October 10, 2010

Bill Scroggins
President/Superintendent
Mt. San Antonio College
1100 North Grand Avenue
Walnut, CA 91789

Dear Dr. Scroggins:

I am writing to provide you and the visiting team members an update on the planning agenda items identified in our self study. The attached spreadsheet summarizes the progress made to date on the planning agenda items. College of the Redwoods believes it has completed the necessary actions to address 19 items. In addition, 17 items are progressing or are in the participatory governance process and are scheduled for completion by the end of fall 2011. Thus, the college will have addressed all planning agenda items identified for completion by fall 2011.

As identified in the spreadsheet, I would like to provide additional details on a number of items of interest. I am happy to report that the 'Participatory Governance Document' has been adopted by College Council (IV.A.2.a, IV.A.3). This document has gone through a comprehensive constituent review process and has been widely vetted. The college will codify governance as part of BP/AP 3260 (attached). The college has already been successfully operating under the principles of participatory governance since summer 2011. I believe the visiting team will notice a well functioning governance structure at College of the Redwoods where roles and responsibilities have been clarified and processes are being followed.

To ensure that the college will reach 'proficient' status by fall 2012, the assessment committee has been active in making sure all disciplines and programs are continuing the cycle of assessment and continuous quality improvements (II.A.1.c). The college is making significant progress in integrating General Education assessment in its cycle. This September, 23 course sections were selected by the chairs of the Assessment Committee and Curriculum Committee to take part in a pilot study of General Education (II.A.2.i). The sections were distributed across the four GE areas (Area A: Natural Sciences, Area B: Social Sciences, Area C: Humanities, and Area D: Language and Rationality). In this pilot phase (fall 2011), an effort was made to include faculty with greater assessment experience so that they could provide more focused feedback and specific suggestions to improve the process in future semesters. The critical thinking outcome was selected as the focus for this fall. Faculty were asked to select an artifact from their courses that calls upon students to display critical thinking and score the degree to which each student displayed critical thinking according to a three-point rubric. They will be asked to submit these scores at the end of the semester along with an explanation of what artifact was used in the assessment process. At the start of the spring semester, participating faculty will

take part in a forum at which summary results will be presented, pedagogical suggestions will be exchanged, and the entire process will be critiqued. Similarly, different GE outcomes will be assessed in subsequent semesters using a stratified random sample of sections.

Throughout the 2011-12 academic year and beyond, the Curriculum Committee of the Academic Senate will be working with faculty authors to review and assess existing and newly proposed courses for the general education requirements (II.A.3, II.A.3.a, II.A.3.b, II.A.3.c). As faculty authors move their course outlines through the existing rotation of review, revision, and Curriculum Committee approval, all courses currently approved for general education, as well as any newly proposed courses, will achieve alignment with the revised general education requirements. With this ongoing process of review, revision, discussion, inquiry, and further review and revision, College of the Redwoods has effectively created a continuous process of assessment for its standards and outcomes in the general education curriculum. The Curriculum Committee, in conjunction with ongoing course-level assessment of general education outcomes, will ensure that all courses approved for general education meet the standards.

Finally, I would like to point out that the Institutional Effectiveness Committee has adopted measures for benchmarking institutional effectiveness and has issued a year end report (attached) on the college's various planning processes (I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, IV.A.5, IV.VB.2.c). The College has also adopted an Employment Diversity Marketing and Outreach Plan (attached) to address a gap in its HR function (III.A.4.b).

For your convenience, the attachments have been consolidated in one pdf document. I would like to thank you and the visiting team members in advance for your diligence and hard work in preparing for the upcoming visit. The college is eagerly looking forward to this very important visit and considers this as an opportunity to share with and learn from our peers outstanding institutional practices that will help advance its mission. I know our staff has been in communication with Dr. Long regarding logistics. Please feel free to contact me if I can assist in my capacity in any way.

Sincerely,

Utpal K. Goswami, Ph.D.
Interim President/Superintendent

Cc: Barbara Beno (ACCJC), Terri Long (Team Assistant)

Attachments: CR Planning Agenda Tracking, BP/AP 3260, CR 2010-11 Institutional Effectiveness Report, Employment Diversity Marketing and Outreach Plan

College of the Redwoods: Self-Study Planning Agenda Status Updates

Planning Agenda (Abbreviated)	Applicable Standard	Current Status	Completion Date	Notes
Centrality of Mission in Committees	I.A.4, I.B.2, I.B.3, I.B.4	**Completed**		Committee charge/goal statements have been updated.
IR to facilitate data workshops	I.B.1, I.B.4, I.B.5	Progressing	Ongoing	Workshops will be continued.
President will review goals/objectives	I.B.2, I.B.4	**Completed**		Goals/objectives were reviewed during convocation 2011.
IEC issues annual report	I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, IV.A.5, IV.VB.2.c	**Completed**		**IEC issued institutional benchmarks and the year end report (attached).**
Streamlining planning etc	I.B.5	**Completed**		Planning processes have been clarified.
BSI related research	II.A.1.a		2012 Spring	
College will reach 'proficiency' in assessment	II.A.1.c	Progressing	2012 Fall	**See attached narrative.**
Program review for Community ed	II.A.2	In process	2011 Fall	
Streamline program level assessment	II.A.2.a	In process	2011 Fall	
New program development policy	II.A.2.a	**Completed**		BP/AP 4020 Adopted.
Program discontinuance etc policy	II.A.2.a, II.A.6.b	**Completed**		AP 4021 Adopted.
Update BP 903	II.A.2.b		2012 Spring	
Research on modalities (retention etc)	II.A.2.D	Progressing	2011 Fall	
Model for assesing gen ed	II.A.2.i	**Completed**		**See attached narrative.**
Communicate Program learning outcomes	II.A.2.i		2012 Fall	
Describe Gen Ed in catalog/web site	II.A.3	**Completed**		Catalog and website has been updated.
Implement curriculum process for Gen Ed	II.A.3, II.A.3.a	Progressing	2012 Spring	**See attached narrative.**
Map student learning outcomes	II.A.3, II.A.3.a		2012 Spring	
Plan to assess Gen Ed	II.A.3, II.A.3.a, II.A.3.b, II.A.3.c	**Completed**		**See attached narrative.**
Identify Articulation Officer	II.A.3	**Completed**		
Develop & Implement CTE follow up surveys	II.A.5	Survey Developed		Survey to be conducted at the end of the semester.
Improve communication re Eng, MATH sequence	II.B.2		2012 Spring	
Remove/revise outdated Student Services policies	II.B.2	Progressing	2012 Spring	
Hire additional counselors	II.B.3.c			Will depend on 2012-13 fund availability.
Develop student equity plan	II.B.3.d		2012 Spring	

College of the Redwoods: Self-Study Planning Agenda Status Updates

Planning Agenda (Abbreviated)	Applicable Standard	Current Status	Completion Date	Notes
Enhance library program review	II.C.2	In process	2011 Fall	
Establish process to track staff evaluation	III.A.1.b	**Completed**		
BP on EEO	III.A.3.a	In process	2011 Fall	The proposal is being considered by college council.
Update emplyee selection manual	III.A.3.a	In process	2011 Fall	
HR will participate in program review	III.A.4.b, III.A.6	In process	2011 Fall	
Employee Recruitment plan	III.A.4.b	**Completed**		**Cabinet has approved the recruitment plan (attached).**
Conduct survey on Flex needs	III.A.5.a	**Completed**		Completed during convocation; committee reviewing results.
Evaluate professional development	III.A.5.b	**Completed**		Committee formed and is active.
Develop plan for infrastructure projects	III.B.1	Progressing	2013 Spring	Preliminary plan has already been submitted to CCCCO.
BPC will adopt TCO approach	III.B.2.a	Progressing		College is utilizing TCO; site/center budget presented to the board.
Long term DE plan	III.C.1		2012 Spring	
Technology Survey for DE	III.C.2		2012 Spring	
Implement Backup/recovery options (IT)	III.C.1.a	Progressing	Nov. 2011	
Grant Process	III.D.1.c	**Completed**		
Adopt IPM Narrative	III.D.1.c, IV.A.1	**Completed**		AP 3250 adopted; IPM narrative is part of IEC document.
Distribute grant guidelines	III.D.2.a, III.D.2.d	**Completed**		
Bus. Office to implement grant audit	III.D.2.e		2012 Spring	
Develop 3 year budget	III.D.2.g	**Completed**		2011-12 budget includes a 3 year budget.
Adopt participatory governenace document	IV.A.2.a, IV.A.3	**Completed**		**College council will adopt the document on Oct. 10. (Attached)**
Templates regarding internal wesite	IV.A.2.a	Progressing	Nov. 2011	Template completed; training in November.
Implement interest based approach	IV.A.3	Progressing	2012 Spring	Administration and CRFO utilizing this approach to solve problems.
Training new employees on governance	IV.A.3		2012 Spring	

PARTICIPATORY GOVERNANCE

Introduction
Governance at College of the Redwoods (CR) is a deliberate process which seeks out creative and constructive ideas and perspectives of this community of learners. It enables active, responsible participation of affected parties (which could be functional units and/or employee groups) in the decision-making process by providing meaningful opportunities to introduce, analyze, discuss and provide input or recommend courses of action before a final decision is made. Governance at CR is a process of participatory governance where decisions are made at the broadest possible level of the organizational structure.

Principles Embodied in Governance
1. Board/Administration Authority. Participatory governance recognizes that the college mission should drive governance and accepts the authority vested in the Board and the Administration. It also recognizes that such authority will be exercised after due consideration of the recommendations resulting from the participatory governance process.

   2. Freedom of Expression. Participatory governance is most effective when individuals and groups can express their opinions and engage in discourse freely and without fear of retaliation. Thus, it is the responsibility of all parties to conduct themselves and act in a manner that is consistent with this principle.

   3. Respect and Implementation of Final Decision. Participatory governance is a process that allows for many divergent views, opinions and perspectives to be brought forward and discussed. However, participatory governance will be effective only if all parties agree to accept the final decision and do their part in implementing it, though they may disagree with the decision itself.

   4. Constituent Participation and Influence. Participatory governance recognizes that the participation of affected constituent groups should be real and meaningful and that this participation should be based on the principle that each group should have the largest influence in matters that concern it most. As an example, according to this principle, faculty will have the largest influence when it is a matter of the areas mandated by AB 1725, such as curriculum, while student services staff will have the largest influence when it is a matter of matriculation.

   5. Communication. Participatory governance recognizes that in addition to the involvement of members of affected groups or functional units, the need for establishing regular communication between and among the representative bodies and seeking their participation as appropriate.

6. Formal and Informal Processes. Participatory governance recognizes that governance involves implementation of an organized system of policies, procedures, guidelines and practices. It is recognized that the deliberate and formal process of participatory governance is appropriate for the first two while informal and collegial consultation is appropriate for the later two.

7. Hiring and Evaluation of Administrators. Participatory governance recognizes the necessity and importance of participation of involved parties in the initial selection of supervisors and administrators and subsequently in providing feedback in the evaluation process of supervisors and administrators.

8. Decision Making. Participatory governance is most effective when decision-making is distributed throughout the organization so that decisions can be made at the broadest level of the organizational structure and when roles, responsibilities and decision-making authority of functional units and committees are clearly delineated.

9. Exceptions to Shared Governance. Participatory governance recognizes that while there is the presumption that the administration will abide by the advice and recommendation of the constituents there will be instances where it may choose to disregard such advice or recommendation. In such cases it is incumbent upon the administration to provide a written rationale for the decision within ten working days. It also recognizes that, in exceptional circumstances, it may become necessary to take action affecting institutional constituencies without the full benefit from the shared governance process. In such cases, the representative bodies will be informed as soon as possible and will have opportunities to provide feedback.

10. Self-Assessment/Feedback. Participatory governance requires periodic assessment of the process itself. It is expected that the process will be evaluated at least once a year with the express objective of making it better.

11. Decisions Not Requiring Participatory Governance. Participatory governance recognizes that there are many administrative decisions made in CR that do not fall under the purview of this process—for example, developing the facilities master plan is a matter of participatory governance while implementing the plan is not.

12. Timelines. Effective participatory governance requires that constituents and functional units adopt processes and practices that allow for decision-making in a timely manner.

Reference: Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (staff), 51023.7 (students); Accreditation Standard IV.A

PARTICIPATORY GOVERNANCE

College of the Redwoods hereby establishes a model for participatory governance to facilitate broad participation and involvement in college decision-making by all members of the college community, including students, faculty, classified staff and administrators. A major role of governance for the college must rest with the President, directly accountable and responsible to the Board of Trustees for the educational leadership and effective management of the college's human, physical and fiscal resources. In keeping with the spirit of the Education Code of the State of California, the success of participatory governance at College of the Redwoods depends upon the levels of cooperation and trust attained, the values shared, and the consensus achieved among all college constituencies. The goal of the participatory governance process is to bring together all constituent groups in order to facilitate the development of college-wide recommendations.

Participatory governance at College of the Redwoods (CR) must also function harmoniously with, but separate from, collective bargaining laws and the negotiated agreements between the respective employee bargaining units and the Redwoods Community College District. The California School Employees Association (CSEA) and the College of the Redwoods Faculty Organization (CRFO) represent the college classified staff and the faculty, respectively, in all matters pertaining to hours, wages, and working conditions. The Academic Senate also has rights and responsibilities that are defined by AB1725 (commonly referred to as the 10 + 1) and reflected in District Board Policy 203. The participatory governance model should be one that functions within:

- the mandates of AB 1725, the Education Code, and Title V of the Code of Regulations
- the Collective Bargaining Agreement(s), and
- the policies of the Board of Trustees of the Redwoods Community College District.

Vision/Mission/Values

Vision
College of the Redwoods is a learning community where lives are transformed.

Mission
College of the Redwoods puts student success first by providing outstanding developmental, career technical, and transfer education. The College partners with the community to contribute to the economic vitality and lifelong learning needs of its service area. We continually assess student learning, institutional performance and practices to improve upon the programs and services we offer.

Values

Student Success and Access: We put students first, ensuring that student learning, advancement, and access are pivotal to all we do.

Educational Excellence and Innovation: We value ongoing and systematic planning and evaluating methods that ~~that~~ move us towards excellence.

Honoring Diversity: We value all members of our community and strive to create a nurturing, honest, open environment that allows diversity to thrive.

Participatory Governance: We value ethical behavior and strive to create a culture where all students, staff, faculty and administrators engage in an inclusive, ongoing and self-reflective decision making.

Environmental Awareness: We value the environment and recognize the need to minimize our impacts upon it.

Community Development: We value the economic and intellectual development of the communities we serve.

Supportive Culture: We strive to create a supportive, problem-solving culture, and we recognize the proven usefulness of an interest-based approach (IBA) for achieving trust, cooperation and effective problem solving.

Accreditation Standards

Redwoods Community College District is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), the two-year higher education division of the Western Association of Schools and Colleges. Governance, as defined in these accreditation standards, supports institutional effectiveness by requiring processes in which ethical and broad-based leadership:

- guide the accomplishment of the mission, and
- promote ongoing dialogue focused on continuous improvement.

Governance is addressed in two components of the accreditation standards. Standard IV includes these statements most relevant to this document:

- governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and chief administrator.
- the institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

These accreditation standards provide a mandate for collaborative decision making and ongoing cooperation in decision making among the components of the District.

Value of Participatory Governance

Participatory governance is a process and structure designed to enable those who work and study in an academic institution to share the responsibility for planning and guiding the direction of the

institution and for the implementation of recommendations and decisions. While decisions are not always based on majority rule, participatory governance shares the democratic belief in the inherent equality and dignity of persons, and the goal of promoting mutual benefit and individual liberty through an open deliberative process. It is this process when embraced by participants that can lead to effective governance and can result in an environment of innovation, respect, collaboration, and collegiality.

Active service in participatory governance requires a significant expenditure of time and effort, both during, and in addition to, regularly assigned working hours. Substantial faculty and staff involvement is critical to the success of this endeavor. Each member of the college community belongs to one or more of the college constituent groups and has the responsibility to actively participate in the participatory governance process. This responsibility may be a leadership role or a representative role, in which one may be required to attend meetings, report information and collect input, or as a general college member it may be to communicate questions, concerns and opinions to one's representatives.

Regardless of a member's role, they may be asked to serve on committees or task forces and they have the responsibility to keep informed about the issues facing their constituent group. Whatever the member's role, it is through active involvement by all members in the participatory government process that effective governance will occur.

Implementation of Participatory Governance at CR

The College and its governance groups strive to put into practice the spirit and principles of participatory governance. Effective participatory governance is a partnership between and among those who are charged with making recommendations and those who are held accountable for outcomes. An inclusive governance structure enables members of the college community to participate in developing recommendations for consideration by the Board of Trustees.

Through mechanisms of participatory governance, the knowledge and experience of committed individuals and organizations will be molded into better decisions than any individual could make alone. In addition, there is a greater likelihood that participants will understand, embrace, and faithfully execute these jointly-developed decisions. Toward this end, it is appropriate that each individual and each constituent group within the Redwoods Community College District make a commitment to the success of our students, our mission, and the governance process by subscribing to a common set of standards within the participatory governance process.

The participatory governance process at College of the Redwoods shall be guided by our commitments to the following standards:

1. We hold as our first priority in each decision the best interests of students and the provision of the highest quality programs and services.

2. We recognize that we are mutually dependent upon one another to perform our respective roles. The Board of Trustees, administration, faculty, support staff, and students all play critical roles; none of us can be successful without the support of others.

3. We affirm that each of us who fulfills a role also has value because of the knowledge and experience we contribute to making enlightened decisions. Our primary objective will be to make the best decision.

4. We strive to be honest, open, candid, and tolerant; to expect and cultivate the same behavior from all others in the process; and to refrain from words or behavior that either personally demean another participant, or discount his or her contribution or legitimate role.

5. We refrain from making decisions in a unilateral and authoritarian manner.

6. We respect the ultimate legal authority of another person or body to make the decision, with the expectation that there will be an attempt to understand and incorporate the reasoning and perspectives of the various parties of interest, and with the expectation that there will be a good-faith attempt to gain consensus about the decision.

7. We guard against tendencies of institutional, group, and personal self-interest that can divert the focus from making the best decision.

8. We make our positions known to others as clearly and explicitly as possible, and to make every effort to resolve conflict within the shared governance framework.

9. We consider commitments of time and resources as a cost of governance that should not detract from our fundamental role of providing direct instruction and services to students.

10. We accept personal and group responsibility for the development of trust and communication.

The intent of AB 1725 and the accreditation standards is actualized in such a spirit of collaboration. Functionally, the process includes a system of committee meetings and activities designed to solve challenges at levels closest to the staff and work units affected and to provide the President with assistance in preparing plans, processes, and policies.

These processes work because members of the College governance, advisory, and operational groups and administrative staff agree that shared responsibilities are important and are to be protected through adherence to the following mutual agreements:
- All members agree to:
  - Work for the greater good of our students.
  - Use analytical skills, creativity, and expertise to further District long-range goals, effective day-to-day functioning, and students' well-being.
- Fulfill group member responsibilities through:
  - Attendance at meetings
  - Clear articulation of constituent needs
  - Function as a team member with other members of the group
  - Follow-through on tasks
  - Report meeting outcomes back to constituent groups
- Work toward common understanding and consensus in an atmosphere of respect.
- Support the implementation of recommendations once group consensus is reached.
- Welcome change and innovation.

In turn, the President agrees to support the work of District groups by making the commitment that members will have:

- Flexibility and resources needed to accomplish assigned tasks.
- Shared responsibility for outcomes.
- Praise and recognition for their work.
- Support for change and innovation.
- Access to leadership opportunities.

Relationship of College Constituency Groups: Roles of Board, President, Faculty, Staff, Administrators, and Students

The College has developed individualized processes to generate, review, and implement recommendations on the academic and professional matters defined in law and regulation. However, when the implementations of recommendations impact the College as a whole, these recommendations are presented at the College Council. After being reviewed and considered by this group, recommendations flow to the President and Board of Trustees or return to the originating group for clarification. All groups retain the right to communicate directly with the Board of Trustees.

Critical to the integrity of the College governance structure is that each member of the community understands the roles, responsibilities, and accountability of each constituent group in the governance process.

Members of the College have the authority and responsibility to make recommendations in matters appropriate in scope. The scope for each constituent group outlined below is derived from several sources: the Government Code of California, California Code of Regulations Board Policy, and College practices and procedures.

Role of the Board of Trustees

Trustees are guardians of the public's trust and are accountable to all citizens of the District. As described in the previous section of this document, the Board's primary responsibility is to establish District policies that align with the minimum standards set by the Board of Governors of the California Community Colleges.

The Board of Trustees, as elected representatives of the community, is the final voice in the District subject to the laws and appropriate regulations of the State Legislature and State Chancellor's Office. The Board ensures that this mission and vision will be accomplished by assigning responsibilities to the President. In this way, the Board remains outside the operations of the District.

As a legislative body, the Board of Trustees conducts deliberations and actions openly within the realm of public scrutiny consistent with Government Code Section 54953, also known as the Ralph M. Brown Act. Minutes are prepared for all actions taken by the Board of Trustees to serve as the District's public record.

Every regular Board meeting provides an opportunity for the public to address the Trustees on any item of interest to citizens within the jurisdiction of the Board. No action, however, can be taken on an issue unless it has first been noticed on the Board agenda. In response to unagendized public comments, therefore, Board members may:

- Request clarification from those making public comments;
- Request staff to provide factual information on the comments being presented;
- Request staff to report back to the Board on the subject of comment at a later meeting; or
- Direct staff to place the matter on a future agenda.

Exceptions to the requirement for open meetings occurwhen the Board confers in private for consideration of or to confer with:
- the appointment, employment, evaluation, discipline or dismissal of an employee;
- charges brought against an employee by another;
- national or public security;
- legal counsel regarding litigation;
- student disciplinary actions;
- real property transactions;
- District representatives within the scope of collective bargaining;
- honorary degrees or gifts from anonymous donors; Or
- on any time as current law allows.

Items to be discussed in such a closed session are disclosed in open session through the printed and public Board agenda. Following a closed session, the Board reconvenes in open session and announces any action taken in closed session and the vote or abstentions of its members. Trustees do not disclose personnel, collective bargaining, or other discussions prohibited by law.

Role of District President/Superintendent

The President is the administrative agent of the Board of Trustees and, as such, is the only employee responsible directly to the Board. The President is accountable for the operation of the District and for providing policy recommendations to the Board.

The President has the right to accept, reject, or modify recommendations from the College Council. When the President rejects or modifies a recommendation from the College Council, he/she informs that group of the objections to their recommendation. The Academic Senate, CRFO, CSEA, Managers Council and ASCR retain the right to present their comments on the President's recommendation directly to the Board of Trustees.

Role of Faculty

Faculty members perform duties as instructors, librarians, or counselors in areas for which they possess appropriate qualifications; implement activities based on applicable recommendations and District/College goals; perform contractually identified professional responsibilities; and provide advice and recommendations regarding relevant policies and procedures through active participation on committees, councils, and task forces.

Full-time and part-time faculty members at the College are represented in governance by an Academic Senate. As per Board Policy 203 "Responsibilities of the Academic Senate," in the following areas the Board delegates authority and responsibility to the Academic Senate for making recommendations to the Board. In making decisions in these areas, the Board will rely primarily upon the advice and judgment of the Academic Senate:

1. Curriculum, including establishing prerequisites and placing courses within disciplines

2. Degree and certificate requirements

3. Grading policies

4. Standards or policies regarding student preparation or success

5. Faculty qualifications, including equivalencies, internships, and the placement of courses in disciplines for the purpose of establishing minimum qualifications

6. Decisions to offer tenure

7. Policies for faculty professional development activities

In these areas the recommendations of the Senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not accepted, the Board or its representative, upon request of the Academic Senate, will communicate its reasons in writing within ten working days.

In the following areas the Board or its representatives will reach mutual agreement with the Academic Senate, and such agreement will be expressed either by written resolution, administrative regulation, board policy, or other board action:

1. Educational program development, including both the initiation and elimination of programs

2. College governance structures as related to faculty roles

3. Faculty roles and involvement in accreditation processes including self-study and annual reports

4. Processes for program review

5. Processes for institutional planning and budget development

6. Other academic and professional matters as mutually agreed upon between the Board and the Academic Senate

In these areas, when agreement cannot be reached between the Board and the Academic Senate, existing policy shall remain in effect unless continuing with such policy exposes the district to legal liability or causes substantial fiscal hardship. In cases where there is no existing policy, or in cases where the exposure to legal liability or substantial fiscal hardship requires existing policy to be changed, the Board will act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons. In those cases the Board will provide a written rationale to the Academic Senate within ten working days.

In addition to the specific responsibilities noted above, the Academic Senate is responsible, after

consultation with the President or his or her designee, for making faculty appointments to all committees, task forces, or other groups dealing with academic and professional matters.

Full-time and part-time faculty members within the District are represented in collective bargaining by CRFO, which operates under a contract negotiated and approved by its members. The two bodies that represent faculty are compatible; the Academic Senate is responsible for professional and academic matters, while the CRFO responds to negotiable matters such as salary, benefits, and working conditions.

Role of Classified Staff

Classified staff members include College employees in a wide range of positions including administrative assistants, clerks, custodians, and grounds workers. Classified staff members are provided with opportunities to participate in the formulation and development of recommendations as well as in the processes for developing recommendations that have or will have a significant effect on their work.

Classified staff members are represented by the CSEA. This collective bargaining unit conducts elections to appoint classified staff to College governing councils in the areas that have or will have a significant effect on staff and that are outside the scope of collective bargaining. Prior to the Board of Trustees taking action on such matters, classified staff are provided with the opportunity to participate in the formulation of recommendations through committee participation in areas that affect them. The Board gives every reasonable consideration to recommendations and opinions of staff.

Role of Students

Students are the reason the College exists: Students learn through participation in and completion of approved courses and involvement in college life activities. Students are represented by an Associated Student College of the Redwoods (ASCR) organization composed of an elected Student Senate. The student government organization operates in accordance with its own constitution and bylaws and is responsible for appointing student representatives to serve on College councils and committees. In their role representing all students, they offer opinions and make recommendations to the administration of the College and to the Board of Trustees with regard to policies and procedures that have or will have a significant effect on students. Those areas are specifically defined as:

- Grading policies
- Codes of student conduct
- Academic disciplinary policies
- Curriculum development
- Courses or programs which should be initiated or discontinued
- Processes for institutional planning and budget development
- Standards and policies regarding student preparation and success
- Student services planning and development
- Students fees within the authority of the District to adopt
- Any other District and College policy, procedure, or related matter that the District Board of Trustees determines will have a significant effect on students

Generally, the Board of Trustees shall not take action on a matter having a significant effect on students unless they have been provided with an opportunity to participate in the recommendation process. The Board of Trustees ensures that recommendations and positions developed by students are given every reasonable consideration. Similarly, the Academic Senate will consult with their counterpart ASCR prior to making recommendations that impact students' interests.

Role of Administrators and Management Staff

The constituency body of administrators and management staff are held accountable to provide effective leadership for and support of faculty and staff in the planning, implementation, and monitoring of College activities while maintaining compliance with state regulations, laws, and College policies.

Structure of Participatory Governance

Participatory governance at College of the Redwoods relies on advisory committees, each concerned with functions critical to the well-being of the college community. The President chairs College Council. College Council is assisted by information gathered by many segments of the college. Other governance and representative groups at the college include:

- Academic Senate (Full-time and Part-time Faculty)
- Administrative Cabinet (Management Team)
- Managers Council
- California State Employees Association (CSEA) (Permanent Full-time & Part-time Classified)
- College of the Redwoods Faculty Organization (CRFO) (Full-time & Part-time Faculty)
- Student Senate/Associated Students of CR (ASCR) (Students)

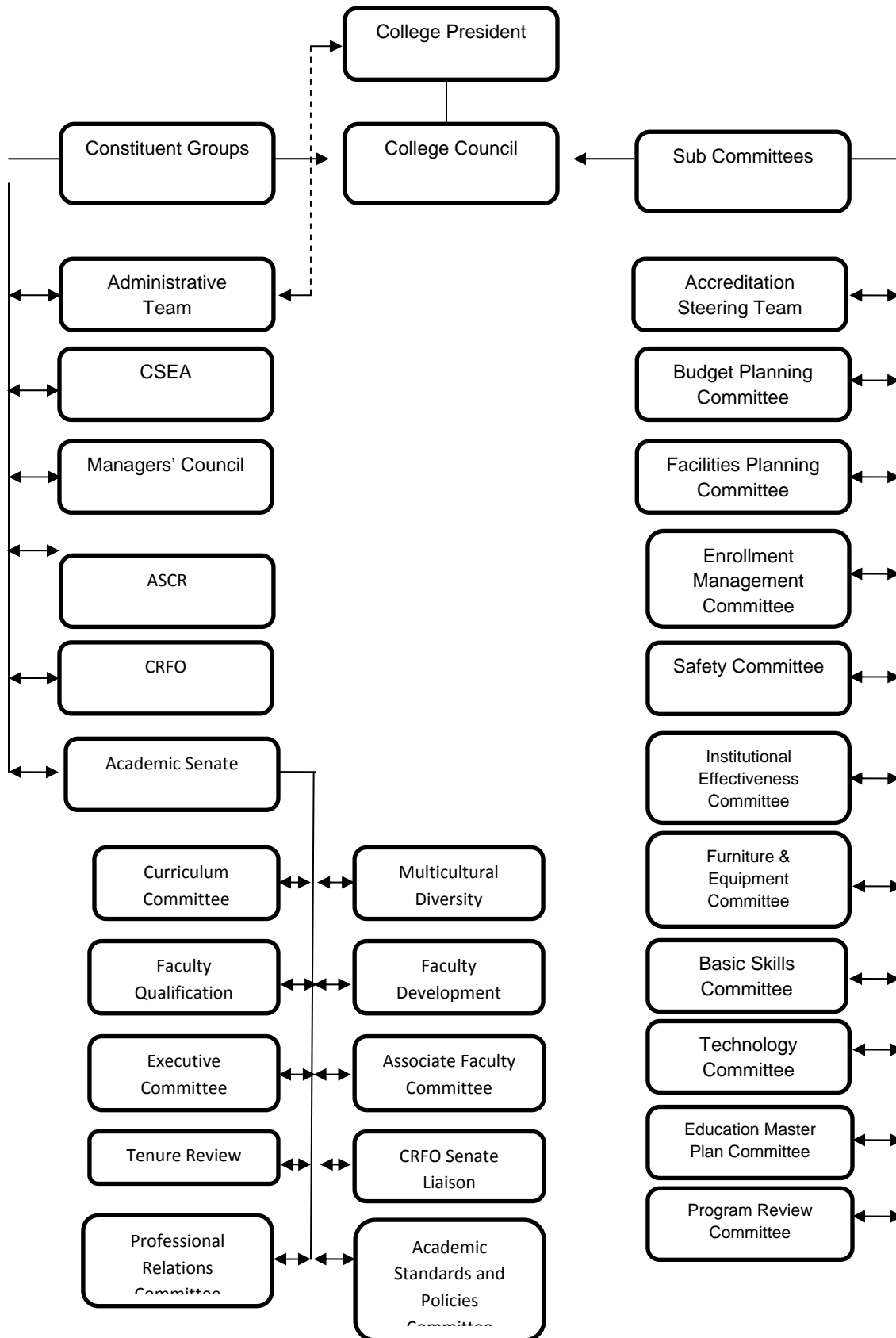**Operating Agreements for Groups**

Operating agreements outline the rules of conduct, desired behaviors, delegation of authority, and the roles and responsibilities of committee members. Some groups may develop specific operating agreements. Following are overall operating agreements for all CR groups.

1. All members of District groups understand that they attend meetings to represent constituent groups at a College. In this role, members are responsible to serve as a conduit for information and the catalyst for discussion on topics raised and within the constituent group. These topics include, but are not limited to, the specific areas outlined in state law and regulation.

2. Team members are committed to their group's charge and to agreed-upon norms for operating in District groups. In the first fall meeting, each governance group will:

   - Distribute and discuss the group's charge and reporting structure to ensure the group members understand of their relationship in the Colleges' governance structure
   - Develop norms for working as a team (see Appendix I for suggestions)
   - Develop operating agreements for determining recommendations
   - Review or establish task-specific operating agreements, if needed

3. Team members are committed to regular attendance in accordance with their contractual obligations and understand that matters will be acted upon irrespective of absent members.

4. A record of each meeting is distributed and posted on the District website.

5. Recommendations from all groups are forwarded to the President. The chairs are responsible for tracking the progress of those recommendations and providing feedback to the group on the approval, rejection, or modification of the recommendations. All College consultative bodies are expected to conduct their work efficiently and provide recommendations to the President on a timely basis. Failure to provide recommendations in a reasonable period of time will result in the President exercising his delegated authority to act independently for the good of the District.

6. It is everyone's responsibility to work toward achieving the Mission, Vision, and Strategic Goals of the College. Additionally, the members and chairs of committees are responsible for ensuring a continuous flow of communication regarding decision making from the College President, the College Council, committees, constituency groups, and the campus at large.

7. A self-assessment of group effectiveness will be conducted annually.

Reference: Education Code Section 70902(b)(7); Title 5, Sections 53200 et seq; 51023.5; 51023.7; Accreditation Standard IV.A.2, IV.A.5

DECISION MAKING MODEL

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                          │ College President│
                          └──────────────────┘
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┌──────────────────┐     ┌──────────────────┐     ┌──────────────────┐
│Constituent Groups│────▶│  College Council │◀────│  Sub Committees  │
└──────────────────┘     └──────────────────┘     └──────────────────┘
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Left Column	Right Column
Administrative Team	Accreditation Steering Team
CSEA	Budget Planning Committee
Managers' Council	Facilities Planning Committee
ASCR	Enrollment Management Committee
CRFO	Safety Committee
Academic Senate	Institutional Effectiveness Committee
	Furniture & Equipment Committee
	Basic Skills Committee
	Technology Committee
	Education Master Plan Committee
	Program Review Committee

Academic Senate subcommittees	
Curriculum Committee	Multicultural Diversity
Faculty Qualification	Faculty Development
Executive Committee	Associate Faculty Committee
Tenure Review	CRFO Senate Liaison
Professional Relations Committee	Academic Standards and Policies Committee

2010-2011 Institutional Effectiveness Annual Year-End Report

Institutional Effectiveness Committee

Overview

The institutional effectiveness (IE) process at the College is an on-going planning-implementing-improving cycle that is applied to every level of the institution through the program review and assessment process. As part of the comprehensive planning cycle, the Institutional Effectiveness Committee (IEC) reviews the integrated planning process, tracks institutional effectiveness metrics over time, and provides an annual report to the Cabinet and the college community.

This report includes:
- a summary of the work completed by the integrated planning committees and various departments and divisions of the College;
- unit level goals;
- planning agendas for the integrated planning committees;
- the current integrated planning model;
- an overall institutional effectiveness planning agenda; and
- an Institutional Effectiveness Scorecard.

The scorecard contains a longitudinal data set for various effectiveness indicators related to the Strategic Plan with current year estimates and suggested targets for the next academic year. The scorecard and a PowerPoint tutorial are available on the Department of Institutional Research website at the following link: http://www.redwoods.edu/district/ir/IEMeasures.asp. The outcome measures for each effectiveness indicator contain hyperlinks to reports on the IR website that provide more extensive data, definitions, and charts.

The IEC wants to note that although this report contains information on many of the activities and events that have contributed to achieving the college's strategic and organizational goals, it only represents a small part of all of the outstanding contributions our colleagues have made throughout the year.

Vision/Mission/Values

Vision
College of the Redwoods is a learning community where lives are transformed.

Mission
College of the Redwoods puts student success first by providing outstanding developmental, career technical, and transfer education. The College partners with the community to contribute to the economic vitality and lifelong learning needs of its service area. We continually assess student learning and institutional performance and practices to improve upon the programs and services we offer.

Values
1. Student Success and Access: We put students first, ensuring that student learning, advancement, and access are pivotal to all we do.

2. Educational Excellence and Innovation: We value ongoing and systematic planning and evaluating methods that that move us towards excellence

3. Honoring Diversity: We value all the members of our community and strive to create a nurturing, honest, open environment.

4. Participatory Governance: We value ethical behavior and strive to create a culture where all students, staff, faculty and administrators engage in an inclusive, ongoing and self-reflective decision making.

5. Environmental Awareness: we value the environment and the need to minimize our impacts upon it.

6. Community Development: We value the economic and intellectual development of the various communities we serve.

7. Supportive Culture: We strive to create a supportive, problem-solving culture, and we recognize the proven usefulness of an interest-based approach (IBA) for achieving trust, cooperation and effective problem solving.

2008-2011 Strategic Plan Goals and Objectives

Goal 1 Enable student attainment of educational goals

Objective 1.1 – Reduce barriers to persistence
Objective 1.2 – Improve basic skills in Math and English as a foundation for student success
Objective 1.3 – Increase number of courses articulated with UC and CSU systems
Objective 1.4 – Increase number of degrees and certificates earned
Objective 1.5 – Increase the number of transfers

Goal 2 Develop and manage human, physical and financial resources to effectively support the learning environment

Objective 2.1 – Improve employment best practices
Objective 2.2 – Maintain fiscal stability
Objective 2.3 – Improve technology services and support
Objective 2.4 – Improve facilities services and support

Goal 3 Build a culture of assessment

Objective 3.1 – Increase student learning performance through student learning outcomes
Objective 3.2 – Increase performance through program learning outcomes
Objective 3.3 – Integrate budgeting process with program review and planning
Objective 3.4 – Increase data-informed decision-making
Objective 3.5 – Improve employee understanding and ability to use best practices in assessment

Goal 4 Contribute to the economic, cultural and social well-being of the Northcoast community

Objective 4.1 – Increase employer satisfaction with CR graduates
Objective 4.2 – Educate the community about the importance and value of a college education
Objective 4.3 – Increase community relations with those for whom English is a second language
Objective 4.4 – Increase the number of students who enter the workforce in jobs paying higher than minimum wage
Objective 4.5 – Enhance the cultural richness of the community
Objective 4.6 – Improve partnerships with area employers

Goal 5 Ensure student access

Objective 5.1 – Improve curriculum offerings in English as a Second Language (ESL)
Objective 5.2 – Enable degree and certificate completion in a timely manner
Objective 5.3 – Reduce transportation barriers for students
Objective 5.4 – Improve K-12 outreach
Objective 5.5 – Increase programs for senior citizens (age 55+)
Objective 5.6 – Increase distance and online educational opportunities
Objective 5.7 – Reduce or remove financial barriers for students
Objective 5.8 – Increase program opportunities in public safety and health care

College of the Redwoods – Institutional Effectiveness Measures					
Effectiveness Indicators	Outcome Measures	2008/09	2009/10	2010/11 Estimated	2011/12 Target
Retention	Course Retention/Participation Rates	79%	77%	74%	77%
	Term Retention Rates	94%	94%	96%	96%
	By Cohort Group				
	Full-Time Retention Rates	84%	83%	81%	83%
	By Cohort Group	Click + sign to expand data set			
	By Ethnic Group	Click + sign to expand data set			
Persistence	Fall to Spring	63%	66%	61%	68%
	Fall to Fall (from previous Fall)	48%	45%	44%	50%
Access	Average # of Terms to Degree				
	Full-Time during first term	6.60	7.10	7.53	
	Part-Time during first term	8.05	8.57	7.89	
	College Preparedness Rates				
	English	27%	25%	27%	27%
	Math	24%	27%	30%	23%
	Basic Skills Progression				
	English	34.0%	37.0%	Data forthcoming	
	Math	37.0%	38.0%	Data forthcoming	
	Section Cancellation Rates	15%	14%	6%	6%
	District Student to Advisor Ratio				
	Eureka	2127 : 1	1179 : 1	1005 : 1	
	Mendocino	N/A	N/A	N/A	
	Del Norte	1119 : 1	N/A	N/A	
	District Student to Counselor Ratio				
	Eureka	6380 : 1	3538 : 1	3015 : 1	
	Mendocino	1094 : 1	960 : 1	780 : 1	
	Del Norte	N/A	1240 : 1	1300 : 1	
	Financial Aid Participation Rates	53%	56%	59%	57%
	High School Enrollment Yield	27%	33%	Data forthcoming	
	Student Headcount	10197	10763	9150	8720
	By Ethnic Group	Click + sign to expand data set			
Revenue Per 320 Report	FTES (Total)	5468	5767	5460.32	5204
	FTES (Resident)	5271	5060	5201	4972
	Annual Budget Reserve (311 Report)	5.1%	12.3%	6.3%	
Success	ARCC Rates Data				
	Student Progress & Achievement	52.7%	54.9%	47.4%	56.2%
	Basic Skills Improvement	49.2%	52.4%	52.5%	55.9%
	Course Success Rates (participating students)	89%	88%	89%	90%
	Student Achievement	597	498	602	591
	Degree/Transfer	5%	4%	5%	1%
	Degree/No Transfer	2%	1%	2%	2%
	Certificate	2%	2%	3%	3%
	Transfer w/o CR Completion	19%	13%	10%	7%
	No Transfer or CR Completion	73%	80%	80%	88%
	% of Courses with SLO's	N/A	100%	Data forthcoming	
	Average Grades Awarded	2.46	2.43	2.51	
	Transfers to 4-Year Institutions	Click + sign to expand data set			
	Total Transfers	538	646	648	551
	Total Completions	529	600	Data forthcoming	590
	By Ethnic Group	Click + sign to expand data set			
	By Cohort Group	Click + sign to expand data set			
	Licensure Exam Pass Rates	Data forthcoming			
	Job Placement Rates	Data forthcoming			
Satisfaction/Perception	Student Satisfaction--instructional	Data forthcoming			
	Student Satisfaction--services	Data forthcoming			
Productivity	Fill Rates	64%	72%	79%	80%
	Physical Fill Rate (Room Capacity)	47%	48%	57%	60%
	Efficiency Rate: FTES / FTEF	33.71	34.64	34.89	37.04
	Cost per FTES	$ 2,125.71	$ 2,032.85	$ 2,064.18	$ 2,000.37
	FTES/Calculated Sections	2.7	2.81	2.79	2.94

2010-2011 Institutional Effectiveness Annual
Year-End Report Highlights

<u>Student Services</u>

Disabled Students Program Services
- DSPS program had 1,442 registered students, or 13.3% of the total student population receiving accommodations, counseling, or some other DSPS service in the 2008-2009 academic year. By comparison, all other Region 1 schools served a proportion of students between 3% and 5%.
- According to the DSPS Student Satisfaction Survey aimed at CR's DSPS population, 97% of all DSPS students were "satisfied" with the attitudes of our DSPS staff from various offices, campuses, and labs. This includes the DSPS office on the Eureka campus, the High Tech Center and L.I.G.H.T. Center also on the Eureka campus, the Disability Resource Centers on the Del Norte and Mendocino campuses. Also 91.3% of CR's DSPS population was "satisfied" with the DSPS's counseling and advising service.

Admissions/Records
- Purged all the student files in compliance with Title 5 record retention regulations.
- Entered all the paper archive files into Datatel.
- Entered and tagged all the electronically archived student files in the old electronic system.
- Hired a staff member half- time Financial Aid and half-time A & R.
- Streamlined the district MIS and application process.
- Mapped the A&R business processes to support document imaging system implementation.
- Worked with faculty and staff to implement mandatory final grade submission.
- Continued making progress to move students to the web for registration- goal 95%.

Child Development Center
- Received NAEYC Accreditation.
- Worked with CSEA and the administration to reorganize the Center and reduce the supplemental funds necessary from the district.

Advising and Counseling
- Assigned a Student Development Advisor to Athletics to support student athlete success.
- Redwood Days eliminated due to change in registration dates. In its place will be 8 orientation sessions for May, and "advising and registration" sessions for June. Assessment testing is scheduled immediately before these sessions.
- Meet with high school counselors to determine "optimal" summer course schedule. This information was shared with the EMC.
- Examined and improved advising system for continuing students to include drop in advising.
- Implemented "caseload management" system for academic advising.

- Implemented a process for advisors to track and make weekly contact with advisees in their caseload.
- Increased frequency of contact between instructors and academic advisors by embedding advisors into learning community and GS courses.
- Advisors participated in a training program that integrated comprehensive academic advising strategies into prior advising skill and knowledge set.
- Worked with IR and ITS to create a system that identified the students who fit the academic at risk profile. These students were contacted immediately and assigned to advisors.

Financial Aid/Veterans
- Implemented CR Access Card process in coordination with Business Office for student refunds.
- Effectively transitioned to Federal Direct Loan process.
- Opened permanent half-time position in Veterans Office to enable more comprehensive services to veterans (in final steps of hiring process).
- Developed Rights & Responsibilities document for financial aid recipients to help ensure they are aware of both their rights as a financial aid recipient as well as their responsibilities.

Campus Life
- Created new full District-wide ASCR Student Senate Board.
- Developed new revenue sources for Del Norte and Mendocino student life programs.
- Participated in statewide Hands Across California Advocacy and Fundraising event.
- Participated in college governance process by ensuring consistent student representation on Academic Senate, BOT, enrollment management, and College Council.
- Developed new Outdoor Adventure Series Program.
- Increased student activities on campus.
- Increased student, faculty and staff collaborative projects.
- Created a new complaints and concerns document and procedure for students to complete and ask for assistance in addressing student related issues.
- Began work on a new initiative: Recruitment & Retention of Diverse Populations with the Bear River Tribe.
- ASCR added two new Senate Seats to the ASCR Constitution: Mendocino and Del Norte.
- Students voted to increase the Student Activity Fee from $5 to $10 which will begin in Fall 2011.

<u>Instruction</u>

Career and Technical Education

- Hired Noah Corp as the new full-time farm manager.
- Danny Walker was hired as the new tenure-track Assistant Professor of Welding Technology.
- Assistant Professor of Agriculture Franz Rulofson was recently awarded the Green California Community College Summit Leadership Award in the category of Green Curriculum. The award was presented to him on October 12, 2010 at the Pasadena Convention Center.
- Interim Dean of Career and Technical Education Mike Peterson had his paper on Humboldt County niche manufacturing win the award of best conference proceedings paper at the recent international technology conference for the Association for Technology, Management, and Applied Engineering (ATMAE).
- Automotive Technology Professor Michael Richards was selected to participate at the National Automotive Technicians Education Foundation (NATEF) Strategic Planning Session in Herndon, Virginia during the week of February 28, 2011. In this week - long session, automotive technician training leaders evaluated the NATEF Standards by which all certified automotive programs are assessed. NATEF considers Professor Richards to be among the top 10 Evaluation Team Leaders nationwide and requested his presence for this session.

Academic Affairs

- The Art Department developed more of a "learning communities" approach to teaching art; tying art classes in with other curricula such as Biology/Drawing class, Art 2/English 350 class, and Visual/Verbal English 350/Drawing community planned for fall. The Art Department continues to look for more opportunities to make the classes they teach more relevant to optimizing and deepening students' learning in other areas.   Future goal is to develop a learning community between Math and Drawing.
- Cindy Hooper participated in the exhibition "EcoArchive: Meditations on Nature and Time" at the Intersection for the Arts in San Francisco, participated in "Creative Ecologies: A Conversation + Group Residency" at the Headlands Center for the Arts in Sausalito, CA, participated in the exhibition "Asteroide B 162: Diseño Regenerativo y Balances Ambientales" at the Museum of Modern Art in Mexico City, gave public lectures at the Universidad Autónoma de Baja California and Cal State Northridge, and also was the recipient of the Portugal Award.
- Tami Matsumoto was presented with the 2010 CMCFN award "In Recognition of Outstanding Contribution to Mathematics Education on the North Coast" at the California Mathematics Council Far North Chapter Fall 2010 Annual Conference "Using Mathematics to Understand Our World."

Health Occupations and Public Service

- AS degree in Fire Science approved.
- Retirement of Ken Cleveland – Advanced Officer coordinator.
- Training simulator installed with support received from Blue Lake Rancheria.
- 45 students began RN program- Fall 2010.
- Adult & birthing mother simulator added to Simulation Center.
- Started Tegrity lecture capture pilot.
- Faculty adopted Electronic Health record teaching system.
- Faculty participated in clinical faculty mentorship program training potential faculty.
- Developed paramedic to RN and LVN to RN bridge class.
- Received full LVN accreditation from State Board through 2016.
- Changed program/course sequencing to align between campuses.
- Paramedic program received full accreditation from CoaEMSP.
- Dental Assisting received accreditation through 2017.

Distance Education
- Developed a free, fully online DE 101 orientation "class" that mimics an actual class where students not only learned the technology but the learning skills needed to be a successful online student (e.g. time management, test taking skills, etc.).
- Worked with CTE to support the development of CTE courses and developing learning materials for CTE classes.
- Supported the simulation center in the roll out of a new content management system that they use to share information and keep multiple calendars for scheduling their facility.
- Created a Veterans' Community Hub that is used to communicate to students who are eligible for veterans' benefits, and has links to all relevant local veterans' centers.

2011-2012 Unit/Division Goals

Student Services

Disabled Students Program Services

- Improve specificity of the nature of staff and faculty contacts to DSPS, and continue to evaluate the number of these contacts.
- Compare the success rates of DSPS BSI students enrolled in Guid 145 and/or Guid 180 with DSPS BSI students not enrolled in those classes.
- Improve the specificity of disability verification information received from medical providers.

Library

- Improve printing efficiency and offer students easier access to printing.
- Purchase 10 Dell netbooks which will be dedicated to word processing and library research access only.
- Upgrade or replace ExLibris Voyager library system server.
- Improve online services and resources and increase student engagement with the library.
- Investigate subscription services for streaming media using an on-demand or pay per use" purchase model.
- Integrate the library's program review with other campus plans, particularly the overall strategic plan, and with instructional program reviews.

Special Programs

- Increase the number of students who successfully complete degrees and certificates, transfer to four-year institutions, and transition from public assistance to employment.
- Ensure that students, regardless of location or means of delivery, are provided the same level of EOPS, CARE and CalWORKs services.
- Make sure students have informed education and career goals identified by the end of their first semester.
- Implement the Appreciative Advising model.

Athletics

- Have the student athlete development advisor monitor NCAA academic requirements, set up Student Education Plans (SEP), administer the Athletic Department tutoring/study table, meet regularly with at risk student athletes to assist them with study skills and planning.
- Work with faculty and advisors to provide better access to core curriculum and classes.

Admissions/Records

- Purge and enter microfilm into Datatel.
- Continue implementation of imaging system.
- Have census rosters processed on line by instructors.
- Hire an additional staff member half-time in Financial Aid and half-time in A & R.
- Continue to work with the Business Office and Institutional Research to produce the Datatel 320 report and return the CCCCO submission to the Business Office.

Counseling and Advising
- Train faculty and staff on BIT and Student Conduct process.
- Work with Safety Committee, conduct survey to determine frequency of students in crisis and drug/alcohol issues.
- Revise matriculation process with a focus on retention.

Financial Aid/Veterans
- Implement Document Imaging.
- Revise policies/procedures and work with affected departments to ensure compliance with satisfactory academic progress regulations.
- Investigate avenues to reduce student loan default rate.
- Determine how to effectively meet student financial aid needs at DN & KT due to retirement of long-term employee, and at Eureka Campus due to resignation.

Upward Bound
- Enhance methods for tracking students during post-secondary education with end goal of supporting academic success and graduation.
- Establish annual contact with 65% of UB alumni.
- Utilize program survey feedback and data during the academic year and summer programs in an effort to improve program operation.

Residential Life
- Improve attainment of dorm students' educational goals.
- Increase residential learning community opportunities.
- Diversify the residential advisor staff.
- Offer diversity training the resident advisor orientation program.

Child Development Center
- Establish a solid funding base.
- Create a safe environment on the preschool playground.
- Develop a plan to help parents be and stay involved in CDC activities.
- Train staff, and implement plans for maintaining safe classrooms.
- Develop a plan to document administrative responsibilities.

Campus Life
- Increase ASCR Self-sustainability.

<u>Instruction</u>

Information Sciences and Applied Technology

- Staff all laboratories with Instructional Support Specialists.
- Work with Institutional Research to develop graduate and employment surveys.
- Improve collaboration with Advisory Committees and Business.
- Secure uninterrupted funding streams to support annual expenses.
- Improve marketing efforts across programs.
- Increase involvement with High Schools.
- Develop and foster concurrent enrollments with local High Schools.
- Create curriculum proposals to offer more GE in this division.
- Recruit more qualified Associate Faculty.
- Participate in the planning of the new academic building to ensure adequate laboratory space.
- Investigate more online offerings.
- Maintain external accreditation for several programs.
- Pursue new external accreditation for some programs.
- Increased enrollment in low-enrolled programs.
- Pursue Associate Degree offerings in programs that only have Certificates.
- Develop internship programs.
- Install roof structure behind WT laboratory to create a covered outdoor work area.
- Repair and improve WT ventilation system.
- Upgrade argon gas system in WT laboratory.
- Move HRC teaching kitchen to the main campus.
- Obtain grant funding to revitalize DHET program.

Academic Affairs

- Work with Institutional Research to develop graduate and employment surveys
  Improve communication and coordination between departments and
  Counseling/Advising in placing/advising students.
- Improve communication and coordination between departments and Student Services in handling issues with existing students.
- Improve communication and collaboration between departments and Special Programs such as DSPS, EOPS, CalSOAP, CalWORKS.
- Update art department brochure that describes career pathways for students in the arts, along with suggested sequencing of courses for a Fine Arts emphasis in the Fine Arts AA degree.
- Hire full-time Art instructor for Mendocino site.
- Staff Eureka campus Math Lab with full-time Coordinator and Instructional Support Specialists.
- Staff Math Lab with longer hours whenever classes are in session (including summer) at all Instructional Locations (Campuses, Branches, Centers, Sites).

- Improve coordination with long-term planning of Math Courses at all locations (Campuses, Branches, Centers, Sites).
- Secure uninterrupted funding streams to support participation in annual conferences Create curriculum proposal to offer a transferable proofs course equivalent to HSU's MATH 240 Introduction to Mathematical Thought (3 units) so that math majors transferring to HSU can immediately take upper-division math courses.
- Create curriculum proposal to offer a transferable course equivalent to HSU's (formerly-existing) MATH 107Y Mathematics for Elementary Education I so that LSEE majors have a transfer-level math GE option applicable to their major.
- Participate in the planning of the new academic building to ensure appropriate design.
- Increase number of calculators in math rental program.
- Increase number of copies of math textbook in library program.

Distance Education
- Expand customer service efforts through the creation of online help modules for students that are built into all online courses.
- Become a more self-sustaining department through contracting with other agencies to provide course development and training services as we are doing this year with Del Norte's Rural Health Services, and applying for more grants.
- Expand the roll-out of lecture capture technology (Tegrity) currently being piloted by the Health Occupation classes.
- Collaborate with more departments on campus.

<u>Administrative Services</u>

Business Office
- Revise Chart of Accounts to conform to Chancellor's Office.
- Implement Document Imaging system.
- Utilize Datatel for direct financial reporting.

Foodservice
- Provide a variety healthy choice of hot and cold foods.
- Provide an eatery with a safe and comfortable environment.
- Provide quality catering services.
- Offer flexible work schedules so students can earn while achieving academic goals.

Human Resources
- Develop required policies and procedures to satisfy self study and compliance issues.
- Work with a planning committee to offer professional development opportunities.
- Provide meaningful hiring and employment data to improve decision making.

Maintenance
- Increase staff training.
- Improve exterior lighting.
- Increase number of work orders completed.
- Complete Sewer System Management Plan and Storm Water Management Plans.

Marketing/Public Relations
- Expand outreach to include social media and video making use of Facebook, Twitter and YouTube.
- Educate the community about the value of a college education through social media and videos.
- Improve Parature with more detailed, sort able fields.
- Expand the number of CR marketing materials using the Spanish language.

Security
- Fully staff the Security/Public Safety Department.
- Emergency response training District wide.
- Improve emergency preparedness.
- Purchase an electronic Marquee.
- Cell phone alert system.

Bookstore
- Implement textbook rental program.
- Purchase WinPrism Point of Sale system.
- Expand and maintain bookstore website.

Integrated Planning Committees Summaries and 2011-12 Planning Agendas

Assessment Committee

During the 2010-2011 academic year, the Assessment Committee updated the initial draft of a three-year assessment plan for the district to better align it with the need to demonstrate proficiency in assessment by fall 2012. The committee emphasized program-level assessment and five-year course and degree/certificate-level assessment planning forms this year. This effort began with a workshop at convocation aimed at the AA Liberal Arts degrees. Twelve additional workshops at the Eureka, Mendocino, and Del Norte campuses were put on during the fall and spring, with numerous consultations to assist with the concerns of individuals. The coordinator also presented assessment information at division meetings, attended Program Review Committee meetings, and maintained regular communication with the chair of the Curriculum Committee in order to ensure that recommendations regarding outcomes remained consistent. The Committee also made forms, links to videos, agendas, minutes, and other resources available on its website.

2011-2012 Planning Agenda
- Finalize the Assessment Handbook for faculty and staff throughout the district.
- Work with faculty to submit five-year course and degree/certificate planning documents.
- Provide feedback on the documents and offer assistance to those not able to readily complete the forms.
- Hold workshops to refine outcomes and assist with assessment.

Enrollment Management Committee

The Enrollment Management Committee moved forward on several initiatives: developed an enrollment management plan that culminated in a set of achievable goals for Spring semester, with a proposed budget; developed the enrollment scorecard for IEC consideration; worked with math and English department faculty to review and revised the multiple measures process; approved the use of the EAP in the assessment process; worked closely with faculty and staff to develop a summer schedule that balances the need to provide courses that students need to complete with the college's need to meet FY 10-11 FTES and budget targets. The committee also worked with faculty, staff, and administrators to develop a FY 11-12 schedule that: reduces the FTES target by 468 FTES; reduces the budget by $750,000; refocuses the college's schedule strategy to transfer, vocational, and basic skills courses; allocates TLU allocations that allows for maximum FTES generation. The committee also used the IBA (interest based approach) to arrive at a mutually agreeable solution to the printed schedule issue. The co-chairs worked with IT to develop an online student feedback form with appropriate questions to allow students and staff the opportunity to communicate their thoughts and concerns with the college's enrollment process and actions.

2011-2012 Planning Agenda
- Develop FTES goals for 2011-12 and 2012-13.
- Finalize 2 year enrollment management plan using college's mission and institutional effectiveness indicators.

- Develop initial TLU allocations using two year schedule and education master planning documents.
- Perform an annual self evaluation of the effectiveness of the committee's recommendations in the context of achieving the strategic planning goals and supporting the college's mission and vision.

Basic Skills Committee

During the 2010-11 year, the Basic Skills Committee was revived with appropriate representation from faculty and staff. The committee agreed to a tri-chair structure and developed a mutually agreeable annual plan that was submitted to the Chancellor's Office. The committee focused attention on reviewing the "state of the basic skills program" at the college and statewide. The committee approved funding the math immersion project, a joint pilot project between the math department and student services. The genesis of this project came from discussions with mathematics faculty and academic advisors, and research into a few "best practice" action plans in basic skills/remedial education over the past several months — notably the program recently implemented by Pasadena City College. This pilot project is a mathematics-based intervention program open to all students intending to matriculate to College of the Redwoods who place below college-level mathematics. The goal of the project is to help students complete their Associate Degree and/or transfer requirements for a 4-year college/university in less time than previously possible. The project is divided into three phases: Phase I is the mathematics diagnosis process and enrollment in the project, Phase II is course implementation, and Phase III is participation in the First-Year Experience (FYE) Program. The Committee also developed a new funding request form and process that will allow faculty and staff to submit funding proposals.

2011-2012 Planning Agenda
- Define what constitutes "basic skills" program at CR.
- Coordinate with various college units on larger district-wide planning goals.
- Integrate results of basic skills program review into the institutional effectiveness measures and education master plan.
- Complete End-of-Year Action Report for 2010-2011, 2011-2012 Expenditure and Action Plans.
- Perform an annual self evaluation of the effectiveness of the committee's recommendations in the context of achieving the strategic planning goals and supporting the college's mission and vision.

Program Review Committee

In fall of the 2010-2011 academic year, the Program Review Committee (PRC) reviewed, discussed and implemented improvements to the program review process from the previous year, including working with Institutional Research to provide accurate data, for both annual and comprehensive reviews. Because of a change in the program review calendar, addendums were completed, reviewed and submitted to the functional planning committees, in order to guaranty inclusion in the FY 2010-11 budget process. During spring of 2011, the PRC reviewed current annual and comprehensive program reviews, provided executive summaries and will complete the process with a master executive summary which will be presented to the Board. The

Assessment Coordinator participated in meetings to ensure district-wide coordination of the assessment piece of program review, to ensure proficiency in assessment (as required) by fall 2012. The PRC updated links to agendas and minutes and other resources located on its website. Current reviews, committee rubrics and executive summaries are accessible on MyCR and will be posted to the website at the conclusion of this year's cycle. Documents will be distributed to the various functional planning committees for prioritization for the upcoming fiscal year budget planning process. The PRC will continue to evaluate and work toward improving the program review process.

2011-2012 Planning Agenda
- Streamline the program review process.
- Strengthen communications between the PRC and planning committees.
- Determine/review criteria on how we measure student success.
- Establish a process to move grant funded positions to district funding.
- Improve longitudinal data collection and inclusion in program reviews.
- Perform an annual self evaluation of the effectiveness of the committee's recommendations in the context of achieving the strategic planning goals and supporting the college's mission and vision.

Budget Planning Committee

The Budget Planning Committee (BPC) began the year by creating an incremental funding plan for the final 2010-2011 budget. This plan included prioritizing 151 requests for more than 2.75 million dollars from the Integrated Planning Functional Committees (IPFC). The BPC developed rank order for funding the IPFC requests without altering IPFC priorities. The BPC then tackled reviewing and prioritizing request for resources from budget managers, which were then combined with the IPFC rankings. In January the BPC was presented with three budget scenarios from the State that included cuts to CR's budget of $1.4M, $2.5M, and $3.8M. The BPC met weekly from January until the middle of March to develop and prioritize budget options for both the $1.4M and $2.5M scenarios. Realizing the State's attempt to hold a special election this summer failed, the $2.5M-BPC scenario was included in the preliminary budget presented to the Board of Trustees at their April 5, 2011 special meeting.

2011-2012 Planning Agenda
- Clarify and communicate the budgeting process within the committee and across the district.
- Perform an annual self evaluation of the effectiveness of the committee's recommendations in the context of achieving the strategic planning goals and supporting the college's mission and vision.
- Continue to ensure that the college budget support the college's mission and goals and links the budget to planning.

Technology Planning Committee

The TPC engaged the integrated planning process as we reviewed, discussed, and established priorities for two cycles of Program Review / Program Review Committee summaries. After

evaluation and ranking these were forwarded to the Budget Planning Committee. We reviewed the IPM model evolution, and use of Rubrics to measure continual progress along steps TPC now has a Faculty co-chair; initially Dan Calderwood, currently Sydney Larson. Also have Faculty representation with Jon Pedicino and Mark Renner. The group reviewed, discussed, and approved numerous projects; the 2010-2012 Technology Plan, document imaging (SoftDocs); Student disbursement system (CR Access Card – Higher One); email hosting and transition; expanded use of AskCR (Parature) for work Ticket entry and status; SARS-Trak in replacement of Track-It, and more. TPC heard regular updates regarding Department and Technology Services projects and issues; initial installation of wireless at LRC, Residence Halls, and Student Union; proposed expansion of GoPrint for wireless clients; distance education training sessions, classroom technology and utilization; Xerox copier/printer integration and billing; Apple computers in Labs and classrooms; email system failure, compromise, and recovery; web site and social network presence and standards, and the CR Access Card implementation. Updated applications have been discussed – class section scheduling (NetSimplicity/CollegeNet/Ad Astra); update of LRC collection management (Voyager / KOHA); Kowali in replacement of Datatel modules and use of API data interfaces; scheduling and impacts of Datatel / WebAdvisor hardware and software updates.

2011-2012 Planning Agenda
- Construct ubiquitous wireless access.
- Upgrade or replacement PCs to operate with Windows 7 / Office 2010.
- Implement document imaging and other new technologies.
- Implement KOHA for the Library and GoPrint for wireless uses.
- Perform an annual self evaluation of the effectiveness of the committee's recommendations in the context of achieving the strategic planning goals and supporting the college's mission and vision.

Furniture and Equipment Planning Committee

The F&E Committee met during two cycles of the integrated planning process: 1) when the initial list was provided during the Program Review cycle (Summer 2010) and 2) when a list was provided through addendums to the Program Review cycle (late Fall 2010).
During the first cycle, the committee developed a rubric to be used in rating the requests. The committee noted on the list the items that had already been purchased or required a determination from another committee (i.e. technology request should be reviewed by the Technology Committee). The remaining items on the list were categorized into three areas: deferred instructional equipment maintenance (DIEM), furniture and equipment, and other (not related to F&E). The remaining DIEM items and the furniture and equipment requests were then prioritized by health and safety, direct classroom instruction, strategic initiatives, assessment of SLO/PLOs, and equipment to enhance instruction.   Also considered were number of students served, location, and cost. The committee noted assumptions used in the prioritization process and some suggestions for improvement. Using basically the same rubric, the committee rated an addendum report for furniture and equipment.

2011-2012 Planning Agenda
- Expand the committee membership for a broader representation.
- Revisit the Program Review Template – see committee notes (improvement was made in the template from the first cycle to the second cycle).
- Perform an annual self evaluation of the effectiveness of the committee's recommendations in the context of achieving the strategic planning goals and supporting the college's mission and vision.

Facilities Planning Committee

During the 2010-11 year the Facility Planning Committee developed a prioritization list and identified tentative funding sources for capital and deferred maintenance projects. A subcommittee was formed to review a list of projects submitted through program review. After reviewing the projects the subcommittee then presented them to the entire FPC for approval after which the list of projects was forwarded to the Budget Planning Committee for funding consideration. The FPC also took part in investigating the possibility of purchasing the old Jefferson School site to replace the current downtown site. At the conclusion of the investigation a report was presented by the co-chair of the committee to the Board of Trustees stating that the committee could not give a recommendation to purchase the Jefferson School site at this time as more data was needed from the Educational Master Plan to guide a final decision on this facility.

2011-2012 Planning Agenda
- Update the prioritization lists and consideration of future funding sources for both capital and deferred maintenance projects.
- Perform an annual self evaluation of the effectiveness of the committee's recommendations in the context of achieving the strategic planning goals and supporting the college's mission and vision.

Current Integrated Planning Model
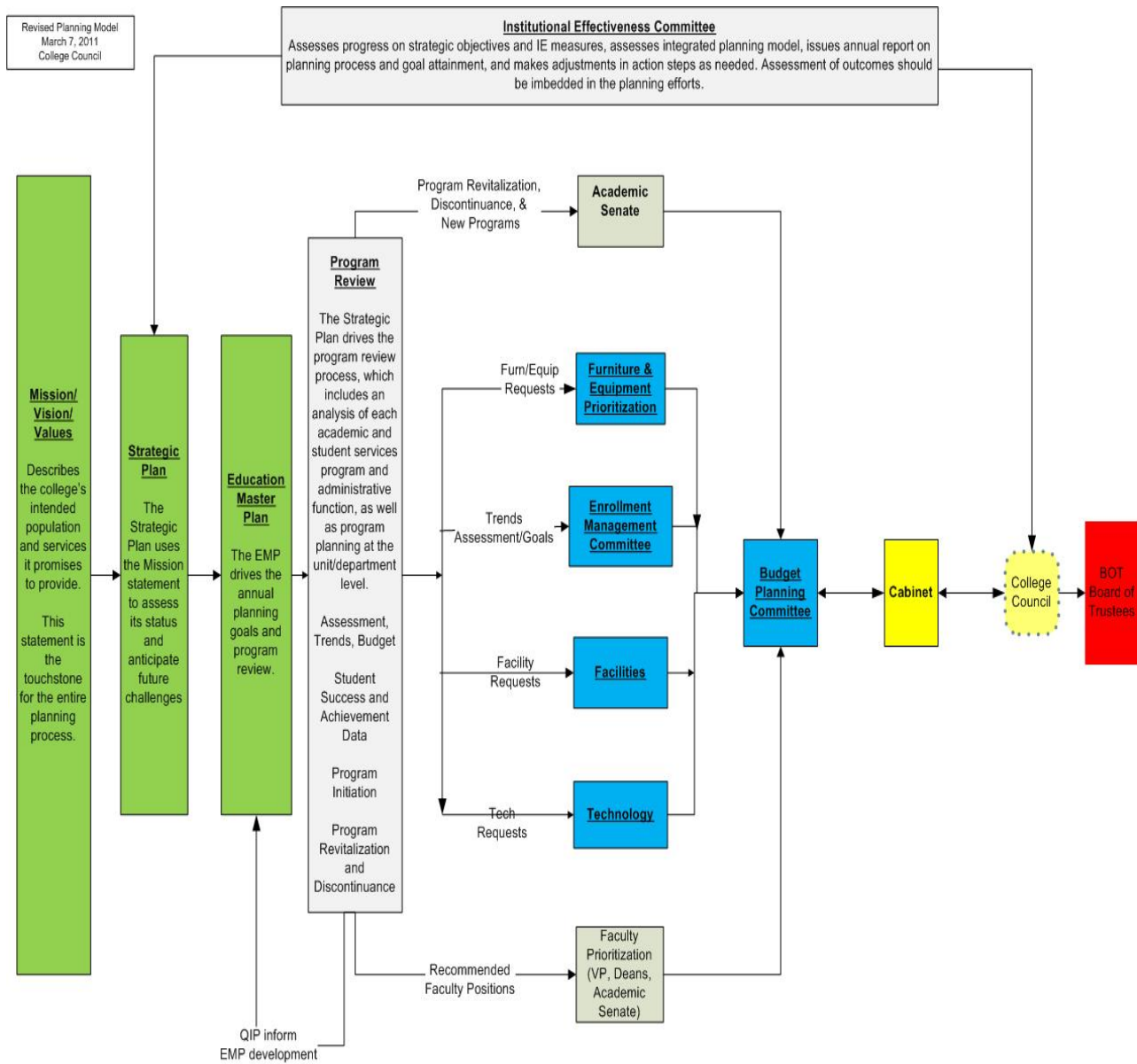
Assessment of the Planning Process: Results of the Planning Summits
Institutional Effectiveness Summit Day One
April 8, 2011

During the first summit, the attendees were divided into small groups to discuss the question: "What is important about an integrated planning process from your perspective?" Each group developed a list of interests about the integrated planning process. The interests were organized into the following four major themes.

Theme 1: Efficient and Effective participation
- Engage people who are no longer engaged
- Improve communication and improve the process
- Agree upon standardized meeting times to allow for full faculty and staff participation
- Send agendas sent out and post district-wide

Theme 2: Trust and Communication
- Increase trust in the process
- Share committee summaries during convocation. Begin the year thinking about the planning and end the year by reflecting on it.
- Ensure agreed upon processes are followed at all levels of the organization.

Theme 3: Evaluation and feedback
- Build processes where each committee provides feedback to constituent groups.
- Ensure each committee evaluates their operations for improvement on an annual basis.

Theme 4: Flexibility
- Safe boundaries
- The planning processes should never be in stone.
- Streamline the processes so that decisions can be made in a more quickly.
- Don't allow circumvention of planning processes.
- Where possible the decision should be made at the level that it will be implemented.

Integrated Planning Summit Day Two
Friday, April 15, 2011

Groups were given forty minutes, using the matrix content as conversation prompts, to discuss the planning committees and the information flow between committees. Each group reported out the highlights of their conversations. These are recorded below.

1. Program Review Committee
    - Trust, communication, and analysis is good.
    - Finding information on the website is problematic– standardize information so it can be found, easily-branded and consistent.
    - While trust in the data is improving, not all faculty and staff trust the numbers included in program review.
    - There still a lingering concern that program review data will be used against people
    - Staff is swamped and feels guilty about joining committees for fear of not meeting their "real" job expectations.
    - Faculty feel like students aren't a priority over doing committee work.
    - Program review is yielding few requests for amount of work put in.
    - Executive Summaries should go to all and the Board of Trustees and allow for feedback.
    - Final program review reports should go on the web and not posted on MyCR.

2. Assessment Committee
    - Assessment forms (SLO/PLO) should be part of the program review template.

3. Budget Planning Committee
    - The pertinent board policy and administrative procedure is outdated and should reflect the work the committee does.

4. Enrollment Management Committee
    - Committee engagement and communication is good.
    - The agendas are sent out in a timely way.
    - The agendas are sent out to all in PDF format and some prefer non-PDF.
    - More clarity is needed on how the program review trend data is used.
    - EMC needs data front loaded which allows for work to happen over the summer.

5. Facilities Planning Committee
    - Additional information is needed on requests, please include author's name on requests, that allows for a feedback loop, allowing FPC to access outcomes for facility requests.

- Co-chairs should e-mail information back to people or host it to a posted list on the website.
- IR's templates are good.

6. Participatory Governance Documents
   - People need to hear things twice - through manager and through constituency group—it gives everyone a chance to hear things.
   - Mendocino and Del Norte sometimes need to do things differently than Eureka.

7. General Comments
   - Student representation lacking on planning committees.
   - Students need mentors to understand how things work.
   - Groups should be able to pick their members.
   - Planning coordinator needed.
   - Subject specialist to provide information.
   - Every committee should have a charge, scope/authority, and operating agreement.
   - Basic Skills Committee needs to be on the IPC flow chart.
   - Before money gets used, go through process.
   - Programs and grants not being worked throughout committees.
   - Problems with circumvention of committee work.
   - The President's and Board goals should be presented to the college community for information.
   - The Educational Plan and Strategic Plan should drive the institution.
   - Program review analysis should note/reflect the strategic plan.
   - Student success (ACCJC) summaries need to go through communication loop.

8. Comments from Ed Buckley
   - We are 80% there in having IPC process.
   - We know how to use data and are open to improvements.
   - The goals and objectives of the Strategic Plan are "ok" and don't really need revision; however, we have to include a way to measure them.
   - Include strategies in the strategic plan.
   - Planning statements from strategic plan should look like the action format we use in program review.

Analysis of the Summit Findings

This analysis is done considering the five interests identified for integrated planning at the college.

Efficient & Effective Participation, Efficient & Effective Process, Trust & Communication, Evaluation & Feedback, Flexibility

- Streamline the processes related to integrated planning to increase efficiency & effectiveness
  - Agree on what issues are Integrated Planning issues and what are not and how these issues are addressed. (e.g., emergency requests, new programs, grants, community education, business training).
- Standardize web/online communication
  - Publish all committee documents as both .pdf and .doc or .docx.
  - Decide on a consistent location for information.
  - Online committee work is done on MYCR and site is available to all constituents.
  - Committee documents, reports, minutes posted to Inside Redwoods with notice of new postings sent to ALL.
  - Common Calendar with all committee meeting information and agenda.

- Standardize face-to-face dissemination of information
  - All information should be heard/presented twice
    - Information is heard/discussed within work groups.
    - Information is heard/discussed within constituency groups.
- Standardize committee information to include establishment or annual review of:
  - Committee charge linked to District mission and current strategic goals.
  - Scope and authority.
  - Role in integrated planning process.
  - Membership.
  - Agreements for participation, meeting conduct and decision making methods.
  - Overall committee outcomes that are measurable.
  - Annual plan and outcomes.
  - Assessment plan and frequency of assessment.

- Standardize committee requests & reports
  - Make them user and time friendly.
  - Include assessment and outcomes in Program Review.
  - Set clear evaluation criteria (i.e. trends, enrollments completions, goals).
  - Give committees the information that they need for planning and decision making.

- Include all interested parties in consultation.
- Standardize feedback mechanisms for all committees- reporting forms, reported to whom?
- Develop trust in accuracy and use of data.
- Update Board and Administrative policies to match IPM language.
- Mendocino & Del Norte incorporated into reports & requests or complete separate reports/requests.
- Consider a Planning Coordinator.
- Mentor student involvement (student leadership seminar?).
- Where and how to address Basic Skills planning, new initiatives?
- Committee membership chosen mutually by constituents/ committee members.
- Map all committees by constituents/membership to assess efficiency and assure diverse representation.
- Planning agenda based upon strategic goals (outcomes).
- Clarify processes to handle requests that are not directly related to strategic goals and integrated planning.

IEC Planning Agenda

Planning Item	Date of Completion	Responsible Person
Distribute the annual year-end report that to the Cabinet and college community.	Summer/Fall 2011	IEC
Assign a coordinator responsible for coordinating the institutional effectiveness and integrated planning process.	Summer 2011	President
Incorporate basic skills planning in the integrated planning process	Summer 2011	IEC
Integrate assessment documents into the program review process.	Summer 2011	PRC
More closely tie program review and strategic plan by modifying the Program Review templates so that the narrative prompts encourage authors to reference the Strategic Plan in their analysis and goal setting.	Summer 2011	PRC
Begin developing an institutional effectiveness model that describes an ongoing, institution wide process of planning and assessment for the purpose of continuous improvement and linking planning to mission.	Summer 2011	IE Planning Coordinator
Standardize web/online communication: publish all committee documents as both .pdf and .doc or .docx; decide on location for information; post committee documents, reports, minutes to Inside Redwoods with notice of new postings sent to ALL; and create a common Calendar with all committee meeting information and agenda	Fall 2011	Planning Coordinator and Integrated Planning Committee Chairs
All planning committees will revise their operating agreements to reference the centrality of the college's mission to their work and describes how the committee's operations will support the district goals and objectives. The statement will be displayed on committee websites	Reviewed Annually beginning Fall 2011	Integrated Planning Committee Chairs
Distribute the annual report summarizing the analysis of the effectiveness of the college's planning processes including the annual plan via the website. This report will guide all College units in planning the subsequent year's work.	Fall 2011	IEC and Planning Coordinator
Institutional Research department will conduct initial analyses of data and facilitate workshops and other flex activities to facilitate dialogue	Fall 2011	Director of IR

regarding data interpretation as used for evaluating student learning and institutional effectiveness. The goal of these workshops is to develop a collective understanding of the meaning of data and its interpretation. The process will be refined based on feedback from workshop participants and data users (e.g., program review authors).		
Develop a process for streamlining planning process communications internally and externally.	Fall 2011	IEC and Planning Coordinator
Standardize planning committee requests and reports	Fall 2011	Planning Coordinator and Integrated Planning Committee Chairs
Ensure all planning committees provide reports that include actions taken as well as meaningful feedback .	Fall 2011	Planning Coordinator
Clarify what issues are Integrated Planning issues and what issues are not along with who and how these issues will be addressed. (e.g., emergency requests, new programs, grants, community education, business training, projector bulbs repairs, changes).	Fall 2011	IEC
Update Board and Administrative policies to match IPP language	Spring 2012	IEC
Committees set planning agendas based on strategic goals.	Spring 2012	Integrated Planning Committee Chairs

Employment Diversity Marketing and Outreach Plan

College of the Redwoods is committed to equal opportunity in employment and encourages applications from under-represented group members such as women, minorities, persons with disabilities, and Vietnam-era veterans.

The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities. In an effort to attract and retain an employee base representative of the demographics of our District, College of the Redwoods intends to utilize the following Employment Diversity Marketing and Outreach Plan. All components of the plan will be implemented immediately and evaluated after year 1 for effectiveness and need for improvement.

The overarching goals of the plan will be to:
- Target employment availability notices to under-represented populations
- Communicate through a variety of sources to reduce barriers for receiving information
- Accommodate special needs for application and hiring process

Attempt to recruit a diverse applicant pool through advertising job vacancies through various publications and/or offices who reach out to under-represented group members.
- HigherEdJobs sends e-mails weekly to over 160,000 job seekers who have asked to receive job listings from employers actively recruiting candidates in accordance with equal employment opportunity or diversity plans.
- LatinoNet
- Redwoods Vets Center (US Department of Veterans Affairs)
- Major newspaper distributions within the District
- Craigslist
- County Job Market/Employment Development Department offices
- California Community College Chancellor's Office Job Registry

Annual EEO statements will be published in local and national publications, posted on respective websites, or mailed to District/representative offices:
- Minority Outreach
- The Hispanic News
- The Black Journal
- Women's Business Journal
- The Veterans News
- LatinoNet
- Local service organizations
- Indian Reservation or Rancheria offices in District
- Redwoods Vets Center (US Department of Veterans Affairs)

Measures:
- Applicant demographics will be measured across 3 years to determine trends from baseline.
- Adverse impact will continue to be measured in accordance with the EEO Commission's Uniform Guidelines on Employee Selection Procedures prior to the continuation of each job

search to ensure a practice, or policy did not have a disproportionately negative effect on a protected group. Data from cancelled searches due to negative (adverse) practices or policies will be tracked with a goal to reduce or eliminate the number of cancelled searches.

- o *Please refer to the applicant hiring process regarding the institution's procedures for determining the diversity of application pools through an adverse impact assessment.*