clubs, participatory governance committees, and other campus activities. ASCR has established academic requirements and clear expectations for students participating in elected leadership roles, as stated in the ASCR Bylaws. The ASCR follows formal policies and procedures that are published in its constitution and bylaws. The ASCR keeps formal accounts of meetings, expenditures, authorizations, and policies. Campus clubs and activities are encouraged and align with the College's mission to support diversity and encourage community across all campus locations. Student clubs are initiated by students and approved, chartered, and supervised by the ASCR and its advisor. A student from the ASCR serves as a voting member of the Board of Trustees ([2C4-03 BP 5400](#); [2C4-04 AP 5400](#); [2C4-05 ASCR Bylaws](#)).

- h. Students in the honors program benefit from the unique opportunity as members of the National Society of Leadership and Success. College of the Redwoods became chartered with this collegiate leadership development program in 2021 and operates asynchronously online, as well as hosting in person events on and off campus. Students work toward leadership and empowerment goals by attending workshops to learn communication, leadership, and team-building skills ([2C4-06 NSLS Jobs Flyer](#); [2C4-07 NSLS Event Email](#)).
- i. The ASCR's Club Guide Procedures explicitly outlines handling, recording, and approval of finances. Both the advisor, who acts as the cost center manager, and the vice president of student services complete an accountability report for any stipends granted to or through the ASCR. Financial integrity is closely monitored and audited by the campus Business Office in compliance with Title 5 regulations and in accordance with district policies ([2C4-08 ASCR Club Guide](#)).

Analysis and Evaluation

The College meets the Standard. The three primary co-curricular programs the College offers are athletics, student government (ASCR), and the National Society of Leadership and Success (NSLS). All other College clubs are subject to the policies outlined in the ASCR Club Guide per the student government's guidelines, and the business office monitors their finances to ensure fiscal viability. The athletics program provides valuable community outreach, is accountable to Title IX requirements for equitable athletics opportunities, provides extra academic assistance to athletes through its Cap and Gown program, and undergoes rigorous budget examination and review in accordance with board policies (BP) and administrative procedures (AP) ([2C4-09 BP 6100](#); [2C4-10 BP 6200](#); [2C4-11 BP 6300](#); [2C4-12 BP 6400](#); [2C4-13 BP 5700](#); [2C4-14 AP 6200](#); [2C4-15 AP 6400](#)).

Additionally, the Athletics Department is subjected to the College's annual and comprehensive program review processes to regularly assess the program's performance and achievement of stated outcomes. The College has systems in place to allow it to continue to monitor its co-curricular and athletics programs for quality, integrity, and fiscal soundness, and can continue to meet the requirements on an ongoing basis.

- 5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.**

Evidence of Meeting the Standard

- a. AP 5110 Counseling articulates the College's commitment to providing counseling and

advising services and describes the various roles counselors and advisors play in supporting student development and success. Counseling and advising services are provided in-person on the Eureka Campus, Del Norte Branch Campus, Klamath-Trinity Instructional Site, Pelican Bay State Prison, Downtown Site, and by Zoom, phone, email, and regular mail to serve students at all locations and through a variety of delivery modes. The College works diligently to ensure academic counseling and advising is available and accessible throughout a student's academic journey and assists students in understanding a clear course-taking pattern for educational goal completion. It offers workshops and career exploration and counseling courses. Counselors and advisors across the District foster growth and development by helping with program and academic planning, career assessments, personal goal setting, and by actively initiating and collaborating with other areas of the College to promote activities related to access, retention, and student success. Additional comprehensive counseling and advising services are offered through the College's support programs in the Student Services Division, EOPS/CARE, First Year Experience (FYE) courses, TRIO SSS, VRC, DSPS, and the Multicultural and Equity Center ([2C5-01 AP 5110](#); [2C5-02 MECWeb](#)).

- b. The College provides orientation services to all students at its instructional sites and online. Academic advisors and counselors also offer orientation services individually, through personal meetings with students, over the telephone, by Zoom, or email correspondence. The orientation builds students' understanding of a student educational plan and encourages them to meet with a counselor to complete their matriculation process. Students work with academic counselors to identify an academic goal and program of study, discuss strategies for college success, learn about career services, and plan course schedules. New students are also made aware of a variety of available support services and resources through referrals to cohort programs, including FYE, and learning support services. Special programs such as EOPS/CARE and TRIO SSS have additional mandatory orientations for students who are affiliated with those programs ([2C5-03 EOPS Services](#) ; [2C5-04 Trio Orient](#)).
- c. The College utilizes a degree audit program, available to all students through their online WebAdvisor account, which allows students to view their individual progress towards program requirements for all active programs at the College. It also allows each student to view the current educational plan they created with a counselor or advisor. The degree audit program allows students to view their progress in their declared program and, by running hypothetical scenarios, to explore the course required if they change their academic program ([2C5-05 WebAdvisor SEP](#)).
- d. The College's website includes a counseling webpage that contains comprehensive information about accessing counseling and advising services, published academic advising resources, general education patterns, articulation agreements, career advising, academic programs, educational planning resources, and information about topics related to student academic success ([2C5-06 Counseling Home](#)). The College has also created a webpage designed for distance education students that allows them to locate the College's supportive services that are specific to supporting online learners ([2C5-07 Online Classes CR](#)). The College's annual catalog, published online for easy access, contains information about counseling and advising support services, how a student can access those services, academic program requirements, and academic policies.
- e. Counselors and advisors receive ongoing training, peer mentoring, and peer shadowing opportunities to develop and enhance their roles in providing services to students. During the academic year, counselors and advisors participate in district wide, bi-weekly meetings. At these meetings, all employees engaged in counseling and advising services learn about

and discuss policy updates, current processes, and receive additional training. The College encourages counselors and advisors to participate in professional development opportunities, both on and off campus, to enhance their knowledge and practice of counseling and advising services. Those who attend off-campus workshops and conferences report back to their colleagues at the bi-weekly, district wide meetings ([2C5-08 CA Agenda](#)).

- f. Upon admission, students receive a welcome letter with instructions about how they can access orientation, advising, math/English placement, and student educational planning along with instructions on how they can access these services at any of the College's instructional sites, online, over the telephone, via Zoom, or through email. The College tracks individual student achievement of each of these elements and informs students if they have neglected to complete one or more of the requirements. The College rewards students who utilize the core services with priority registration ([2C5-09 Welcome Letter](#)).
- g. The College's transfer center holds many transfer workshops throughout the academic year on the Eureka campus and at the instructional sites that inform students about the transfer process, transfer requirements, and how to obtain an associate degree during their transfer process. The transfer center widely advertises these events through email, flyers, on the College website, and classroom announcements. Students attending these workshops evaluate and assess them, which provides the basis for ongoing improvement.

Analysis and Evaluation

The College meets the Standard. The College provides a comprehensive model of academic counseling and advising services that align with the College's mission and support student development and success. The College provides counseling and advising programs to support student development and success. Counselors and advisors are prepared for their role through professional development, training, and orientation. Students are oriented to their programs of study and receive timely, useful, and accurate information through orientation activities, one-on-one counseling/advising sessions, group workshops, support courses, and more. These services are delivered to students in person, over the telephone, Zoom, through email, and fully online. Through priority registration, the College has incentivized student completion of their SEPs. The counseling/advising area prioritizes new employee training and ongoing training for personnel. The specialized general studies and guidance courses utilize faculty member disciplinary expertise to additionally assist students in the fulfillment of their educational goals. The counseling/advising area has identified student outcomes that it assesses on the College's regular four-year cycle and completes an annual program review report to ensure the effectiveness of its services and to plan for improvements in a way consistent with assessment results analysis.

- 6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)**

Evidence of Meeting the Standard

- a. The College has established and adheres to admission policies that are consistent with the mission by facilitating the goal of "student access" to the College's academic programs and services based on criteria established by policies and administrative procedures. The College is committed to open access education for anyone who is 18 years of age or older and can benefit from instruction or anyone who has a high school diploma, certificate of proficiency, or certificate of completion or is admitted through a dual enrollment program

as established in BP 5010 Admissions and Concurrent Enrollment, AP 5012 International Students, and AP 5013 Students in the Military. Admissions policies and procedures are communicated to students through the College Catalog and College website ([2C6-01 BP 5010](#); [2C6-02 AP 5012](#); [2C6-03 AP 5013](#)). Programs with additional admissions requirements, such as Nursing, or external requirements for licensure, such as Emergency Medical Technician, are stated in the catalog and on program websites ([2C6-04 RN Website](#) ; [2C6-05 EMT Website](#)).

- b. The College's application process is free, without obligation, and involves filling out an online application through Open CCCApply, a platform provided and supported by the CCCCO. After completing the application, students are directed to additional steps including applying for financial aid, orientation, counseling/advising, registration, and accessing course/student information.
- c. The College makes both online and in-person orientations available to students to provide them with information about the different programs and pathways they can pursue to reach their particular educational goals. These orientations also provide information about additional support programs on campus, like EOPS, DSPS, veteran services, and TRiO. In-person orientations include additional counseling and advising support to assist students in creating a student educational plan to begin building a clear educational goal and pathway to achieving that goal. Students unable to attend in-person orientation can meet with a counselor or advisor individually by telephone or via Zoom to build their educational plan.
- d. The College has strong partnerships with local high schools and the Humboldt County Office of Education (HCOE) to aid those students in their educational planning prior to entry into the College. These initiatives include dual enrollment, concurrent enrollments, College and Career Expo event, Transfer Day, and comprehensive outreach. The College hosts an annual Counselor Day for all local area high school counselors with the goal of building connection between high school counselors and college counselors and student services support staff, introducing them to vital student support services, and familiarizing them with the College's academic programs.

Analysis and Evaluation

The College meets the Standard. The College has adopted and adheres to admission policies consistent with its mission, policies that specify the appropriate qualifications of a student for the college's programs. CR defines and advises students on clear pathways to complete certificate, degree, and transfer goals.

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

- a. Admissions instruments are evaluated on a regular basis through the program review process. Students who apply for admission to the College receive communication informing them of their placement recommendations based on the student's responses to multiple measures questions included on the CCCCO CCCApply online application. Multiple measures and guided placement tools ensure that students are assessed through a holistic view of their skills and comfort level with prerequisite course material. Placement recommendations are based on high school grades and course information as established in the multiple measures guidance from the CCCCO.
- b. The College has begun a regular process to review and assess its placement practices,

results, and student outcomes for local validation. Placement results are reported to the CCCC. In addition, new curriculum was developed to provide companion support courses for English and math courses, and the College has also increased academic and learning support services, including tutoring. It will continue to examine the effectiveness of support coursework and monitor evaluation of the current processes to determine whether changes are needed ([2A7-08 ENGL 1S COR](#)).

- c. The goals of the Strategic Enrollment Management (SEM) are to stabilize enrollments, link academic to student development programs, establish effective enrollment management procedures in response to changing fiscal resources and mandates, and evaluate enrollment management strategies. Typical tasks of the SEM are to recommend strategies to meet and sustain enrollment targets, recommend a comprehensive recruitment and retention plan, and recommend purposeful linkage between marketing, recruitment, and branding ([2C7-01 SEM Agenda](#); [2C7-02 SEM Narrative Committee Charge](#)).
- d. In accordance with BP 5010 College Admissions and Concurrent Enrollment, AP 5010: Admissions, and BP/AP 5052 Open Enrollment, the College provides and maintains an open enrollment policy for all eligible students. Students can apply for admission using paper and online applications, which are available in English and Spanish ([2C6-01 BP 5010](#); [2C7-03 AP 5010](#); [2C7-04 BP 5052](#); [2C7-05 AP 5052](#)).

Analysis and Evaluation

The College meets the Standard. The College regularly evaluates admissions instruments and practices to assess effectiveness and minimize biases through the College's program review process. Assessment and placement practices and instruments have been established in accordance with the requirements of AB 705 and based on appropriately validated decision rules provided in guidance from the CCCC.

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

Evidence of Meeting the Standard

- a. College of the Redwoods maintains all student records permanently, securely, and confidentially for secure backup of files, consistent with requirements of the CCCC and Title 5 of the California Code of Regulations.
- b. The College's policy regarding the release of student records meets Federal Education Rights and Privacy Act (FERPA) guidelines and is published in the catalog and on the College's website. The College annually notifies students about FERPA guidelines ([2C8-01 FERPA](#)).
- c. The College gives all employees in contact with student records a manual that includes all procedures and a checklist to ensure that they understand college and federal policies about student record security and confidentiality. They must also sign a document (a "Confidentiality Contract") acknowledging that they understand their responsibilities with student records. Enrollment services staff members review the manual, the checklist, and sign the confidentiality contract ([2C8-02 Checklist Confidential](#); [2C8-03 Confidential Contract](#)).
- d. As outlined in AP 3310 Records Retention and Destruction, the admissions and records personnel follow a strict policy for records retention and destruction. The College has completed its migration of current student records into the SoftDocs electronic storage system that allows paper forms to be shredded ([2C8-04 AP 3310](#)). The College has migrated all student records from microfiche into SoftDocs and continues to scan all current

records into that system. The SoftDocs secures their files with a double password locking system.

- e. The Admissions and Records Office maintains an inventory of all student records under their purview, including physical records stored offsite at Sherlock Records Management's secure, climate-controlled facility. When requested, Sherlock Records Report Management makes records available to College personnel through a "scan on demand" system ([2C8-05 Scan On Demand](#)).
- f. The College has an established protocol to keep the Admissions and Records Office locked during all hours of the day. Key or explicitly authorized entry is the only way to gain access to that office.
- g. On an ongoing basis, department meetings and training sessions ensure that employees remain knowledgeable and current in the applications of FERPA guidelines. The director of admissions and financial aid, as well as the vice president of student services maintain FERPA compliance certification through the Center for Excellence in Higher Education Law and Policy ([2C8-06 FERPA Training](#)).
- h. Other areas of the College take additional measures to keep student records secure and confidential. The College keeps student conduct and residential life files in an electronic share drive. The Child Development Center adheres to security protocols that ensure all student and financial data is kept in a locked office. Categorical programs such as Disabled Student Program and Services, Extended Opportunities and Services Program, Upward Bound and CalSOAP follow additional guidelines mandated in their grants regarding the security, storage, and confidentiality of student records.

Analysis and Evaluation

The College meets the Standard. The College has a system in place to ensure the protection of all student record information in accordance with FERPA guidelines and has established policies and procedures that ensure the permanent, secure, and confidential handling of student records and the conditions for their release. AP 3310 and AP 5040 outline this system. Additionally, the College requires that all employees who access student record information receive training and a checklist to follow when handling protected information. The College notifies students about the conditions that allow records to be released and informs all relevant personnel about the legal requirements of the FERPA legislation.

Conclusions on Standard II.C: Student Support Services

The College meets the requirements of Standard II.C by providing an array of student support services that address the academic, basic needs, and social justice needs of our student population. It monitors and evaluates these services to ensure that our students are successful. The College supports its mission by providing a comprehensive set of student support services that are accessible regardless of location or means of delivery. Student support services strategic initiatives are aligned with EMP goals. The College's program review process ensures regular evaluation of student support services and continuous improvement in student learning and success.

Improvement Plan(s)

None

Evidence List

[1B2-06 Student Services Assessment Schedules](#)
[2A7-08 ENGL1S Course Outline](#)

[2C1-01 EOPS Program Review 20-21](#)
[2C1-02 Tableau CR Factbook](#)
[2C1-03 ASC Tutor Survey](#)
[2C1-04 Student Services Leadership Group Agenda](#)
[2C1-05 Distance Education Newsletter October 23](#)
[2C1-06 Correspondence Education Support Survey](#)
[2C3-01 Violence Prevention Summit Flyer](#)
[2C3-02 Student Services Webpages](#)
[2C4-01 Guidance 205 Syllabus](#)
[2C4-02 Athletics Department Meeting Agenda](#)
[2C4-03 BP 5400 Associated Students Organization](#)
[2C4-04 AP 5400 Associated Students](#)
[2C4-05 Associated Students College of the Redwoods Bylaws](#)
[2C4-06 National Society of Leadership and Success Flyer](#)
[2C4-07 National Society of Leadership and Success Event Email](#)
[2C4-08 ASCR Club Guide](#)
[2C4-09 BP 6100 Delegation of Authority](#)
[2C4-10 BP 6200 Budget Preparation](#)
[2C4-11 BP 6300 Fiscal Management](#)
[2C4-12 BP 6400 Audits](#)
[2C4-13 BP 5700 Athletics](#)
[2C4-14 AP 6200 Budget Preparation](#)
[2C4-15 AP 6400 Audits](#)
[2C5-01 AP 5110 Counseling](#)
[2C5-02 Multicultural and Equity Center Website](#)
[2C5-03 EOPS Services](#)
[2C5-04 TRiO Orientation](#)
[2C5-05 WebAdvisor Student Education Plan Portal](#)
[2C5-06 Counseling Homepage](#)
[2C5-07 Online Classes at CR Support Page](#)
[2C5-08 Counseling and Advising Agenda](#)
[2C5-09 Welcome Letter](#)
[2C6-01 BP 5010 Admissions and Concurrent Enrollment](#)
[2C6-02 AP 5012 International Students](#)
[2C6-03 AP 5013 Students in the Military](#)
[2C6-04 Registered Nursing Website](#)
[2C6-05 Emergency Medical Technician Website](#)
[2C7-01 Strategical Enrollment Management Committee Agenda](#)
[2C7-02 Strategical Enrollment Management Committee Charge](#)
[2C7-03 AP 5010 Admissions](#)
[2C7-04 BP 5052 Open Enrollment](#)
[2C7-05 AP 5052 Open Enrollment](#)
[2C8-01 FERPA Notification](#)
[2C8-02 Confidentiality Checklist](#)
[2C8-03 Confidentiality Contract](#)
[2C8-04 AP 3310 Records Retention and Destruction](#)
[2C8-05 Scan-On-Demand Form](#)
[2C8-06 FERPA Training Outline Fall 2023](#)



Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

- 1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.**

Evidence of Meeting the Standard

- a. College of the Redwoods has hiring processes that have a foundation of (1) selecting highly qualified individuals who have the appropriate education, training, and experience to provide and support the College's programs and services and (2) ensuring equal opportunity among all qualified individuals interested in employment at the College.
- b. The Institution has multiple administrative procedures governing hiring. AP 7120-2 Interim – Recruitment and Hiring of Management and Administrators, AP 7120-3 Recruitment and Hiring of Full Time Faculty, and AP 7120-4 Recruitment and Hiring of Associate Faculty describe the College's procedures for recruiting and hiring administrators and managers and full- and part-time faculty. AP 7120-7 Internal Transfer Opportunity describes the process for filling vacant classified, confidential, classified manager, and educational administrator positions through an internal transfer application process available to permanent employees of the District. AP 7120-8 Interim – Appointment to Vacant Management Positions defines the required qualifications, two-year term limit, and procedure for filling vacant management or administrative positions on an interim basis ([3A1-01 AP 7120 Series](#)). AP 7125 Verification of Eligibility for Employment documents that the District complies with federal laws governing the recruitment and hiring of persons eligible for employment in the United States ([3A1-02 AP 7125](#)).
- c. Key to the hiring process for all employee groups is an understanding of each position's minimum qualifications, including education, experience, and requisite skills, knowledge, and abilities, as well as essential functions, duties, and responsibilities of the position. Subject matter experts define these qualifications in collaboration with human resources professionals (for faculty and administrator position recruitments) or the Personnel Commission (for classified recruitments). Job descriptions are developed based on analyses of essential duties and bona fide minimum job requirements along with the minimum qualifications for all positions.
- d. Administrative position postings contain all the requirements that align the College with the Standard, such as essential duties and responsibilities, knowledge and skills, and education and prior experience ([3A1-03 DeanJobDescription](#)). Classified and management position

postings contain all required skills, education, and experience ([3A1-04 StuServSpecIII](#)).

Analysis and Evaluation

The College meets the Standard. The College adheres to codified policies and procedures that align with the requirements of the Standard. It uses fair and equitable hiring processes rooted in the practice of hiring administrators, faculty, and staff based on the qualifications for the positions as demonstrated by their education, training, experience, and ability to serve a diverse population. The College develops each position with its mission and goals in mind. Procedures are clearly outlined in the College's administrative regulations and help ensure the hiring of highly qualified employees within an equal employment environment that reflects, to the greatest extent possible, the diversity of the College's student population and its local community. Job descriptions accurately reflect position duties, responsibilities, and authority. To best serve our student population, the College regularly assesses and revises the processes and practices used to better attract qualified and diverse applicants for positions. The College is working toward revising the references requirement in faculty recruiting, in the pursuit of attracting more qualified applicants from diverse backgrounds.

Job descriptions for new full-time and part-time positions are generated through a careful collaborative process to guarantee faculty, staff, and administrators possess the educational background, work experience, and training to support all aspects of the College's educational and supporting programs. All materials are publicly available for review and clearly connect to institutional goals and mission.

- 2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)**

Evidence of Meeting the Standard

- a. College of the Redwoods employs qualified faculty to meet the instructional and counseling needs of its students. The College adheres to carefully crafted hiring processes in evaluating faculty candidates to ensure that they have appropriate degrees, experience, and expertise, and will contribute to the mission.
- b. Faculty qualifications include knowledge of the subject matter and requisite skills including appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning ([3A2-01 SWHS job](#)).
- c. Applicants who do not meet the qualifications outlined in the job description may qualify via the equivalency guidelines. The College has outlined guidelines for determining the equivalencies for minimum qualifications both for disciplines requiring and not requiring a master's degree ([3A2-02 AP 7211](#); [3A2-03 AdviceEquivalencyArg](#)).
- d. Instructional departments and programs are responsible for developing the job responsibilities. Specifically, the division dean or designee, appropriate area vice president or designee, and representative(s) from the Office of Human Resources (HR) work together to develop clear and complete job descriptions and announcements, including any preferred qualifications recommended by the faculty for each position. Preferred qualifications include experience and other unique qualifications desired in ideal

candidates.

- e. To ensure that applicants selected for an interview have subject matter expertise and requisite skills for the service to be performed (including, as appropriate, experience teaching online), candidates may be required to demonstrate effective teaching through an exercise designed by the screening committee and deemed appropriate for the discipline. The assessment may include delivering a teaching demonstration during the interview or conducting a class session with students. Questions and scenarios are designed by the screening committee to ascertain a candidate's knowledge in the field, discipline expertise, and potential to contribute to the mission and core values of the College ([3A2-04 TeachDemo ES](#)).
- f. The institution uses the California Community College Chancellor's Office handbook to determine *Minimum Qualifications for Faculty and Administrators in California Community Colleges* and follows AP-7211 Faculty Service Areas, Minimum Qualifications and Equivalencies to ensure all faculty meet the needs of the institution ([3A2-02 AP 7211](#)).
- g. HR consults with administrators and faculty to ensure that job announcements contain required qualifications and relevant expertise for all full-time faculty positions. Full-time faculty job descriptions and announcements include minimum qualifications, duties, possible assignment locations, and preferred qualifications. All full-time job descriptions include curricular development and review and learning outcome assessment as required duties ([3A2-05 EthnicStudies FT](#)). Part-time faculty job descriptions and announcements include the same information as full-time positions, though committee service is not typically a requirement of part-time instructors ([3A2-06 Job AF BIOL](#)).
- h. The Academic Senate Faculty Qualifications Committee reviews required documents before approving any faculty to teach or work at the college (Minimum Qualifications Packet Redacted NOT FOR PUBLIC VIEW).

Analysis and Evaluation

The College meets the Standard. The College ensures minimum qualifications and expertise are held by all faculty teaching in the disciplines in accordance with the Chancellor's Office handbook *Minimum Qualifications for Faculty and Administrators in California Community Colleges*. The vetting process employed in hiring faculty guarantees all persons possess the necessary skills to promote student achievement.

3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

- a. Administrators, who serve at the discretion of the president/superintendent, are responsible for the oversight, management, and overall direction of student and academic programs. Their focus is how the respective program impacts the educational environment. Classified managers are responsible for managing and supervising the day-to-day function of a college program or service.
- b. For academic administrators, the College adheres to the qualifications outlined in California Code of Regulations §53420 - Minimum Qualifications for Educational Administrators ([3A3-01 CCCR 53420](#)). HR works with the vice president responsible for the area to which the position is to be assigned to develop a job description that clearly outlines job responsibilities and minimum and preferred qualifications. While academic administrators

must meet the minimum qualifications set forth in the California Code of Regulations, the College sometimes sets preferred qualifications that exceed those minimums ([3A3-02 AdminJobExceedMQ](#)).

- c. AP 7120-2 Recruitment and Hiring of Management and Administrators describes the College's procedures for developing and distributing job announcements as well as for screening applicants based on their qualifications, transcripts, and fitness to support the College's educational programs and services ([3A3-03 AP 7120-2](#)). AP 7126 Applicant Background Checks establishes that applicants are subject to background and reference checks prior to employment ([3A3-04 AP 7126](#)).
- d. Administrative position postings contain all the requirements that align the college with the Standard, such as essential duties and responsibilities, knowledge and skills, and education and prior experience, and are fully vetted before assuming their duties ([3A1-03 DeanJobDescription](#); [3A3-05 VPSS Job](#); [3A3-06 VPI Job](#); [3A3-07 DirectorLRCJob](#)). The institution uses the California Community College Chancellor's Office handbook to determine *Minimum Qualifications for Faculty and Administrators in California Community Colleges* as part of this process.
- e. HR, in conjunction with the position screening committees, reviews all applications to ensure that only qualified applicants are considered for administrative and other staff positions.

Analysis and Evaluation

The College meets the Standard. The College follows uniform policies and procedures in its hiring practices, the generation of job descriptions, and employee recruitment, screening, and hiring procedures to guarantee the hiring of qualified administrators and applicants responsible for educational programs.

4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

- a. In hiring faculty, administrators, and other employees, the College adheres to the California Code of Regulations, specifically Title 5, sections 53400-53430, which state that all faculty, administrators, and other employees must possess degrees and/or credits from accredited institutions.
- b. AP 7120-3 Recruitment and Hiring of Full Time Faculty establishes that HR personnel conduct the initial screening of applicants' degrees and qualifications, and that HR informs the screening committee of any questions or issues in the files submitted by applicants. According to the procedure, "[t]he Human Resources Office will examine each applicant's materials for completeness and evidence of compliance with the required qualifications as advertised in the position announcement. Incomplete applications will not be forwarded to the committee for consideration." AP 7126 Applicant Background Checks established the requirement that "[a]pplicants for positions shall be subject to background or reference checks." HR also requires that any foreign degrees be accompanied by an official foreign transcript evaluation verification and includes the names and contact information for professional services that perform such verifications ([3A4-01 ForeignTransEval](#); [3A4-02 ForeignTrans Redacted](#)).
- c. As mentioned above, AP 7211 Faculty Service Areas, Minimum Qualifications, and Equivalencies governs faculty qualification and the role of the Academic Senate's Faculty

Qualifications committee in supporting the District's processes to ensure that faculty meet at least the minimum qualifications established by the Board of Governors ([3A4-02 MinQuals Redacted](#)).

Analysis and Evaluation

The College meets the Standard. The College requires official transcripts from accredited institutions before employing candidates. The College also requires that any foreign transcripts be verified through a recognized transcript evaluation service.

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

Evidence of Meeting the Standard

- a. The College has written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess the effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented. There are distinct evaluation procedures for faculty, classified staff, and administrators/managers.
- b. AP 7150 Evaluation establishes that the District evaluates all personnel regularly and at stated intervals using written criteria with the intention of assessing effectiveness and encouraging improvement ([3A5-01 AP 7150](#)).
- c. The District adheres to a regular timeline for, and maintains records of, the evaluation of administrators, managers, and classified employees. The District also follows a regular timeline for, and maintains records of, the evaluation of faculty. The evaluation templates for all positions in the District reflect performance criteria specific to the duties of each position. When evaluations indicate a need for improvement, the District's processes ensure reevaluation addresses those issues in job performance ([3A5-02 EvaluationForms; Completed Evaluations Redacted—NOT TO BE MADE PUBLIC](#)).
- d. The Executive Cabinet regularly reviews a "Past Due Evaluation List" provided by HR to support the timely completion of all personnel evaluations ([3A5-03 ExecCabinetAgenda](#)).
- e. Collective bargaining agreements have both evaluation timelines and evaluation criteria included in their respective articles and include possible improvements as a central aspect of the evaluation forms. Administrators notify evaluators and evaluatees of these timelines and criteria prior to the beginning of the evaluation process. Individual administrative evaluators' or evaluation committees' report findings are provided to employees ([3A5-04 ArticleXICRFO CBA; 3A5-05 CSEA CBA](#)).

Analysis and Evaluation

The College meets the Standard. The College maintains regular processes for evaluating all employees on a continuous basis. Evaluation forms and timelines, including required evaluation criteria and intervals used to evaluate all employees, are included in collective bargaining agreements and other documents codifying standards of performance. Executive Cabinet members regularly review the status of scheduled evaluations to ensure ongoing compliance. To ensure fairness and compliance with

all state and federal regulations and College goals, evaluation procedures are regularly assessed and improved accordingly.

~~6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.~~

Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

- a. Multiple processes are used to determine appropriate staffing levels for each program and service. The program review process includes identifying human resources needed to assure the quality of programs and services.
- b. The District uses AP 7217 Faculty Prioritization Process and its associated full-time faculty prioritization rubric to address the ongoing need to ensure adequate full-time faculty staffing needs are met. The president/superintendent announces the decision regarding approved new faculty positions each year after the prioritization process has concluded ([3A7-01 AP 7217](#); [3A7-02 FacPrior EthnicStud](#); [3A7-03 FacPositions Fall22](#)).
- c. Program review resource requests identify faculty, advising, and instructional support staffing needs as parts of the planning process. The Program Review Committee ranks plans, including staffing requests, and the Cabinet reviews and prioritizes needs ([3A7-04 PR Instruct Person](#)).
- d. The College receives notification each year of the Faculty Obligation Number (FON) set by the Chancellor's Office and uses this as part of its decision-making process in budgeting for additional faculty positions. The College consistently exceeds the minimum standard set by its California Community Colleges Full-time Faculty Obligation Number (FON), as shown in the CCCCO's Fall 2022 Full- Time Faculty Obligation Compliance and Percentage Report ([3A7-05 Fall22 FONCompliance](#)).
- e. Article III: Wages and Working Conditions of the faculty Collective Bargaining Agreement, sets out responsibilities and additional duties of faculty to ensure the quality of educational programs and services ([3A7-06 Article3 CRFO CBA](#)).

Analysis and Evaluation

The College meets the Standard. Through the process of annual program review, and informed by the Chancellor's Office Faculty Obligation Number, the College determines the needs for additional faculty and monitors the sufficiency of faculty staffing. Additionally, the faculty collective bargaining agreement sets out duties beyond regular teaching to ensure that educational quality and the goals of the mission are attained.

8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution

provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

- a. College of the Redwoods integrates its part-time and associate faculty in the life of the institution via orientation, evaluation, professional development, department meetings and social activities.
- b. AP 7160 Professional Development directs the District to “provide[...] all personnel with appropriate opportunities for continued professional development, consistent with the District’s mission” ([3A8-01 AP 7160](#)). One way the Institution enacts this procedure is by providing annual associate faculty orientations during fall and spring pre-semester sessions ([3A8-02 Convo22 Sched](#); [3A8-03 FlexSched22](#)).
- c. HR ensures that all part-time faculty are appropriately on-boarded into the institution, and HR uses various spreadsheets to track associate faculty processes from hiring and on-boarding through initial and subsequent evaluation cycles ([3A8-04 PTFac FlowChart](#)).
- d. The Associate Faculty Committee (an Academic Senate subcommittee) is charged with advising “the Senate on issues of specific concern to associate faculty” and promoting “district- wide collegiality” ([3A8-05 AssocFacMtg Agenda](#)).
- e. Part-time faculty are included in robust professional development offerings through the College, including those offered during convocation and professional development flex days. For example, during the 2022-23 academic year, the Office of Instruction supported part-time faculty participation in a series of seven-week, cohort-based professional development sessions offered through the Association of College and University Educators (ACUE). Part-time faculty members who successfully completed the sessions received a stipend recognizing their commitment to professional development ([3A8-06 ACUE Spring23](#)).
- f. The Academic Senate dedicates two senate seats to part-time faculty members to ensure they have a voice in matters related to the Senate’s 10+1 shared governance responsibilities. Membership requirements for most subcommittees of the Academic Senate, including the Academic Standards and Policies Committee, Faculty Qualifications Committee, Associate Faculty Committee, Multicultural and Diversity Committee, and the Distance Education Committee, require at least one part-time faculty member to serve as a member of those committees ([3A8-07 Senate Constitution](#)).

Analysis and Evaluation

The College meets the Standard. The College promotes inclusion of part-time faculty in the life of the institution and holds regular convocation and pre-semester onboarding and professional development activities to ensure part-time faculty are integrated into the college community. Through regular evaluations and through continuous calls for professional development opportunities, part-time faculty can maintain professional standards and stay closely connected to the core values and mission of the institution. Part-time faculty also participate on deliberative committees such as the Academic Senate, the Multicultural and Diversity Committee, the Accreditation Oversight Committee and many others, as well as actively participating in collective bargaining.

- 9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)**

Evidence of Meeting the Standard

- a. Hiring of the institution's educational support staffing is governed by AP 7120-1 Recruitment and Hiring of Classified and Confidential Staff and AP 7120-2 Recruitment and Hiring – Management and Administrators ([3A9-01 AP 7120-1](#); [3A3-03 AP 7120-2](#)). These policies ensure that staff have the appropriate qualifications to support college operations.
- b. All student support programs and administrative units submit an annual program review report and undergo a comprehensive program review to address staffing needs within the area. Such needs are prioritized through the College's planning processes.
- c. Staffing needs are identified through the annual program review process undertaken by all academic, student services, and administrative areas. Staffing requests are generated during this review process and are noted in program plans that lead to resource requests. The Program Review Committee evaluates all program review plans, and resource requests and requests are given numerical rankings based on an established rubric ([3A7-04 PR Instruct Person](#); [3A9-02 Ranked Instruct Plans](#)). The most critical needs are addressed by the College's senior staff members and through the evaluation of the personnel requisition form and process which requires personnel requests, including requests for replacement personnel, to be tied to program review, accreditation standards, the EMP, or other college efforts to substantiate the request.

Analysis and Evaluation

The College meets the Standard. The College maintains a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. This includes the support professionals who provide student and faculty support, infrastructure support (including maintenance, grounds, and physical plant operations), technology support and safety. The College carefully considers its fiscal resources when reviewing requests for new personnel, replacements and/or additional personnel. It ensures it has sufficient staff with appropriate qualifications to support effective educational, technological physical, and administrative operations based on its annual program review process. Specific policies and procedures govern recruitment and hiring of all staff.

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

- a. Hiring for administrative positions is governed by AP 7120-2 Interim – Recruitment and Hiring of Management and Administrators, and this policy ensures that administrators possess the education, experience, and expertise required to provide effective leadership in support of the College mission and purposes ([3A3-03 AP 7120-2](#)).
- b. After national searches and a thorough vetting process that included campus wide open fora where college personnel were able to question and observe multiple candidates for each position, several recent administrative hires have been made from within the institution, including the vice-president of student services and both executive deans. These internal hires bring a great deal of expertise to their positions and have provided the institution with administrative continuity ([3A10-01 Update VPSSsearchUpdate](#); [3A10-02 OpenForum ExecDean](#)).
- c. The annual program review documents for the various administrative services areas identify staffing needs, and these staffing requests are ranked according to the established program review process ([3A10-03 PR 22 AdminPers](#); [3A10-](#)

[04 PR 23 AdminPers](#)).

- d. The College provides professional development opportunities and trainings to help ensure administrators provide effective leadership and services that support the institution's mission and purposes ([3A10-5 Keenan trainings](#)).

Analysis and Evaluation

The College meets the Standard. The College maintains a sufficient number of administrators with the requisite expertise and preparation to provide oversight and leadership. While the College has processes for orienting new administrators, our self-evaluation process indicates that the institution could benefit from a richer orientation/mentoring process to ensure new administrators are offered effective support in their new roles.

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

- a. College of the Redwoods has clearly established personnel policies and procedures as outlined in its board policies, administrative procedures, and collective bargaining agreements with the College of the Redwoods Faculty Organization (CRFO) and the California School Employees Association (CSEA). These policies and procedures are fair and are administered equitably and consistently.
- b. The District establishes and regularly reviews various personnel policies and procedures through college wide collegial consultation in the College Council process ([3A11-01 CollCouncil Hndbook](#); [3A11-02 CollCouncil Minutes](#)). Approved board policies and administrative procedures are published and open for public view on the College's online repository in BoardDocs ([3A5-01 AP 7150](#)).
- c. HR works with the Office of the President/Superintendent to institute an ongoing and systematic review of the College's personnel policies and procedures to ensure fair and consistent administration and continuity with documents. AP 7365 Disciplinary Action of Permanent Classified Employees describes in detail the procedural steps and constraints regarding classified employee discipline and provides an example of the kinds of policies and procedures the College adheres to and makes public for employees, students, and members of the community to review. Other policies and procedures that describe personnel actions are BP/AP 3050 Institutional Code of Ethics, BP/AP 3430 Prohibition of Harassment, and BP/AP 3510 Workplace Violence. Numerous other examples of policies and procedures are housed in the College's BoardDocs site ([3A11-03 BoardDocsScreen](#)).
- d. AP 3900 Speech: Time, Place, and Manner guarantees equitable and fair treatment regarding speech acts among all members of the campus community ([3A11-04 AP 3900](#)).
- e. The collective bargaining agreements between the District and its two labor organizations include articles detailing grievance processes that support the equitable administration of personnel policies and procedures ([3A11-05 Grievance CBA](#); [3A11-06 Grievance CSEA](#)).
- f. The College arranges, tracks, and maintains all legally required trainings for all new and continuing employees through the Keenan College Safe Schools online training system. Trainings include Title IX, Mandated Reporting, FERPA, NIMS, Hazard Communications, Injury/Illness Prevention Plan, Defensive Driver, Fire Extinguisher, and various department-specific trainings ([3A10-05 Keenan Trainings](#)).

Analysis and Evaluation

The College meets the Standard. The College ensures broad coverage of personnel policies and by maintaining equitable and fair treatment through negotiated grievance processes for employee collective bargaining units. Equitable and fair policies cover all employees not subject to negotiated collective bargaining agreements. Policies, procedures, and collective bargaining agreements are open for public view on the College's HR website and through the BoardDocs application, which is also publicly viewable.

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

- a. BP 7100 Commitment to Diversity articulates the fundamental tenet that "the District[,] and each individual who represents the District, will provide an inclusive employment environment that has the goal of increasing and maintain diversity and equal employment opportunities and conditions" ([3A12-01 BP 7100](#)).
- b. AP 3410 Nondiscrimination states, "The District shall provide equal employment opportunities to all applicants and employees regardless of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identify, gender expression, age, sexual orientation, or military and veteran status." Additionally, AP 3420 Equal Employment Opportunity (EEO) establishes the District's EEO Plan and requires the annual evaluation of employee and applicant data in support of the implementation of the EEO Plan. AP 3420 further establishes the EEO Advisory Committee as a body with broad institutional representation that is to assist in the implementation of the EEO Plan. AP 3420 delineates the District's procedures for EEO-informed hiring practices, delegation of authority for implementation of the EEO Plan and the relevant complaint procedures and methods of accountability. The latest EEO plan from 2021 is undergoing a regularly- scheduled review and will be replaced after Board approval in February 2024 ([3A12-02 AP 3420](#); [3A12-03 EEOPlan 2021](#)).
- c. The District's EEO Advisory Committee minutes from May 1, 2023, demonstrate that the College engages in on-going development of effective practices in support of this Standard. The EEO plan publishes data-driven analyses of the District workforce and applicants as well as plans of action to support district wide diversity in personnel. Additionally, the institution performed a human resources survey, which included three questions regarding diversity, equity, and inclusion, in fall 2022 to more clearly understand attitudes of employees ([3A12-04 CR EEO22-23](#); [3A12-05 DEIA Survey](#)).
- d. The District offers implicit bias training for hiring selection committee members and is currently under contract with Stepping Stone Consulting to do the following: 1) support the creation of an "equity advocate" program; 2) support and recommend changes to existing HR processes and District policy regarding hiring practices to reduce the potential for bias and elevate equity; and 3) conduct quantitative and qualitative analyses of "CR staff and faculty representation and experiences on campus" ([3A12-06 ImplicitBiasTrain](#); [3A12-07 SteppingStone](#)).

Analysis and Evaluation

The College meets the Standard. In accordance with its approved policies and procedures, the College maintains numerous practices, programs, and services that support its diverse personnel. These efforts are strengthened through numerous avenues for training personnel and include specific diversity and implicit bias training through a variety of services and outside organizations. The College maintains and expands programs, practices, and services that support its diverse personnel and regularly assesses its record in employment equity and diversity consistent with its mission. Despite its commitment to diversity and the development and implementation of these policies and practices, the College's record in employment equity and diversity has some room for improvement, and it has engaged an outside consulting firm to support that improvement.

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

- a. AP 3050 Institutional Code of Ethics defines ethics, articulates its importance and the institutional expectations and responsibilities of all employees in upholding ethical standards ([1C7-01 AP 3050](#)).
- b. AP 7365 Disciplinary Action for Permanent Classified Employees includes a detailed description of actions that may be taken to resolve violations of College processes or procedures ([3A13-01 AP 7365](#)).
- c. The College follows policies relevant to violations of hiring practices and will remove individuals from committees when the violation warrants this action (E: Removal of Committee Chair Redacted—NOT FOR PUBLIC VIEW).

Analysis and Evaluation

The College meets the Standard. It has a well-defined code of ethics and policies and processes to ensure that professional standards are met. A detailed administrative procedure enumerates possible violations and possible disciplinary actions.

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

- a. AP 7160 Professional Development supports the planning for and provision of “appropriate opportunities for continued professional development, consistent with the District’s mission” ([3A14-01 AP 7160](#)).
- b. The District provides college-wide opportunities throughout the year, especially through “flex activities” and at fall convocation. A professional development calendar on the College’s web pages ensures ready access so that employees can plan to attend upcoming professional development opportunities ([3A14-02 Convocation23](#); [3A8-03 FlexSched22](#)).
- c. The distance education team conducted a professional development needs assessment survey for faculty in fall 2022 and in response provided regular professional development opportunities for faculty on “DE PD Fridays” during the fall and spring semesters in 2022-23. For 2023-24, the distance education team is facilitating the Digital Accessibility Convoy, Digital Class Tours, and the POCR preparation course, among other activities ([3A14-03 DEPDFridays22-23](#)).

- d. The District provides professional development opportunities through the online subscription service, Go2Knowledge, including such topics as “Creating Teachable Moments,” “Technology Tools to Promote Active Learning and Engagement,” “4 Ways Colleges Can Support Adult Learners,” and “A Framework for Transitioning Back to Campus: Safety, Anxiety and Communication,” among many others ([3A14-04 Go2Knowledge](#)).
- e. The College has two groups devoted to promoting professional development. The college wide Professional Development Committee includes members from across all constituencies and reviews and recommends a broad range of activities to provide employees with a variety of professional development opportunities annually. The Academic Senate’s Faculty Development Committee accepts requests from full-time and part-time faculty seeking external professional development opportunities. The committee typically funds more than 30 such professional development requests and offers faculty travel and conference funding in support of pedagogical and diversity training as well as other professional activities ([3A14-05 PDCommittee10-2023](#); [3A14-06 FacDevCom03-2023](#)).
- f. The College recently launched a novel professional development opportunity for administrators. With this professional development leave program, permanent administrators shall be expected to make full use of a professional development leave in accordance with the several criteria including: after two years of full-time continuous administrative service a leave shall be granted for 30 calendar days; the program to be followed must be approved by the president/superintendent; the leave shall be at a time convenient to the College; all work developed directly related to the professional development leave program will belong to the Redwoods Community College District; and if granted leave, the administrator must agree to return to the College for a minimum of one year after the completion of leave ([3A14-07 LeaveContract](#)).

Analysis and Evaluation

The College meets the Standard. The Professional Development Committee encourages broad participation in professional development by scheduling regular annual convocation presentations and workshops and through year-round events open to all constituencies. Full-time and part-time faculty may also apply for and receive funding for travel and conference costs through the Senate’s Faculty Development Committee. Abundant professional development is available throughout each year, as detailed in the Professional Development Calendar located on the College’s website. The College systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

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

Evidence of Meeting the Standard

- a. HR maintains personnel files for all employees which are stored in a file room within the HR office. The location is secured during non-business hours. Access to these files is limited to HR personnel. There is a separate location for disciplinary and unlawful discrimination complaint files. AP 3310 Records Retention and Destruction describes which records pertaining to personnel matters the District shall retain or dispose of in accordance with Federal Rules of Civil Procedure and California Administrative Code (Title 5) ([2C8-04 AP 3310](#)).
- b. AP 7145 Personnel Files states that “personnel records are private, accurate,

complete and permanent” and establishes the employees’ right to access those files. The AP contains specific language regarding what can be included in such documents as well as the provisions for informing employees when “derogatory” information is being placed in employment records ([3A15-01 AP 7145](#)).

- c. Article XIV of the Collective Bargaining Agreement between College of the Redwoods Faculty Organization and Redwoods Community College District establishes the processes and rights of all faculty in the District to ensure consistent handling and systems for review and notification in all matters concerning employment files. Article II Evaluation and Personnel Files of the CSEA contract governs the handling and review rights of classified employees regarding their employment files ([3A15-02 ArticleXIV CRFO](#); [3A5-05 CSEAArticle2](#)).

Analysis and Evaluation

The College meets the Standard. The District ensures that all employee records remain confidential and codifies processes for guaranteeing access and review, as well as for the safe handling and storage of employee records.

Conclusions on Standard III.A: Human Resources

The College meets the Standard. The College effectively uses its human resources to achieve its mission and to improve academic quality and institutional effectiveness. Employees of the college meet minimum qualifications, are systematically evaluated, and are offered significant professional development opportunities to ensure continuous improvement in the College’s ability to meet its mission. The goals of equitable hiring and supporting diverse personnel and students are paramount. Personnel policies are consistently and fairly administered. Through the process of self-evaluation, it was determined that more clearly developed processes for onboarding administrators should be deployed, and in October 2023 HR initiated the process to establish those.

Improvement Plan(s)

None

Evidence List

[1C7-01 AP 3050 Institutional Code of Ethics](#)
[2C8-04 AP 3310 Records Retention and Destruction](#)
[3A1-01 AP 7120 Recruitment and Hiring Series](#)
[3A1-02 AP 7125 Verification of Eligibility for Employment](#)
[3A1-03 Dean Job Requirements and Duties](#)
[3A1-04 Student Services Specialist III](#)
[3A2-01 Social Work and Human Services Job Posting](#)
[3A2-02 AP 7211 Faculty Service Areas, Minimum Qualifications and Equivalencies](#)
[3A2-03 Advice on Equivalency Argument](#)
[3A2-04 Teaching Demonstration Ethnic Studies](#)
[3A2-05 Assistant Professor Ethnic Studies Job Description](#)
[3A2-06 Associate Faculty Biology Job Description](#)
[3A3-01 5 CCR § 53420 Minimum Qualifications for Educational Administrators](#)
[3A3-02 Administrator Job Description that Exceeds Minimum Qualifications](#)
[3A3-03 AP 7120-2 Recruitment & Hiring of Management and Administrators](#)
[3A3-04 AP 7126 Recruitment & Hiring of Management and Administrators](#)

[3A3-05 Vice President of Student Services Job Requirements and Duties](#)
[3A3-06 Vice President of Instruction Job Requirements and Duties](#)
[3A3-07 Learning Resource Center Director Job Requirements and Duties](#)
[3A4-01 Foreign Transcript Evaluation Service](#)
[3A4-02 Foreign Transcript Evaluation Redacted](#)
[3A4-03 Minimum Qualifications Packet Redacted](#)
[3A5-01 AP 7150 Evaluation](#)
[3A5-02 Evaluation Forms](#)
[3A5-03 Executive Cabinet Agenda](#)
[3A5-04 Article XI CRFO Collective Bargaining Agreement](#)
[3A5-05 CSEA Collective Bargaining Agreement](#)
[3A7-01 AP 7217 Faculty Prioritization Process](#)
[3A7-02 Faculty Prioritization Ethnic Studies](#)
[3A7-03 Faculty Positions Fall 2022](#)
[3A7-04 Program Review 2021-2022 Instruction Personnel](#)
[3A7-05 Fall 2022 FON Compliance](#)
[3A7-06 Article III CRFO Collective Bargaining Agreement](#)
[3A8-01 AP 7160 Professional Development](#)
[3A8-02 Convocation 2022 Schedule](#)
[3A8-03 Flex Schedule Spring 2022](#)
[3A8-04 Part-time Faculty Flow Chart](#)
[3A8-05 Associate Faculty Committee Meeting Agenda](#)
[3A8-06 ACUE Micro-credential Course Spring 2023](#)
[3A8-07 Academic Senate Constitution](#)
[3A9-01 AP 7120-1 Recruitment & Hiring of Classified and Confidential Staff](#)
[3A9-02 Ranked Instructional Plans Program Review](#)
[3A10-01 Vice President Student Services Update](#)
[3A10-02 Executive Dean Open Forum](#)
[3A10-03 Administrative Personnel Program Review 2022](#)
[3A10-04 Administrative Personnel Program Review 2023](#)
[3A10-05 Keenan Trainings](#)
[3A11-01 College Council Handbook](#)
[3A11-02 College Council Minutes](#)
[3A11-03 Board Docs Screen Shot](#)
[3A11-04 AP 3900 Speech: Time, Place and Manner](#)
[3A11-05 Grievance Process CRFO](#)
[3A11-06 Grievance Process CSEA](#)
[3A12-01 BP 7100 Commitment to Diversity](#)
[3A12-02 AP 3420 Equal Employment Opportunity](#)
[3A12-03 Equal Employment Opportunity Plan 2021](#)
[3A12-04 Equal Employment Opportunity Plan 2022-23](#)
[3A12-05 Diversity, Equity, and Inclusion Survey](#)
[3A12-06 Implicit Bias Training](#)
[3A12-07 Stepping Stone Consulting Contract](#)
[3A13-01 AP 7365 Disciplinary Action for Permanent Classified Employees](#)
[3A14-01 AP 7160 Professional Development](#)
[3A14-02 Convocation Schedule 2023](#)
[3A14-03 Distance Education Professional Development Fridays 2022-23](#)

- [3A14-04 Go2Knowledge Professional Development](#)
 - [3A14-05 Professional Development Committee 10-2023](#)
 - [3A14-06 Faculty Development Committee 03-2023](#)
 - [3A14-07 Administrator Professional Development Leave Contract](#)
 - [3A15-01 AP 7145 Personnel Files](#)
 - [3A15-02 Article XIV CRFO Collective Bargaining Agreement](#)
-

B. Physical Resources

- 1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

Evidence of Meeting the Standard

- a. Though separated by long distances, the Eureka Campus, the Del Norte Campus, and Klamath Trinity Instructional site operate as a single District.
- b. To ensure the safety and sufficiency of its physical resources, the College's classrooms and facilities are constructed and maintained to the legal standards and codes as required by the Division of the State Architect, the Chancellor's Office, Education Code, and related building codes and rules. The College's Critical Life Safety Committee is charged with "stay[ing] informed on changes to life safety related laws, regulations, and best practices, evaluat[ing] accident/hazard reports, and review[ing] prevention actions and drills" ([3B1-01 LifeSafetyComm](#); [3B1-02 HVACAssessment](#)).
- c. The College's Injury and Illness Prevention Program manual delineates the ongoing inspection and reporting processes that support the maintenance of safe and healthful facilities across the District ([3B1-03 IIPP 2021](#)). Regularly scheduled reviews and inspections inform long-term facilities planning and repair projects coordinated through the integrated planning process, while also generating intermediate maintenance requests ([3B1-04 Maint PR 2021](#); [3B1-05 BldngInspectSched](#); [3B1-06 DNSciLab Insp](#); [3B1-07 LRC BldgInsp](#)). Additionally, the College uses a ticketing system to report other issues addressed by this Standard as they arise ([3B1-08 workrequest](#); [3B1-09 TicketSystem](#)).
- d. The College's Eureka campus sits atop an active seismic zone and has undergone extensive seismic research over the past 18 years. The College has engaged geological engineering consultants to perform trenching and boring studies to determine if particular segments of property and the facilities on the property are subject to unacceptable seismic hazards. When a facility is determined to be in a seismic fault zone, a request is submitted to the Chancellor's Office for an A-3 state bond capital project to remediate or replace the facility, as appropriate ([3B1-10 BondStatusReport](#)).
- e. While the College continues to remediate physical barriers to accessibility, it ensures alternate accommodations are available. For example, each semester the College offers students assistance with accessible pathway finding, an accessible van transports students across inaccessible pathways to their classes, and the College has a protocol in place to relocate a class section to an accessible room if necessary. The facilities team also works proactively to implement ADA-related improvements to physical resources; for example, it is currently working on accessible pathway-of-travel modifications in the recently completed Creative Arts complex ([3B1-11 ADAtransitionplan](#)).

- f. The College employs a ticketing system for staff to report unsafe conditions in its facilities. Student concerns are reported directly to college staff in person or via email ([3B1-09 TicketSystem](#)).
- g. The College provides training to maintain the safety and security of the campus community. There are active Emergency Response Teams that are trained in disaster response.
- h. The Campus Police and Security Department works with Student Services and other campus units, as well as external agencies like the Humboldt County Sheriff's Office, to maintain campus security. It also contributes data and analysis to the College's annual Public Safety and Fire Report ([3B1-12 CampusSafety](#); [3B1-13 CR2022CleryReport](#)).

Analysis and Evaluation

The College meets the Standard. The College provides for safety, access, security, and healthfulness in its physical resources through a combination of integrated planning oversight and real-time responsiveness to concerns as they arise. The ongoing work of the Facilities Planning and Life Safety Committees, combined with facilities-related program reviews, provides regular evaluation and recommendations to the president/superintendent. The College also responds to safety and maintenance needs as they arise through a ticketing system that gathers staff- and student-reported information to address emergent needs. The College's Campus Security Department collaborates with campus departments and external agencies to provide daily security for the campus community as well as long-range assessment, evaluation, and planning for campus security needs.

- 2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.**

Evidence of Meeting the Standard

- a. College of the Redwoods engages in comprehensive master planning, complemented and informed by annual program planning, to ensure effective utilization of its physical resources and to maintain the quality necessary to support its programs and services and achieve its Mission. This collaborative work guides the acquisition, construction, and renovation of college facilities on an ongoing basis; however, the College retains the flexibility to respond to new programming opportunities, external mandates, and unforeseen challenges or concerns.
- b. The College's Facilities Master Plan (FMP) aligns with the recently updated Education Master Plan and incorporates multiple construction projects, including major capital projects already in process and several new capital projects planned during the ten-year life of the plan. To update the FMP, numerous meetings and open forums were held with campus constituencies at the Eureka, Del Norte, and Klamath-Trinity locations. These meetings helped inform college constituencies on projects underway, including the Utility Infrastructure Replacement and Seismic Strengthening project, the new Physical Education complex replacement, the Creative Arts building replacement, and the physical education fields projects. Feedback provided during the meetings helped shape the proposed ten-year capital project list which includes code upgrades to the main building at the Del Norte Center, to construct a permanent or modular building for the Klamath-Trinity instructional site, to renovate or replace the residence halls, to upgrade the Student Union building, to provide technology infrastructure upgrades, to replace the aging modular buildings used by the Academy of the

Redwoods, to resurface parking lots and pathways, to demolish old and unused facilities, to update older buildings including Administration of Justice, Applied Technology, and Shively Farm facilities, and to consolidate leased spaces in downtown Eureka ([3B2-01 FMP](#); [3B2-02 Facilitiesinput](#)).

- c. Based on extensive review and multiple findings from state agencies and local and state engineering firms, the College planned for facilities and additional replacement building programs. The Creative Arts building was completed in fall 2023 and the Physical Education complex is scheduled to begin construction in 2024 to be completed in fall 2026. These new buildings were identified for replacement in the Chancellor's Office 2017-18 Five-Year Capital Outlay Plan ([3B2-03 CompletionCert1](#); [3B2-04 CompletionCert2](#)).
- d. The College negotiated the demolition of the Physical and Life Science buildings previously found to be seismically compromised ([3B2-05 SciCompleteLetter](#)). During 2016-17, the College demolished the stadium grandstands due to life safety concerns and began safety and ADA upgrades to the physical education facilities and athletic fields. The College is currently in design approval for two projects: the PE and Fieldhouse Drop and Replace Project and the Community Stadium Retrofit Project. Construction for the Stadium is slated to be completed by September 8, 2024. Construction for the PE and Fieldhouse is projected to be completed in 2026.
- e. Beginning in the spring of 2019, the Utility Infrastructure Replacement and Seismic Strengthening (UIR-SS) capital project provided seismic strengthening to the Applied Technology and Student Union buildings and replaced emergency water tanks located on a seismic fault line, as well as upgrading facilities and infrastructure at the Eureka campus. The UIR-SS project is in the final stages of completion and demolition and is estimated to be completed in fall 2023.
- f. The College's program review process also informs facilities planning to ensure effective utilization of physical resources in support of the College's programs and services. For example, based upon the Office of Instruction's 2021-22 program review which determined a need to provide enhanced space to support professional development, funding was prioritized to create the CIP (Center for Innovation and Partnership) which was officially opened in February 2023. It consists of an Associate Faculty workspace (FM108), a meeting/training space (FM107) that is also utilized for Senate meetings and Senate committee meetings, and the Faculty Support Center (FM108) which focuses on supporting all faculty in the effective utilization of digital learning spaces ([3B2-06 CIP Flyer](#)).

Analysis and Evaluation

The College meets the Standard. The College incorporates physical resource planning, use, and maintenance into district wide program review and institutional planning processes, such as that which produced the 2023-2033 FMP and the 2020-2021 Maintenance Program Review referred to in the evidence provided above for Standard III.B.1. Annual allocations of scheduled maintenance and instructional equipment funds are informed by these sources as well as the Facilities Master Plan. Preventative maintenance work is planned and scheduled through the Maintenance Department. The institution also has a long-standing ticket system by which needs are registered through an electronic request on the College's website, which also provides a way to identify immediate needs and routine maintenance work.

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

Evidence of Meeting the Standard

- a. The College evaluates the feasibility and effectiveness of its physical resources in supporting institutional programs and services through the annual and comprehensive program review process. Evaluation of the College's physical resources responds to one primary question: Are the College's physical resources effectively addressing the needs of the College's instructional and student support programs and helping to achieve the Mission of the College?
- b. The College routinely evaluates the condition of its facilities to identify maintenance needs, ADA accessibility issues, safety hazards, personal safety needs, and obsolescence. Regular evaluations are performed by the College's Keenan and Statewide Association of Community Colleges (SWACC) insurance inspectors, through scheduled facility self-inspections, Life Safety Committee recommendations, and through CalOSHA committee recommendations relative to the scope of their review of workplace and other accidents and hazards. Physical resource planning includes the FMP (which is closely aligned with the Education Master Plan) and is facilitated by the Facilities Planning Committee, annual Five-Year Capital Plan updates, annual five-year scheduled maintenance updates, annual five-year instructional equipment replacement updates, the College's Annual Plan, updates to our insurance carrier's property inspections, and updates to the College's Facilities Utilization, Space Inventory Options Net (FUSION) records and reports ([3B3-01 FMPScreenshot](#)).
- c. The Facilities Planning office and the instructional and student support programs review the feasibility and effectiveness of the College's physical resources from their unique perspectives. These reviews occur on an annual basis as outlined through the program review process. The College's annual program review resource request process acts as another source of facility evaluation by identifying needs. A review of accident reports and reports of hazards, as well as those from external sources, such as Keenan and SWACC facility inspections, and IIPP inspections, inform and assist the College in identifying maintenance needs. These data sources, in concert with the FMP, are used to generate annual allocations of scheduled maintenance and instructional equipment funds ([3B3-02 SWACC Inspection](#)).
- d. The College has developed and employed a rigorous planning process to replace and upgrade facilities. Due to seismic testing, the Utility Infrastructure Replacement and Seismic Strengthening project is currently a funded state capital project and the Physical Education complex replacement and Creative Arts building replacement projects were funded by the state during the 2018-19 budget cycle. The UIR was completed in the fall of 2023, Creative Arts was completed November 2023, and PE is expected to begin in early 2024 ([3B3-03 FiveyearConstplan](#)).
- e. The College tracks all of its usable space and the costs for replacement using the FUSION database and Assessment Facility Condition Index Report to optimize complete use of its facilities ([3B3-04 FusionProjectCosts](#); [3B3-05 FacilityConditionRep](#)).
- f. The College follows a consistent and continuous plan for vehicle replacement based on an assessment of oldest/highest mileage/mechanical problem basis. For the 2022-23 fiscal year, the District allocated \$40,000 to the maintenance department to replace some of the oldest or most problematic vehicles with newer used vehicles.

Analysis and Evaluation

The College meets the Standard. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support programs and services provided by the College. The College integrates physical resource

inspections, maintenance reports, utilization assessments, and equipment upgrade data into its facilities planning and program review processes. The evidence provided above for Standards III.B 1-2 exemplifies the College's use of regular inspections to inform these efforts.

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

Evidence of Meeting the Standard

- a. Physical resources planning begins with the FMP, in alignment with the Education Master Plan, and the College's integrated planning committees. The College anticipates, plans, and evaluates the safety of its facilities, sufficiency of its classrooms, lecture labs, laboratories, and other facilities by maintaining updated planning documents as noted in the FMP, Chancellor's Office reports, Americans with Disabilities Act (ADA) Remediation Plan, and the Chancellor's Office's FUSION database. The Budget Advisory Committee (BAC) made a budget priority recommendation to administration to provide resources in the 2021-22 budget for technology and facilities infrastructure renewal to support instruction and the overall student experience. As a result, the 2021- 22 Unrestricted General Fund Budget included a \$600,000 transfer out to the Capital Outlay Fund to support this effort ([3B4-01 BACsummary2022](#)).
- b. The College uses a simple definition of the total cost of ownership (TCO). Criteria include required staffing, custodial requirements, routine supply costs, estimated equipment and facility maintenance costs, utility costs, disposal costs, and other costs. The goal is to maximize the quality of the student experience and the effectiveness in facilitating student learning, while also minimizing the annual payroll and operating budget requirements. The College's Proposition 39 projects have been specifically prioritized to return the greatest savings to the College on a TCO basis.

Analysis and Evaluation

The College meets the Standard. The College engages in a facilities-planning process that provides opportunities for constituent input into both short- and long-term facility planning and prioritization. College plans are updated on a regular basis and the total cost of ownership is integrated into analysis, planning and decision making.

Conclusions on Standard III.B: Physical Resources

College of the Redwoods effectively uses its physical resources to achieve its mission to improve academic quality and institutional effectiveness. The College's long-range education and facilities planning processes are linked so that physical resource construction, maintenance, and improvement directly support institutional programs, services, and mission. The District Facilities and Maintenance Department assure safe, accessible, secure, welcoming, and sufficient physical resources in support of learning and conducive for student services through effective planning, building, acquiring, and maintenance of facilities and equipment. To ensure ongoing safety, the College adheres to all construction legal standards and codes and routinely inspects its facilities; to ensure sufficiency, it ties program review to resources requests to facilitate appropriate facilities planning. Feasibility, efficiency, total cost of ownership all factor into long- range capital planning.

Improvement Plan(s)

None

Evidence List

- [3B1-01 Life Safety Committee agenda 6.7.22](#)
 - [3B1-02 HVAC Systems Assessment 3.21.23](#)
 - [3B1-03 Injury and Illness Prevention Program manual 2021](#)
 - [3B1-04 Maintenance Program Review 2021](#)
 - [3B1-05 Building Inspection Schedule](#)
 - [3B1-06 Del Norte Science Lab Inspection](#)
 - [3B1-07 Learning Resource Center Building Inspection](#)
 - [3B1-08 Work Request Example](#)
 - [3B1-09 Ticket System Example](#)
 - [3B1-10 Bond Status Report](#)
 - [3B1-11 ADA Transition Plan](#)
 - [3B1-12 Campus Safety Webpage](#)
 - [3B1-13 College of the Redwoods Clery Report 2022](#)
 - [3B2-01 Facilities Master Plan](#)
 - [3B2-02 Facilities Planning Input Session](#)
 - [3B2-03 Completion Certificate 1](#)
 - [3B2-04 Completion Certificate 2](#)
 - [3B2-05 Science Building Completion Letter](#)
 - [3B2-06 Center for Innovation and Partnership Flyer](#)
 - [3B3-01 FMP Screen Shot Space Inventory](#)
 - [3B3-02 SWACC Inspection](#)
 - [3B3-03 Five-year Construction Plan](#)
 - [3B3-04 FUSION Report Project Costs](#)
 - [3B3-05 FUSION Report Facility Condition](#)
 - [3B4-01 Budget Advisory Committee 2022](#)
-

C. Technology Resources

1. **Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.**

Evidence of Meeting the Standard

- a. The College is committed to the effective use of technology resources to support the institution's management and operational functions, academic programs, teaching and learning, and support services. The Information Technology department (IT) maintains all internal administrative and networked systems, including all installed software; the College's student information system Colleague by Ellucian; and the institution's Learning Management System (LMS) Canvas by Instructure.
- b. Departments and programs can initiate requests for their technology needs through the annual program review process. Programs making technology requests must tie them to the College's mission and Education Master Plan ([3C1-01 TechResourceRequest](#)). Programs consult with IT prior to making a technology request to ensure that all systems conform to security and accessibility standards and that IT can provide adequate ongoing support ([2B2-](#)

[01 Library-ProgRev](#)).

- c. Students and employees can submit tickets using the help desk system or calling the IT technical helpline for one-on-one technical assistance. The help desk system also includes knowledge-based articles with commonly asked questions and general answers for self-support 24/7. Students and Faculty utilizing the Canvas platform can access phone and email support 24 hours a day, seven days a week from Canvas support staff.
- d. The College maintains a “Minimum Technology Standard” to ensure that all platforms and systems adequately function throughout the institution and a replacement cycle list to ensure that equipment is updated and replaced regularly ([3C1-02 Min ComputerSpecs](#)).
- e. The College uses a combination of Microsoft Management Console, an IT Service Management application, and a help desk system to manage and track technology assets.
- f. IT has made major network equipment and services upgrades to improve network performance and data security, including installing a new core switch and replacing access layer switches; implementing a virtual desktop; disaster recovery and offsite backup system; phasing out end-of-life servers and workstations; and modernizing the Wi-Fi access and availability on all our campuses, including outdoor areas.
- g. Facilities that support instructional programs include classrooms and computer learning labs at all campus locations. All classrooms are equipped with a PC or Mac Computer, a large screen or projection device, a document scanner, and Wi-Fi. The classroom labs are similarly equipped with the addition of workstations for student use during lecture and lab times. Labs include between eight and 30 workstations and are available for a wide range of disciplines. The College currently has 18 PC computer labs and one Mac lab on the Eureka Campus, three PC Computer labs at the downtown site and Job Market, two PC labs at the Del Norte Site, and one at the Klamath/Trinity site. In addition to the hard-wired labs, the College can provide remote desktop connections to 200 simultaneous users through the virtual desktop interface environment and the district utilizes several laptop carts that provide up to 30 computers for use during instruction.
- h. The College has several classrooms configured for point-to-point remote classroom instruction. The Eureka campus has three classrooms where classes can originate (send rooms) and two rooms remote instruction classrooms (receive rooms), the Del Norte site has two send rooms and two receive rooms, and the Klamath/Trinity site has one receive room.
- i. The College updates its extensive Disaster Recovery Plan to ensure campus safety and security, including all information technology systems. IT staff recently completed two Penetration Testing projects, one provided by the Chancellor’s Office and the second through the College’s insurance provider. The College is currently working to address the vulnerabilities that were identified through those processes. The college has generator backup for all critical systems and utilizes cloud-based disaster recovery and immutable backups ([3C1-03 DisasterRecovery](#)).
- j. The College holds numerous licenses for software programs that support teaching, learning, and support services, including for major software applications such as Auto Cad, Adobe applications, Microsoft 365 applications, Arc Pro, as well as many other applications used for more specialized needs and accessibility ([3C1-04 LicensedSoftware](#)).
- k. The College uses Zoom for most remote instruction, meetings, and communications. It uses PaperCut as our print management solution which provides the ability for wireless printing and resource management. IT also implemented a modern help desk system for all employees and students to report technology-related issues and includes a knowledge base for frequently asked questions ([3C1-05 ITHelp Ticketing](#)).

Analysis and Evaluation

The College meets the Standard. The College has appropriate technology services, professional support, facilities, hardware, and software to support the institution's management and operational functions, academic programs, teaching and learning, and support services. The technology planning process and assessment of that process allow for continuous improvement. The College recently experienced loss of access to its data warehouse, which demonstrated a need to improve how its data is backed up and stored.

2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

- a. The College's Technology Planning Committee (TPC) is a shared governance committee charged with evaluating campus needs and ensuring technology resources meet the needs of the institution as well as individual programs. The committee, chaired by the IT manager, develops a comprehensive Technology Plan every three years based on all forms of large-scale technology needs gathered from across the campus and in program reviews. A new plan is being developed based on the Education Master Plan. The Technology Plan includes a technology equipment replacement cycle ([3C2-01 TechMasterPlan](#)).
- b. Using funding provided through the HEERF program, the College replaced many desktop PCs with a combination of laptops with docking stations. This provided new technology for aging desktop equipment, and offered more mobility and aided our business continuity plan by providing the ability for employees to work from remote locations in the event of a campus shutdown ([2B2-01 Library-ProgRev](#)).
- c. In addition to planned replacements, employees can submit replacement and other service requests to a help desk ticketing system. The ticketing system ensures that material resources and technology needs are adequate to students achieving their education goals and serves as a reliable source for correcting issues and replacing faulty hardware and software used by employees and students ([3C1-05 ITHelp Ticketing](#)).
- d. IT engages in an annual program review to assess infrastructure, quality, and capacity. This process results in technology plans and resource requests that are directly tied to the mission and institutional goals. To inform continuous planning, the department surveys students, faculty, and staff regarding the efficacy and suitability of technology, hardware, software, and the College's internet platform ([3C2-02 WiFi Survey](#)).
- e. IT staff regularly update software applications to ensure regulatory compliance and quality.
 - Microsoft Windows updates are pushed out remotely to desktop and remote computers.
 - Ellucian Colleague updates are installed monthly.
 - Back-end servers are updated on a regular schedule and security issues are addressed as soon as they are identified.
 - To better support academic programs, the Distance Education Planning Committee works with the Technology Planning Committee to ensure new programs can be integrated and are compliant with security and accessibility standards. Through these interactions, IT has implemented a variety of new

programs to support online learning, such as remote computer access for students, Zoom technology for instruction, and cloud-based email and office applications.

Analysis and Evaluation

The College meets the Standard. The College has an ongoing and established process for planning for new technology, selection of hardware and software, and dissemination of necessary information and training occur under the guidance of an active Information Technology department and with the strong guidance from faculty, staff, and students. The College also regularly reviews its software and hardware and pedagogical choices to ensure sufficient quality and capacity for all programs and services.

3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

- a. College of the Redwoods assures that all locations have safe, secure, and reliable access to technology resources. To maintain effective cyber security, the College implemented Multi-Factor Authentication and Single Sign-On for all users and utilizes a modern firewall. Staff monitor reports of phishing emails and malware using Microsoft's Security Suite. IT reports to faculty and staff about the latest security threats and provides training to help avoid phishing schemes and provides guidance on how to keep data secure. The College also uses a modern antivirus application on all computers to identify cyber threats and maintain network security.
- b. The College created an extensive Disaster Recovery Plan to ensure safety and security, including all information technology systems. IT leadership believed that in the event of a natural or human-caused catastrophe, all mission-critical information technology and site storage systems would be backed up offsite. Unfortunately, the College experienced a critical failure of its server and at the time of this report, administrators, managers, and staff, with the assistance of external experts, continue efforts to recover data and virtual machines from the crashed system, while rebuilding the services on the new equipment.
- c. Reliable access to technology resources is ensured by the Corporation for Education Network Initiatives in California (CENIC) for the Eureka and Del Norte Campuses. The Eureka Campus utilizes a redundant 10GB WAN connection. The Del Norte Campus utilizes a redundant 1GB WAN connection. The Del Norte Campus also utilizes a Charter Internet service for wireless communication on campus and as a backup if the CENIC line is compromised. The Downtown Site utilizes an AT&T fiber connection that connects directly back to the Eureka campus. The Klamath Trinity Site utilizes an AT&T T1 link for business communication and additional Internet service through ACORN, a local Klamath Trinity provider, to ensure faster connections for Wi-Fi access and instruction. CENIC is working on providing a 1GB connection to the Klamath Trinity Site and the service will be implemented as soon as it is available to the College.

Analysis and Evaluation

The College meets the Standard. The College ensures that technology resources at all locations, for all programs, and for all services are implemented and maintained to ensure reliable access, safety, and security. The College also provides an effective technology infrastructure to support students in their education and staff in their ability to support students.

During the self-evaluation process, the College identified that to improve, it must assess how academic technology can be upgraded to ensure that faculty can effectively deliver education both in the classroom and virtually.

The College had created an extensive Disaster Recovery Plan to ensure safety and security, including all information technology systems. It was believed that in the event of a natural or human-caused catastrophe, all mission-critical information technology and site storage systems would be backed up offsite. Difficulties arose during the migration of several virtual machines off the College's legacy equipment. Before this migration could be completed, a catastrophic failure caused an outage on several systems that had not yet been migrated. At the time of this report, the College is working diligently with both internal and external technology experts to retrieve missing data, rebuild services on new equipment, and assess current infrastructure and processes to catalyze the College's efforts to build a more resilient system.

4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

- a. The College's Professional Development Committee collaborates with IT to hold a regular series of training opportunities throughout the year. For example, IT staff instruct faculty and staff about threats to their personal and professional identity, including phishing and social engineering, and methods to avoid getting fooled by these tactics on a yearly basis ([3C4-01 Convo Cybersecurity](#)).
- b. The College employs instructional technologists who help faculty and staff with the effective use of technology for instruction. The College employs an instructional designer as a part of our Distance Education team who provides a variety of training and support for faculty, including online course design support and accessibility of digital content. Faculty trainings often focus on effective use of pedagogical tools such as Canvas, Softchalk, CidiLabs, and Pronto ([3C4-02 Convo 2022](#)).
- c. When most instruction transitioned online because of COVID-19, the College's distance education coordinator developed a support and resources site for faculty called "Keep Teaching." The Canvas site continues to serve as the hub for professional development and support for effective online teaching. In Keep Teaching, faculty can find a variety of upcoming and archived professional development sessions provided by district distance education and IT personnel, as well as from the Chancellor's Office and @ONE. The site helps prepare faculty teaching online for the first time as well as in- depth training for more experienced online teachers.
- d. The orientation for new students helps familiarize them with the technology tools they need to succeed, including email, MS Office, WebAdvisor, and Canvas. Additionally, resources are provided for online learners on the Online Course Support webpage, including the CR Quest for Online Success Canvas module for students who are new to online learning. This training allows students to assess their tech readiness and provides guidance for overcoming technology gaps ([3C4-03 OnlineClassSupport](#)).
- e. IT staff attend trainings from the CCC Technology Center for information on various subjects, including systems security and accessibility, as well as other technology related workshops throughout the year. The IT manager and department staff attend the California Community

College Chief Information Systems Officers Association (CISOA) Annual Conference to network with colleagues throughout the state and learn about new technologies and best practices.

Analysis and Evaluation

The College meets the Standard. The institution ensures that faculty, staff, and administrators can effectively use technology and technology systems related to its programs, services, and institutional operations through regular professional development offerings and trainings. The College works to provide regular and appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems used throughout the institution.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

- a. College of the Redwoods has policies and procedures that guide faculty, staff, and students in appropriate use of technology. BP 3720 and AP 3720-30 Computer and Network Use, articulate in precise language policies and acceptable uses covering everything from copyrights and licensing to strictures against political, personal, or commercial use and security in the work or learning environment. The APs includes possible disciplinary action for users who deliberately violate these regulations ([3C5-01 BP 3720](#); [3C5-02 AP 3720](#)).
- b. AP 4105 Distance Education governs distance education courses at the College. The policy requires that courses offered in the distance education modality have regular instructor contact and substantive interaction between instructor and students and among students, practice established methods for authenticating students, and comply with the Americans with Disability Act (ADA) ([2A1-05 AP 4105](#)).
- c. The Collective Bargaining Agreement (CBA) between the Redwoods Community College District and the College of the Redwoods Faculty Organization requires training or successful experience teaching online courses prior to teaching an online course for College of the Redwoods. The faculty evaluation process laid out in the CBA includes online teaching and guarantees regarding the appropriate use of information systems in teaching and the general work environment ([3C5-03 OnlineTeachingCBA](#)).

Analysis and Evaluation

The College meets the Standard. The College has administrative policies and published procedures AP 3720 and AP 4105 that guide the appropriate use of technology in the teaching and learning processes. In addition, the CBA requires faculty evaluation for online instructors that differs in significant ways from faculty evaluation in face-to-face environments, specifically to ensure compliance with this Standard.

Conclusions on Standard III.C: Technology Resources

The College effectively uses its technology resources to achieve its mission and to improve academic quality and institutional effectiveness. Technology services, support, facilities, hardware, and software adequately support the College's operational functions, academic programs, teaching and learning, and support services. The College plans for, updates, and replaces technology to support its mission, operations, programs, and services while providing adequate technology resources that are

implemented and maintained to assure reliable access, safety, and security. The institution endeavors to stay abreast of the many challenges presented by its remote location and the typical structures of system funding models where technological advances and emergent security risks appear quickly and without pause. Although these barriers have been overcome in practically all instances and the College has maintained a healthy and supportive information technology platform for its students and employees, older hardware and software systems led to a catastrophic collapse of digital information and data at a precarious moment, at the very start of a semester. The College community recognizes that not all technological breakdowns can be readily predicted; however, experiencing such an overarching systems failure while preparing this accreditation self-evaluation has led to the realization that a more forward-looking stance must be developed. At a time when the institution is deeply engaged in considering improvements, this should not be overlooked or minimized, and a plan for taking stock and developing new processes will be addressed in the Quality Focus Essay at the end of this report.

Improvement Plan(s)

None

Evidence List

[2A1-05 AP 4105 Distance Education](#)

[2B2-01 Library Program Review](#)

[3C1-01 Tech Resource Request](#)

[3C1-02 Minimum Computer Specifications](#)

[3C1-03 Disaster Recovery Plan](#)

[3C1-04 Licensed Software](#)

[3C1-05 Instructional Technology Help Ticketing](#)

[3C2-01 Technology Master Plan](#)

[3C4-01 Convocation Session on Cybersecurity](#)

[3C4-02 Convocation 2022](#)

[3C4-03 Online Class Support for Students](#)

[3C5-01 BP 3720 Computer and Network Use](#)

[3C5-02 AP 3720 Information Security - Acceptable Use](#)

[3C5-03 Online Teaching CRFO Collective Bargaining Agreement](#)

D. Financial Resources

Planning

- 1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

Evidence of Meeting the Standard

- a. College of the Redwoods ensures that financial resources are sufficient to support and sustain programs by assessing available financial resources and then aligning those resources to program review, budget priorities developed by the budget advisory

committee ([3D1-01 BACSummary23](#)), Education Master Plan goals, and the College's mission ([3D1-02 AnnualPlanProgress23](#)). The College's integrated planning model and participatory governance committees provide the structure for review and discussion of the budget and its link to the College's mission, Education Master Plan, and other planning processes ([3D1-03 IntegratedPlan](#)).

- b. The program review process ensures that resources are distributed according to what is needed to best enhance programs and services. Programs demonstrate that resources are needed to support a program plan to support institutional planning goals that results from student learning/achievement outcomes ([3D1-04 MathPR2022-23](#)). The resource requests are ranked according to a rubric that prioritizes plans that have strong and meaningful alignment with an institutional goal or objective, and that are based on assessment outcomes and/or other data metrics ([3D1-05 PlanRubricUpdated](#)).
- c. The College ensures that there are sufficient resources by continuously analyzing revenues so that a balanced budget is developed, and the Unrestricted General Fund reserve is maintained at a healthy balance during both the budget development and year-end closing processes. The College produces three-year budget forecasts with realistic and conservative expectations. The forecast includes annual balanced budgets with the unrestricted fund balance maintained at a healthy level. The forecast explicitly identifies any potential need for budget adjustments during each year of the forecast ([3D1-06 Budgetforecastdoc](#)).
- d. For the fiscal year ending June 30, 2021, the College reported an unrestricted general fund ending balance of \$6,228,617. This represents an ending fund balance reserve level of approximately 19 percent of total expenditures. For the fiscal year ending June 30, 2022, the estimated unrestricted general fund ending balance is \$7,536,547, or approximately 19.9 percent of total expenditures. In response to a recommendation from the Chancellor's Office and to meet a 2022-23 Emergency Conditions Allowance revenue protection participation requirement, the Board of Trustees updated BP 2800 ([3D1-07 BP 2800](#)). The BP was changed to reflect a target unrestricted general fund balance of 2-months' worth of general fund expenditures, which is currently equal to \$8.9 million, or 25% of total expenditures.
- e. Annual external audits are required and completed every fiscal year with no material weaknesses and no significant financial, federal, state, or internal control findings. The audits meet all reporting requirements, and the results of the audits are distributed to the required State and Federal agencies by the designated due dates ([3D1-08 Audit 2020](#); [3D1-09 Audit 2021](#); [3D1-10 Audit 2022](#)). The College continues to manage its contracts and debt instruments appropriately.
- f. The institution plans and manages its financial affairs with integrity by adhering to BP 6200 Budget Preparation, BP 6250 Budget Management, and BP 6300 Fiscal Management ([2C4-10 BP 6200](#); [3D1-11 BP 6250](#); [2C4-11 BP 6300](#)). These board policies guide the College's governing body and commit board members to comply with accreditation standards, maintain short- and long-term financial stability, and uphold fiduciary responsibilities.
- g. Several goals and objectives that the Board of Trustees adopted for 2021-2023 focus on financial stability, including Goal 3: "Maintain focus on adapting to and addressing issues with the Student Centered Funding Formula" and Goal 5: "Ensure fiscal stability/health" ([3D1-12 BoardGoals](#)).

Analysis and Evaluation

The College meets the Standard. College of the Redwoods adheres to well-defined processes to ensure that programs and services receive sufficient funds to sustain and support student success and to

improve their effectiveness. The College has sufficient resources to support and sustain student programs, services, and improved institutional effectiveness. The College's financial resources are sufficient to support all aspects of operations and improvements. The budget development process is part of institutional planning and is incorporated into the fiscal planning process with short- and long-term projections that ensure financial stability.

- 2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.**

Evidence of Meeting the Standard

- a. College of the Redwoods mission statement and Education Master Plan goals are the foundation for program and budget planning and development. The College's mission guides the development of the Educational and Facilities Master Plans which are linked to and inform the resource allocation process. Each year, programs request resources through the program review process. This process, which begins with an analysis of how the program supports the mission of the college, only allows for resource requests that are aligned with institutional goals to support program improvement ([3D2-01 MathProgRevTemplate](#)). The program review template includes a section to solicit feedback relative to the unit's funded resource requests from prior years. This feedback request loop provides information regarding the effectiveness of the funding and request process in meeting stated goals in the original resource request.
- b. Each year, the Budget Advisory Committee (BAC) develops an Annual Budget Outlook Statement and a set of budget priorities. The BAC begins the process of developing budget priorities with a review of the Education Master Plan goals and the resulting Annual Plan goals. In 2021-22, for example, the BAC recommended allocating resources to support specific initiatives in the Education Master Plan and to make resources available to support recommendations from the new Facilities Master Plan ([3D2-02 BACYearEndSum22](#)).
- c. The Board of Trustees has adopted clearly defined guidelines and processes for financial planning, budget development, and financial stability. BP 2800 General Fund Reserve, BP 6200 Budget Preparation, BP 6250 Budget Management, and BP 6300 Fiscal Management are reviewed and updated on a regular basis ([3D1-07 BP 2800](#); [2C4-10 BP 6200](#); [3D1-11 BP 6250](#); [2C4-11 BP 6300](#)). Taken together, these board policies guide the College's governing body to maintain short- and long-term financial stability, and uphold fiduciary responsibilities.
- d. The annual budgeting process begins each January with the release of the governor's January budget proposal ([3D2-03 23-24BudgetCalend](#)). The College may develop a preliminary budget based on the governor's January budget proposal. Once the governor releases the May revised budget proposal, a tentative budget is created based on the assumptions of the May revised budget proposal. The Board of Trustees reviews and approves the tentative budget at an open meeting in June. In June, the legislature and the governor finalize the enacted budget, and then the Chancellor's Office releases its Advance Apportionment Report. The College's final budget is based on the state's enacted budget and the Chancellor's Office Advance Apportionment Report. Administration presents each final budget through multiple communications and venues such as open forums and constituency group meetings ([3D2-04 BudgetForumFlyer](#); [3D2-05 SenateAgendaMay22](#); [3D2-06 SenateAgenda Oct22](#)).
- e. The Board receives a presentation of the tentative budget at an open meeting in June, prior

to the start of the next fiscal year. The Board's final budget public hearing is noted on the budget calendar and the final budget is reviewed annually at an open meeting of the Board in September. The final budget is made available for public review at least three days prior to the public meeting. An email is distributed to the campus community when the board agenda is posted to the district's website. All these communications provide a transparent process further establishing the College's commitment to the participatory governance processes. The campus community and the public are invited to comment when the Board holds the final budget public hearing. After the final budget public hearing, the Board reviews and approves the final budget, including a three-year forecast, in an open session ([3D2-07 BoardAgenda Sept22](#); [3D2-08 BOTAgendaItem4.1](#)).

Analysis and Evaluation

The College meets the Standard. All operational and financial planning stems from the College's mission and goals, and it integrates financial planning processes with institutional planning. The College has policies and procedures that ensure sound financial practices and stability. It widely disseminates financial information in a timely manner, supporting institution wide participation in budget development.

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

Evidence of Meeting the Standard

- a. The College defines its processes for financial planning and budget development through BP 2800 General Fund Reserve, BP 6200 Budget Preparation, BP 6250 Budget Management, and BP 6300 Fiscal Management. These policies provide campus constituencies and College leadership with the board's directives relative to sound budget management ([3D1-07 BP 2800](#); [2C4-10 BP 6200](#); [3D1-11 BP 6250](#); [2C4-11 BP 6300](#)). Each of these BPs was reviewed and recommended to the president/superintendent by the College Council, a participatory governance committee with broad membership, including faculty, management, staff, and student representation ([3D3-01 CollegeCouncil](#)). Through College Council and Board of Trustees meetings, all constituencies are afforded an appropriate opportunity to participate in policy development.
- b. The College's Budget Advisory Committee (BAC) supports financial planning and budget development by recommending annual and long-term budget priorities, and by monitoring the alignment of the annual budget and multi-year forecast with the Education Master plan ([3D3-02 BAC Web](#)). The BAC is part of the College's shared governance structure, and it is co-chaired by the vice president of administrative services and a faculty member. Members include a faculty from each division, representatives from the classified staff and faculty unions, as well as management. The BAC developed and follows an annual committee calendar to ensure that all processes are clearly defined and followed and transparently available to the entire college community ([3D3-03 BAC Calendar](#)).
- c. College wide involvement of budget development is facilitated through the Annual Program Review process. In this process, faculty, staff, and administrative program leaders submit annual program reviews that describe program needs. Resource requests are tied to program plans in the annual program review, and they are ranked each year by the Program Review Committee (PRC). The PRC is a shared governance committee with broad representation from each constituent group. The PRC's rankings are based on

criteria established by the committees and includes scoring of the requests based on the following: 1) alignment with institutional goals, 2) needs identified through outcomes assessment/student achievement data, 3) the number of students affected, and 4) whether the request meets a safety, legislated or accreditation related mandate ([3D3-04 ProgRevRubrics22-23](#)).

- d. In keeping with participatory governance structures, the preliminary, tentative, and final budgets are shared with campus constituent groups through periodic budget update emails, blog postings, public hearings, open forums, and Board of Trustees agenda packets ([3D3-05 TentBudgetOpenForum](#)).

Analysis and Evaluation

The College meets the Standard. Budget and financial processes are driven by planning and follow defined processes. College of the Redwoods ensures that the procedures in place garner information from all programs across the campus. These processes are open and transparent, and opportunities exist for participation in the process by all constituents.

Fiscal Responsibility and Stability

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

Evidence of Meeting the Standard

- a. Board policy directs that annual budgets be based on a realistic assessment of available financial resources and expenditure requirements and that the budgets reflect planning goals, including the Education Master Plan, Facilities Master Plan, and other college plans. The annual budgeting process begins in January with the release of the governor's first annual budget proposal ([3D3-03 BAC Calendar](#)). The College's preliminary budget is based on the governor's initial budget proposal, while the tentative budget is based on the governor's May revised budget, and the final budget is based on the state's enacted budget. Each of the College's budgets are aligned with the College's planning priorities, and meet requirements for fiscal stability, legal mandates, and collective bargaining agreements, as well as college initiatives.
- b. Key elements for developing the College's budget include realistic student enrollment targets, budget actions at the state level, Chancellor's Office Apportionment Reports, apportionment cuts due to the application of a deficit coefficient, contractual obligations for employee salary step advancement, inflation on health and welfare benefits costs and pension costs, changes in the position inventory for position reclassifications, new positions, and other position inventory modifications, mandated costs, "Fifty Percent Law" requirements, Faculty Obligation Number (FON) requirements, support from other financial resources, and other relevant information. Other vital elements for developing the budget can include ranked resource requests from the Program Review Committee, which go to the Budget Advisory Committee.
- c. Each year, the Budget Advisory Committee (BAC) audits 2-3 academic programs or departments in terms of budget breakdowns, expense/revenue, impact of funding formulas, and relevance to the Vision for Success Goals ([3D4-01 MathBAC Audit](#)).
- d. College of the Redwoods is successful in applying for and receiving state and federal grants. For example, in spring 2021, the College was awarded a \$1.5 million federal grant to strengthen institutional resilience and expand opportunities for students ([3D4-02 GrantNoticeIREPO](#)). Additionally, as part of the 2022-23 California State Budget Act, the

District was awarded \$10 million dollars to support the College of the Redwoods/Cal Poly Humboldt Healthcare Education Hub, as well as \$500,000 for nursing program development ([3D4-03 FinalBudgJointAnalysis](#)). In 2022, the College was awarded a Rising Scholars Grant from the California Community Colleges Board of Governors in the amount of \$462,000. The purpose of the grant is to serve Rising Scholars students currently incarcerated in State or Federal prisons. The College is one of 20 colleges to receive a Native American Student Support and Success Project (NASSSP) grant. The first-round allocation of \$600,000 was disbursed in June 2023, and the second round will be released in February 2024. The purpose of the grant is to (1) strengthen K-12 pathways to and through the California Community Colleges for Native American students, (2) ensure the educational success of Native American students, (3) develop Native American leaders, and (4) increase the number of Native American mentors to empower future generations. The College values partnerships for the good of its students and the community, and for maintaining financial stability. For example, the College partnered with the Yurok Tribe and 17 other agencies to obtain \$30 million federal grant dedicated to building a “cradle-school-career pathway project” in Del Norte County. The College also has ongoing lease partnerships with Access Humboldt and is exploring a partnership to build a sound studio on the Eureka campus.

- e. Since 2019, the College has been working with a project management team from Servitas to plan the replacement of the existing on-campus residence halls. The current residence halls have 161 beds and are comprised of two separate buildings that were constructed in the late 1960s/early 1970s and are either completely or partially on active earthquake faults. Recognizing that the current facilities were outdated, the 2019- 2029 Facilities Master Plan included a Residence Halls Renovation and/or Replacement project. The College allocated some local capital outlay dollars to help fund the planning phase of the project while working with Servitas to identify low-cost financing options for the design and construction phase of the project. Initially, the College considered applying for a USDA Rural Direct Loan. When the State passed SB 169, the Affordable Student Housing Grant program, the College instead applied for SB 169 Round 1 funds. Unfortunately, the College’s project was deemed ineligible for funding in Round 1 and the College applied for Round 2 funding ([3D4-04 StudentHousingGrant](#)). The College’s Round 2 application was ranked third out of 21 California Community College applications ([3D4-05 SB169Round2List](#)). To have a more competitive application, the Round 2 funding request was for 53% of the project’s estimated cost. To fund the remaining project cost, the District is planning to apply for a USDA Rural Direct Loan.
- f. The College determined it was in the best interest of the student housing project to continue to move forward with the design phase while awaiting the funding outcome for the SB 169 Round 2 projects. To do so, the College had to secure “gap” financing. The College was also in need of funding to upgrade the existing football/soccer field and track. Working with the College’s financial advisor, it was decided Certificates of Participation (COP) would be the best mechanism to finance the Student Housing design phase and field and track project. The COP total for both projects is approximately \$7,500,000. The 2023-24 Tentative Budget and Multi-Year Forecast includes unrestricted general fund Other Outgo that is to be utilized for the anticipated annual debt payment for the COP and USDA Direct Loan ([3D4-06 23-24TentBudgetForecast](#)).

Analysis and Evaluation

The College meets the Standard. Budget development is built on a realistic assessment of enrollments, resources, and planned expenditure and is closely aligned with board policies and the College’s plans.

Institutional planning ensures that the College has adequate funding to meet the expectations and needs of its faculty, staff, and students. The College continues to pursue grants and form close partnerships to ensure financial stability.

- 5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.**

Evidence of Meeting the Standard

- a. To assure the financial integrity of the institution and its responsible use of financial resources, the institution has internal control mechanisms that govern the preparation of financial documents and ensure dependable, accurate, and timely information is available for sound financial decision making. BP 6300 Fiscal Management includes requirements for adequate internal controls and requires that fiscal objectives, procedures, and constraints be communicated to the College community and Board of Trustees ([2C4-11 BP 6300](#)). The College regularly evaluates and updates its policies, fiscal management practices, and internal controls to ensure financial integrity and the responsible use of financial resources ([1B7-01 FourYearRevCycle](#)).
- b. Each year, a certified public accounting firm audits the College's financial statements and evaluates the College's internal controls. The College currently contracts with Cossolias Wilson Dominguez & Leavitt (CWDL). The independent audit is conducted in accordance with generally accepted accounting standards, current GASB requirements, OMB Circular A-128 and A-133, and the requirements specified by the California Community Colleges Contracted District Audit Manual (CDAM). For the most recent five fiscal years up to 2021-22, the audits were "Unmodified" or "Unqualified" and auditors discovered no material weaknesses or significant deficiencies relative to the district's internal controls ([3D5-01 Audit 2017-18](#) ; [3D5-02 Audit 2018-19](#); [3D5-03 Audit 2019-20](#); [3D5-04 Audit 2020-21](#); [3D5-05 Audit 2021-22](#)).
- c. An example of a recent improvement in internal controls is related to cash handling. Once operations returned to in-person after the worst of the COVID-19 pandemic had passed and there was an increase in events that involved the handling of cash, the Business Office decided it would be a suitable time to update cash handling policies/procedures. The new cash handling policy clearly outlines the reporting of monies and handling of cash ([3D5-06 CashHandlingPolicy](#)). Individuals must submit a request for a cash box which includes the purpose of the event, the date, etc. ([3D5-07 FundraisingRequestForm](#)). A cash box cannot be checked out from the Business Office unless the responsible person has a signed District Cash Handling Policy on file.
- d. The Board of Trustees approves a monthly financial status report, quarterly CCFS 311 reports, CalCard report, and purchase order report ([3D5-08 BOTFinanStatusReport](#); [3D5-09 BOTReport Feb-April23](#)). These reports summarize the final budget, year-to-date budget adjustments, the current budget, year-to-date actual revenue and expenditures, cash balances, and related financial disclosures. These reports are prepared from information derived from the College's Ellucian Colleague Financial Information System, which is configured with appropriate control procedures. Budget and financial reports are typically vetted with the president/superintendent and other Business Office managers prior to being published. These reports, which are publicly available on the College's website, provide the

- Board with useful information for decision-making and provide College constituencies with a steady stream of financial disclosures. This demonstrates the College's commitment to widely disseminate dependable and timely information for sound financial decision making.
- e. The College also maintains a Position Inventory (PI) that reflects all permanent staff positions that are filled, or are vacant and planned to be filled in any given fiscal year. The PI not only reflects salary expenses, but benefit expenses as well. Salaries and benefits comprise approximately 80% of all expenditures, so the PI is a crucial tool for sound financial decision making. PI reports are provided to cost center managers upon request, and are periodically reviewed by HR (especially payroll staff) and cabinet members.
 - f. Cost center managers access detailed budget, encumbrance, and expenditure transaction reports through the Ellucian DataTel Financial Information System. The Business Office provides online training resources ([3D5-10 ZoomLink 2023S](#); [3D5-11 2023S Training](#)), group trainings, and one-on-one training in the use of the system on request.
 - g. Financial reports, including audit reports and budget documents, are made publicly available on the College's Business Office webpage ([3D5-12 BusinessOffice Homepage](#)). Budget updates are shared with College constituencies both through email, meetings, and the president/superintendent's blog postings.

Analysis and Evaluation

The College meets the Standard. The College maintains strong internal controls as evidenced by a long-standing lack of findings in this area in annual external audits. The College continually evaluates financial management practices and processes to maintain adequate internal controls. The College has processes in place to widely disseminate dependable and timely information for sound financial decision making.

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

Evidence of Meeting the Standard

- a. On a monthly basis the Board reviews and approves the Monthly Financial Status report. The report reflects the unrestricted general fund approved budget, as well as to-date budget adjustments and revenue and expenditure actuals ([3D6-01 BOTagendaJuly23FSR](#); [3D6-02 July23FSR](#)). The revenue and expenditure information is pulled from the District's data system Ellucian, which tracks all revenue receipts and expenditures in the General Ledger. The District provides General Ledger information from Ellucian to the District's auditors for the annual financial audit, and recent audits have not resulted in any findings related to the accuracy of the General Ledger. In addition to the Monthly Financial Status Report, the District also uses the General Ledger information when reporting figures in the Annual 311 Report, ACCJC Annual Financial Report, reporting Categorical Program financial information in NOVA, etc. Since the information reported in these financial documents is derived from Ellucian, there is a high degree of credibility and accuracy in the documents.
- b. The District's Tentative Budget is based off information available prior to Board approval in June, including the Governor's May Revise Budget. The proposed COLA, if any, is factored into the Student Centered Funding Formula (SCFF) rates. The District uses both an internal SCFF calculator as well as the Chancellor's Office SCFF Resource Estimator to estimate the District's Total Computational Revenue (TCR) ([3D6-03 SCFFCalcMayRevise23](#); [3D6-04 SCFFCalcDash23](#)). The vice president of administration works with IR and fellow

administrators to forecast realistic FTES, Supplemental, and Student Success metrics for the SCFF calculation. The District's Final Budget is based off information available prior to Board approval in September, including the State's Enacted Budget. SCFF revenue estimates are updated to reflect actual COLA and any adjusted metrics.

- c. Expenditures for both the Tentative and Final Budgets are largely based on the District's Position Inventory (PI), which tracks all permanent faculty, classified, confidential, management, and administrative positions that are to be filled and funded in any given year. The Position Inventory is updated as new or replacement position requests are approved by cabinet and as the board approves personnel action items each month ([3D6-05 ExecCabPersonReq](#); [3D6-06 ExecCabMin5-31-23](#); [3D6-07 BOTPersAct 6 6 23](#); [3D6-08 BOTMinutes 6 6 23](#)). The PI is reviewed by cabinet members, HR, and Payroll for accuracy ([3D6-09 ExecCabAgenda51122](#); [3D6-10 ExecCabMinutes51122](#); [3D6-11 PosInventRevEmail](#)).
- d. In addition to allocating funds for personnel, including staff and faculty that support student learning programs and services, the Tentative and Final Budgets also allocate Other Operating funds. These funds are allocated from the Unrestricted General Fund (UGF) as discretionary budget to the various cost center areas. The vice president of instruction, vice president of student services, and the library receive discretionary budgets that can be used to support student learning programs and services ([3D6-12 DiscretAllocationTB](#)). In the event the allocations are inadequate, cost center leads can submit a Supplement Budget Request Form. The forms are provided to Cabinet for review and approval ([3D6-13 SupBudgReqSpring23](#); [3D6-14 ExecCabAgen52423](#)).
- e. In addition to the allocation from the UGF for student learning programs and services, the District is the recipient of several categorical programs that support student learning programs and services. The categorical funds are allocated and used as per program guidelines, including allowable expenditures that support student learning programs and services. For example, the District receives Strong Workforce monies and utilizes the funds to help support faculty and support staff salaries, supplies, and equipment for Career Education programs ([3D6-15 CCDP1ApportReport](#)).

Analysis and Evaluation

The College meets the Standard. Financial documents, including the budget, are based on credible and accurate information. Unrestricted and restricted financial resources are appropriately allocated and used to support student learning programs and services.

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

Evidence of Meeting the Standard

- a. For the past five external financial audits, the audits have been on time and have not included any findings requiring a District response ([3D5-01 Audit 2017-18](#) ; [3D5-02 Audit 2018-19](#); [3D5-03 Audit 2019-20](#); [3D5-04 Audit 2020-21](#); [3D5-05 Audit 2021-22](#)). Should the District receive any external audit findings in the future, the vice president of administrative services will share the findings and correction plans with the Board's Audit and Finance Committee. The vice president of administrative services will also provide a response to all necessary parties that is comprehensive, timely, and communicated appropriately.

Analysis and Evaluation

The College meets the standard. There have been no external audit findings requiring any response.

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

Evidence of Meeting the Standard

- a. As part of the annual financial audit process, the District's external audit team reviews financial and internal control systems as they relate to the audit. The most recent audit reports do not include any findings or recommendations about the District's internal controls ([3D5-05 Audit 2021-22](#)). After the audit report is complete, the audit firm presents the audit and any possible findings to the Board's Audit and Finance Committee. The Board's Audit and Finance Committee approves the audit, and the full Board of Trustees reviews and accepts the audit ([3D8-01 AFComApproveF](#); [3D8-02 BOTacceptFA](#)).
- b. Assessing the effectiveness of the District's procurement process by way of purchaser and vendor feedback revealed that the District's procurement process was burdensome and slow. In some instances, it took over two months from the start of a requisition to the creation of a purchase order. To help improve the procurement process and make for a nimbler institution, the District contracted with Shelley Sweet to engage in the I4 Process (Ideas, Involvement, Implementation, Impact) in 2017-18. The I4 Process enhanced the District's business methods and techniques to map, analyze and make recommendations to improve the procurement process. Using stakeholder input, the process was broken down into all the separate components, bottlenecks of the process were identified, and solutions were discussed. After working through the process, purchasers had a better understanding of the information required to complete a purchase order, and the purchasing specialist was able to make the process more efficient while maintaining proper internal controls ([3D8-03 14ProcessTrans](#)).
- c. A recent internal evaluation determined that cash handling procedures needed to be improved. Once operations returned to in-person after the worst of the COVID-19 pandemic had passed and there was an increase in events that involved the handling of cash, the Business Office decided to update cash handling policies and procedures. The new cash handling policy clearly outlines the reporting of monies and handling of cash ([3D5-06 CashHandlingPolicy](#)). Individuals must submit a request for a cash box which includes the purpose of the event, the date, and all other pertinent information ([3D5-07 FundraisingRequestForm](#)). A cash box cannot be checked out from the Business Office unless the responsible person has a signed District Cash Handling Policy on file. All deposits must be brought to the Business Office as per the Cash Handling Policy with a deposit form ([3D8-04 CR InternalDepForm](#)). To implement the new Cash Handling Policy, it was distributed via email to all administrators, managers, and confidential staff ([3D8-05 CashHandlingEmail](#)).
- d. Another recent example of internal control assessment and improvement is related to a lack of consultation prior to purchasing certain items. Facilities/Maintenance and the Business Office observed a lack of consistent consultation prior to the purchasing of large equipment or systems that may have an impact on facilities or technology infrastructure. Departments have moved forward with purchasing large equipment without consulting facilities to ensure there was adequate electrical infrastructure in place. Another example is contracting with a software vendor without consulting with information technology to verify the vendor meets cybersecurity and other requirements. Facilities/Maintenance and the Business Office are creating a flow chart that purchasers can follow so they are aware of when

consultation is required and with which department ([3D8-06 DraftProjFlowChart](#)).

Analysis and Evaluation

The College meets the Standard. The District's financial and internal control systems are evaluated and assessed for validity and effectiveness both externally and internally. The assessments and observations are used to identify any systems or processes that need to be improved. The business office also conducts its own annual program review, where it reflects on how it contributes to the mission and assesses planning goals.

9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

- a. The Board of Trustees recently updated BP 2800 General Fund Reserve Policy to increase the Unrestricted General Fund (UGF) reserve balance goal to two months' worth of General Fund expenditures, or approximately 25% ([3D1-07 BP 2800](#)). This fund balance level goal was recommended by the Chancellor's Office as a financially prudent practice to maintain stability and is a requirement to participate in the 2022-23 Emergency Conditions Allowance revenue protections. The reserve balance is constantly monitored and decisions with a financial impact are assessed prior to committing to any expenditure increases when possible. The Board reviews and approves the Monthly Financial Status report, which currently estimates an Unrestricted General Fund reserve balance of 19.9% ([3D6-01 BOTagendaJuly23FSR](#); [3D6-02 July23FSR](#)).
- b. In addition to setting the UGF reserve goal, BP 2800 also clarifies that the reserve should be used to maintain stability in response to fiscal downturns and material changes to financial forecasts by creating one-time financial options to: 1) reduce any adverse programmatic effects; 2) to maintain stable programmatic operations and budgets during times of unpredictable and volatile revenue streams, fiscal emergencies or "unexpected costs" (e.g. major disasters or unanticipated increases in utility costs); 3) to provide stability and flexibility to respond to unexpected adversity; and 4) to provide the liquidity necessary to accommodate the District's uneven cash flow inherent in its apportionment funding schedule.
- c. The District has sufficient resources to support risk management practices, such as periodic inspections of facilities and preventative measures to mitigate risk ([3B1-05 BldngInspectSched](#); [3B1-07 LRC BldgInsp](#)). The District also participates in a Safety Credits program with Keenan, the District's Property and Liability and Worker's Compensation insurance provider. The Safety Credits can be used to fund initiatives that help mitigate potential Property and Liability/Worker's Compensation risk. Recent Safety Credit sponsored activities include the removal of several old trees at the College of the Redwoods Del Norte Education Center that had been posing a risk to students, staff, and property, as well as the purchase of a Varidesk for workstation ergonomics ([3D9-01 CETreeEstimate](#)).
- d. Every two years, a loss control representative from Keenan visits the District's properties to conduct a Statewide Association of Community Colleges (SWACC) Property and Liability Inspection. The purpose of the inspection is to promote safety awareness, assist in the identification of conditions which may pose a risk of injury and/or property damage, and provide recommendations and/or suggestions to help mitigate and manage the risks identified. At the conclusion of the inspection, the District receives a report that includes the high, medium, and low priority recommendations. The loss control representative returns to

perform a SWACC Property and Liability Inspection Audit typically within 90 days following the inspection. The audit focuses only on the status of the high priority recommendations. The most recent SWACC inspection was performed October 11-12, 2022. The inspection report included seven high-priority recommendations. The Maintenance and Operations department had the necessary resources available to address the high priority recommendations immediately, effectively managing potential risk. The inspection audit was performed on January 25, 2023, and all high priority items received a status of “closed” ([3B3-02 SWACC Inspection](#)).

- e. To help assess whether the District has sufficient cash flow, the Monthly Financial Status Report includes the County Treasury cash balance. The District also maintains a cash flow analysis that projects the timing of cash inflows and outflows ([3D9-02 CashFlowProj2324](#)). The cash flow analysis can be used to predict if the District will fall short of cash during a future time period with adequate time to implement a contingency plan. For example, in 2020-21 the State could not afford to pay districts their full revenue. This resulted in millions of dollars in apportionment deferrals. The District used the cash flow analysis to determine that a Tax and Revenue Anticipation Note would be required to ensure there was adequate cash for operations while awaiting deferral pay back from the State ([3D9-03 TRANCashflow2021](#)).

Analysis and Evaluation

The College meets the Standard by monitoring cashflow and reserves on a regular basis to ensure there are resources available to maintain stability, support strategies for risk management, and contingency planning for emergencies and unforeseen circumstances. BP 2800 provides governance to assist the District in meeting this standard. The District’s current reserve is close to the Board’s reserve goal and can be used for stability, risk management, and contingency planning. The District has the necessary resources for risk management and performs regular cashflow analyses to anticipate any shortfalls in advance.

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

Evidence of Meeting the Standard

- a. The District practices effective oversight of finances. The District has a director of admissions and financial aid. While the director is new to the position, she has been in the Admissions and/or Financial Aid departments for two decades. For the past five annual financial audits there have been no findings related to federal programs, including financial aid ([3D5-01 Audit 2017-18](#) ; [3D5-02 Audit 2018-19](#); [3D5-03 Audit 2019-20](#); [3D5-04 Audit 2020-21](#); [3D5-05 Audit 2021-22](#)). The Financial Aid and the Business Offices work closely to ensure financial aid is timely and accurately dispersed to students. The two departments also collaborate to meet financial reporting deadlines. For the Pell, SEOG, Federal Student Work Study, and Direct Loan programs the Business Office submits G5 drawdown requests monthly on the reimbursement basis. More frequent drawdown requests are submitted as needed to avoid cash flow issues.
- b. The District employs a manager of college grant initiatives who assists with the effective financial oversight of several of the District’s grants and externally funded programs. This person is responsible for following grant guidelines, including allowable expenditures and grant reporting and spending deadlines ([3D10-01 GrantMngrJobDesc](#)).
- c. To guide the effective oversight of contractual relationships, the District has

several board policies and administrative procedures. BP 6340 Contracts, AP 6340 Bids and Contracts, AP 6345 Bids and Contracts – UPCCAA, AP 6350 Contracts – Construction, AP 6360 Contracts – Electronic Systems and Materials, and AP 6370 Contracts, Personal Services provide a framework for effective contract oversight ([3D10-02 BP 6340](#); [3D10-03 AP 6340](#); [3D10-04 AP 6345](#); [3D10-05 AP 6350](#); [3D10-06 AP-6360](#); [3D10-07 AP 6370](#)). Business Office staff utilize the District’s data system to create purchase orders (PO) with amounts that tie directly to the “not to exceed” contractual amounts ([3D10-08 ALMAstrategiesLLCE](#); [3D10-09 POALMA](#)). Contracts are monitored frequently, and Business Office staff are proactive with the vendor to amend contract amounts and term dates in advance when necessary. In most cases, if an invoice is received by Accounts Payable that exceeds the PO, and therefore contract amount, the invoice is held until it is determined the amount is appropriate and an amendment is executed ([3D10-10 Jack-Miyamoto722](#)).

- d. The District’s contract templates were provided by legal counsel from School and College Legal Services. The templates are updated on a regular basis to ensure they are current and reflect the most recent legal requirements ([3D10-11 ServProviderAgree](#)). For all contractual relationships, the District encourages vendors to utilize these templates. In some instances, vendor supplied templates may be used after they have been vetted by legal counsel when appropriate.
- e. As per the Foundation Bylaws, the College of the Redwoods Foundation is governed by the Foundation Board, which is comprised of a diverse group of community members from within the District’s expansive boundaries ([3D10-12 FoundBylaws](#)). The Foundation Board has a Foundation and Audit Committee. The Board and Committee meet on a quarterly basis in public meetings that are led by the Executive Director of College Advancement and the CR Foundation. A standing agenda item for the Committee and Board is the Review and Approval of Quarterly Financial Reports ([3D10-13 51523FoundFAuditComm](#); [3D10-14 51723FoundBoardMeet](#)). The reports are comprised of the CR Foundation Financials which include the Statement of Activities and Statement of Financial Position for the Foundation as well as the Foundation Investment Report which includes a summary and detailed breakdown of endowed funds that are invested with Humboldt Area Foundation (HAF) ([3D10-15 FoundFinancials](#); [3D10-16 FoundInvestReport](#)). The Reports are prepared by the vice president of administrative services or the District accounting analyst with information extracted from the District’s data system and HAF monthly investment reports.
- f. Starting with the 2019-20 fiscal year, the Foundation requested the District’s audit firm conduct a separate audit of the Foundation. In prior years, the Foundation’s financial information had been included in the District’s audit at a very high level. The separate and more detailed audit had been a request from the Finance and Audit Committee to help increase fiscal oversight of the Foundation. The Committee reviews the audit report with representatives from the audit firm, and the Foundation Board reviews and approves it. For the 2019-20, 2020-21, and 2021-22 audits the auditors have concluded that the Foundation’s financial statements present fairly the financial position of the Foundation ([3D10-17 FoundAudit20](#); [3D10-18 FoundAudit21.pdf](#); [3D10-19 FoundAudit22.pdf](#)). The performance and review of an annual audit and the quarterly review of financial information assists with the effective financial oversight of the Foundation and investments.

Analysis and Evaluation

The College meets the Standard. There are appropriate board policies, administrative procedures, and bylaws in place that provide guidance on effective oversight of finances. The District has personnel that have responsibility for financial oversight of financial aid, grants and externally funded programs,

and the Foundation. The Foundation also has the Foundation Board and Finance and Audit Committee to provide additional financial oversight of the Foundation and Foundation investments.

Liabilities

11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

- a. College of the Redwoods is committed to maintaining short- and long-term financial solvency through effective financial planning processes and strategies, linking financial decisions with the mission, Education Master Plan, and other institutional planning and decision-making processes. When a new allocation of resources is considered, the District uses a multi-year budgeting model to project the financial effect of the decision in both the short and long term. An additional tool the District has developed and uses is the SCFF calculator. This tool allows decision makers to assess the short and long-term financial impact of District initiatives under consideration as it relates to State Apportionment. Similarly, this approach guides other financial planning and decision- making, such as those related to full-time faculty hiring.
- b. To anticipate short-term and long-term financial needs, the District prepares a Tentative and Final Budget and Multi-Year Forecast. The Budgets and Forecasts include all known and potential financial resources and financial needs ([3D4-06 23-24TentBudgetForecast](#)). By developing the Multi-Year Forecast, the District has time to make necessary adjustments to control expenditures and ensure the level of resources available is sufficient to maintain financial solvency.
- c. The two most significant expenditures for the District's Unrestricted General Fund are salaries and benefits which make up approximately 80% of total expenditures ([3D11-01 ExpenseChart](#)). When making any decisions that will impact salaries and benefits, short-term and long-term fiscal impacts are taken into consideration. This is accomplished in two ways. First, all temporary and permanent staffing requisitions are sent to Cabinet for review and approval ([3D6-05 ExecCabPersonReq](#); [3D6-06 ExecCabMin5-31-23](#)). Cabinet considers the need for the position and the funding source. Second, as part of the negotiations process for both classified staff and faculty, Business Office staff are consulted to assess contract items that could have a financial impact and to determine what that impact is.
- d. On-going contractual obligations are factored into the Budget and Multi-Year Forecast. Prior to entering into any new on-going contracts, the District assesses the availability of on-going resources for the term of the contract and encumbers the funds once the contract is executed.
- e. For several years, the District has been in the planning stages of a new student housing facility and has been investigating potential financing sources. The District submitted a SB 169 Affordable Student Housing Grant application for Round 1. Unfortunately, the project was not eligible for Round 1 funding and the District submitted an application for Round 2. The District determined it was in the best interest of the project to move forward with the student housing design phase. To secure "gap financing" the District looked into a Certificate of Participation (COP). Recognizing that the District also had a need for an updated football field and track, the District worked with financial advisor to assess various borrowing amounts and what the estimated annual debt payment would be. By entering certain debt

payment amounts into the Budget and Multi-Year Forecast, the District was able to determine the optimal COP amount. The District will have funds for the projects and resources have been allocated for the payment of those future liabilities ([3D11-02 OtherOutgo](#)).

Analysis and Evaluation

The College meets the Standard. By developing a Budget and Multi-Year Forecast, the District ensures financial resources provide a reasonable expectation of both short- term and long-term financial solvency. Careful consideration is used when making decisions that will have short and long-term impacts, and processes are in place to control expenditures. The Budget and Multi- Year Forecast process helps the District identify, plan, and allocate resources for payment of liabilities and future obligations.

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

- a. The District includes all current year payments related to liabilities and obligations in the Adopted Budget presented to the Board of Trustees.
- b. As part of the budget planning process, the District projects estimated OPEB costs for the upcoming year. The estimate is partially based on the anticipated number of new retirees coming on to the plan, as well as those coming off the plan. The estimate also factors in any changes in medical, dental, and vision costs. For certain retiree groups, members who turn 65 years of age are eligible to receive either a \$13,500 pay out, or they can use the \$13,500 to continue District sponsored benefits ([3D12-01 RetirInsureSum](#)). After the age of 65, the retiree pays a pro-rated portion and the \$13,500 can be utilized for the retiree's portion. An estimated number of \$13,500 payouts are also factored into the OPEB costs for the upcoming year.
- c. At a minimum, the District ensures the budget includes an Unrestricted General Fund (UGF) transfer out to the OPEB fund that is sufficient to cover the estimated OPEB costs for the budget year. For the past three years, the UGF contribution has exceeded actual costs and the OPEB fund has been able to grow a healthy reserve ([3D12-02 20-21 UGF OPEB](#); [3D12-03 21-22 UGF OPEB](#); [3D12-04 22-23 UGF OPEB](#)). For the period ending June 30, 2022, the OPEB fund had a reserve balance of \$3.026 million.
- d. To limit the future OPEB liability, action was taken to sunset retiree benefits. New faculty members hired after 01/01/2008, new classified employees hired after 07/01/2006, and new administrative, management, or confidential employees hired after 09/01/2006 are not eligible for employer sponsored benefits after retirement ([3D12-05 CRFO ArticleVI](#); [3D12-06 CSEA Contract7.3](#); [3D12-07 AP 7381](#)). As a result of these actions, annual OPEB expenses have been decreasing since 2018-19. Total OPEB expenditures were \$839,544 in 2018-19 in comparison to \$754,352 in 2021-22.
- e. To plan and allocate resources for compensated absences, the unrestricted general fund salary detail includes a separate budget line item for payments of overtime for hourly employees. In 2022-23 the amount budgeted for overtime was \$60,000. ([3D12-08 SalaryAnalysis23](#)). As per the CSEA CBA 4.5.3, the District has the option of paying for overtime worked, or allowing compensatory time off in lieu of payment. Supervisors who

approve the payment of overtime are advised that the funds come from their discretionary budgets.

- f. Since GASB 74/75 came into effect, the District has been working with Total Compensation Systems, Inc. to perform the actuarial plan as required. The actuarial studies are performed annually and are completed well in advance of the District's annual financial audit ([3D12-09 GASB2019](#); [3D12-10 GASB2020](#); [3D12-11 GASB2021](#); [3D12-12 GASB2022](#)). Total Compensation Systems, Inc. performs a valuation every year; however, every other year the firm performs a "roll forward" valuation.

Analysis and Evaluation

The College meets the Standard. The Budget and Multi-Year Forecasts allocate funds for OPEB, compensated absences, and other employee-related obligations. The District has policies in place that aid in reducing future liabilities. OPEB actuarial reports are current and occur annually on an on-going basis since GASB 74/75 came into effect.

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

Evidence of Meeting the Standard

- a. In 2004, voters within the College's district passed a Proposition 39 Measure Q General Obligation Bond (GO Bond). On an annual basis, property taxes levied by the counties are used to repay the principal and interest for the Bonds. The fiscal agent makes the payments on behalf of the District in accordance with the Bond Debt Service Schedule ([3D13-01 BondDebtServSched](#)). To date, payments have been made in a timely manner and the amount of collected taxes has been sufficient to cover the annual debt service.
- b. The District approved a Supplemental Early Retirement Plan (SERP) for Faculty and Classified staff in the 2020-21 year. Working with Keenan as the consultant it was determined that the number of participants who applied for the program was sufficient to make the SERP financially feasible. On an annual basis resources are allocated in the budget for the payment of the annuity premium and consultant fees based on the installment schedule ([3D13-02 SERPPremInvoice](#); [3D13-03 SERPConsFees Invoice](#)). The budget is included in the Business Office's Other Operating allocation each year ([3D13-04 BO Budg Actuals](#)).
- c. The College has been working through the feasibility and design phase for a new student housing facility on the Eureka Campus and funding is needed to engage with the architect and other professionals to complete the design. The College is also in need of funding to upgrade the existing football and soccer field and the track. Working with the College's financial advisor, KNN Finance, it was decided Certificates of Participation (COP) would be the best mechanism to finance the student housing design phase and field and track project. The COP total for both projects is approximately \$7,500,000. The 2023-24 Tentative Budget and Multi-Year Forecast includes unrestricted general fund Other Outgo that is to be utilized for the anticipated annual debt payment for the COP ([3D11-02 OtherOutgo](#)).

Analysis and Evaluation

The College meets the Standard. As part of the annual budgeting process, the College assesses and allocates resources for the repayment of locally incurred debt, such as the GO Bonds, SERP, and COPs.

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

Evidence of Meeting the Standard

- a. Financial resources are used with integrity and in a manner that is consistent with the intended purpose of the funding source. One example is the Measure Q General Obligation Bond (GO Bond). The District received authorization at an election held on November 2, 2004, to issue bonds of the District in an aggregate principal amount, not to exceed \$40,300,000, to finance specific construction and renovation projects approved by eligible voters within the District. The proposition received approval by at least 55% of the votes cast by eligible voters within the District. The GO Bond monies were used to fund the identified construction and renovation projects. In conjunction with the District's annual financial audit, the external audit team also prepares the Annual Financial Performance Audit Report for the GO Bond. One of the purposes of the report is to determine whether expenditures charged to the GO Bond fund have been made in accordance with the bond project list approved by the voters through the approval of Measure Q. For the most recent audits, the auditors have reported the District has properly accounted for the expenditures held in the GO Bond Fund and that such expenditures were made for authorized GO Bond projects ([3D14-01 MeasureQAudit18-19](#); [3D14-02 MeasureQAudit19-20](#); [3D14-03 MeasureQAudit20-21](#); [3D14-04 MeasureQAudit21-22](#)).
- b. At each semi-annual Citizen's Bond Oversight Committee (CBOC) meeting, members are presented with a facilities project update and a Bond Status Report ([3D14-05 CitizenBondOverComm](#)). The Bond Status Report includes Measure Q project budgets, expenditure activities for the most recent month, project budget adjustments (rebalances), expenditures to date, and remaining budget balances ([3D14-06 QWorksheet](#)). Members review the report at each meeting and have assurance that the funds are being spent as intended. The CBOC also reviews the Measure Q Financial Performance Audit Reports.
- c. Another example of using financial resources for the intended purpose of the funding source is the Certificates of Participation (COPs) for the Student Housing design phase and football field/track upgrade projects. On July 6th, 2023, the COP financing closed and \$7,500,000 was made available for the projects. The \$7.5 million figure is based on preliminary scopes for both the Student Housing design phase and football field/track upgrade projects and is a balance between project needs and an annual debt payment amount that the general fund could commit to ([3D14-07 SH FT PrelimEstimates](#)). As the District works with the project teams, the scopes will be further defined based on cost estimates and the available funding. The financing funds have been encumbered for both projects and will be used for the intended purpose of the funding source.
- d. When accounting for all financial activities, including COPs, auxiliary, fund-raising efforts, and grants, Business Office staff utilize guidance from the Chancellor's office, GASB, and other program specific sources. The guidance comes in the form of program specific Chancellor's Office memoranda, such as the *Compendium of Allocations and Resources*, the *Budget and Accounting Manual*, and *Grant Award Notifications*. These resources also provide guidance on the intended purpose of the funds and allowable expenditures. Business Office staff, the manager of college grant initiatives, and other staff who have fiscal oversight follow the guidance to appropriately allocate budget and make expenditure decisions. The most recent audits have resulted in zero findings, which indicates that financial resources are used in a

manner that is consistent with the intended purpose of the funding source ([3D5-01 Audit 2017-18](#) ; [3D5-02 Audit 2018-19](#); [3D5-03 Audit 2019-20](#); [3D5-04 Audit 2020-21](#); [3D5-05 Audit 2021-22](#)).

- e. The College of the Redwoods Foundation has oversight of College fundraising efforts. Prior to any College fundraising event organizers must submit a District Fundraising Request Form (E. District Fundraising Request Form). The form is submitted to the Foundation Executive Director for review and approval and includes the purpose of the fundraising activity/event. This process applies to all clubs, teams, departments, and programs. To access raised funds, requestors must submit a Foundation Request Form and receive proper approval when necessary ([3D14-08 FoundationRequest](#)). This ensures the funds are used for the intended fundraising purpose.

Analysis and Evaluation

The College meets the Standard by accepting guidance from several sources to inform practices that ensure financial resources, such as bonds and COPs, auxiliary activities, fund-raising efforts, and grants, are used in a manner consistent with the intended purpose of the funding source. Through external audits and reporting, there have been no identified issues with how funds are utilized.

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

- a. To assist with the management of student loan default rates the District follows specific practices. The District's loan process requires loan entrance counseling to all potential loan recipients prior to disbursement as well as exit counseling when students leave the school. Each loan application is reviewed individually for completion, accuracy and validity including checking for past loans and aggregate borrowing limitations and any other federal requirements.
- b. Student loan default rates are monitored on a regular basis in a few ways. The District contracts with Borrower Connect which is a web-based product developed by Student Connections to assist colleges with the management of their cohort default rate. Borrower Connect performs, monitors, and tracks various campaigns including borrower counseling, financial wellness, and outreach, all related to management of the District's cohort default rate (CDR). The District has been contracting with the company for over seven years. Their student campaigns include communication via emails, texts, and phone calls. They provide monthly activity reports on all the campaigns which include number of students contacted, the means of contact and number of students that were provided counseling.
- c. The District also monitors the rates through the annual program review process. The student loan default rate is a program indicator for the Enrollment Services department's program review ([3D15-01 EnrollServPR22-23](#)). Each year Enrollment Services reports the rates from the current year and prior year and does an analysis and interpretation regarding those rates. If the department were to notice an increase in the CDR for two consistent years, this would trigger an immediate review of available data and further discussion. This could also lead to further assessments if necessary. In the 2019-20 Annual Program review Enrollment Services presented data on a student learning outcome related to financial literacy education and reported and analyzed the outcome of said assessment ([3D15-02 EnrollServPR19-20](#)).

- d. Finally, CDRs are also monitored by staff members. Enrollment Services staff members, called Enrollment Services Advisors (ESAs), assist students with both borrowing in the initial stages and managing repayment and debt expenses after leaving school. Additionally, several helpful student loan resources are available on the College of the Redwoods student loans webpage ([3D15-03 FinancialAidhomepage](#)). The ESAs work in conjunction with the services provided by Borrower Connect.
- e. The Business Office monitors the Federal Direct Loan expenses and submits monthly (or more frequently if needed) drawdown requests on the reimbursement basis through the G5 system. The requested amount for Direct Loan funds includes a minimal buffer in case a loan adjustment is made after the fact to avoid drawing down more than has been authorized. This ensures there are adequate revenues and assets to help comply with federal requirements. Staff in Financial Aid monitor Direct Loan balances from systems available to them and alert Business Office staff if additional funds need to be drawn down to close the program out at the end of the fiscal year, or if program funds have been overdrawn ([3D15-04 DrawdownEmail](#)). In the event additional funds need to be drawn down, a request is submitted. If funds need to be returned, a G5 refund is created immediately.

Analysis and Evaluation

The College meets the Standard. Enrollment Services has practices in place to monitor and manage student loan default rates, including the provision of contract services provided by Borrower Connect and the inclusion of student loan default rates as a program indicator for program review. In coordination with Financial Aid, the Business Office monitors and manages revenues and assets to ensure compliance with federal requirements. In recent years, the federal government has not notified the District of any deficiencies. Should the District receive such notification all necessary actions to clear the deficiency would be made in a timely manner.

Contractual Agreements

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

- a. The District has several policies and procedures that govern contractual agreements with external entities. BP 6340 Contracts, AP 6340 Bids and Contracts, AP 6345 Bids and Contracts – UPCCAA, AP 6350 Contracts – Construction, AP 6360 Contracts – Electronic Systems and Materials, and AP 6370 Contracts, Personal Services are consistent with the mission and goals of the institution ([3D10-02 BP 6340](#); [3D10-03 AP 6340](#); [3D10-04 AP 6345](#); [3D10-05 AP 6350](#); [3D10-06 AP-6360](#); [3D10-07 AP 6370](#)). The APs and BPs follow California Community College League (League) templates and are updated regularly as notifications are received from the League and according to the four-year comprehensive review cycle ([1B7-01 FourYearRevCycle.pdf](#)).
- b. All external contracting and acquisition of goods, services, and capital infrastructure is engaged by the District for these central purposes: 1) to provide educational programs and instructional support, 2) to provide appropriate services to students for student success; 3) to meet basic needs and continue daily operations of facilities and scheduled maintenance; 4) to address accessibility and life safety concerns; and 5) to partner with the community. All these reasons support the College’s mission ([1A1-01 BP 1200 Mission.pdf](#)).
- c. The District utilizes several contract templates that were provided by legal counsel from

School and College Legal Services. The templates are updated on a regular basis to ensure they are current and reflect the most recent legal requirements ([3D10-11 ServProviderAgree.pdf](#)). Legal counsel ensures the templates contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations, such as indemnification language, insurance requirements, contract terms and termination clauses, clearly articulated scope, compensation “not to exceed” amounts, etc. When possible and necessary, the District seeks at least three quotes for review when considering new goods and services. For all contractual relationships, the District encourages vendors to utilize these templates. In some instances, vendor supplied templates may be used after they have been vetted by legal counsel when appropriate.

- d. The District utilizes the Request for Proposal (RFP) and formal bid process when necessary in a manner that can help ensure the selected vendor will support the mission and goals of the District and the quality of the District’s programs, services, and operations. RFP templates include a “Goals for the Project” section. A recent RFP for Construction Management Services for the Physical Education Replacement Project included the following project goals:
- Enhance the campus experience for all students, faculty, and staff.
 - Promote student equity, access, and success, with progression to degree or certificate completion, and/or transfer, by engaging students in an enriching and secure learning environment.
 - Support CR’s Education and Facilities Master Plan and College sustainability initiatives, where sustainability includes social equity, economics, and the environment.
 - Create substantial programmatic and spatial ties to academic and student services to support student development.
 - Enhance the College’s strategic goal of making CR the college of choice ([3D16-01 ConstMngmntServ](#)).

Analysis and Evaluation

The College meets the Standard. There are several BPs and APs in place that govern contractual agreements with external entities. Contract templates are provided to the District by legal counsel, are updated on a regular basis, and contain provisions to maintain the integrity of the institution and the quality of its programs, services, and operations. The District contracts with external entities to fulfill the mission.

Conclusions on Standard III.D: Fiscal Resources

College of the Redwoods has a consistent record of strong financial management and oversight. This is proven by a strong fund reserve, a rigorous system of internal controls, and a long history of unqualified audits, with no internal control issues. There are comprehensive board and operating policies that govern financial management, and active senior staff and management participation in all areas noted in Standard III.D. The budget and planning processes are aligned directly with the mission and the process mandates strong participation among all constituent groups. The District has adequately planned for and discharged its financial obligations, both short and long term, and provides meaningful oversight to its auxiliary organizations. The evidence provided throughout Standard III.D confirms our strong financial position. The District’s management of its fiscal resources is mission driven and complies with all the requirements of Standard III.D.

Improvement Plan(s)

None

Evidence List

[1A1-01 BP 1200 District Mission](#)
[1B7-01 Four-Year Review Cycle BPs/APs](#)
[2C4-10 BP 6200 Budget Preparation](#)
[2C4-11 BP 6300 Fiscal Management](#)
[3B1-05 Building Inspection Schedule](#)
[3B1-07 Learning Resource Center Building Inspection](#)
[3B3-02 SWACC Inspection](#)
[3D1-01 2022-23 Budget Advisory Committee Year End Summary](#)
[3D1-02 2022-23 Annual Plan Progress](#)
[3D1-03 Integrated Planning Model 2022](#)
[3D1-04 2022-23 Mathematics Program Review Planning Template](#)
[3D1-05 Plan Rubric Updated 22-23](#)
[3D1-06 Budget Forecast Document](#)
[3D1-07 BP 2800 General Fund Reserve](#)
[3D1-08 Annual Audit 2019-2020](#)
[3D1-09 Annual Audit 2020-2021](#)
[3D1-10 Annual Audit 2021-2022](#)
[3D1-11 BP 6250 Budget Management](#)
[3D1-12 Board Goals 2021-2023](#)
[3D2-01 Mathematics Program Review Template 2022-23](#)
[3D2-02 Budget Advisory Committee Year End Summary 2021-22](#)
[3D2-03 Budget Calendar 2023-24](#)
[3D2-04 Final Budget Open Forum Flyer 2024](#)
[3D2-05 Senate Agenda May 6, 2022](#)
[3D2-06 Senate Agenda Oct 22, 2022](#)
[3D2-07 Board Agenda Sept 6, 2022](#)
[3D2-08 Board Agenda Item 4.1 Approve Final Budget](#)
[3D3-01 College Council Webpage](#)
[3D3-02 Budget Advisory Committee Webpage](#)
[3D3-03 Budget Advisory Committee Calendar 2022-23](#)
[3D3-04 Program Review Committee Rankings](#)
[3D3-05 Tentative Budget Open Forums 2022-23](#)
[3D4-01 Budget Advisory Committee Math Program Audit](#)
[3D4-02 Grant Award Notice IREPO](#)
[3D4-03 Pages From Final 22-23 Enacted-Budget-Joint-Analysis](#)
[3D4-04 Higher Education Student Housing Grant Program 2021-22](#)
[3D4-05 SB 169 Round 2 CCC Ranked List](#)
[3D4-06 Tentative Budget and Multi-Year Forecast 2023-24](#)
[3D5-01 Internal Controls Audit 2017-18](#)
[3D5-02 Internal Controls Audit 2018-19](#)
[3D5-03 Internal Controls Audit 2019-20](#)
[3D5-04 Internal Controls Audit 2020-21](#)
[3D5-05 Internal Controls Audit 2021-22](#)
[3D5-06 Cash Handling Policy](#)

[3D5-07 Fundraising Request Form](#)
[3D5-08 Board of Trustees Financial Status Report](#)
[3D5-09 Board of Trustees Report Feb-April 2023](#)
[3D5-10 Zoom Link Business Office Training Spring 2023](#)
[3D5-11 Business Office Training 2023S](#)
[3D5-12 Business Office Homepage](#)
[3D6-01 Board Agenda July 2023 Financial Status Report](#)
[3D6-02 July 2023 Financial Status Report](#)
[3D6-03 Student Centered Funding Formula Calculations May Revise 2023](#)
[3D6-04 Student Centered Funding Formula Calculator Dashboard 2023](#)
[3D6-05 Executive Cabinet Personnel Request](#)
[3D6-06 Executive Cabinet Minutes May 31, 2023](#)
[3D6-07 Board Personnel Action June 6, 2023](#)
[3D6-08 Board Minutes June 6, 2023](#)
[3D6-09 Executive Cabinet Agenda May 11, 2022](#)
[3D6-10 Executive Cabinet Minutes May 11, 2022](#)
[3D6-11 Position Inventory Review Email 2023-24](#)
[3D6-12 Tentative Budget Discretionary Allocation 2023-24](#)
[3D6-13 Supplemental Budget Request Form Spring 2023-Athletics](#)
[3D6-14 Executive Cabinet Agenda May 24, 2023](#)
[3D6-15 Redwoods CCD P1 Apportionment Report Feb 13 ,2023](#)
[3D8-01 Audit and Finance Committee Approve Final Audit December 13, 2022](#)
[3D8-02 Board Accepts Final Audit December 13, 2022](#)
[3D8-03 Transcription of I4 Process](#)
[3D8-04 CR Internal Deposit Form](#)
[3D8-05 District Cash Handling Policy Email](#)
[3D8-06 Draft Project Flow Chart](#)
[3D9-01 Cutting Edge Tree Service Estimate Email](#)
[3D9-02 Cash Flow Projections 2023-24](#)
[3D9-03 TRAN Cash Flow 2021](#)
[3D10-01 Grant Manager Job Description](#)
[3D10-02 BP 6340 Contracts](#)
[3D10-03 AP 6340 Bids and Contracts](#)
[3D10-04 AP 6345 Bids and Contracts - UPCCAA](#)
[3D10-05 AP 6350 Contracts - Construction](#)
[3D10-06 AP 6360 Contracts - Electronic Systems and Materials](#)
[3D10-07 AP 6370 Contracts, Personal Services](#)
[3D10-08 ALMA Strategies LLC 2023-27](#)
[3D10-09 Purchase Order ALMA Strategies LLC 2023-27](#)
[3D10-10 A Jack Miyamoto Invoice July 2022](#)
[3D10-11 Service Agreement for Service Provider Template May 2022](#)
[3D10-12 Foundation Bylaws 2015](#)
[3D10-13 Foundation Finance and Audit Committee Agenda May 15, 2023](#)
[3D10-14 Foundation Board Agenda May 17, 2023](#)
[3D10-15 CR Foundation Financials March 31, 2023](#)
[3D10-16 Foundation Investment Report March 31, 2023](#)
[3D10-17 CR Foundation Audit Report June 30, 2020](#)
[3D10-18 CR Foundation Audit Report June 30, 2021](#)

[3D10-19 CR Foundation Audit Report June 30, 2022](#)
[3D11-01 Budget Expense Chart 2023-24](#)
[3D11-02 Multi-year Forecast Other Outgo Amounts 2023-2024](#)
[3D12-01 Retirement Insurance Summary](#)
[3D12-02 Budget Forecast Contributions to OPEB Fund 2020-21](#)
[3D12-03 Budget Forecast Contributions to OPEB Fund 2021-22](#)
[3D12-04 Budget Forecast Contributions to OPEB Fund 2022-23](#)
[3D12-05 CRFO Contract, Article VI 6.1 Retirement Benefits](#)
[3D12-06 CSEA Contract 7.3 Health and Welfare Benefits](#)
[3D12-07 AP 7381 Health and Welfare Benefits](#)
[3D12-08 Multi-year Budget Forecast Salary Analysis](#)
[3D12-09 Actuarial Study of Retiree Health Liabilities Report 2019](#)
[3D12-10 Actuarial Study of Retiree Health Liabilities Report 2020](#)
[3D12-11 Actuarial Study of Retiree Health Liabilities Report 2021](#)
[3D12-12 Actuarial Study of Retiree Health Liabilities Report 2022](#)
[3D13-01 Bond Debt Service Schedule](#)
[3D13-02 Supplemental Early Retirement Plan Premium Invoice](#)
[3D13-03 Supplemental Early Retirement Plan Consulting Fees Invoice](#)
[3D13-03 Business Office 2022-23 Budget and Actuals Report](#)
[3D14-01 Measure Q Financial & Performance Audit Report, 2018-19](#)
[3D14-02 Measure Q Financial & Performance Audit Report, 2019-20](#)
[3D14-03 Measure Q Financial & Performance Audit Report, 2020-21](#)
[3D14-04 Measure Q Financial & Performance Audit Report, 2021-22](#)
[3D14-05 Citizen's Bond Oversight Committee Meeting April 5, 2023](#)
[3D14-06 Measure Q Worksheet Through December 31, 2022](#)
[3D14-07 Student Housing Design and Field Track Prelim Estimates](#)
[3D14-08 Foundation Funding Request Form](#)
[3D15-01 Enrollment Services Program Review 2022-23](#)
[3D15-02 Enrollment Services Program Review 2019-20](#)
[3D15-03 Financial Aid Homepage](#)
[3D15-04 Drawdown Email 2021-22](#)
[3D16-01 CR Construction Management Services Request for Proposal](#)



Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

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

Evidence of Meeting the Standard

- BP 1201 Philosophy establishes the Philosophy of the college and emphasizes collegial consultation ([4A1-01 BP 1201](#)), and BP 2510 Participation in Local Decision Making lays out the standards by which all constituents and stake-holding groups are engaged in the decision-making process ([4A1-02 BP 2510](#)).
- The President's Goals, set in concert with the Board of Trustees, include a mandate to "[e]xpand professional development fundamental to the growth of managers, deans, and executive leaders," and to "[c]ontinue fostering an institutional culture that values innovation." These goals align with the Education Master Plan, adopted in 2022 and created through cross-constituent deliberation.
- After the previous accreditation cycle, the college used an interest-based process to review and improve budgeting practices to create a Budget Advisory Committee. The process was fully supported by the president/superintendent and staff from across constituencies participated ([4A1-03 BudgPlanTaskFrce18](#)).
- The Office of the President established the President's Innovation Fund grants program to "provid[e] funding for faculty, staff, students, and members of the community to create innovative projects" ([4A1-04 Pres Innov Funds Press](#); [4A1-05 Pres Innov Funds Proc](#)). The president/superintendent also shepherds the Education Master Plan and ensures innovation and special projects connected to the plan are bolstered through funding and publicity among all in the community ([4A1-06 EMP Prog Report](#)) As with the cross-constituent work creating the EMP, the president/superintendent regularly convenes an Expanded Cabinet of more than 20 individuals to discuss matters of import affecting the College ([4A1-07 ExpCab Scope Memb](#)).
- From 2021 to the time of this writing, the Office of the President supported three exemplary innovative programs:
 - the Outdoor Campus Collaborative, a grassroots initiative generated by biology, forestry, and athletics faculty and classified staff in maintenance and facilities,

focusing on using the College's large, forested grounds for hands-on outdoor education connected to existing curriculum ([4A1-08 OCC Story Map](#); [4A1-09 OCC Convocation 22](#));

- the Association of Colleges and University Educators (ACUE) stackable micro-credentialing program, created to “[equip] instructors with effective and equity-promoting teaching practices,” that generate “data show[ing] ACUE Certified faculty retain more students, measurably improve student achievement, and close equity gaps.” In the 2021-22 academic year, a cohort of thirty-three faculty members participated in an [Association of College and University Educators \(ACUE\)](#) training entitled “Creating an Inclusive and Supportive Online Learning Environment.”; and
- the Caring Campus initiative, offered through the Institute for Evidenced-Based Change, which empowers professional staff members to develop their leadership skills related to behavioral commitments that support the creation and maintenance of a welcoming campus environment ([4A1-10 CaringCampusBOTupd](#)).

Analysis and Evaluation

The College meets the Standard. It actively engages all constituencies in the process of determining need, seeking innovation, and continuous consultation. Numerous examples, such as the Outdoor Campus Collaborative, the ACUE project, departmental innovation focusing on increasing equity, the Caring Campus, among many others, demonstrate that processes are in place to promote innovation across constituencies. Institutional leaders play key roles in guaranteeing the free flow of ideas and adherence to the institution's stated philosophy and planning guidelines, promoting innovation in line with the institution's mission, goals, and perceived needs.

- 2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.**

Evidence of Meeting the Standard

- a. BP 3250 Institutional Planning establishes that “[t]he [p]resident/[s]uperintendent shall ensure that the District has and implements a broad-based comprehensive, systematic, and integrated system of planning that involves appropriate segments of the College community and is supported by institutional effectiveness research” ([4A2-01 BP 3250](#)).
- b. AP 3250 Institutional Planning specifies that “[e]stablished committees, with representation from faculty, administration, classified staff, and students, will review and recommend planning decisions related to human, facilities, technology, and budget resources” ([4A2-02 AP 3250](#)).
- c. BP 2510 Participation in Local Decision Making requires that the staff, Academic Senate, and Associated Students “participate in developing recommended policies for Board action and administrative procedures for the president/superintendent action under which the District is governed and administered.” Additionally, the BP states “Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate”

[\(4A1-02 BP 2510\)](#). Groups vested with decision-making authority, such as the Program Review Committee, College Council, Expanded Cabinet, the Senate’s Academic Standards and Policies Committee, and the Associated Students of College of the Redwoods, follow constituting documents and policies while engaged in their participatory functions.

Analysis and Evaluation

The College meets the Standard. The College adopts and abides by policies and procedures that define governance structures that encourage student participation and guarantee that faculty, staff, and academic administrators play a major role in all educational decision-making. Provisions for student membership are included in recommendation-making bodies like Expanded Cabinet and the Academic Senate, as well as in the Board of Trustees, bringing forward change that has benefitted the student learning community in their collegial paths.

- 3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.**

Evidence of Meeting the Standard

- a. BP 2510 Participation in Local Decision Making states that the “President/Superintendent shall ensure that the District has and implements a broad- based comprehensive, systematic, and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research.” The BP lists the vital planning committees, including the Educational Master Plan, Facilities Master Plan, Equal Employment Opportunity Plan, Student Equity Plan, and others. AP 2510 lays out the requirements for shared governance in planning: “The Board charges the President/Superintendent with the responsibility for governance of the institution; in turn, the President/Superintendent creates a structure and a systematic process for decision-making which allows for the effective participation of administrators/managers, faculty, staff, and students.” Additionally, AP 3250 Institutional Planning requires that these planning committees contain “representation from faculty, administration, classified staff, and students” and that they “will review and recommend planning decisions related to human, facilities, technology, and budget resources” ([4A1-02 BP 2510](#); [4A3-01 AP 2510](#); [4A2-02 AP 3250](#)).
- b. Review of membership on major institutional committees provides evidence that the College employs broad-based constituent representation on all planning and decision- making bodies such as the Program Review Committee, Budget Advisory Committee, Facilities and Technology Planning Committee, Student Equity Planning Committee, College Council, Distance Education Planning Committee, and more ([4A3-02 Committee Handbook](#); [4A3-03 Meeting minutes](#)).

Analysis and Evaluation

The College meets the Standard. College policies and procedures require broad participation of faculty and administrators to ensure shared governance in the decision-making and planning processes. Bountiful evidence demonstrates that the College practices what the policies require in meeting the Accreditation Standards.

- 4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.**

Evidence of Meeting the Standard

- a. The institution's curriculum and student learning are governed by BP 4020 Program, Curriculum, and Course Development and by AP 4020 Program, Curriculum and Course Development, AP 4021 Program Revitalization, Suspension, or Discontinuation, and AP 4022 Course Approval. These policies guarantee that faculty and administrators with oversight roles over curriculum maintain clear responsibility ([4A4-01 BP 4020](#); [2A1-01 AP 4020](#); [4A4-02 AP 4022](#)).
- b. The College's Curriculum Committee has a longstanding routing process to which all faculty authoring curriculum and all administrators charged with curricular oversight adhere ([4A4-03 Curric Process](#); [4A4-04 eLumen In-box](#); [4A4-05 Curric Cmte 9-22-23](#)).
- c. The Curriculum Committee also includes well-defined steps within its processes that ensure distance and correspondence education meet standards laid out by the Chancellor's Office and state and federal educational codes ([4A4-06 HIST-8 COR DE Corr](#)).

Analysis and Evaluation

The College meets the Standard. Curriculum and all student learning programs are developed in accordance with policies and procedures that meet California Education Code and federal requirements and include faculty in primary roles as initiators, evaluators, and initial approvers. Processes for new program creation and for program revitalization or discontinuance are clearly defined to include faculty and academic administrators in policies and procedures that are strictly adhered to.

5. **Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

Evidence of Meeting the Standard

- a. BP/AP 2510 Participation in Local Decision Making define the practices that ensure all planning committees, including Program Review, Curriculum, Institutional Effectiveness, Facilities Planning, Technology Planning, College Council, Student Equity, Distance Education Planning Committee, and Expanded Cabinet contain appropriate cross-constituency representation to ensure multiple perspectives from relevant groups. Expertise and preparation for service on the committees is thus guaranteed ([4A1-02 BP 2510](#); [4A3-01 AP 2510](#); [4A3-02 Committee Handbook](#)).
- b. The Budget Advisory Committee provides an example of broad representation on a vital committee. The committee, which was created through the interest-based approach to problem solving after the College's 2017 Institutional Self-Evaluation revealed problems with an earlier iteration of budget planning, contains representation and expertise from across the College community. Membership includes the vice-president of administrative services who is directly responsible for creating budgets and serves as the co-chair, a faculty co-chair, representatives from both employee labor organizations, the chair of the Institutional Effectiveness Committee, the chair of the Enrollment Management Committee, as well as further faculty representation from both the transfer division and career education division ([4A5-01 BAC Cmte Handbook](#)).
- c. The College Council is another example of a committee serving a vital function within the institution—reviewing and revising the institution's policies and procedures—where cross-

constituency representation and expertise are at the center of its membership. The College Council includes the president/superintendent, vice-president of instruction, vice-president of student services, vice-president of administrative services, academic senate-appointed faculty from other instructional sites, representatives from both employee labor organizations, a representative from the management council and the director of human resources. As laid out in The Committee Handbook, College Council members “convey information from the Council to their constituent groups and from their groups to the council. Members represent their constituents' views to the president/superintendent who serves as council chair. The Council serves to advise the president/superintendent before implementation of the recommendations.”

- d. The Curriculum Committee provides a good example of broad membership and expertise in decision making, and multiple other committees such as the Facilities Planning Committee, the Distance Education Planning Committee, the Program Review Committee, and others also require broad representation ([4A3-02 Committee Handbook](#); [4A5-02 Cmte Digest 10-11-23](#)).

Analysis and Evaluation

The College meets the Standard. The College has clearly defined and broad membership in all planning committees and by ensuring that individuals possess the requisite expertise in roles requiring decision-making and actions.

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

- a. BP 2330 Quorum and Voting establishes the way college decisions are made by the Board and BP 2360 Minutes and BP 2365 Recording establish the recording of votes and meeting discussions and decisions and how these records will be kept in meeting minutes. AP 2510 Participation in Local Decision Making establishes the members who will participate in all local decision making ([4A6-01 BP 2330](#); [4A6-02 BP 2360](#); [4A6-03 BP 2365](#); [4A3-01 AP 2510](#)).
- b. AP 3225 Institutional Effectiveness requires that "the District shall develop, adopt, and publicly post goals that address all of the following: (1) accreditation status; (2) fiscal viability; (3) student performance and outcomes; and (4) programmatic compliance with state and federal guidelines," and these are publicly available through the College website ([4A6-04 AP 3225](#)).
- c. AP 2510 mentioned above requires that committee reports and minutes be made available on the College's website. The College maintains the BoardDocs digital storage system to retain all pertinent agenda, minutes, and reports out from committees ([4A6-05 BoardDocs Screenshot](#)).
- d. The president/superintendent regularly reports on programmatic decisions made through the AP 4020/4021 process as determined by the Program Viability Committee ([4A6-06 4021 Process Email](#)). The president/superintendent also updates the College through regular emails regarding topics such as changes in administrative structure, the hiring of new administrators, and important safety protocols, and he writes a regular article published in the local newspaper and which is publicly available as a blog entry on the College website ([4A6-07 PresBlogEmailEdMatt](#)).
- e. The president/superintendent also communicates directly to CR administrators, faculty, staff, and students summarizing all Board meetings via a blog article following each board meeting.

Analysis and Evaluation

The College meets the Standard. The College is committed to holding open meetings when appropriate and abides by the Brown Act by publishing agendas prior to all meetings convening under its auspices. Meeting minutes for all open meetings are made available in BoardDocs and decisions with broad campus wide importance are communicated to the entire College community through email, committee digest updates, and blog postings.

7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

- a. BP/AP 2435 Evaluation of the President/Superintendent sets the policy and process for evaluating the president/superintendent. Though the specific details of the performance evaluation are confidential, the outcome is communicated publicly through the Board's vote to extend or discontinue the president's contract, which is an indicator of the overall result of the performance evaluation ([4A7-01 BP 2435](#); [4A7-02 AP 2435](#)).
- b. BP/AP 2745 Board Evaluation commit the Board to "assessing its own performance as a board in order to identify its strengths and areas in which it may improve its functioning." The policy and administrative procedure describe the process by which a thorough self-evaluation is conducted annually. The results are presented at the June meeting of the Board ([4A7-03 BP 2745](#); [4A7-04 AP 2745](#)).
- c. The College Council determines a calendar for the regular review of all BPs and APs to ensure that all constituent groups evaluate the effectiveness of every College policy on a four-year cycle. All relevant constituent groups receive email notification of specific policies under the Council's review. The email requests input, which the Council uses for purposes of revision ([4A7-05 CollCouncilCal](#)).
- d. AP 7217 Faculty Prioritization Process requires a review in December, after the process has been completed for the year, "Faculty Prioritization Committee reconvenes, debriefs, evaluates the process, and makes recommendations to the Academic Senate for changes to be implemented in the next cycle" ([3A7-01 AP 7217](#)).
- e. Each year the Program Review Committee develops an Executive Summary, which includes a review of processes and reflection on possible alterations. The summary is presented to the Board and included in the Institutional Effectiveness Report and is thus widely distributed. ([1B7-06 PRCExecSummary](#))

Analysis and Evaluation

The College meets the Standard. It has structures in place to ensure the regular evaluation and improvement of its policies, procedures, and committee processes. College Council sets a regular cycle to review all College policies and procedures. Each committee of the College, and the Board of Trustees, regularly reviews and evaluates its procedures, typically on an annual basis. The College communicates the results of these evaluations primarily through meeting minutes and at relevant meetings through regular reports, and the members of the committee act on the findings by modifying, eliminating, or changing policies to become more effective.

Conclusions on Standard IV.A: Decision-Making Roles and Processes

The District meets all the requirements of Standard IV.A. by maintaining clear policies and procedures governing leadership and ensuring broad cross-constituent participation in decision making and planning processes. The governing board, administrators, faculty, staff, and students work as one to keep the institution focused on student success and the attainment of educational goals.

College of the Redwoods prides itself on regular and effective communication of the decision-making process and progress made toward the achievement of institution-wide goals. All agendas and minutes of the Board of Trustees and Academic Senate and subcommittees are posted according to Brown Act regulations on publicly accessible websites.

Improvement Plan(s)

None

Evidence List

[1B7-06 Program Review Committee Executive Summary](#)
[2A1-01 AP 4020 Program, Curriculum and Course Development](#)
[3A7-01 AP 7217 Faculty Prioritization Process](#)
[4A1-01 BP 1201 Philosophy](#)
[4A1-02 BP 2510 Participation in Local Decision Making](#)
[4A1-03 Budget Planning Task Force 2018](#)
[4A1-04 Presidential Innovation Funds Press Release](#)
[4A1-05 Presidential Innovation Funds Process](#)
[4A1-06 EMP Progress Report](#)
[4A1-07 Expanded Cabinet Scope and Membership](#)
[4A1-08 OCC Story Map](#)
[4A1-09 OCC Convocation Schedule 2022](#)
[4A1-10 Caring Campus Board of Trustees Update](#)
[4A2-01 BP 3250 Institutional Planning](#)
[4A2-02 AP 3250 Institutional Planning](#)
[4A3-01 AP 2510 Participation in Local Decision Making](#)
[4A3-02 Committee Handbook](#)
[4A3-03 committee Meeting Minutes](#)
[4A4-01 BP 4020 Program, Curriculum, and Course Development](#)
[4A4-02 AP 4022 Course Approval](#)
[4A4-03 Curriculum Routing Process](#)
[4A4-04 eLumen In-box](#)
[4A4-05 Curriculum Committee Agenda 9-22-23](#)
[4A4-06 HIST-8 Course Outline Distance Education and Correspondence Addendum](#)
[4A5-01 Budget Advisory Committee Handbook Details](#)
[4A5-02 Committee Digest 10-11-23](#)
[4A6-01 BP 2330 Quorum and Voting](#)
[4A6-02 BP 2360 Minutes](#)
[4A6-03 BP 2365 Recording](#)
[4A6-04 AP 3225 Institutional Effectiveness](#)
[4A6-05 BoardDocs Screenshot](#)
[4A6-06 AP 4021 Process Email](#)
[4A6-07 President's Blog Email Education Matters Article](#)

[4A7-01 BP 2435 Evaluation of the President/Superintendent](#)

[4A7-02 AP 2435 Evaluation of the President/Superintendent](#)

[4A7-03 BP 2745 Board Evaluation](#)

[4A7-04 AP 2745 Board Evaluation Process](#)

[4A7-05 College Council Calendar](#)

B. Chief Executive Officer

- 1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

Evidence of Meeting the Standard

- In accordance with BP 2430 Delegation of Authority to President/Superintendent, the president/superintendent makes decisions regarding evaluation of the quality of education the institution is providing as well as overseeing planning, budgeting, selecting, and developing personnel and determining overall institutional effectiveness ([4B1-01 BP 2430](#)).
- BP 2430 also affords the president/superintendent the ability to delegate to others duties designated to the president/superintendent by the Board. The president/superintendent retains the responsibility and is answerable to the Board for such actions as may be taken by the designee.
- The president/superintendent directs and evaluates the work of all vice-presidents, the director of human resources, and the director of institutional research. The president also has the final say in hiring decisions for all administrative, full-time faculty, classified, confidential and management positions.
- The president/superintendent chairs the College Council, which is “the apex district- wide, constituent-based collegial consultation body that includes representatives from all the District's constituent groups. College Council helps ensure that policies and procedures are developed and revised following the collegial consultation process and all relevant constituent input is given due consideration.” The president/superintendent also chairs Executive Cabinet, where many organizational and district wide decisions are discussed and put into effect ([4B1-02 College Council](#)).
- The president/superintendent co-chairs the Institutional Effectiveness Committee (IEC), which is tasked with assisting in the College’s planning and resource allocation, helping to ensure that resources are allocated to improve student learning. IEC uses evidence from program review, outcomes assessment processes, and other institutional assessments/evaluations to bolster its recommendations. The IEC also leads the effort to develop the integrated planning process, annual and long-term goals as well as the education master plan, enrollment management plan, technology master plan, and the facilities master plan ([4B1-03 IEC](#)).
- The president/superintendent ensures that reports on the creation of guiding plans for the district are widely distributed, including the Education Master Plan, Technology Plan, and the Facilities Master Plan, and is responsible for leading governing committees such as Executive Cabinet and IEC in discussions regarding the planning process. Through these governing groups, overseen by the president/superintendent, data undergirding decisions is also disseminated to broader constituencies and the public, offering an open and transparent

- general overview of data driving these processes.
- g. Following guidelines laid out in BP 6200 Budget Preparation and BP 6300 Fiscal Management, the president/superintendent authorizes the creation of an annual budget, which is communicated to the community to maintain transparency through Board meetings and regular budget forums widely advertised to the Institution ([2C4-10 BP 6200](#); [2C4-11 BP 6300](#); [4B1-04 FinalBudg Forum](#)).
 - h. BP 7110 Delegation of Authority empowers the Board to delegate authority to the president/superintendent to authorize employment, fix job responsibilities, and perform other personnel actions. All employment actions are subject to confirmation by the Board. AP 7120-1, 7120- 2, 7120-3, 7120-4, and 7120-7 and 7210-8, govern all recruitment and hiring at the College, and give the president/superintendent responsibility in all personnel matters, including selection, assignment, and transfer of employees, in accordance with board policies, administrative procedures, and collective bargaining agreements. The president/superintendent makes final selection of staff, managerial, and fulltime faculty hiring candidates. In carrying out the authority, along with the director of human resources and chief human resources officer, the president/superintendent follows statutory and legal requirements and employee contacts and works within the participatory governance and contractual processes to ensure personnel are recruited, selected, and evaluated appropriately and that they are afforded opportunities for professional development ([4B1-05 BP 7110](#); [4B1-06 PresidJobDescript](#); [4B1-07 AP 7120-1](#); [3A1-01 AP 7120 Series](#)).

Analysis and Evaluation

The College meets the Standard. The president/superintendent leads the institution in all practices related to planning, organizing, budgeting, hiring, and developing personnel, and assessing institutional effectiveness.

Serving as secretary to the Board of Trustees, the president/superintendent participates in generating all institutional goals, policies, and procedures. The president/superintendent also oversees the creation of the annual budget and directs the Institutional Effectiveness Committee, which assists in the generation of plans to actively improve learning at the institution.

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

Evidence of Meeting the Standard

- a. BP 3100 Organizational Structure establishes the president/superintendent's authority to create organizational structure and appoint staff to ensure the District's needs are met. Organizational flow is also laid out in the policy and charts delineating roles and responsibilities are generated based on BP 3100 ([4B2-01 BP 3100](#)).
- b. Any changes in administrative duties are communicated to the college community through multiple available means such as committee agenda and minutes, email, and the president/superintendent's regular blog articles. As administrative structures are determined to need readjustment or alteration, the president/superintendent has the authority under BP 3100 to make necessary changes ([4B2-02 AdminRealign Email](#)).
- c. BP 2430 Delegation of Authority to the President/Superintendent authorizes the president/superintendent to delegate authority to other administrators or other college employees to fulfill the institution's overall mission. The vice president of instruction is

responsible for all academic programs while the vice president of student services is responsible for student life and services. The vice president of administrative services is responsible for budgeting, facilities, technology. The director of human resources and diversity, equity, accessibility, and inclusion oversees human resources and ensures that the institution promotes and values diversity, equity, accessibility, and inclusion. The executive director of college advancement is responsible for the College Foundation ([4B1-01 BP 2430](#)).

- d. The Executive Cabinet meets weekly with the president/superintendent to discuss institutional issues. These meetings provide an opportunity for the president/superintendent to conduct additional oversight of each administrative unit. The president/superintendent also holds shorter, weekly one-on-one meetings with cabinet members that provide for additional coordination. All administrators are expected to serve on governance committees and committees related to their assignments and are assigned to committees by the president/superintendent. This supports College efforts to integrate all plans, as overseen by the president/superintendent ([1A3-01 Integ Plan Narr](#)).
- e. The president/superintendent meets monthly with the Expanded Cabinet, which includes the leadership of the Academic Senate, the faculty union, the classified union and the management council to ensure that all constituent groups have the opportunity to participate in conversations about new, developing and ongoing issues affecting the institution ([4B2-03 ExpandCabinScope](#); [4B2-04 Expand CabinMinutes](#)).
- f. Expanded Cabinet reviews the institution's organizational chart to ensure that it accurately reflects current staffing assignments for existing personnel. When changes to the organizational structure are warranted to better support the institution's size, purpose or complexity, the president/superintendent initiates the changes within the college community ([4B2-05 OrgChart Review](#)). For example, during the 2022-23 academic year, the Executive Cabinet determined that the newly recruited institutional research director should play a role on the committee and was thenceforth asked to attend.

Analysis and Evaluation

The College meets the Standard. The College's organizational structure supports the institution's purposes, size, and complexity. In accordance with well-defined policies and procedures, the president/superintendent functions as the chief executive officer and thereby hires his cabinet members and delegates authority to them and others consistent with their responsibilities. The president/superintendent regularly meets with his cabinet and individual team members and conducts annual evaluations. The president/superintendent is provided the authority to oversee the administration of the College to ensure achievement of the institutional mission.

3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves learning and achievement;**

and

- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

- a. BP/AP 2510 Participation in Local Decision Making establishes the role of the president/superintendent in facilitating collegial consultation and participatory governance by establishing that person “creates a structure and a systematic process for decision-making which allows for the effective participation of administrators/managers, faculty, staff, and students” ([4A1-02 BP 2510](#); [4A3-01 AP 2510](#)).
- b. Decision-making at the college is shared across constituencies and at the broadest level within the organizational structure. Participation is required from all groups throughout the institution and in multiple steps. The system requires all participants to follow established policies and procedures. Through this practice, the president/superintendent supports and guides the college to improve education and create an innovative and evolving educational experience.
- c. BP 2430 specifies the president/superintendent’s role in guiding the college’s improvement through the chairing of several committees, including College Council and Expanded Cabinet. Through such participatory collegial bodies, the president/superintendent sets the direction and generates values, goals, and priorities ([4B1-01 BP 2430](#)).
- d. The IEC reviews data annually to assist the president/superintendent, the Board, and institutional staff in setting standards for student achievement. During an annual Institutional Effectiveness Summit, cross constituents from across the District meet to review recommendations, establish key performance indicators (KPI) and set goals and plans of action to achieve them.
- e. Using processes laid out in BP/AP 6200 Budget Preparation, the president/superintendent confers with the vice president of administrative services to guide budgetary decisions and create an annual budget from January through April of every year ([2C4-10 BP 6200](#); [4B3-01 AP 6200](#)).
- f. Integrated planning occurs annually through a transparent and collegial process, with all plans tied directly to goals set out to ensure achievement of the college’s mission. ([1A3-01 Integ Plan Narr](#)).
- g. During the 2021-22 academic year, the college launched its most recent educational master planning process, leading to a 10-year education master plan (EMP). At the president/superintendent’s direction and with the president/superintendent’s participation, a large cross-constituent group of faculty, administrators, and staff met over the course of five months to create the latest Education Master Plan which the Board approved after the plan was widely vetted by cross-constituent groups of faculty and staff ([4B3-02 EMPCoalitionProcess](#)).
- h. The president/superintendent directs IR to provide data in support of institution- set standards, student achievement and equity, and other data-drive initiatives. IR provides data to committees and groups across the college in order to ensure efforts to improve instruction, student achievement, equity, and accessibility are generated by evidence presented as data. The Academic Senate, Expanded Cabinet, Program Review Committee, Program Viability Committee, and Board of Trustees are a sampling of groups to whom IR provides data. The office also keeps continuously updated data and research materials at a central hub website where information can be on hand and can be used in support of planning processes and decision-making.

- i. The processes for planning, budgeting and allocation laid out in BP 3250 Institutional Planning ensure that institutional standards generated through the EMP are directly linked to priorities set by the college. The Program Review Committee compares all program plans to rubrics that guide the committee in assigning scores for each plan. Based on this ranking, the Deans Council and Expanded Cabinet determine priorities for funding resource requests. As the process carries over from year to year, programs are also able to gauge the effectiveness of previous plans and comment on the general process and its efficacy ([4B3-03 PRC Resource Rubric](#); [4B3-04 ExpandCabinRequest](#)).
- j. New programs are generated through the application of AP 4020 Program and Curriculum Development, while AP 4021 Program Revitalization and Discontinuance governs the process for improving or eliminating existing programs. Both processes fall under the purview of the Program Viability Committee which is co-chaired by the president of the Academic Senate and the vice-president of instruction ([2A1-01 AP AP 4020](#); [2A15-01 AP 4021](#)).

Analysis and Evaluation

The College meets the Standard. Board policies and administrative procedures define the role of the president/superintendent and lay out the general governance of the College. The president/superintendent guides institutional improvement by chairing and participating on several district committees such as the College Council and Expanded Cabinet to establish a collegial process that sets values and priorities for the College. The president/superintendent ensures all district processes and institutional performance standards for student achievement are reviewed and approved by the Institutional Effectiveness Committee. The president/superintendent makes certain that institutional planning and improvement efforts are achieved through the appropriate approval processes in accordance with adopted policies and procedures. In addition, the president/superintendent assures appropriate data from IR are provided for program reviews and annual planning.

In adherence to BP 6200 and AP 6200, on budget preparation, the president/superintendent also guides budgetary decisions in accordance with College procedures and communicates them through the participatory governance structure. Budget development occurs annually, from January through April.

- 4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.**

Evidence of Meeting the Standard

- a. BP/AP 3200 Accreditation charges the president/superintendent to make certain the District complies with all accreditation processes, eligibility requirements and standards, including those of the ACCJC and any other accrediting body that oversees college programs or services ([4B4-01 BP 3200](#); [4B4-02 AP 3200](#)).
- b. The president/superintendent maintains a leadership role for all things related to accreditation, including the appointment of an Accreditation Oversight Committee and the review of all Eligibility Requirements, Accreditation Standards, and adherence to Commission policies ([4B4-03 AccredMessageCollege](#)).
- c. The broad process for self-evaluation of the institution's adherence to ACCJC Standards is the responsibility of administrators, faculty, and staff across the

institution. Under the guidance of the president/superintendent, individuals and groups participate in a rigorous review of policies and organizing principles leading to the Institutional Self-Evaluation Report ([4B4-04 ALO BoardReport](#)).

- d. Under the president's direction, the Accreditation Oversight Committee (AOC) is made up of broad constituent representation and leadership, which conducts an ongoing review of how the college meets accreditation standards. The AOC encourages constituent input and dialogue concerning the college's goals, policies, processes, and procedures as they pertain to accreditation ([4B4-05 AOCmembers timeline](#)).

Analysis and Evaluation

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

The president/superintendent has taken the primary leadership role for accreditation, while faculty, staff, and administrative leaders have responsibility for assuring compliance with accreditation requirements on an ongoing basis. The College community is kept informed of accreditation activities through a variety of means, including via a dedicated Accreditation page on the college website. The president/superintendent also ensures that the Board receives regular updates on accreditation matters.

5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

- a. The president/superintendent assures that the College adheres to all statutes and regulations pertaining to California community colleges. Board policies are modified using Community College League of California (CCLC) updates and following a four-year cycle of comprehensive chapter review procedure published on the College Council website. This process for updating policies and procedures is managed by the president/superintendent's office to ensure alignment with the mission and institutional practices. The president/superintendent assures that institutional practices are consistent with the mission of the District by requiring that the mission be addressed in administrative and instructional program reviews and as the basis for institutional planning.
- b. The president/superintendent, working with the vice president of administrative services, and with guidance from the budget advisory committee (BAC), and the Board of Trustees ensures that the College reserves remain above the state minimum and that expenditures do not exceed revenues. Decisions regarding the effective control of budget and expenditures are guided by BP 6250 Budget Management, BP 6300 Fiscal Management, and BP 2800 General Fund Reserve ([3D1-11 BP 6250](#); [2C4-11 BP 6300](#); [3D1-07 BP 2800](#)).

Analysis and Evaluation

The College meets the Standard and has systems and practices in place to ensure ongoing compliance. College of the Redwoods adheres to all statutes, regulations, and governing board policies. Program

review and institutional planning are aligned with the mission to assure consistency with policies and practices. Policies are regularly updated, and that process is overseen by the president/superintendent's office. The president/superintendent is consistently involved with monitoring and assuring that statutes, regulations, and policies are met and followed.

6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

- a. The president/superintendent communicates effectively with the campus community by conveying to all constituency groups of information and events that impact the College through email, regular Board meetings, reports, and blog articles, and through group meetings and regularly scheduled meetings with representatives across all constituencies ([4B6-01 PresidentBlogHome](#)).
- b. The president/superintendent created an advisory group of area business, industry, education, tribal, and governmental leaders and maintains regular meetings of this President's Advisory Council whose mission is to provide the president and executive cabinet with "professional expertise and diverse knowledge of constituent perspectives to advocate for and strengthen higher education, advance workforce skills, and enhance civic engagement in the community" ([4B6-02 PresidentAdvisCouncil](#)).
- c. The president/superintendent works directly with Humboldt and Del Norte County superintendents and with Cal Poly Humboldt administrators and campus leaders to ensure broad knowledge and consistent care regarding educational initiatives that pertain to the local area.
- d. The president/superintendent, in conjunction with the president of Cal Poly Humboldt, meets regularly with a Joint Native American Advisory Council (JNAC) to connect with local tribal leaders to foster collaboration and advance partnership opportunities ([4B6-03 JNAAC](#)).
- e. The president/superintendent regularly publishes articles of general interest on his President/Superintendent's Blog which is publicly available on the College website. The president/superintendent has a regular "Education Matters" column in the local newspaper which provides updates to the community on the college's programs, faculty, students, and strategic initiatives. These articles are posted on the President/Superintendent's Blog ([4B6-04 EducMatterEmail](#)).
- f. In collaboration with the president of Cal Poly Humboldt, the president/superintendent hosts a regular radio program, "Talk Humboldt," where the two college presidents interview a diverse group of community members to both shed light on the important work of those members, but to also facilitate a deeper connection between the community and the two colleges ([4B6-05 TalkHumboldt](#)).
- g. The president/superintendent and members of the executive cabinet engage with the larger community through their service with local non-profit and community organizations, including local Rotary clubs, chambers of commerce, community foundation boards, and advisory committees ([4B6-06 HumAreaFound](#)).

Analysis and Evaluation

The College meets the Standard. Community outreach by the president/superintendent, administrators, managers, staff, and faculty demonstrates the commitment to effective communication with communities served by the College. At all levels, the College has a past and ongoing relationship with the community, a relationship that is fostered, encouraged, and maintained by the president/superintendent.

Conclusions on Standard IV.B: Chief Executive Officer

The District meets all the requirements of Standard IV.B. The chief executive officer has primary responsibility for all aspects of the institution and provides effective leadership in planning, organizing, budgeting, selecting, and developing personnel, and assessing institutional effectiveness. The CEO regularly disseminates information required for the institution's staff to understand decisions and all vital aspects of operations. The CEO also works and communicates effectively with the communities the College serves.

Improvement Plan(s)

None

Evidence List

[1A3-01 Integrated Planning Narrative](#)
[2A1-01 AP 4020 Program, Curriculum and Course Development](#)
[2A15-01 AP 4021 Program Revitalization, Suspension, or Discontinuation](#)
[2C4-10 BP 6200 Budget Preparation](#)
[2C4-11 BP 6300 Fiscal Management](#)
[3A1-01 AP 7120 Series \(Recruitment and Hiring\)](#)
[3D1-07 BP 2800 General Fund Reserve](#)
[3D1-11 BP 6250 Budget Management](#)
[4A1-02 BP 2510 Participation in Local Decision Making](#)
[4A3-01 AP 2510 Participation in Local Decision Making](#)
[4B1-01 BP 2430 Delegation of Authority to President/Superintendent](#)
[4B1-02 College Council Scope and Membership](#)
[4B1-03 Institutional Effectiveness Committee Scope and Membership](#)
[4B1-04 Final Budget Forum Email](#)
[4B1-05 BP 7110 Delegation of Authority](#)
[4B1-06 President's Job Description](#)
[4B1-07 AP 7120-1 Recruitment & Hiring of Classified and Confidential Staff](#)
[4B2-01 BP 3100 Organizational Structure](#)
[4B2-02 Administrative Realignment Email](#)
[4B2-03 Expanded Cabinet Scope and Membership](#)
[4B2-04 Expanded Cabinet Minutes 10-27-22](#)
[4B2-05 Organizational Chart Review](#)
[4B3-01 AP 6200 Budget Preparation](#)
[4B3-02 Education Master Plan Coalition Process](#)
[4B3-03 Program Review Committee Resource Request Rubric](#)
[4B3-04 Expanded Cabinet Resource Request Review](#)
[4B4-01 BP 3200 Accreditation](#)
[4B4-02 AP 3200 Accreditation](#)
[4B4-03 Accreditation Message to the College Community 10-28-23](#)
[4B4-04 Accreditation Liaison Officer Report to Board of Trustees](#)
[4B4-05 Accreditation Oversight Committee Membership and Timeline](#)
[4B6-01 President's Blog Homepage](#)
[4B6-02 President's Advisory Council](#)
[4B6-03 Joint Native American Advisory Council Background and Membership](#)
[4B6-04 Education Matters Email re Article](#)

C. Governing Board

1. **The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)**

Evidence of Meeting the Standard

- a. The College's Board of Trustees is established through BP 2010 Board Membership, which states that the Board shall have seven locally elected representatives ([4C1-01 BP 2010](#)). BP 2100 establishes a four-year term for each board member and defines the seven districts from which each board member is elected. The Board also has a student trustee, elected for a one-year term, and whose roles and responsibilities are defined in BP 2015 ([4C1-02 BP 2015](#)). The processes for electing the student trustee are outlined in BP 2105 and AP 2105 ([4C1-03 BP 2105](#); [4C1-04 AP 2105](#)).
- b. As outlined in BP 2430 Delegation of Authority to President/Superintendent, the Board establishes the general policies for the institution in the areas covered by this standard, but gives authority to the president to operationalize the policies. As stated in the policy, "The Board delegates to the [p]resident/[s]uperintendent full responsibility and authority to implement and administer the policies adopted by the Board and authority to execute all decisions of the Board requiring administrative action. This responsibility and authority is granted without Board interference. The Board speaks with one voice to provide direction to the President/Superintendent" ([4B1-01 BP 2430](#)).
- c. BP 2200 Board Duties and Responsibilities defines the following board duties and responsibilities: "The Board is committed to fulfilling its responsibilities to:
 - Represent the public interest
 - Establish policies that define the institutional mission and set prudent, ethical, and legal standards for college operations
 - Appoint and evaluate the President/Superintendent
 - Delegate power and authority to the President/Superintendent to effectively lead the District
 - Assure fiscal health and stability
 - Assure the Board operates in an open, accessible, welcoming spirit, and maintains an anti-racist culture
 - Monitor institutional performance and educational quality
 - Steadfastly support the Mission of the District which is, "College of the Redwoods puts the success of each student at the forefront of every strategic effort. The college provides accessible and relevant educational programs that promote student academic achievement, career readiness, and lifelong learning so that our students may thrive in a rapidly changing world. We endeavor to meet the diverse

needs of the communities we serve and to be a nimble and pioneering partner in the educational, civic, cultural, and economic development of the region. We recognize the future of learning will require flexibility and resiliency and we are committed to developing and expanding innovative in-person and online programs and responsive student services. Through assessment and evidence-based research, we continuously improve programs and address equity gaps to ensure that each student has the opportunity and support to succeed. We are dedicated to a just and sustainable world, to fostering a safe and inclusive educational community, and to advancing the values and goals of diversity, equity, inclusion, and accessibility.”

- Advocate Student Success based on the vision for student success document ([4C1-05 BP 2200](#)).
- d. BP/AP 2410 Board Policies and Administrative Procedures outline the process for establishing and regularly reviewing board policies and administrative procedures. BP 2410 requires that "The [b]oard shall regularly assess its policies for effectiveness in fulfilling the District mission" while AP 2410 outlines the process through which policy reviews and revision shall be conducted. BP 2410 also requires that "[c]opies of all policies and administrative procedures shall be readily available to District employees through the [p]resident/[s]uperintendent's office or the District website" ([4C1-06 BP 2410](#); [4C1-07 AP 2410](#)).
 - e. The College utilizes resources provided by the Community College League of California related to maintaining and updating policies. The League provides basic updates and templates for several of the board policies and administrative procedures. Furthermore, the College Council is responsible for ensuring that the appropriate constituent groups review and update administrative procedures related to their charge ([4C1-08 CollegeCouncil](#)). All College Council minutes, which detail changes and processes for reviewing board policies and administrative procedures, can be found in the BoardDocs site, connected directly to the Board of Trustees' central webpage ([4C1-09 CollCouncil Mins](#)). There are numerous examples of review and revision of APs and BPs in the meeting minutes. This serves as evidence that the Board regularly reviews board policies and administrative procedures for relevancy and currency.
 - f. The Board is committed to ensuring program quality, integrity of institutional actions, and the effectiveness of student learning outcomes assessment. Statements regarding these commitments are found throughout the College's public documents, including the "Vision," "Mission," and "Supporting Goals" in BP 1200 and BP 1201; BP 3200 Accreditation; BP 3050 Institutional Code of Ethics; BP 3250 Institutional Planning; BP 6250 Budget Management and BP 6300 Fiscal Management; and the Board's annual "Goals and Objectives" also list the variety of ways the board ensures quality in student learning ([4C1-10 BoardGoals 23-25](#)).
 - g. The Board reviews and approves all Curriculum Committee recommendations before they are reviewed by the Chancellor's Office ([4C1-11 BOT CurricSummary](#)).

Analysis and Evaluation

The College meets the Standard. The Board addresses its responsibilities to ensure academic quality, integrity, and effectiveness of student learning programs and services in its policies and procedures. The Board delegates the responsibility for implementation of the procedures to the president/superintendent, whom it regularly evaluates. Similarly, the Board's responsibility for the College's financial stability can be seen throughout its policies and procedures.

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

- a. Board members adhere to a clearly articulated set of standards outlined in BP 2715 Code of Ethics/Standards of Practice. Provisions in this document that are relevant to this standard include that the Board will "[b]ase decisions upon all available facts in each situation, vote their honest conviction, and abide by the final majority decision of the [b]oard" and to "[e]xercise authority only as a [b]oard" ([4C2-01 BP 2715](#)).
- b. AP 2715 Board Protocols for Effective Trusteeship reaffirms the Board's commitment that "[a]ll meetings are held in accordance with the Brown Act" and requires all board members to "publicly support the decisions of the [b]oard" ([4C2-02 AP 2715](#)). AP 2715 also makes clear that the board "[c]ommunicate to constituents that trustees have no authority as individuals, only as a [b]oard." As a recent example of the board's adherence to these policies, at the March 2023 Board of Trustees meeting, during a first review of BP 2015 Student Trustee, a discussion concerning removal of certain language transpired and there was some disagreement. During the second reading at the April meeting, even though one board member continued to express a desire that certain language not be removed, the majority voted otherwise. Having decided the matter, all board members publicly agreed to support the decision ([4C1-02 BP 2015](#)).

Analysis and Evaluation

The College meets the Standard. Board policy and administrative procedure require that the governing board act with one voice. Though board votes are generally unanimous, in the few examples where they are not, still all board members clearly express willingness to abide by the ultimate decision. Regardless of the final vote tally, all board members clearly express commitment to abide by the decision of the majority.

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

- a. BP 2200 Board Duties and Responsibilities, establishes that one of the Board's core responsibilities is to "appoint and evaluate the [p]resident/[s]uperintendent" ([4C1-05 BP 2200](#)).
- b. BP 2431 President/Superintendent Selection outlines the process for a presidential search and the composition of the committee involved in the search. This policy details the processes for "initial screening," "applicant review," "initial interviews," and "Board of Trustees/on-campus interviews" ([4C3-01 BP 2431](#)).
- c. The Board evaluates the College's president at least once a year through a process defined in BP 2435 Evaluation of President/Superintendent. The policy establishes that the evaluation will be conducted on the basis of "board policy, the [p]resident/[s]uperintendent's job description, and performance goals and objectives developed in accordance with BP 2430 [Delegation of Authority to President Superintendent]" ([4C3-02 BP 2435](#); [4B1-01 BP 2430](#)). The Board's rigorous annual review and evaluation of the president/superintendent's goals adheres to a strict schedule, also laid out in AP 2435, and includes review of the president/superintendent's

goals. This review process may include survey instruments to guarantee the president/superintendent is held “accountable for the successful operation of the District with regular and constructive consideration of his/her strengths and weaknesses” ([4A7-02 AP 2435](#)). The most recent cycle of evaluation of the president/superintendent was approved in closed session at the August 1, 2023, regular meeting, where the goals for the next year’s evaluation were also reviewed and updated.

- d. In 2016-17, the College used the process outlined in BP 2431 President/Superintendent Selection to fill a vacancy in that role. A committee was formed, and the selection process proceeded in accordance with BP 2431.

Analysis and Evaluation

The College meets the Standard. Board policies and the minutes of board sessions indicate that the governing board has a clearly defined policy guiding the selection and evaluation of the president/superintendent. The policy calls for an evaluation of the president/superintendent evaluation at least annually which includes review and revision of the president/superintendent’s goals.

4. The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

- a. As outlined in Standard IV.C.I, the Board consists of seven publicly elected members and one student trustee. BP 2200 Board Duties and Responsibilities establishes "represent the public interest" as one of its primary responsibilities, along with "establish[ing] policies that define the institutional mission and set prudent, ethical, and legal standards for college operations" ([4C1-05 BP 2200](#)).
- b. BP 2715 Code of Ethics/Standards of Practice requires board members to "prevent conflicts of interest and the perception of conflicts of interest" and authorizes the the board president to "address charges or perceptions of violations, what steps will be taken to examine and address both legal and ethical violations, and possible consequences of violations" ([4C2-01 BP 2715](#)).
- c. AP 2715 Board Protocols for Effective Trusteeship specifically establishes three main categories of ethical and legal violations: "Financial Interests - Conflicts of interest laws prohibit trustees from financially benefiting from Board decisions, or acting on matters that benefit family members; Fair and Open Decision-Making- California's open and public meetings laws (the Brown Act) require that the public's business be done in public. Examples of violations include making decisions in private or that should be made in public meetings, discussing items that have not been noticed to the public, and violating provisions that closed session information shall be kept confidential; and Use of Public Funds - It is felony to misuse public funds. Examples include claiming expenses that were not incurred and using college resources for personal or political purposes" ([4C2-02 AP 2715](#)).
- d. BP/AP Conflict of Interest cover primarily financial conflicts of interest, including "gifts" and employment conflicts, and require that "Board members shall avoid conflicts of interest, or its appearance, between their obligations to the District and private business or personal commitments and relationships" ([1C8-03 BP 2710](#); [1C8-04 AP 2710](#)). An example of this occurred during the March 1, 2022, Board of Trustees meeting when a trustee pulled an item from the consent calendar, stating that he had a potential conflict of

interest with an approval item and would need to abstain from the vote ([4C4-01 BOT MeetMins 3-1-22](#)).

- e. BP 2716 Board Political Activity protects the institution from undue political pressure and influence by prohibiting members of the Board from using "District funds, services, supplies, or equipment to urge the passage or defeat of any ballot measure or candidate, including, but not limited to, any candidate for election to the Board of Trustees" ([4C4-02 BP 2716](#)).
- f. The Board advocates for the institution through its affiliation with the Community College League of California (CCLC) and California Community College Trustees, and monitors educational legislation in Sacramento that may affect the College through the CCLC's Government Relations Team and its Government Relations eNewsletter. The president/superintendent and two trustees also attend the CCLC's monthly Government Relations webinar.

Analysis and Evaluation

The College meets the Standard. The Board's adherence to a strict code of ethics and application of the protocols of effective trusteeship testify to the board's commitment to the public interest in educational quality. Policies governing conflict of interest and political activity protect the board from political influence and other kinds of coercion. The Board's annual goals reaffirm its commitment to educational quality and the board has avenues for advocating beyond the local District boundaries.

- 5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.**

Evidence of Meeting the Standard

- a. BP 2200 Board Duties and Responsibilities clearly highlights the board's role in promoting the College's mission, setting "prudent, ethical, and legal standards for college operations," attaining "fiscal health and stability," and "monitor[ing] institutional performance and educational quality" ([4C1-05 BP 2200](#)). The Board generally delegates authority to the president/superintendent to guarantee these goals but maintains authority to review rules, regulations, procedures, and policies to ensure they align with board policies. To secure consistency with the institution's mission, BP 2410 requires that "the [b]oard shall regularly assess its policies for effectiveness in fulfilling the District mission" and AP 2410 outlines the process for creating and updating policies and procedures ([4C1-06 BP 2410](#); [4C1-07 AP 2410](#)).
- b. The Board's commitment to quality, integrity, improvement, and resources is evident in the "Board of Trustees Goals 2023-25." These include reviewing and discussing monthly financial reports and enrollment trends, quarterly evaluations of the president/superintendent, and student success and equity data ([4C1-10 BoardGoals 23-25](#)). To ensure consistency across the district, the "President's 2023-25 Goals" echo many of the same points as the Board's 2023-25 Goals, including student access and success, fiscal stability, and attention to the Education Master Plan ([4C5-01 PresGoals 23-25](#)).
- a. The Board ensures that student learning programs and services have adequate resources by upholding its duty regarding fiscal management and infusing that role through its policies and district procedures. BP/AP 6250 Budget Management establish that "The budget shall be managed in accordance with Title 5 §58311 Principles for Sound Financial Management, Education Code 84040(c), Accreditation Standard IIID and the California Community Colleges

Budget and Accounting Manual" ([3D1-11 BP 6250](#); [4C5-02 AP 6250](#)). BP/AP 6300 Fiscal Management create systems to ensure that the board receives monthly financial reports, that there is "responsibility and accountability for fiscal management," and that the information is "timely, accurate, and reliable" ([2C4-11 BP 6300](#); [4C5-03 AP 6300](#)). The Board's standing Audit and Finance Committee reviews and monitors all financial and budget material and acts as an advisory committee to the Board on all financial and budgetary matters (BOT Audit and Finance Committee). BP/AP 6200 Budget Preparation outline the criteria for annual budget creation and the processes for presenting and approving the annual budget, as well as establishing specific budget reserve requirements and actions to pursue if the reserve requirement is not met or is exceeded ([2C4-10 BP 6200](#); [4B3-01 AP 6200](#)).

- b. The Board regularly receives an Institutional Effectiveness Report and Scorecard to guide discussion regarding the improvement of student learning programs and services (IE Scorecard). Performance indicator data drives these discussions and have led to board support for institutional initiatives such as numerous professional development efforts and college wide measures to improve diversity, access, equity, and inclusion. ([4C5-04 StudentSuccess data](#)).
- c. The Board and College administration have established BP/AP 3050 Institutional Code of Ethics to ensure the integrity of all College programs and services ([4C5-05 BP 3050](#); [1C7-01 AP 3050](#)).
- d. As indicated in Standard IV.C.2, the Board acts as "one voice" on all matters, even if there is a divided vote, and is the ultimate authority and has the ultimate responsibility in all matters concerning educational quality, legal matters and financial integrity and stability at the College.

Analysis and Evaluation

The College meets the Standard. The College mission informs board policies and administrative procedures related to the quality, integrity, and improvement of students learning programs and services. The annual goals of both the Board and president/superintendent reflect this commitment and responsibility. The Board's oversight over financial resources and delegation to the president/superintendent ensure that the College's resources support its commitment to the items listed in this Standard. As indicated in Standard IV.C.2, the Board acts as "one voice" and recognizes its role as the ultimate authority in these matters. Alignment with the elements of this Standard as codified in policy and procedure and carried out in practice supports ongoing compliance.

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

Evidence of Meeting the Standard

- a. Governing board membership, elections, orientation, annual retreats, duties, and responsibilities are defined in policies that delineate all structural and operational matters pertaining to the Board of Trustees. These board policies and administrative procedures are available on the College's publicly available website BoardDocs ([4C6-01 BoardDocs Screenshot](#)).
- b. BP 2200 Board Duties and Responsibilities clearly enumerates nine primary responsibilities of the Board ([4C1-05 BP 2200](#)).
- c. BP 2010 Board Membership specifies the size of the Board and BP 2100 Board Elections establishes terms of office and defines the boundaries of each trustee's district ([4C1-](#)

- [01 BP 2010](#)).
- d. BP 2210 establishes the Board's officers and defines their duties and responsibilities ([4C6-02 BP 2210](#)).
 - e. BP 2105 establishes the term of office and role of the student trustee ([4C1-03 BP 2105](#)).
 - f. The board policies contained in BoardDocs "Chapter 2. Board of Trustees," explain board operating procedures for regular meetings, special and emergency meetings, closed sessions, public participation, communication, quorum and voting, and Board evaluation ([4C6-03 BoardDocsChap2](#)).

Analysis and Evaluation

The College meets the Standard. Board policies and administrative procedures outline the responsibilities of trustees and the ways and means by which the Board serves and interacts with District stakeholders and community members. All board policies and procedures are available on the District website and include approved and updated/revised dates. District employees and members of the public have access to Board meeting agendas, minutes, supporting documents, meeting schedules, policies, and administrative procedures on the Board of Trustees webpage located on the District website. The College also publishes the board policy and administrative procedure outlining the four-year comprehensive policy and procedure review process on the website.

- 7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.**

Evidence of Meeting the Standard

- a. BP 2410 Board Policies and Administrative Procedures establishes that "[t]he [b]oard shall regularly assess its policies for effectiveness in fulfilling the District mission" and that "[p]olicies of the [b]oard may be adopted, revised, added to or amended at any regular board meeting by a majority vote" ([4C1-06 BP 2410](#)). AP 2410 outlines in detail the steps required, and input necessary, for revisions to sections 1000 and 2000, and 3000-7000, of the board policies and administrative procedures respectively ([4C1-07 AP 2410](#)).
- b. BP/AP 2745 Board Evaluation set the guidelines and process for the Board's evaluation of its processes with respect to the Board's stated goals, the College's mission, and the Board's responsibilities as defined in BP 2200 ([4C1-05 BP 2200](#)). At its June meeting, the Board reviews and discusses the results of the evaluation and reviews its annual goals as well as those of the president/superintendent ([4C7-01 BP 2745](#); [4A7-04 AP 2745](#)).
- c. The College has an established, four-year comprehensive review process for all board policies and administrative procedures to ensure their regular assessment, revision, and/or reaffirmation ([1C5-01 PolicyReviewSched](#)).
- d. Every board member must comply with all policies and bylaws. BP 2715 Code of Ethics/Standards of Practice requires all board members to "[f]ollow the Board's policies and procedures and the orderly agenda of the District" ([4C2-01 BP 2715](#)). To ensure compliance, AP 2715 Board Protocols for Effective Trusteeship includes a procedure for confirming violations of policy and establishes the consequences for violating the ethical standards set forth in BP 2715 ([4C2-02 AP 2715](#)).

Analysis and Evaluation

The College meets the Standard. BP/AP 2410 Board Policies and Administrative Procedures details the way policies of the board can be adopted, revised, added to, or amended at any regular Board

meeting. Administrative procedures are issued by the president/superintendent as statements of methods to be used in implementing board policy and are consistent with the intent of the accompanying board policy. The president/superintendent, as the Board's designee, assigns policies and procedures by subject area to members of his/her cabinet for review. A four-year cycle for comprehensive chapter review process denotes new and updated policies and procedures to be developed and/or reviewed in the district's participatory governance process.

8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

- a. The Board of Trustees, the president/superintendent, and the entire College community work to ensure that key performance indicators of students' learning and achievement and institutional plans for academic quality are established and reviewed through the institutional effectiveness processes ([4C8-01 IEC Agenda 2-16-23](#)).
- b. One of the Board's central goals, "Student Success and Equity," requires that "[t]he Board will regularly review and discuss data relevant to student success and equity" ([4C1-10 BoardGoals 2023-25](#)).
- c. The IEC is charged with the responsibility to lead the educational master planning and integrated planning processes. The IEC reports to the Board quarterly about the status of these plans and progress toward meeting the institution-set standards (Institution-set Standards). As a part of its annual meeting planning process, the board incorporates a review and, where necessary, approval of IEC reports (including the Institutional Effectiveness Scorecard), student success data, education master planning documents, key performance indicator data, progress toward meeting institutional-set standards, disaggregated data for the College's various student populations, and annual plan reviews into its year-long schedule of meetings ([4C8-02 InstEffectiveReport 2021-22](#)).
- d. The Board regularly reviews and approves curricular recommendations from the Academic Senate, financial status reports, accreditation reports, and reports of learning outcomes assessment ([4C1-11 BOT CurricSummary](#)).
- e. The Board receives reports on distance education, student success data, partnerships with local high schools, and student equity data and reviews progress toward the goals outlined college planning documents and the Student Success Scorecard (2021-22 Institutional Effectiveness Report above). Each year, the Board monitors and oversees progress toward achieving the goals outlined in the College's annual plan, and its own goals include multiple references to ensuring student success, including "[s]upporting the development of programs and initiatives that foster student success and enrollment growth" and "[s]upport[ing] student success and District enrollment priorities by evaluating data on a regular basis and ensuring that data influences decision making" ([4C1-10 BoardGoals 2023-25](#)).
- f. In January 2022, the Board of Trustees approved the 2022-2032 Education Master Plan, which outlines in detail the ways the college will work to meet the goal of increasing students' success ([4C8-03 EdMasterPlan 2022-32](#)).

Analysis and Evaluation

The College meets the Standard. The Board regularly reviews key learning indicators and student outcomes at their meetings. Board agendas and minutes provide evidence of review, discussion, and input regarding student success and plans for improving academic quality. Trustees maintain a high

level of engagement, and garner knowledge about student learning and achievement by regularly including informational reports on their monthly agenda. The Board sets clear expectations for continuous improvement of student learning outcomes.

9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

- a. AP 2740 Board of Trustees Professional Development outlines the process for orienting new members to service on the Board. The board president is responsible for appointing a trustee mentor for each new trustee, encouraging the new member to complete the on-line Commission "Accreditation Basics" workshop, reviewing the district mission, code of ethics and protocols for effective trusteeship with the new member, and encouraging the new member to attend state and national conferences, especially the Community College League of California's "Effective Trusteeship" workshop, to which the new trustee receives a special invitation. The Board president reviews the current board goals and objectives with the new member. In addition, the president/superintendent coordinates a session with new trustees to orient the new member to administrative, faculty, staff, and student leadership. The new trustee receives the Effective Trustee Handbook and Fiscal Responsibilities Handbook ([4C9-01 AP 2740](#)). Trustee Lorraine Pedrotti, the most recently-elected trustee, received this orientation in the fall of 2022.
- b. AP 2740 includes a process for orienting the student trustee, whose term of office is one year. The Board president and president/superintendent review materials with the student trustee on effective trusteeship and the Board president assigns the student trustee with a trustee mentor.
- c. One of the Board's standing goals is "board development" ([4C1-10 BoardGoals 2023-25](#)) and this commitment to ongoing trustee professional development is codified in BP 2740 Board of Trustees Professional Development ([4C9-02 BP 2740](#)). To achieve this, the board holds ongoing, regular workshops during the year that provide training for board members. Recent workshop topics included accreditation training with the Institution's Commission liaison ([4C9-03 BoardTraining 8-19-23](#)). Most trustee professional development occurs through the Community College League of California (CCLC). Additionally, two trustees completed the CCLC Excellence in Trusteeship Program in 2022-23. The board president and newest trustee were in the process of completing the same program at the time of this writing. Trustees also regularly attend webinars which they report on during the "Member Comments" agenda item at Board meetings. All trustees completed Sexual Harassment Prevention training through Keenan and Associates this year.
- d. The Board is committed to the ongoing professional development of trustees. One trustee attended the Association of Community College Trustees (ACCT) Leadership Congress in October of 2022. Two trustees attended the CCLC Annual Convention in November 2022. Two trustees attended the CCLC Effective Trusteeship and Board Chair Workshops and the Annual Legislative Conference in January 2023. Two trustees attended the CCLC Annual Trustees Conference in May 2023.
- e. One trustee serves on the California Community College Trustees (CCCT) Board. This same trustee also serves on the Public Policy and Advocacy Committee for ACCT and another serves as the Treasurer of the California Community College Women's Caucus (CCCWC).
- f. BP 2100 Board Elections mandates that "[t]erms of trustees are staggered so that, as

nearly as practical, one half of the trustees shall be elected at each trustee election" ([4C9-04 BP 2100](#)).

Analysis and Evaluation

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

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

- a. BP/AP 2745 Board Evaluation establish that the Board will conduct an annual self- evaluation and define the process through which that evaluation takes place. In January, it forms an ad hoc committee to define the evaluation process and criteria and conduct the evaluation. The ad hoc committee typically presents the results to the Board in June. The reporting of results to the Board is timed to ensure that the Board's goals for the upcoming year are directly informed by the self-evaluation information ([4C10-01 BP 2745](#)).
- b. The president/superintendent's goals and objectives are determined at that meeting and are, at least partially, informed by the results of the Board's self-evaluation. Some of the criteria used in the evaluation include adherence to accreditation standards, fiscal stability, educational quality, and institutional effectiveness. The Board administers its own annual evaluation survey that includes representative input from the College community ([4C10-02 BOTSelfEval21-22](#)). The Board conducts a self-evaluation each year. A survey was prepared by the ad-hoc committee which was adapted from an Association of Community College Trustees survey. The survey was sent out to all trustees in April with a 100% completion rate. Summary results were provided to the Ad Hoc Committee Chair. The ad hoc committee reviewed and discussed results in July of 2023, and then discussed them with the full board at the July 2023 meeting. The Board reviewed their draft goals at the July meeting and finalized them at the August Board Workshop.
- c. Minutes from all Board meetings are published on the College website and all meetings are open to the public, including those where the Board receives and discusses the results of its self-evaluation and determines board goals and objectives for the following year.

Analysis and Evaluation

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

president/superintendent demonstrate a commitment to continuously improve the Board's self-evaluation process to improve learning outcomes, and to promote and sustain academic quality, institutional effectiveness, and overall student success.

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

- a. The Board has both a code of ethics policy and procedure and a conflict-of-interest policy that requires adherence to the code. BP 2715 Code of Ethics/Standards of Practice and AP 2715 Board Protocols for Effective Trusteeship outline a set of ethical principles as well practices board members should undertake to adhere to those principles. For example, one element of the code of ethics includes, "[p]rotect the interests of students in every decision and assure the opportunity for high-quality education for every student." The corresponding standard of practice requires board members to "[r]ecognize the importance of understanding and evaluating the educational program of the District and of providing for long-term educational planning" ([4C2-01 BP 2715](#); [4C2-02 AP 2715](#)). AP 2715 further explains the ethical code and standards of practice by creating guidelines for appropriate board member behavior in the areas of "general protocols," "protocols for interactions with community members," "protocols for interactions with district employees and groups," "responding to concerns expressed during a crisis," "prior to meetings [protocols]," "during the meeting [protocols]," "responding to needs or complaints expressed in board meetings during public comment on non-agenda items," "closed sessions," and "[to] publicly support the decisions of the board." The AP further explains the three major types of violations: "financial interests," "fair and open decision-making," and "use of public funds."
- b. In 2020, the Board reviewed and revised AP 2715 to make it more effective. The most significant change involved situations where someone alleged a board member had violated the BP or AP. New procedures require that, in those situations, "[t]he [p]resident of the [b]oard talks to the person about the implications of the perceived violation, including the negative impact the behavior will have on the College, the [b]oard, and the individual trustee."
- c. BP/AP 2715 clearly spell out the consequences for violating ethics and protocols and the procedure for the board president and president/superintendent to act, including taking legal action, to address the violation. Procedures vary according to the severity of the violation.
- d. BP 2710 Conflict of Interest requires all board members to "file statements of economic interest" and encourages members to seek legal counsel in every case where a question arises about a conflict of economic interest ([1C8-03 BP 2710](#)). AP 2710 further explains and defines potential conflicts of interest in the categories of "incompatible activities," "financial interest," "no employment allowed," "financial interest in a decision," and "gifts" ([1C8-04 AP 2710](#)).
- e. AP 2712 Conflict of Interest Code covers the procedure for filing the annual disclosure statements, who is required to file them, and explains what kind of content needs to be

included in the statements ([4C11-01 AP 2712](#)). Annually, the Fair Political Practices Commission sends the College Form 700. The College distributes the forms to board members and other necessary personnel and collects and files the forms. The president/superintendent's office has copies of the completed forms on file ([4C11-02 Form700cover](#)).

- f. In addition to adhering to local policies and procedures concerning ethics and conflict of interest, board members complete ethics training courses offered by the Fair Political Practices Commission once every two years in accordance with California administrative law.

Analysis and Evaluation

The College meets the Standard. The Board has a clearly articulated code of ethics and processes for sanctioning behavior that violates the code. Board members are required to file conflict of interest forms and annually submit disclosures regarding any personal financial connections to District business, an important consideration in small, rural communities. Board members are fully aware of their responsibilities, and, to date, there have been no reported instances of violation by any trustee or any sanctions discussed or imposed. Board members have no employment, family ownership, or other personal financial interest in the institution.

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

- a. BP 2430 Delegation of Authority to President/Superintendent clearly states that "[t]he [b]oard delegates to the [p]resident/[s]uperintendent full responsibility and authority to implement and administer the policies adopted by the [b]oard and authority to execute all decisions of the Board requiring administrative action. This responsibility and authority is granted without Board interference" ([4B1-01 BP 2430](#)). This delegation of authority is clear in the president/superintendent's job description and is further clarified in the president/superintendent's annual goals created in goal-setting sessions with the Board ([4C12-01 PresidentJobDesc](#); [4C5-01 PresGoals 23-25](#)).
- b. As discussed in the College's response to Standard IV.C.3 above, the Board has established policies and procedures for annually evaluating the president/superintendent. Criteria for evaluation include "board policy, the [p]resident/[s]uperintendent's job description, and performance goals and objectives developed in accordance with Board Policy BP 2430" ([4B1-01 BP 2430](#)). The first goal of the president/superintendent's evaluation process is to "[h]old the [p]resident/[s]uperintendent accountable for the successful operation of the District with regular and constructive consideration of her/his strengths and weaknesses." As a part of this evaluation process, the president/superintendent must submit a written self-evaluation that includes "a 'state of the College' report on the key indicators, such as employee morale, enrollment, accreditation, overall functioning and stability of the institution, status of integrated planning, status of strategic plans, etc."
- c. The president/superintendent, the vice president of administrative services, the vice president of instruction, the vice president of student services, the senior vice president of strategic initiatives, and the executive director of college advancement deliver reports to the Board at each meeting. These reports frequently include apprising the Board of actions taken to meet the president/superintendent's annual goals, information about the state of the College, progress toward meeting the institution-set standards, and other items relevant to

the president/superintendent's actions to implement and administer policies of the institution ([4C12-02 BOTagenda9523](#)).

Analysis and Evaluation

The College meets the Standard. As the Board's chief executive officer, the president/superintendent acts as the advisor to the Board and implements and administers policies without interference or micromanagement from the Board. When Board decisions require action at the operational level, the Board charges the president/superintendent with the authority to execute those decisions without interference. An example of how this delegation has worked in practice can be seen in the 2021-23 Goals for the president/superintendent that were discussed and agreed to. Each goal has an element of operational action; however, the Board does not specify the specific details of those actions. The president/superintendent consults with the Board and keeps them informed of actions and progress toward the goals, but the president/superintendent determines how to achieve the goals, implements those plans, and is accountable for the results. This delegation allows the Board to focus its efforts on policy, rather than operations. The president and his cabinet support the training and focus of the board on its policy-making role. The Board adheres to existing policies when evaluating the performance of the president and appropriately holds him, as their sole employee, accountable for all district operations. These practices have effectively empowered the president to manage the operations of the district and provide a structure by which the Board holds the president accountable in a manner which aligns with this Standard.

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

- a. BP 3200 Accreditation requires that the president/superintendent "keep the Board of Trustees informed of the District's status in meeting the standards of the ACCJC and other agencies with which particular District programs seek special accreditation" ([4B4-01 BP 3200](#)). AP/BP 3200 ensure that the Board participates in the accreditation process, especially for Standards and Eligibility Requirements that cover governing board roles and functions ([4B4-02 AP 3200](#)).
- b. To ensure that the Board remains informed about all accreditation requirements and the College's standing, the president and accreditation liaison officer and chairs of the Accreditation Oversight Committee provide regular reports to the Board about accreditation issues ([4B4-04 ALO BOT report](#)).
- c. The primary goal of the Board of Trustees' 2023-2025 Goals is to "[s]upport accreditation efforts and adherence to all ACCJC standards and commission policies." ([4C1-10 BoardGoals 23-25](#)). The primary goal that the trustees set for the president/superintendent's "2023-25 Goals" is "Goal 1: Accreditation— Continue leading institutional effort to meet or exceed all ACCJC accreditation standards and eligibility requirements" ([4C5-01 PresGoals 23- 25](#)).
- d. As indicated in the College's response to Standard IV.C.9, all new board members receive training in requirements, Standards, and processes by completing the "Accreditation Basics" online training.

Analysis and Evaluation

The College meets the Standard. The Board stays informed about accreditation matters through several

channels, including participation in the evaluation of governing board roles during the self-evaluation process. At its monthly public meetings, the board receives written and oral reports related to the health and progress of the institution. Both the president/superintendent and the institution's accreditation liaison officer (ALO) regularly provide information related to accreditation (including Eligibility Requirements, Accreditation Standards, Commission policies, accreditation processes, and the College's accredited status) and inform the Board of any correspondence received from the Commission. This information provides context for the Board as it supports the College's efforts to increase effectiveness through the enactment of policy. In recognition of the College's accreditation efforts, the Board adopted a goal related to support for accreditation.

Board members receive trainings and presentations on accreditation. The Board of Trustees reviews all accreditation reports prior to their submission to the ACCJC. Decisions and discussion of policy reference methods to support the College meets accreditation standards.

During the preparation of the current Institutional Self-Evaluation Report, the Board participated in the evaluation of the roles and functions of the governing board. The Board reviewed preliminary drafts and the final draft of the self-evaluation report prior to its submission to the Commission, as evidenced by the signatory page at the front of the document.

Conclusions on Standard IV.C: Governing Board

The District meets all the requirements of Standard IV.C. by ensuring that the governing board maintains active oversight over all policies and procedures governing the Institution, including selecting and evaluating the CEO, regular assessment of its policies and bylaws for their effectiveness, regular review of key indicators of student learning and institutional plans for improving academic quality. The governing board reflects the interests of the communities it serves and advocates for and defends the institution and protects it from undue influence or political pressure.

The governing board establishes policies consistent with the institution's mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, financial integrity and stability, and it participates in ongoing training programs for board development. The governing board makes its bylaws and all policies and procedures under which it acts publicly available. When the governing board comes to a decision, it acts collectively and supports decisions as a single entity. The Board regularly evaluates itself and maintains regular discussions regarding quality improvement. In these ways the Board meets the Standards of IV.C.

Improvement Plan(s)

None

Evidence List

[1C5-01 Policy Review Schedule](#)

[1C7-01 AP 3050 Institutional Code of Ethics](#)

[1C8-03 BP 2710 Conflict of Interest](#)

[1C8-04 AP 2710 Conflict of Interest](#)

[2C4-10 BP 6200 Budget Preparation](#)

[2C4-11 BP 6300 Fiscal Management](#)

[3D1-11 BP 6250 Budget Management](#)

[4A7-02 AP 2435 Evaluation of the President/Superintendent](#)
[4A7-04 AP 2745 Board Evaluation Process](#)
[4B1-01 BP 2430 Delegation of Authority to President/Superintendent](#)
[4B3-01 AP 6200 Budget Preparation](#)
[4B4-01 BP 3200 Accreditation](#)
[4B4-02 AP 3200 Accreditation](#)
[4B4-04 Accreditation Liaison Officer Report to Board of Trustees](#)
[4C1-01 BP 2010 Board Membership](#)
[4C1-02 BP 2015 Student Trustee](#)
[4C1-03 BP 2105 Election of Student Member](#)
[4C1-04 AP 2105 Election of Student Trustee](#)
[4C1-05 BP 2200 Board Duties and Responsibilities](#)
[4C1-06 BP 2410 Board Policies and Administrative Procedures](#)
[4C1-07 AP 2410 Board Policies and Administrative Procedures](#)
[4C1-08 College Council Scope and Membership](#)
[4C1-09 College Council Minutes 1-24-22](#)
[4C1-10 Board of Trustee Goals 2023-2025](#)
[4C1-11 Board of Trustees Curriculum Summary 9-8-23](#)
[4C2-01 BP 2715 Code of Ethics/Standards of Practice](#)
[4C2-02 AP 2715 Board Protocols for Effective Trusteeship](#)
[4C3-01 BP 2431 President/Superintendent Selection](#)
[4C3-02 BP 2435 Evaluation of the President/Superintendent](#)
[4C4-01 Board of Trustees Meeting Minutes 3-1-22](#)
[4C4-02 BP 2716 Board Political Activity](#)
[4C5-01 President's Goals 2023-2025](#)
[4C5-02 AP 6250 Budget Management](#)
[4C5-03 AP 6300 Fiscal Management](#)
[4C5-04 Student Success Scorecard](#)
[4C5-05 BP 3050 Institutional Code of Ethics](#)
[4C6-01 BoardDocs Screenshot](#)
[4C6-02 BP 2210 Officers](#)
[4C6-03 BoardDocs Chapter 2 BP/AP Screenshots](#)
[4C7-01 BP 2745 Board Evaluation](#)
[4C8-01 Institutional Effectiveness Committee Agenda 2-16-23](#)
[4C8-02 Institutional Effectiveness Report 2021-22](#)
[4C8-03 Education Master Plan 2022-2032](#)
[4C9-01 AP 2740 Board of Trustees Professional Development](#)
[4C9-02 BP 2740 Board of Trustees Professional Development](#)
[4C9-03 Board of Trustees Accreditation Training 8-19-23](#)
[4C9-04 BP 2100 Board Elections](#)
[4C10-01 BP 2745 Board Evaluation](#)
[4C10-02 Board of Trustees Self Evaluation Survey 2021-2022](#)
[4C11-01 AP 2712 Conflict of Interest Code](#)
[4C11-02 2022-2023 Statement of Economic Interest Form 700](#)
[4C12-01 President's Job Description](#)
[4C12-02 Board of Trustees Agenda 9-5-23](#)



H. Quality Focus Essay

Introduction and Rationale

Timing is everything. For College of the Redwoods, the timing of the Institutional Self-Evaluation process coming on the heels of the approval of its bold 10-year Education Master Plan, developed and approved as the College navigated a global pandemic, has been fortuitous. Fortuitous because it allowed the College to reflect not only on how it supports student achievement through planning processes, policies, and programs, but also on how the lessons learned through the pandemic and the clarity that those experiences brought to the Education Master Plan can serve as an integral roadmap for the College moving forward.

Many of the most important realizations to come out of the pandemic are visible in the College's Education Master Plan approved in January of 2022. Indeed, the plan, created during the height of COVID, reflects not only the accelerated pace of change catalyzed by the pandemic, but also highlights the institution's need to create a more nimble and adaptable institution that is grounded in strategic planning, support stronger wraparound services to increase students' total connection, expand and prioritize offerings that prepare students for living-wage jobs, and increase our commitment to diversity, equity and inclusion.

In short, performing this self-evaluation on the heels of the pandemic and our Education Master Plan development has turned us toward looking ahead as much as the ISER process required us to examine the past. The College has realized that for it to be able to meet the charge of its Education Master Plan in this post-COVID world where the increasing dependence upon technology to better enable engagement with students, build community, collect and analyze data, and plan strategically, the College must have the right technology tools, training, and services at its disposal. Reviewing the accreditation standards and internal processes has revealed several important areas related to technology and technological infrastructure that impact vital aspects of the College's work and that are worthy of attention.

Discussions among members of the Accreditation Oversight Committee raised the idea that a more holistic inquiry would benefit the college in multiple ways. Rather than locate minor specific data points highlighting needs, the College has decided that a process of general inquiry into its system of technological supports would benefit the institution as it looks forward to the next 5 to 10 years. Thus, the College has decided that the most valuable Quality Focus Essay will come from gathering the identified improvements that go beyond simple modifications to existing processes and instead create a plan for addressing them in a centrally focused way.

For instance, while the College knows that technical issues such as the catastrophic equipment failure that resulted in loss of access to webapps and data warehouses as described in Standard III.C.3 cannot be predicted, the College wants to know if there were steps that could have been taken to avert or notify it of the possibility. If there was some indicator missed or not brought to light that the College might have predicted, or at least been on the lookout for, the College should strive to find it out. Did needs exist that should have been made clearer through program review or through processes further along the chain of planning and implementation? If some amount of inquiry or depth of knowledge would have forewarned the College or given it a clearer or more accurate sense of the life span of the

equipment that failed, and if we might have avoided this collapse, the College wants to know that now. The College believes that a solid and probing inquiry to see whether and where it may have missed something could also turn its focus to other possible improvements, to include in-depth inquiry and analysis of its disaster preparedness, disaster response, and disaster recovery, particularly as it pertains to technology. Indeed, the very process of self-evaluation that the College was amidst the final phases of completing at the time of the catastrophic equipment failure has led the College to think in terms of the larger community system under which it operates.

Anticipated Impact and Outcomes

Opportunities for Improvement

The most important opportunities identified by the 2024 ISER center around issues related to technology and how the College utilizes, plans for, and optimizes the technological resources available. Some key areas related to this include:

Resource Requests and Critical Infrastructure Funding (I.C.1, III.C.3)

In mid-August 2023, when the College experienced a hardware failure leading to the loss of most web-based information and data, questions arose regarding security backups. For several weeks, crucial information became unavailable through online services. Although the College meets the Standard and was in the process of migrating its digital information onto new server arrays, this equipment failure indicated a vulnerability the College was not prepared to address. Within two weeks, the catalog and other institutional information vital to community needs was restored, and the College presented accurate information through its publicly accessible website and printed information. Students and community members, as well as other interested parties, were able to access information describing the College's mission statement, learning outcomes, available educational programs, student support services, and accreditation status, and all relevant documents and materials the communities served by the College still had the necessary information available at a few keystrokes. However, the loss of access to vital portals of stored information for days or weeks led those capturing the work of the self-evaluation process to pursue a review of backup security systems for institutional information. The 2023 Program Review Committee Executive Summary pointed to a need for a greater communal understanding of how resource requests were ranked and determined to be critical needs. The summary pointed out that "some clarifying analysis of timelines, flow of information, and use of rankings generated by the [Program Review Committee] would probably benefit the college's planning process generally..." and that some "[d]rift over time may have led to less transparency and clarity regarding the roles various planning committees play in the ranking, decision-making, and funding processes." Because the program review process is at the heart of assessment and integrated planning, it would make sense that this committee ought to have a very clear sense of how its own numerical scoring of plans and resource requests were then used by subsequent planning committees. Members of the AOC saw that these two areas might be connected and may also benefit from review, reflection, and revision.

Project Action Plan

An Interest-Based Process for Integrated Planning Review

The College will focus on the most pressing needs for improvement in a course of action that will engage in a broadly collaborative, interest-based process of problem solving. The Institution has a long history of using the interest-based (IB) process for solving problems. Thus, the College turns to the IB process again because it has worked well for the institution in the past. Based on the direction the

Commission is asking institutions to move with the revised 2024 ISER Standards, the College believes a focused, in-depth process of inquiry concentrating on how the college uses technology to support the achievement of its mission – including overall infrastructure, hardware, software, staffing, tech planning, and professional development -- will lead to a stronger institution. For while these identified issues might be handled individually, the members of the Accreditation Oversight Committee determined that a broad review of the College’s technological landscape should allow it to answer these questions together, as well as move it toward aligning with the revised standards, all of which should lead to an improved institution. An interest-based approach that focuses on problems and processes, and not on people, would offer the College an overview of how it does things and afford us an elevated perspective on how the system—the home institution—functions and how it could be improved for the benefit of its students and communities. By deeply examining how the College plans for, uses, and evaluates its technological infrastructure in this increasingly technology-dependent, post-pandemic world, and with an eye toward how the Institution should prepare for the new accreditation standards, College of the Redwoods will be able to reflect upon how it has fared over the past few years to see if adjustments might be beneficial. The College proposes looking back and looking ahead in one process to determine the best path forward.

First Steps

- Identify who needs to participate: This process will require historical knowledge and familiarity with programs and functions within the institution. Representatives of the upper levels of administration, such as vice-presidents, deans, directors, and managers, as well as faculty, staff, and students will be included. In some ways, this project should also be viewed as the passing of a baton for historical reference as more long-term members of the College community pass information to those who will be charged with moving into the new ACCJC Standards.
- Agree upon ground rules: All interest-based processes rely on participants working together as a single group. For this to be accomplished, simple ground rules such as committing to being on time, listening without interrupting, designating facilitators, and preparing concrete agenda for each meeting and agreeing to follow facilitators’ instructions, as well as designating note takers and ensuring adequate support staff, must be proposed and agreed upon.
- Set scheduling expectations: Participants need time to plan and gather information and reflect. Since this proposal seeks to achieve a broader view of integrated planning, it will require patience and diligence to find the clearest overview of general processes. As long as clear goals are set and participants receive accurate senses of the time commitments required, time will be well spent.
- Set goals for successful completion of the project: As with the College’s innovative Education Master Plan, this process should generate a product of lasting value. The College’s goals for completing the project should be clearly stated and maintained to ensure maximal value in use of people’s precious time.

The Interest-Based Process for Problem Solving

Telling the Story: In the initial phase of the process, group members use the central inquiry to generate the historical and operational context in which the problem exists. This stage begins to prepare all participants to operate from a shared and agreed-upon sense of what has happened in the past and how aspects of the issue have been viewed or responded to earlier.

Posing the Central Inquiry Question[s]: Based on the immediate goals set out at the start, and using the

context generated by “the story,” participants agree upon one or more central inquiries that the IB process seeks to answer. The inquiry questions will serve as focal points for the rest of the process.

Generating Interests: During this stage of the process, individuals will generate the central values underlying desires for some action or effect to come into being. Interests are the reasons behind why a group wants some goal to be achieved. For instance, during this process, it will be in our interest to generate plans and ideas as solutions to our problems that will also help align us with the revised ACCJC Standards, just as it will also be in our society’s and community’s interest to close equity gaps and improve student success.

Generating Further Inquiry: Once the central inquiry questions have been agreed upon and interests have been named, the group will be able to identify further questions that must be answered in order to more clearly understand the underlying issues in need of solution.

Proposing Answers: Using the preceding material knowledge generated by the group, members propose possible solutions. During this phase of the process, solutions are gathered together so that they can be viewed as components in possible planning for revised processes.

Timeline

The College proposes beginning an IB process in spring of 2024, holding three or four two-hour meetings during the 16-week semester. Based on past experiences, holding these meetings with adequate time for people to prepare between sessions, but with proximity to the last session to ensure retention of momentum and ideas, leads to the most productive generation of valuable proposals. Once the size and make-up of the group has been settled, the process can begin.