

**REDLANDS COMMUNITY COLLEGE
BOARD OF REGENTS MEETING**

May 14, 2020 7:00 p.m.

RCC Conference Center and in accordance with recommendations from Governor Stitt's Executive Order 2020-07 and guidelines from the Oklahoma State Department of Health, the meeting will be held via Zoom.

<https://redlandscs.zoom.us/j/91481095051>

The meeting will be conducted via video conferencing. Those present at remote locations include: Regent Lynda McColl and Regent Janie Thompson

AGENDA

1. Call to Order

2. Proof of Notice of Meeting

3. Oath of Office

Dr. Rhys Cole and Lori Burns will be sworn in as Regents for Redlands Community College

4. Roll Call & Declaration of Quorum

5. Announcements, Introductions, and Guests

6. Consideration and Vote to Approve/Disapprove Minutes of the March 5, 2020 Board of Regents Meeting.

7. Financial Update

- a. The Regents will be presented with the March and April financial update.

8. Communications

- a. Thank you from SSM Health
- b. Thank you from OSSAA

9. President's Report

- a. Appointment of a nominating committee the Board of Regents Officers for FY20-21
- b. Update on Faculty Senate from Faculty Senate President – Dr. Gokul Kadel
- c. Recognition on Phi Theta Kappa 2020 Catalyst and Regional Conference

- d. Update and discussion on Higher Learning Commission
- e. Update and discussion of Board of Regents shared drive
- f. Update and discussion on Summer 2020 term and plans for Fall 2020 term
- g. Update and discussion on Legislative actions
- h. Discussion and vote to approve/disapprove Policy 431 Emergency Telework
- i. Discussion and vote to approve/disapprove Policy 414 Employee Termination, Suspension, and Demotion
- j. Discussion and vote to approve/disapprove Policy 427 Emeritus
- k. Discussion of Policy 502 Campus Security during COVID-19 Pandemic
- l. Update and discussion on the Campus Facelift Project
- m. Update and discussion of Redlands Bookstore
- n. Update and discussion 2020 Virtual Commencement
- o. Review and discussion of personnel updates:
 - Resignation-
 - None
 - New Hire –
 - None
 - Retirement-
 - Mike Tabor, Professor of Social Science | Department Head of Social Sciences,

10. Vote to approve/disapprove President's Report

11. Discussion and vote to adjourn

The Board of Regents may discuss, vote to approve, vote to disapprove, vote to table, vote to take items out of order, or decide not to discuss or vote on any item on the agenda.

REDLANDS COMMUNITY COLLEGE

Board of Regents Meeting

March 5, 2020

MINUTES

The Board of Regents of Redlands Community College met in session at 7:00 p.m., Thursday, March 5, 2020, in the Regents Room, Redlands Community College, El Reno, Oklahoma. Notice of the meeting date had been properly filed with the Secretary of State, and a copy of the notice and agenda was posted by 7:00 p.m., Wednesday March 4, 2020, in prominent public view at the location of the meeting and on the College website, www.redlandsc.edu, in compliance with the Open Meeting Act.

Redlands Community College Board of Regents present:

Jim Kitch
Dr. Juanita Krittenbrink

Janie Thompson
Lynda McColl

Redlands Community College Board of Regents absent:

Dr. Kent Carder

Dr. David Von Tungeln

Redlands Community College personnel present:

Jena Marr, Executive Vice President of Campus Administration and Finance

Rose Marie Moore, Chief Academic and Compliance Officer

Dayna Rowe, Executive Director of External Affairs

Kim Andrade, Director of Human Resources

Tricia Hobson, Executive Director of Student Services

Dr. Julie Flegal Smallwood, Director of NASNTI Stem Grant | Director of HLC and Institutional Advancement | PTK Advisor

Brenda Witt, Professor of Microbiology and Life Sciences | Faculty Senate President

Holly Avila, Registrar and Director of Records

Kenzi Hull, Executive Assistant to the President and Executive Vice President of Campus Administration and Finance

Regent Kitch called the meeting to order at 7:00 p.m. Roll call established the presence of a quorum with four (4) Regents present: Jim Kitch, Dr. Juanita Krittenbrink, Janie Thompson, and Lynda McColl

Announcements: None

Regent Thompson made a motion, seconded by Dr. Krittenbrink, to approve the minutes of the January 9, 2020 Board Meeting. Those voting for the motion: Regents Kitch, Krittenbrink, Thompson, and McColl. Those voting against the motion: None

Jena Marr presented the Regents with the January and February financial update.

President Bryant updated the Regents on Redlands receiving the Certified Health Oklahoma Award.

President Bryant updated the Regents on an article in the El Reno Tribune titles Hemp for Hope.

President Bryant updated the Regents on Tyler McKenzie being a semifinalist in the Jack Kent Cooke Transfer Scholarship for the second time in 2 years.

Holly Avila updated the Regents on the Spring 2020 Preliminary Enrollment Report.

Jena Marr updated the Regents on the Campus Facelift Project. The construction will be completed by Graduation.

Jena Marr asked the Regents for a vote to approve/disapprove the Campus Facelift Project purchase expenditure by an additional \$40,000. Dr. Krittenbrink made a motion, seconded by Regent McColl to approve the Campus Facelift Project purchase expenditure by an additional \$40,000. Those voting for the motion: Regents Kitch, Krittenbrink, Thompson, and McColl. Those voting against the motion: None

Jena Marr asked the Regents for a vote to approve/disapprove entering into a contract with Barnes and Noble College for the campus virtual bookstore operations. Dr. Krittenbrink made a motion, seconded by Regent Thompson to approve entering into a contract with Barnes and Noble College for the campus virtual bookstore operations. Those voting for the motion: Regents Kitch, Krittenbrink, Thompson, and McColl. Those voting against the motion: None

President Bryant updated the Regents on the President's and Vice President's Honor Roll.

President Bryant updated the Regents on Women's Basketball Lady Cougars being first in the division and #1 seed at the Regional II Tournaments. He also congratulated Coach Jay Niehues for being selected as Coach of the Year.

Brenda Witt updated the Regents on Faculty Senate. They have been working diligently on reviewing Policy, putting out the resolution for no guns on campus, and Longevity awards for Adjunct Faculty.

President Bryant asked for a vote to approve/disapprove changes to Policy 401: Probation. Regent McColl made a motion, seconded by Regent Thompson to approve the changes to Policy 401: Probation. Those voting for the motion: Regents Kitch, Krittenbrink, Thompson, and McColl. Those voting against the motion: None

President Bryant asked for a vote to approve/disapprove changes to Policy 410: Faculty Evaluations/Merit Pay. Regent McColl made a motion, seconded by Regent Thompson to approve the changes to Policy 410: Faculty Evaluations/Merit Pay. Those voting for the motion: Regents Kitch, Krittenbrink, Thompson, and McColl. Those voting against the motion: None

President Bryant asked for a vote to approve/disapprove changes to Policy 411: Faculty Tenure. Regent McColl made a motion, seconded by Regent Thompson to approve the changes to Policy 411: Faculty Tenure. Those voting for the motion: Regents Kitch, Krittenbrink, Thompson, and McColl. Those voting against the motion: None

President Bryant asked for a vote to approve/disapprove changes to Policy 510: Nondiscrimination and Complaints. Regent McColl made a motion, seconded by Regent Thompson to approve the changes to Policy 510: Nondiscrimination and Complaints. Those voting for the motion: Regents Kitch, Krittenbrink, Thompson, and McColl. Those voting against the motion: None

Jena Marr updated the Regents on Policy 514 Alcoholic Beverages changes. This policy was only updated in the Procedures section to use the official definition of Alcoholic Beverages.

President Bryant asked the Regents for a vote to approve/disapprove discontinuation of the Botanac, LLC partnership with the Industrial Hemp Pilot Project. Regent Thompson made a motion, seconded by Regent McColl to approve the discontinuation of the Botanac, LLC partnership. Those voting for the motion: Regents Kitch, Krittenbrink, Thompson, and McColl. Those voting against the motion: None

President Bryant updated the Regents on the Resignation letter from Regent Richard Ruhl. The board asked it to be noted in the minutes they accept the Resignation Letter with regret and appreciate the years that Regent Ruhl was on the Board. Regent Krittenbrink made a motion, seconded by Regent McColl to accept the letter. Those voting for the motion: Regents Kitch, Krittenbrink, Thompson, and McColl. Those voting against the motion: None

President Bryant updated the Regents on Personnel:

Resignation-

- Ms. Lisa Comer, Administrative and Data Entry Assistant for the Director of the Native American Serving Non-Tribal Institutions (NASNTI) STEM (Part A) Grant

New Hire –

- Ms. Amber Andrews, Retention Specialist
- Mr. Morgan Lucas, Professor of Nursing
- Ms. Lisa Comer, Data Entry/Administrative Assistant for NASNTI Part F Grant
- Ms. Jennifer Miller, Administrative and Data Entry Assistant for the Director of the Native American Serving Non-Tribal Institutions (NASNTI) STEM (Part A) Grant

Termination:

None

Dr. Krittenbrink made a motion, seconded by Regent Thompson to approve the President's Report. Those voting for the motion: Regents Kitch, Krittenbrink, Thompson, and McColl. Those voting against the motion: None

At 8:26pm, Regent McColl made a motion, seconded by Regent Thompson to adjourn the meeting. Those voting for the motion: Regents Kitch, Krittenbrink, Thompson, and McColl. Those voting against the motion: None

Chairperson

Date

Secretary

Date

Redlands Community College
Statement of Revenues and Expenditures
for the 12 Months (FY2020)
for the month ended August 31, 2019

Revenues										
Fund	Description	FY2020 Budget	Revenue as of		% Change Aug 2018		FY2019 Budget	Revenue as of		Budget vs
			Aug 31, 2019-	YTD	% Received	Aug 31, 2018		2019	compared to Aug	6-30-19
290	Tuition & Fees	\$ 6,948,358	404,918	5.83%	278,729	45.27%	\$ 6,710,235	4,769,334	71.08%	\$ (1,940,901)
290	State Appropriations	\$ 5,008,688	871,788	17.41%	830,431	4.98%	\$ 4,872,024	4,872,024	100.00%	\$ 0
290	Other/Transfers In	\$ 100,000	1,039	1.04%	9,594	-89.17%	\$ 50,000	46,968	93.94%	\$ (3,032)
	Total 290 Fund	\$ 12,057,046	1,277,745	10.60%	1,118,754		\$ 11,632,259	9,688,326	83.29%	\$ (1,943,933)
741	Auxiliary/Financial Aid	\$ 5,400,000	414,463	7.68%	402,461	2.98%	\$ 5,400,000	5,038,816	93.31%	\$ (361,184)
430	Grants	\$ 2,376,310	469,969	19.78%	457,884	2.64%	\$ 2,723,252	2,639,383	96.92%	\$ (83,869)
295	Section 13/Capitol Funds	\$ 772,011	164,724	21.34%	53,248	209.35%	\$ 330,792	353,733	106.94%	\$ 22,941
	Total Revenues	\$ 20,605,367	2,326,901	11.29%	\$ 2,032,347	14.49%	\$ 20,086,303	\$ 17,720,259	88.22%	\$ (2,366,044)

Expenditures										
Fund	Description	FY2020 Budget	Expenses as of		% Change Aug 2018		FY2019 Budget	Expended as of		Budget vs
			Aug 31, 2019-	YTD	% Expended	2018		2019	compared to Aug	6-30-19
290	Salary & Benefits	\$ 7,387,643	830,982	11.25%	824,911	0.74%	\$ 7,364,874	6,540,006	88.80%	\$ (824,868)
290	Professional Services	\$ 590,345	76,681	12.99%	42,356	81.04%	\$ 505,845	471,871	93.28%	\$ (33,974)
290	Travel	\$ 169,200	16,543	9.78%	10,452	58.27%	\$ 169,700	85,962	50.66%	\$ (83,738)
290	Utilities	\$ 452,357	70,032	15.48%	41,532	68.62%	\$ 530,000	339,384	64.03%	\$ (190,616)
290	Supplies & Other Operating	\$ 1,577,750	425,784	26.99%	487,053	-12.58%	\$ 1,558,750	1,418,976	91.03%	\$ (139,774)
290	Property & Equipment	\$ 755,000	105,841	14.02%	7,630	1287.23%	\$ 215,000	424,123	197.27%	\$ 209,123
290	Scholarships	\$ -	-	0.00%	-		\$ -	-		\$ -
	Total 290 Expenses	\$ 10,932,295	1,525,862	13.96%	1,413,934	7.92%	\$ 10,344,169	9,280,324	89.72%	\$ (1,063,845)
741	Auxiliary/Financial Aid	\$ 5,100,000	390,606	7.66%	392,562	-0.50%	\$ 5,100,000	4,410,216	86.47%	\$ (689,784)
430	Grants	\$ 2,376,310	398,819	16.78%	369,253	8.01%	\$ 2,723,252	2,627,249	96.47%	\$ (96,003)
295	Section 13/Capitol Funds	\$ 772,011	72,799	9.43%	46,532	56.45%	\$ 330,792	332,656	100.56%	\$ 1,864
	Total Expenditures	\$ 19,180,616	2,388,085	12.45%	\$ 2,222,280	7.46%	\$ 18,498,213	\$ 16,650,446	90.01%	\$ (1,847,767)
Total Receipts over/under Expenses			(61,184)		(189,934)		\$ 1,069,813			

Redlands Community College
Statement of Revenues and Expenditures
for the 12 Months (FY2020)
for the month ended September 30, 2019

Revenues										
Fund	Description	FY2020 Budget	Revenue as of		% Change Sept 2018		FY2019 Budget	Revenue as of		Budget vs
			Sept 30, 2019-	YTD	% Received	Sept 30, 2018		2019	compared to Sept	6-30-19
										Variance FY19
290	Tuition & Fees	\$ 6,948,358	741,304	10.67%	683,474	8.46%	\$ 6,710,235	4,769,334	71.08%	\$ (1,940,901)
290	State Appropriations	\$ 5,008,688	1,369,397	27.34%	1,280,319	6.96%	\$ 4,872,024	4,872,024	100.00%	\$ 0
290	Other/Transfers In	\$ 100,000	1,242	1.24%	9,639	-87.11%	\$ 50,000	46,968	93.94%	\$ (3,032)
	Total 290 Fund	\$ 12,057,046	2,111,944	17.52%	1,973,432		\$ 11,632,259	9,688,326	83.29%	\$ (1,943,933)
741	Auxiliary/Financial Aid	\$ 5,400,000	990,358	18.34%	1,188,462	-16.67%	\$ 5,400,000	5,038,816	93.31%	\$ (361,184)
430	Grants	\$ 2,376,310	671,230	28.25%	638,254	5.17%	\$ 2,723,252	2,639,383	96.92%	\$ (83,869)
295	Section 13/Capitol Funds	\$ 772,011	225,453	29.20%	83,447	170.18%	\$ 330,792	353,733	106.94%	\$ 22,941
	Total Revenues	\$ 20,605,367	3,998,985	19.41%	\$ 3,883,594	2.97%	\$ 20,086,303	\$ 17,720,259	88.22%	\$ (2,366,044)

Expenditures										
Fund	Description	FY2020 Budget	Expenses as of		% Change Sept 2018		FY2019 Budget	Expended as of		Budget vs
			Sept 30, 2019-	YTD	% Expended	2018		2019	compared to Sept	6-30-19
										Variance FY19
290	Salary & Benefits	\$ 7,387,643	1,414,283	19.14%	1,381,132	2.40%	\$ 7,364,874	6,540,006	88.80%	\$ (824,868)
290	Professional Services	\$ 590,345	132,896	22.51%	89,416	48.63%	\$ 505,845	471,871	93.28%	\$ (33,974)
290	Travel	\$ 169,200	23,297	13.77%	13,737	69.59%	\$ 169,700	85,962	50.66%	\$ (83,738)
290	Utilities	\$ 452,357	78,217	17.29%	75,755	3.25%	\$ 530,000	339,384	64.03%	\$ (190,616)
290	Supplies & Other Operating	\$ 1,577,750	507,329	32.16%	589,935	-14.00%	\$ 1,558,750	1,418,976	91.03%	\$ (139,774)
290	Property & Equipment	\$ 755,000	105,841	14.02%	9,193	1051.37%	\$ 215,000	424,123	197.27%	\$ 209,123
290	Scholarships	\$ -	-	0.00%	-		\$ -	-		\$ -
	Total 290 Expenses	\$ 10,932,295	2,261,862	20.69%	2,159,168	4.76%	\$ 10,344,169	9,280,324	89.72%	\$ (1,063,845)
741	Auxiliary/Financial Aid	\$ 5,100,000	1,154,690	22.64%	1,312,039	-11.99%	\$ 5,100,000	4,410,216	86.47%	\$ (689,784)
430	Grants	\$ 2,376,310	629,621	26.50%	603,527	4.32%	\$ 2,723,252	2,627,249	96.47%	\$ (96,003)
295	Section 13/Capitol Funds	\$ 772,011	95,925	12.43%	69,797	37.43%	\$ 330,792	332,656	100.56%	\$ 1,864
	Total Expenditures	\$ 19,180,616	4,142,098	21.60%	\$ 4,144,531	-0.06%	\$ 18,498,213	\$ 16,650,446	90.01%	\$ (1,847,767)
Total Receipts over/under Expenses			(143,113)		(260,937)		\$ 1,069,813			

Redlands Community College
Statement of Revenues and Expenditures
for the 12 Months (FY2020)
for the month ended October 31, 2019

Revenues

Fund	Description	FY2020 Budget	Revenue as of		% Change Oct 2018		FY2019 Budget	Revenue as of		Budget vs Actual
			Oct 31, 2019-	YTD	% Received	Oct 31, 2018		2019	6-30-19	
290	Tuition & Fees	\$ 6,948,358	1,601,507	23.05%	1,608,588	-0.44%	\$ 6,710,235	4,769,334	71.08%	\$ (1,940,901)
290	State Appropriations	\$ 5,008,688	1,880,311	37.54%	1,811,430	3.80%	\$ 4,872,024	4,872,024	100.00%	\$ 0
290	Other/Transfers In	\$ 100,000	1,348	1.35%	13,072	-89.69%	\$ 50,000	46,968	93.94%	\$ (3,032)
	Total 290 Fund	\$ 12,057,046	3,483,166	28.89%	3,433,090		\$ 11,632,259	9,688,326	83.29%	\$ (1,943,933)
741	Auxiliary/Financial Aid	\$ 5,400,000	1,696,293	31.41%	1,953,255	-13.16%	\$ 5,400,000	5,038,816	93.31%	\$ (361,184)
430	Grants	\$ 2,376,310	881,170	37.08%	886,427	-0.59%	\$ 2,723,252	2,639,383	96.92%	\$ (83,869)
295	Section 13/Capitol Funds	\$ 772,011	286,182	37.07%	144,965	97.41%	\$ 330,792	353,733	106.94%	\$ 22,941
	Total Revenues	\$ 20,605,367	6,346,811	30.80%	\$ 6,417,737	-1.11%	\$ 20,086,303	\$ 17,720,259	88.22%	\$ (2,366,044)

Expenditures

Fund	Description	FY2020 Budget	Expenses as of		% Change Oct 2018		FY2019 Budget	Expended as of		Budget vs Actual
			Oct 31, 2019-	YTD	% Expended	of Oct 31, 2018		2019	6-30-19	
290	Salary & Benefits	\$ 7,387,643	2,013,421	27.25%	1,944,807	3.53%	\$ 7,364,874	6,540,006	88.80%	\$ (824,868)
290	Professional Services	\$ 590,345	167,601	28.39%	135,486	23.70%	\$ 505,845	471,871	93.28%	\$ (33,974)
290	Travel	\$ 169,200	32,337	19.11%	18,756	72.41%	\$ 169,700	85,962	50.66%	\$ (83,738)
290	Utilities	\$ 452,357	130,411	28.83%	112,163	16.27%	\$ 530,000	339,384	64.03%	\$ (190,616)
290	Supplies & Other Operating	\$ 1,577,750	666,091	42.22%	690,361	-3.52%	\$ 1,558,750	1,418,976	91.03%	\$ (139,774)
290	Property & Equipment	\$ 755,000	154,285	20.44%	14,885	936.55%	\$ 215,000	424,123	197.27%	\$ 209,123
290	Scholarships	\$ -	-	0.00%	-		\$ -	-		\$ -
	Total 290 Expenses	\$ 10,932,295	3,164,145	28.94%	2,916,458	8.49%	\$ 10,344,169	9,280,324	89.72%	\$ (1,063,845)
741	Auxiliary/Financial Aid	\$ 5,100,000	1,587,134	31.12%	1,754,558	-9.54%	\$ 5,100,000	4,410,216	86.47%	\$ (689,784)
430	Grants	\$ 2,376,310	836,991	35.22%	828,040	1.08%	\$ 2,723,252	2,627,249	96.47%	\$ (96,003)
295	Section 13/Capitol Funds	\$ 772,011	151,032	19.56%	93,063	62.29%	\$ 330,792	332,656	100.56%	\$ 1,864
	Total Expenditures	\$ 19,180,616	5,739,302	29.92%	\$ 5,592,119	2.63%	\$ 18,498,213	\$ 16,650,446	90.01%	\$ (1,847,767)
Total Receipts over/under Expenses			607,509		825,618		\$ 1,069,813			

Redlands Community College
Statement of Revenues and Expenditures
for the 12 Months (FY2020)
for the month ended November 30, 2019

Revenues										
Fund	Description	FY2020 Budget	Revenue as of		% Change Nov 2018		FY2019 Budget	Revenue as of		Budget vs
			Nov 30, 2019-	YTD	% Received	Nov 30, 2018		2019	compared to Nov	6-30-19
290	Tuition & Fees	\$ 6,948,358	1,986,250	28.59%	1,915,980	3.67%	\$ 6,710,235	4,769,334	71.08%	\$ (1,940,901)
290	State Appropriations	\$ 5,008,688	2,329,723	46.51%	2,331,545	-0.08%	\$ 4,872,024	4,872,024	100.00%	\$ 0
290	Other/Transfers In	\$ 100,000	2,273	2.27%	22,949	-90.10%	\$ 50,000	46,968	93.94%	\$ (3,032)
	Total 290 Fund	\$ 12,057,046	4,318,246	35.82%	4,270,474		\$ 11,632,259	9,688,326	83.29%	\$ (1,943,933)
741	Auxiliary/Financial Aid	\$ 5,400,000	1,926,703	35.68%	2,252,288	-14.46%	\$ 5,400,000	5,038,816	93.31%	\$ (361,184)
430	Grants	\$ 2,376,310	1,094,685	46.07%	1,103,358	-0.79%	\$ 2,723,252	2,639,383	96.92%	\$ (83,869)
295	Section 13/Capitol Funds	\$ 772,011	346,911	44.94%	182,406	90.19%	\$ 330,792	353,733	106.94%	\$ 22,941
	Total Revenues	\$ 20,605,367	7,686,545	37.30%	\$ 7,808,526	-1.56%	\$ 20,086,303	\$ 17,720,259	88.22%	\$ (2,366,044)

Expenditures										
Fund	Description	FY2020 Budget	Expenses as of		% Change Nov 2018		FY2019 Budget	Expended as of		Budget vs
			Nov 30, 2019-	YTD	% Expended	2018		2019	compared to Nov	6-30-19
290	Salary & Benefits	\$ 7,387,643	2,623,399	35.51%	2,403,720	9.14%	\$ 7,364,874	6,540,006	88.80%	\$ (824,868)
290	Professional Services	\$ 590,345	193,023	32.70%	171,252	12.71%	\$ 505,845	471,871	93.28%	\$ (33,974)
290	Travel	\$ 169,200	45,775	27.05%	27,574	66.01%	\$ 169,700	85,962	50.66%	\$ (83,738)
290	Utilities	\$ 452,357	138,253	30.56%	134,425	2.85%	\$ 530,000	339,384	64.03%	\$ (190,616)
290	Supplies & Other Operating	\$ 1,577,750	737,492	46.74%	796,519	-7.41%	\$ 1,558,750	1,418,976	91.03%	\$ (139,774)
290	Property & Equipment	\$ 755,000	467,912	61.98%	102,260	357.57%	\$ 215,000	424,123	197.27%	\$ 209,123
290	Scholarships	\$ -	-	0.00%	-		\$ -	-		\$ -
	Total 290 Expenses	\$ 10,932,295	4,205,855	38.47%	3,635,751	15.68%	\$ 10,344,169	9,280,324	89.72%	\$ (1,063,845)
741	Auxiliary/Financial Aid	\$ 5,100,000	1,816,268	35.61%	1,971,088	-7.85%	\$ 5,100,000	4,410,216	86.47%	\$ (689,784)
430	Grants	\$ 2,376,310	997,604	41.98%	1,046,586	-4.68%	\$ 2,723,252	2,627,249	96.47%	\$ (96,003)
295	Section 13/Capitol Funds	\$ 772,011	174,157	22.56%	116,329	49.71%	\$ 330,792	332,656	100.56%	\$ 1,864
	Total Expenditures	\$ 19,180,616	7,193,884	37.51%	\$ 6,769,753	6.27%	\$ 18,498,213	\$ 16,650,446	90.01%	\$ (1,847,767)
Total Receipts over/under Expenses			492,661		1,038,773		\$ 1,069,813			

Redlands Community College
Statement of Revenues and Expenditures
for the 12 Months (FY2020)
for the month ended December 31, 2019

Revenues

Fund	Description	FY2020 Budget	Revenue as of Dec 31, 2019-		% Change Dec 2018 compared to Dec		FY2019 Budget	Revenue as of 6-30-19		Budget vs Actual
			YTD	% Received	2019	2018		% Received	Variance FY19	
290	Tuition & Fees	\$ 6,948,358	2,358,724	33.95%	2,165,996	8.90%	\$ 6,710,235	4,769,334	71.08%	\$ (1,940,901)
290	State Appropriations	\$ 5,008,688	2,712,192	54.15%	2,753,428	-1.50%	\$ 4,872,024	4,872,024	100.00%	\$ 0
290	Other/Transfers In	\$ 100,000	2,641	2.64%	25,388	-89.60%	\$ 50,000	46,968	93.94%	\$ (3,032)
	Total 290 Fund	\$ 12,057,046	5,073,558	42.08%	4,944,812		\$ 11,632,259	9,688,326	83.29%	\$ (1,943,933)
741	Auxiliary/Financial Aid	\$ 5,400,000	2,136,150	39.56%	2,439,955	-12.45%	\$ 5,400,000	5,038,816	93.31%	\$ (361,184)
430	Grants	\$ 2,376,310	1,239,415	52.16%	1,268,793	-2.32%	\$ 2,723,252	2,639,383	96.92%	\$ (83,869)
295	Section 13/Capitol Funds	\$ 772,011	407,640	52.80%	209,722	94.37%	\$ 330,792	353,733	106.94%	\$ 22,941
	Total Revenues	\$ 20,605,367	8,856,763	42.98%	\$ 8,863,282	-0.07%	\$ 20,086,303	\$ 17,720,259	88.22%	\$ (2,366,044)

Expenditures

Fund	Description	FY2020 Budget	Expenses as of Dec 31, 2019-		% Change Dec 2018 compared to Dec		FY2019 Budget	Expended as of 6-30-19		Budget vs Actual
			YTD	% Expended	2019	2018		% Expended	Variance FY19	
290	Salary & Benefits	\$ 7,387,643	3,206,282	43.40%	3,096,526	3.54%	\$ 7,364,874	6,540,006	88.80%	\$ (824,868)
290	Professional Services	\$ 590,345	258,200	43.74%	240,577	7.33%	\$ 505,845	471,871	93.28%	\$ (33,974)
290	Travel	\$ 169,200	54,312	32.10%	32,883	65.17%	\$ 169,700	85,962	50.66%	\$ (83,738)
290	Utilities	\$ 452,357	160,649	35.51%	157,919	1.73%	\$ 530,000	339,384	64.03%	\$ (190,616)
290	Supplies & Other Operating	\$ 1,577,750	884,476	56.06%	914,525	-3.29%	\$ 1,558,750	1,418,976	91.03%	\$ (139,774)
290	Property & Equipment	\$ 755,000	598,206	79.23%	308,325	94.02%	\$ 215,000	424,123	197.27%	\$ 209,123
290	Scholarships	\$ -	-	0.00%	-		\$ -	-		\$ -
	Total 290 Expenses	\$ 10,932,295	5,162,125	47.22%	4,750,756	8.66%	\$ 10,344,169	9,280,324	89.72%	\$ (1,063,845)
741	Auxiliary/Financial Aid	\$ 5,100,000	1,975,212	38.73%	2,184,879	-9.60%	\$ 5,100,000	4,410,216	86.47%	\$ (689,784)
430	Grants	\$ 2,376,310	1,170,750	49.27%	1,211,436	-3.36%	\$ 2,723,252	2,627,249	96.47%	\$ (96,003)
295	Section 13/Capitol Funds	\$ 772,011	197,285	25.55%	147,073	34.14%	\$ 330,792	332,656	100.56%	\$ 1,864
	Total Expenditures	\$ 19,180,616	8,505,372	44.34%	\$ 8,294,144	2.55%	\$ 18,498,213	\$ 16,650,446	90.01%	\$ (1,847,767)
Total Receipts over/under Expenses			351,391		569,138		\$ 1,069,813			

Redlands Community College
Statement of Revenues and Expenditures
for the 12 Months (FY2020)
for the month ended January 31, 2020

Revenues										
Fund	Description	FY2020 Budget	Revenue as of		% Change Jan 2019		FY2019 Budget	Revenue as of		Budget vs
			Jan 31, 2020-	YTD	% Received	Jan 31, 2019		2020	6-30-19	% Received
290	Tuition & Fees	\$ 6,948,358	2,553,859	36.75%	2,361,162	8.16%	\$ 6,710,235	4,769,334	71.08%	\$ (1,940,901)
290	State Appropriations	\$ 5,008,688	3,096,344	61.82%	3,145,243	-1.55%	\$ 4,872,024	4,872,024	100.00%	\$ 0
290	Other/Transfers In	\$ 100,000	19,769	19.77%	26,252	-24.69%	\$ 50,000	46,968	93.94%	\$ (3,032)
	Total 290 Fund	\$ 12,057,046	5,669,973	47.03%	5,532,657		\$ 11,632,259	9,688,326	83.29%	\$ (1,943,933)
741	Auxiliary/Financial Aid	\$ 5,400,000	2,295,903	42.52%	2,610,454	-12.05%	\$ 5,400,000	5,038,816	93.31%	\$ (361,184)
430	Grants	\$ 2,376,310	1,400,231	58.92%	1,417,494	-1.22%	\$ 2,723,252	2,639,383	96.92%	\$ (83,869)
295	Section 13/Capitol Funds	\$ 772,011	468,369	60.67%	233,934	100.21%	\$ 330,792	353,733	106.94%	\$ 22,941
	Total Revenues	\$ 20,605,367	9,834,475	47.73%	\$ 9,794,539	0.41%	\$ 20,086,303	\$ 17,720,259	88.22%	\$ (2,366,044)

Expenditures										
Fund	Description	FY2020 Budget	Expenses as of		% Change Jan 2019		FY2019 Budget	Expended as of		Budget vs
			Jan 31, 2020-	YTD	% Expended	of Dec 31, 2019		2020	6-30-19	% Expended
290	Salary & Benefits	\$ 7,387,643	3,702,279	50.11%	3,556,225	4.11%	\$ 7,364,874	6,540,006	88.80%	\$ (824,868)
290	Professional Services	\$ 590,345	320,055	54.21%	272,707	17.36%	\$ 505,845	471,871	93.28%	\$ (33,974)
290	Travel	\$ 169,200	56,963	33.67%	35,899	58.68%	\$ 169,700	85,962	50.66%	\$ (83,738)
290	Utilities	\$ 452,357	186,695	41.27%	198,315	-5.86%	\$ 530,000	339,384	64.03%	\$ (190,616)
290	Supplies & Other Operating	\$ 1,577,750	1,031,930	65.41%	969,128	6.48%	\$ 1,558,750	1,418,976	91.03%	\$ (139,774)
290	Property & Equipment	\$ 755,000	653,269	86.53%	403,548	61.88%	\$ 215,000	424,123	197.27%	\$ 209,123
290	Scholarships	\$ -	-	0.00%	-		\$ -	-		\$ -
	Total 290 Expenses	\$ 10,932,295	5,951,191	54.44%	5,435,822	9.48%	\$ 10,344,169	9,280,324	89.72%	\$ (1,063,845)
741	Auxiliary/Financial Aid	\$ 5,100,000	2,148,281	42.12%	2,347,196	-8.47%	\$ 5,100,000	4,410,216	86.47%	\$ (689,784)
430	Grants	\$ 2,376,310	1,359,578	57.21%	1,367,711	-0.59%	\$ 2,723,252	2,627,249	96.47%	\$ (96,003)
295	Section 13/Capitol Funds	\$ 772,011	220,413	28.55%	170,317	29.41%	\$ 330,792	332,656	100.56%	\$ 1,864
	Total Expenditures	\$ 19,180,616	9,679,463	50.46%	\$ 9,321,047	3.85%	\$ 18,498,213	\$ 16,650,446	90.01%	\$ (1,847,767)
Total Receipts over/under Expenses			155,012		473,492			\$ 1,069,813		

Redlands Community College
Statement of Revenues and Expenditures
for the 12 Months (FY2020)
for the month ended February 29, 2020

Revenues										
Fund	Description	FY2020 Budget	Revenue as of		% Change Feb 2019		FY2019 Budget	Revenue as of		Budget vs
			Feb 29, 2020-	YTD	% Received	Feb 28, 2019		2020	6-30-19	% Received
290	Tuition & Fees	\$ 6,948,358	2,868,821	41.29%	2,738,124	4.77%	\$ 6,710,235	4,769,334	71.08%	\$ (1,940,901)
290	State Appropriations	\$ 5,008,688	3,478,814	69.46%	3,534,613	-1.58%	\$ 4,872,024	4,872,024	100.00%	\$ 0
290	Other/Transfers In	\$ 100,000	19,884	19.88%	26,797	-25.80%	\$ 50,000	46,968	93.94%	\$ (3,032)
	Total 290 Fund	\$ 12,057,046	6,367,519	52.81%	6,299,533		\$ 11,632,259	9,688,326	83.29%	\$ (1,943,933)
741	Auxiliary/Financial Aid	\$ 5,400,000	2,892,468	53.56%	3,524,637	-17.94%	\$ 5,400,000	5,038,816	93.31%	\$ (361,184)
430	Grants	\$ 2,376,310	1,657,259	69.74%	1,697,042	-2.34%	\$ 2,723,252	2,639,383	96.92%	\$ (83,869)
295	Section 13/Capitol Funds	\$ 772,011	529,098	68.54%	257,895	105.16%	\$ 330,792	353,733	106.94%	\$ 22,941
	Total Revenues	\$ 20,605,367	11,446,344	55.55%	\$ 11,779,108	-2.83%	\$ 20,086,303	\$ 17,720,259	88.22%	\$ (2,366,044)

Expenditures										
Fund	Description	FY2020 Budget	Expenses as of		% Change Feb 2019		FY2019 Budget	Expended as of		Budget vs
			Feb 29, 2020-	YTD	% Expended	of Feb 28, 2019		2020	6-30-19	% Expended
290	Salary & Benefits	\$ 7,387,643	4,303,749	58.26%	4,120,868	4.44%	\$ 7,364,874	6,540,006	88.80%	\$ (824,868)
290	Professional Services	\$ 590,345	420,682	71.26%	302,613	39.02%	\$ 505,845	471,871	93.28%	\$ (33,974)
290	Travel	\$ 169,200	62,411	36.89%	39,657	57.37%	\$ 169,700	85,962	50.66%	\$ (83,738)
290	Utilities	\$ 452,357	221,715	49.01%	224,950	-1.44%	\$ 530,000	339,384	64.03%	\$ (190,616)
290	Supplies & Other Operating	\$ 1,577,750	1,104,526	70.01%	1,084,329	1.86%	\$ 1,558,750	1,418,976	91.03%	\$ (139,774)
290	Property & Equipment	\$ 755,000	797,866	105.68%	405,370	96.82%	\$ 215,000	424,123	197.27%	\$ 209,123
290	Scholarships	\$ -	-	0.00%	-		\$ -	-		\$ -
	Total 290 Expenses	\$ 10,932,295	6,910,949	63.22%	6,177,788	11.87%	\$ 10,344,169	9,280,324	89.72%	\$ (1,063,845)
741	Auxiliary/Financial Aid	\$ 5,100,000	2,765,505	54.23%	3,318,595	-16.67%	\$ 5,100,000	4,410,216	86.47%	\$ (689,784)
430	Grants	\$ 2,376,310	1,584,274	66.67%	1,630,107	-2.81%	\$ 2,723,252	2,627,249	96.47%	\$ (96,003)
295	Section 13/Capitol Funds	\$ 772,011	243,541	31.55%	229,690	6.03%	\$ 330,792	332,656	100.56%	\$ 1,864
	Total Expenditures	\$ 19,180,616	11,504,269	59.98%	\$ 11,356,181	1.30%	\$ 18,498,213	\$ 16,650,446	90.01%	\$ (1,847,767)
Total Receipts over/under Expenses			(57,925)		422,927			\$ 1,069,813		

Redlands Community College
Statement of Revenues and Expenditures
for the 12 Months (FY2020)
for the month ended April 30, 2020

Revenues										
Fund	Description	FY2020 Budget	Revenue as of		% Change Apr 2019		FY2019 Budget	Revenue as of		Budget vs
			Apr 30, 2020-	YTD	% Received	Apr 30, 2019		2020	6-30-19	% Received
290	Tuition & Fees	\$ 6,948,358	4,088,505	58.84%	3,993,110	2.39%	\$ 6,710,235	4,769,334	71.08%	\$ (1,940,901)
290	State Appropriations	\$ 5,008,688	4,243,753	84.73%	4,126,148	2.85%	\$ 4,872,024	4,872,024	100.00%	\$ 0
290	Other/Transfers In	\$ 100,000	20,535	20.53%	36,325	-43.47%	\$ 50,000	46,968	93.94%	\$ (3,032)
	Total 290 Fund	\$ 12,057,046	8,352,793	69.28%	8,155,583		\$ 11,632,259	9,688,326	83.29%	\$ (1,943,933)
741	Auxiliary/Financial Aid	\$ 5,400,000	3,593,045	66.54%	4,293,836	-16.32%	\$ 5,400,000	5,038,816	93.31%	\$ (361,184)
430	Grants	\$ 2,376,310	2,074,336	87.29%	2,120,442	-2.17%	\$ 2,723,252	2,639,383	96.92%	\$ (83,869)
295	Section 13/Capitol Funds	\$ 772,011	650,556	84.27%	305,817	112.73%	\$ 330,792	353,733	106.94%	\$ 22,941
	Total Revenues	\$ 20,605,367	14,670,730	71.20%	\$ 14,875,678	-1.38%	\$ 20,086,303	\$ 17,720,259	88.22%	\$ (2,366,044)

Expenditures										
Fund	Description	FY2020 Budget	Expenses as of		% Change Apr 2019		FY2019 Budget	Expended as of		Budget vs
			Apr 30, 2020-	YTD	% Expended	of Apr 30, 2019		2020	6-30-19	% Expended
290	Salary & Benefits	\$ 7,387,643	5,512,680	74.62%	5,243,186	5.14%	\$ 7,364,874	6,540,006	88.80%	\$ (824,868)
290	Professional Services	\$ 590,345	596,017	100.96%	382,545	55.80%	\$ 505,845	471,871	93.28%	\$ (33,974)
290	Travel	\$ 169,200	66,341	39.21%	56,848	16.70%	\$ 169,700	85,962	50.66%	\$ (83,738)
290	Utilities	\$ 452,357	266,097	58.82%	292,289	-8.96%	\$ 530,000	339,384	64.03%	\$ (190,616)
290	Supplies & Other Operating	\$ 1,577,750	1,262,516	80.02%	1,260,386	0.17%	\$ 1,558,750	1,418,976	91.03%	\$ (139,774)
290	Property & Equipment	\$ 755,000	898,651	119.03%	411,638	118.31%	\$ 215,000	424,123	197.27%	\$ 209,123
290	Scholarships	\$ -	-	0.00%	-		\$ -	-		\$ -
	Total 290 Expenses	\$ 10,932,295	8,602,302	78.69%	7,646,892	12.49%	\$ 10,344,169	9,280,324	89.72%	\$ (1,063,845)
741	Auxiliary/Financial Aid	\$ 5,100,000	3,444,861	67.55%	3,983,231	-13.52%	\$ 5,100,000	4,410,216	86.47%	\$ (689,784)
430	Grants	\$ 2,376,310	1,961,003	82.52%	2,058,209	-4.72%	\$ 2,723,252	2,627,249	96.47%	\$ (96,003)
295	Section 13/Capitol Funds	\$ 772,011	527,396	68.31%	286,295	84.21%	\$ 330,792	332,656	100.56%	\$ 1,864
	Total Expenditures	\$ 19,180,616	14,535,561	75.78%	\$ 13,974,627	4.01%	\$ 18,498,213	\$ 16,650,446	90.01%	\$ (1,847,767)
Total Receipts over/under Expenses			135,169		901,051		\$ 1,069,813			

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SSMHealth.

St. Anthony Foundation

601 NW 11th Street
Oklahoma City, OK 73103

phone: 405-272-7070

givetosaints.com

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Sherry Rice Rhodes, CFRE
Ex Officio

April 2, 2020

Ms. Jena Marr
Redlands Community College
1300 S Country Club Rd
El Reno, OK 73036

Dear Ms. Marr,

Thank you for your recent donation to the Saints Urgent Response Fund. We are grateful for your generosity which will help provide critically needed funds and medical supplies during the ongoing COVID-19 pandemic.

You are saving lives. Your donation is making it possible for our dedicated doctors, nurses, and staff to provide safe, compassionate care to people in our community during this unprecedented time in our nation.

Ms. Marr, on behalf of everyone at SSM Health St. Anthony, thank you for being an active part of the solution to respond effectively to the pandemic and better ensure the health and safety of our neighbors.

We want to keep you healthy as well! **SSM Health is offering a free Virtual Visit** for individuals who are concerned they may be experiencing symptoms of, or have been exposed to, Coronavirus (COVID-19.) Visit www.ssmhealth.com/covid19 to take advantage of your free Virtual Visit. Additionally, other informational resources are available for you at www.ssmhealth.com and cdc.gov.

Sincerely,

Sherry Rice Rhodes, CFRE
Vice President, Philanthropy and Foundation

SRR/df

*Please retain this letter for your personal records.
No goods or services have been provided in exchange for your gift.*

Description: 5640 gloves, 4 goggles, 3 safety glasses, 22 isolation gowns, 3 bottles of disinfectant wipes
Date Received: 3/31/2020
Designation: Urgent Response Fund



OKLAHOMA SECONDARY SCHOOL ACTIVITIES ASSOCIATION

DAVID JACKSON, EXECUTIVE DIRECTOR

MIKE WHALEY, ASSOCIATE DIRECTOR

Assistants . Amy Cassell - Mike Plunkett - David Glover - Todd Goolsby - Grant Gower



March 10, 2020

Jack Bryant, President
Redlands Community College
1300 South Country Club Road
El Reno, OK 73036

Dear President Bryant:

On behalf of the OSSAA, we want to thank you, Gaylina Peters-Hurtt, and the rest of your administrative staff on the outstanding job you did hosting the 2020 State Academic Tournament. Please extend our personal thanks to all of your staff members.

The OSSAA would like Redlands Community College to host the 2021 State Academic Tournament. The date for next year's tournament is February 6, 2021. Please consider this request and respond in writing as soon as possible.

Thank you for your cooperation.

Sincerely,



Todd Goolsby
Assistant Director

cc: Gaylina Peters-Hurtt

HLC 2020



CRITERIA

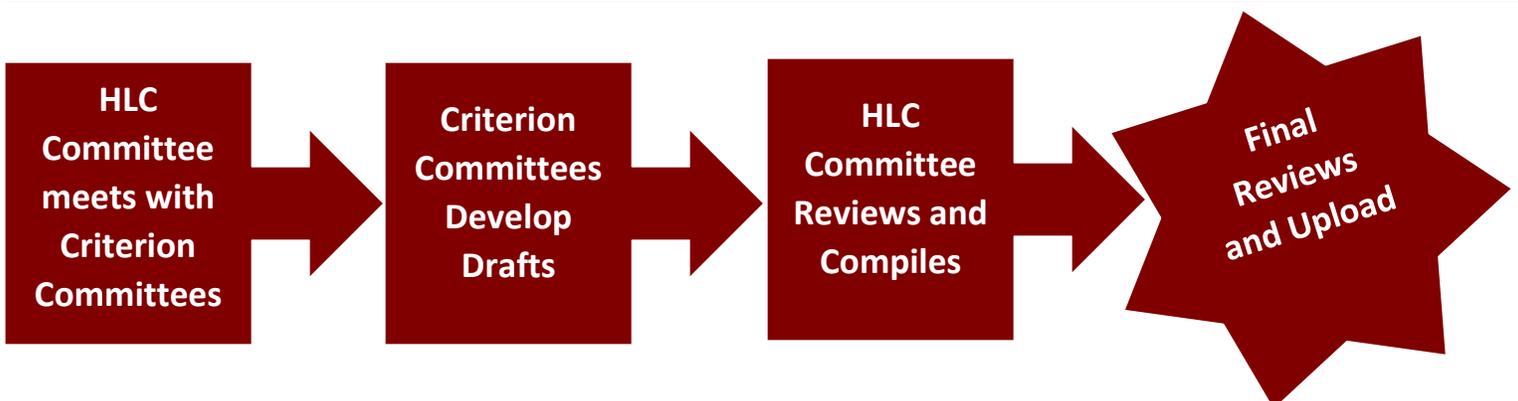
MISSION – The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

INTEGRITY: ETHICAL and RESPONSIBLE CONDUCT – The institution acts with integrity; its conduct is ethical and responsible.

TEACHING and LEARNING: QUALITY, RESOURCES, and SUPPORT – The institution provides quality education, wherever and however its offerings are delivered.

TEACHING and LEARNING: EVALUATION and IMPROVEMENT – The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

INSTITUTIONAL EFFECTIVENESS, RESOURCES, and PLANNING – The institution’s resources, structures, processes, and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

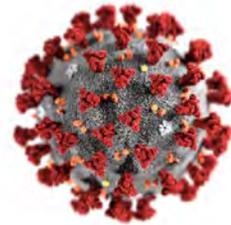




KEY MILESTONES

- Submitted all required reports for overall Accreditation and the Persistence and Completion Academy early or on time.
- Participated in working retreat in New Mexico
- Completed all requirements for Persistence and Completion Academy
- Presented three sessions at the New Mexico Higher Education Assessment Conference
 - Student Overboard: Throwing out a Lifeline to At-Risk Students
 - It's 10:00AM, Do You Know Where Your At-Risk Student Is?
 - Come on Down!! The Price is Right for College
- Mandatory Student Opinion Survey completed April 13-22, 2020

COVID IMPACTS



- Submitted formal notice of Intent to Make Operational Change effective immediately following Spring Break through the end of Spring 2020; updated to reflect online-only instruction through Summer 2020
- HLC Annual Conference (April 2020) and Persistence and Completion Academy (March 2020) were both cancelled. The Academy scheduled a virtual report out, also scheduled for March 2020, which was subsequently cancelled.
- HLC staff continues to work remotely, and this has impacted their ability to conduct final training for Reviewers on the new criteria.
- HLC has approval from the US Department of Education to conduct virtual visits at institutions through 30 June 2020, and is likely to seek approval to continue through 30 December. Institutions having virtual visits will have a confirmatory visit scheduled later with an abbreviated team.
- HLC is attempting to avoid delays in visits, but those under the new criteria (30 September 2020) may experience delays.

PERSISTENCE AND COMPLETION ACADEMY FEEDBACK

Response to Impact Report Details

Describe your general impression of the institution's progress in the Academy. Consider recognizing progress made, challenges overcome, and their impact on student learning and student success.

Susan Wood

Because I have worked closely with Julie and Eli throughout this project, I am confident in asserting that they have made significant progress. That they consistently worked on this project in spite of challenges in higher education in Oklahoma and with changing administration at their institution demonstrates their commitment to improving student success metrics. Data that they have shared with me apart from updates in their formal reports support this assertion.

I'm pleased that they have kept with their original plan of using technology to intervene with students who may have disappeared had retention specialists not reached out to them. Their retention specialists have worked tirelessly to work with students and faculty, communicating their purpose and goal.

While the team recognizes the need to continue making the process of referring students easier for faculty, the progress they have made thus far deserves kudos. My hope is that they will keep working with the teamsync company to figure out how this technology can be used for other kinds of students -- not only student athletes. Their project has the potential of supporting all students on campus.

Susan Murphy

At this point I can only echo all the bravos Susan Wood is offering. You had a clear focus, identified tools, remained flexible, piloted an effort and considered how to continuously address the topic while engaging the necessary audience. Can't beat that!

Your progress is clear (to name a few: more faculty use of the system, student response, and the increase in number of referrals) and the accomplishments with the initial audience positions you positively for continued work.

Reflecting on what the team has shared about their plans for their project after the Academy, what recommendations and/or cautions do you have for them as they champion sustaining and expanding support for their students' success.

Susan Wood

As an advocate of using technology to support student success efforts, I also recognize that there has to be a human on the other side of the technology that the student knows is concerned about their success personally. My recommendation is for the team to not lose sight of this -- and I don't believe they will. The impact reports refer to students responding positively to retention specialists and being willing to share with them the barriers they face. This is evidence that students and retention specialists are building trusting relationships -- key to success of the whole project!

My recommendation to keep the momentum going is to establish on-going training given that faculty come and go as do retention specialists. It would be easy for this to get lost in the shuffle of the day-to-day whirlwind without intentional training schedule each semester or academic year.

Continuing to monitor data will also be important for the institution. Their advice to other schools in their impact report is advice they will want to take themselves -- and that is to continually reevaluate their student body needs to determine whether or not the focus needs to change. This will prove important as students and their needs shift over time -- sometimes quickly and sometimes slowly. They may find that their target student population is not the same in five years. The thing that is consistent is that a focus on retention and completion will remain a focus on the national agenda of higher education.

Susan Murphy

Solid advice from your Mentor.

Consider where/how best to enhance communications between retention staff and faculty. Would a focus group be useful? A (very) brief survey? Something as simple/low-impact as a flip chart with a question posed for a few days where post-its can be affixed? Ask your colleagues about their insights and experiences. (I think it's likely you are planning some of these anyway.) Could departments make some initial training available to new faculty as part of the onboarding process? Raising consciousness.

Even with this work being led, managed and made successful by staff and faculty I always like to see that some administrator(s) is attentive to the in-the-trenches work going on and that he/she takes the opportunity to publicly note and compliment the changes, impacts and successes across the campus. Consider whether you should have an administrative champion who can specifically raise the profile of the work and recognize/reward the efforts of all concerned.

Comment on lessons learned and shared with their peer institutions.

Susan Wood

As I mentioned above, the RCC team has identified that what other institutions need to do is to evaluate their specific student body needs and develop retention interventions that meet their needs. Yes, some ideas are consistent for all institutions with similar student demographics, but they are correct in recognizing that there are still subtle differences that need to be accounted for.

Susan Murphy

Your work and team behavior has always spoken to continuous improvement. You have paid attention to needed modifications and have been ready to evaluate processes for their efficacy.

As the work matures consider how you might seek new eyes/new perspectives on the work as it becomes familiar. Asking those not versed in the specifics what they see could be useful.

Share any other observations, thoughts or advice you would like to give the team.

Susan Wood

I think I've given all the advice needed. What I really want to highlight is what a positive experience it has been to work with this school over the past several years. Julie and Eli are dedicated to not only Redlands as an institution, but to the students whose lives that have impacted. It has been a pleasure to work with this team and see their progress. I would say that they exemplify what a team should do and look like should they really want to have a successful project and make a real difference in the lives of students.

Best of luck moving forward and I hope we can continue to work together.

Susan Murphy

Your infographics are excellent--I wonder how else can they be used in the next academic year. With groups? Training?

I hope you recognize the fine work you have already accomplished. It seems clear that you also know the path ahead for continued success.

Congrats on successes to date.



STUDENT OVERBOARD!! THROWING OUT A LIFELINE TO AT-RISK STUDENTS

Julie Flegal-Smallwood, PhD and Eli Zucksworth, MEd

Abstract

In an era of declining enrollment trends, retention of at-risk students has an increased importance. Although Redlands Community College has had a referral system in place for some time, the efficacy and utilization of the system by faculty had waned. Rebranding and streamlining the process boosted use and success, and in term increase retention, as well as faculty and student buy-in. Primary alert areas included: grades/performance; attendance; financial concerns; need for tutoring; and, technology challenges.

What We Did

- Focus groups with faculty to determine barriers to utilization
- Brainstorming sessions to generate solutions to barriers and ideal features to enhance overall usability
- Technical advisory group sessions to provide design framework
- Faculty training sessions
- System rebranding
- System relaunch
- Targeted reminders
- Continuous system improvements
- Promotion of program
- Ongoing feedback surveys

Why We Did It

Community colleges are local accessible and have a higher number of at-risk students, including those who are non-traditional, minority, socioeconomically disadvantaged, first generation, and academically underprepared.

Failing entry level classes prompts students to drop out or defer education, often resulting in a negative long term impact, as an unsuccessful student and his/her family will most likely have a lower overall learning potential. Identifying students who are at risk for failure or an otherwise unsuccessful class experience and connecting them to needed resources is a primary strategy for increasing persistence and completion.

Although clearly interested in the success of their students, faculty support for the existing Early Alert System faced both perception and utilization barriers. Barriers included the fear of “tattling of students”, lack of clarity about overall procedure, and a labor intensive interface for inputting student referrals. The interface was particularly off-putting for those faculty who had large sections or who had identified a series of success checkpoints within their classes.

A system is only as good as its implementation, and over time, utilization rates had dropped significantly, presumably having a negative impact on overall persistence and completion.

Key Outcomes

- Early referrals addressed students lacking adequate materials
- The significant number of referrals which were technology-based resulted in a dedicated retention effort for online only students, and the inclusion of a technology component in the standardized syllabus
- Faculty were more likely to refer students once the amount of manual data entry decreased
- Students responded to retention specialists, and were willing to share personal barriers or lack of understanding
- Non-attending students could be withdrawn from courses, reducing debt potential or academic jeopardy
- Automated changes improved quality of service by retention specialists

Next Steps

- Continue to improve interface to reduce manual data entry
- Enhance communication options between retention specialist and faculty
- Provide ongoing training on the system

Did You Know?

RISK FACTORS IMPACTING COLLEGE PERSISTENCE, SUCCESS, and COMPLETION

Background Characteristics

- First generation college student
- Minority Group
- Lack of Knowledge of Admissions/Matriculation
- Incarceration/Criminal History
- Financial Constraints
- Non-supportive Home Environment

Individual Characteristics

- Task Values (interest, importance, utility)
- Unrealistic Goals
- Serious Health or Substance Abuse Issues
- Lack of School Engagement
- Lack of Strong Support Group
- Personal Autonomy/Independence Challenge
- Limited Communications Skills
- Procrastination
- Low Self-Discipline
- Academic Unpreparedness

Environmental Characteristics

- Transportation Availability, Time, or Costs
- College Financial Cost
- Lack/Underutilization of Student Support Services
- Study Environment
- Negative Peer Culture

- Non-traditional Student
- History of Academic Difficulty
- Cultural/Language Barriers
- Technology Skill Limitation
- Academic Unpreparedness
- Disability Status

- Low Self-Confidence, Self-Respect, or Self-Esteem
- Lack of Motivation for Performing Well
- Social Competence/Limited Key Social Skills
- Poor or Absent Role Models or Mentors
- Negative Social Network or Cultural Norms
- Disability Status
- Emotional, Psychological, or Behavioral Problems
- Low Academic Expectations

- Racism/Sexism/Ageism
- Negative Peer Culture
- Workforce Issues
- Course Offerings (Flexibility, Format, Availability)
- Faculty and/or Advisor Support

How Does It Work?





COME ON DOWN!! THE PRICE IS RIGHT FOR COLLEGE

Julie Flegal-Smallwood, PhD and Eli Zucksworth, MEd

Redlands Cougars



ABSTRACT

Using a spin-off of The Price is Right, participants competed to see who had the most accurate "profile" of Redlands' student population, costs, and faculty composition. The game format provided an interactive deviation from traditional beginning-of-the-semester in-service presentations. This engagement will help craft "elevator speeches" for faculty and staff to use in community settings in the promotion of the college, as well as providing highlights for our upcoming accreditation visit in October 2020.

ITEMS UP FOR "BID"

One credit hour of in-state tuition

Cost per bedroom in a 4-BR unit at Cougar Crossing

Maximum Pell Grant for 2019-2020

Average salary difference between a person with a high school diploma and one with an associate's degree.

Final showcase
IN-STATE TUITION AND BOOKS FOR:
• PSY1113 Elements of Psychology
• MATH1513 College Algebra
• ENGL1213 English Comp II
• HIST1483 US History to 1877
• BISC1114 Biology

Based on least expensive option available from the Redlands Community College Bookstore.

OUR CAST



Jack Bryant
Network CEO
College President



Anna Rinehart
Lovely Assistant
HPER Faculty



Dr. Juanita Krittenbrink
Game Show Hostess
College Regent



Troy Milligan
Announcer
Institutional Research



Kevin Hawk
Contestant
English Faculty



Beau Richmond
Contestant
Soccer Coach



OUR WINNER

The entire campus community was a winner, as we learned more about the costs associated with attending college and the great value our campus is compared to other colleges in our market area.

HIGHLIGHT REEL

- Our Price is Right was a part of an all-college in-service session designed to increase institutional awareness as we continue on our path to accreditation, and using every employee as a recruiter. (A previous session featured The Match Game.)
- The presentation format modeled the use of active-learning and participatory exercises as an effective means of instruction.
- Small whiteboards were distributed throughout the "studio audience" allowing them to play along. For the Final Showcase, the group closest to the total retail value without going over, was given a small prize package. Both contestants received gift cards.
- Faculty and staff were engaged throughout the activity, and evaluations were positive. In addition, faculty and staff have been volunteering to participate in the next game show experience, which is planned for Fall 2020.
- With participation from both the Board of Regents and senior administration, the sense of campus community was reinforced.





IT'S 10:00AM: DO YOU KNOW WHERE YOUR AT-RISK STUDENT IS? Julie Flegal-Smallwood, PhD and Eli Zucksworth, MEd

ABSTRACT

Keeping track of at-risk students, and in particular, fostering accountability for class attendance is among the strategies for improved retention. Redlands Community College leveraged social media and electronic tethering, along with "old-school" paper-based interactions to foster academic success. At-risk students used "check-ins", faculty reported potential warning signs, and prescheduled meetings resulted in knowing where students were, physically, mentally, and academically.

RATIONALE

Most college students are familiar with Find My Phone and Life360, along with other smartphone apps which track the location of a cell phone (and most likely its owner). Given most adolescents spend 7-10hrs/day using their phones, taking advantage of their constant presence seemed logical, minimally intrusive, and a potential means to keep at risk students on track, particularly with class attendance, study hall, and other relevant meetings. Time constraints and staffing prevented a physical check to ensure all students were in class, and so the electronic substitute assisted.

WHAT WE DID

The schedules of at-risk student were loaded into the TeamSynched app, and coaches/advisors could also assign mandatory study hall, team meetings, and practice by considering the overall team availability. Class attendance was the primary goal, and students used their phones to check-in to each class (similar to social media check-ins). In app reminders as well as monitoring by coaches allowed for identification in real-time when students were absent from class and allow immediate action.

WHAT WE LEARNED

- Students and coaches/advisors found the electronic monitoring easy to use and used the additional accountability.
- Faculty were briefed on the program, and were willing to allow check-ins at the onset of class
- Attendance of targeted groups increased, and while not the only factor, contributed to better grades and increase GPAs.
- Scheduling both individual and group meetings was more effective, and participation increased
- While this study focused on athletes, it could be expanded to other at-risk groups

GPS tracking eliminates students checking in to a course when they are not at the class location.

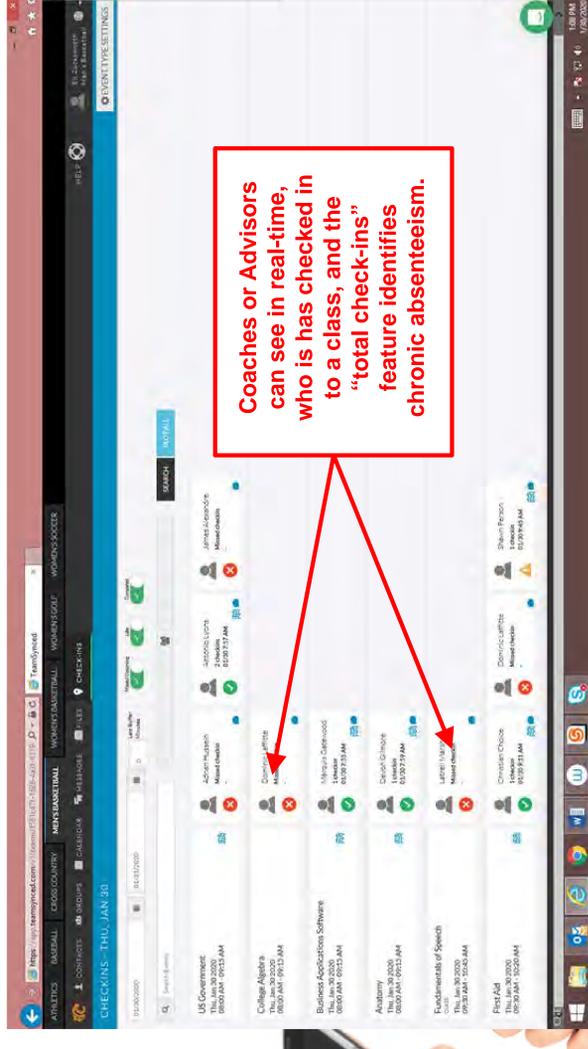


Once their class schedules are loaded into the system, students are prompted to CHECK-IN to class using an app on their phones



Team-Synched has helped me keep up with class better than in the past. I work and go to school, and having anything that will remind me of what is coming up and hold me accountable is a benefit. My grades have improved since using the app.
 --Student Athlete

Coaches or Advisors can see in real-time, who is has checked in to a class, and the "total check-ins" feature identifies chronic absenteeism.



I find TeamSynched invaluable to keep all of the class, study hall, practice, and competition schedules organized for our athletes. The feature I like the most is the athlete check-in. I can get a GPS location at the time of check-in, and this allows me to make sure they are attending classes and study hall, and I can use it to enforce curfew rules the night before competitions.
 --Coach

SPORT	BASELINE FALL 2016	MINI-PILOT SPR 2017	FULL PILOT FALL 2017	CURRENT FALL 2019
Baseball (~40)	2.51	2.26	2.62	2.98
Men's Basketball (~18)	1.96		2.04	2.19
Women's Basketball (~15)	1.98		1.89	3.29
Women's Soccer (~20)	2.28		2.69	2.93
Women's Golf (~8)	3.60		3.77	3.46

NOTE: Results include students who were removed or otherwise left teams for grades or non-academic reasons.





CRITERIA FOR ACCREDITATION

ADOPTED REVISIONS

EFFECTIVE SEPTEMBER 2020

BACKGROUND

The Higher Learning Commission (HLC) is required by federal regulations and its own policies to initiate a substantive review of its Criteria for Accreditation every five years. Throughout the last two years, HLC conducted an internal analysis, held listening sessions, and analyzed the rigor of team reports, trends across interim reporting and feedback from a survey of member institutions and peer reviewers. These efforts resulted in the alpha version of a Criteria revision, which was published in March 2018. Adjustments were made to the draft Criteria language based on feedback from HLC's membership. A beta version was sent to HLC's Board of Trustees in November 2018 and approved as a proposed policy on first reading. HLC received further input from member institutions and peer reviewers regarding the beta version and made minor changes based on those comments. The final version of the revised Criteria was adopted by the Board at its February 2019 meeting. The new Criteria will go into effect on September 1, 2020.

During the coming year, HLC will provide training opportunities for institutions and peer reviewers to learn how to provide evidence for and apply the revised Criteria in accreditation reviews. During the 2019–20 academic year, HLC also will begin transitioning institutions in the Assurance System to a new Assurance Argument template based on the revised Criteria.

REVISED CRITERIA FOR ACCREDITATION

The revised Criteria for Accreditation were adopted by HLC's Board of Trustees on February 28, 2019. They are effective September 1, 2020. To review the changes made to the current Criteria in this revision, visit hlcommission.org/adopted-policies. The current Criteria are available at hlcommission.org/criteria.

The Criteria for Accreditation are the standards of quality by which the Commission determines whether an institution merits accreditation or reaffirmation of accreditation. They are as follows:

CRITERION 1. MISSION

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Core Components

1.A. The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

1.B. The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating

financial returns for investors, contributing to a related or parent organization, or supporting external interests.

3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

1.C. The institution provides opportunities for civic engagement in a diverse, multicultural society and globally-connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

CRITERION 2. INTEGRITY: ETHICAL AND RESPONSIBLE CONDUCT

The institution acts with integrity; its conduct is ethical and responsible.

Core Components

2.A. The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

2.B. The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic

offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.

2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

2.C. The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

2.D. The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.

2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

CRITERION 3. TEACHING AND LEARNING: QUALITY, RESOURCES, AND SUPPORT

The institution provides quality education, wherever and however its offerings are delivered.

Core Components

3.A. The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

3.B. The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops

skills and attitudes that the institution believes every college-educated person should possess.

3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multi-cultural world.
4. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning; and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and cocurricular activities are appropriately qualified, trained and supported in their professional development.

3.D. The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.

2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, and museum collections, as appropriate to the institution's offerings).

CRITERION 4. TEACHING AND LEARNING: EVALUATION AND IMPROVEMENT

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Components

4.A. The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

4.B. The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

4.C. The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose

measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

CRITERION 5. INSTITUTIONAL EFFECTIVENESS, RESOURCES AND PLANNING

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Core Components

5.A. Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

5.B. The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

5.C. The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

CROSSWALKS BETWEEN THE CURRENT AND REVISED CRITERIA

The revisions to the Criteria included some reorganization of the Core Components. The charts below map these changes. Broadly, the reorganized Core Components include the following:

- Core Component 1.B. was merged into Core Component 1.A.
- Core Component 1.D. was renumbered as Core Component 1.B.
- Concepts from Core Component 3.E. were added to Core Component 2.B.
- Core Component 5.A. was renumbered as Core Component 5.B, and Core Component 5.B. was renumbered as Core Component 5.A.
- Core Component 5.D. was merged into Core Component 5.C.

FROM THE CURRENT CRITERIA TO THE REVISED CRITERIA

Current Criteria	Revised Criteria
Criterion 1	
1.A.	1.A.
1.B.	1.A.
1.C.	1.C.
1.D.	1.B.
Criterion 2	
2.A.	2.A.
2.B.	2.B.
2.C.	2.C.
2.D.	2.D.
2.E.	2.E.
Criterion 3	
3.A.	3.A.
3.B.	3.B.
3.C.	3.C.
3.D.	3.D.
3.E.	2.B.
Criterion 4	
4.A.	4.A.
4.B.	4.B.
4.C.	4.C.
Criterion 5	
5.A.	5.B.
5.B.	5.A.
5.C.	5.C.
5.D.	5.C.

FROM THE REVISED CRITERIA TO THE CURRENT CRITERIA

Revised Criteria	Current Criteria
Criterion 1	
1.A.	1.A. and 1.B.
1.B.	1.D.
1.C.	1.C.
Criterion 2	
2.A.	2.A.
2.B.	2.B. and 3.E.
2.C.	2.C.
2.D.	2.D.
2.E.	2.E.
Criterion 3	
3.A.	3.A.
3.B.	3.B.
3.C.	3.C.
3.D.	3.D.
Criterion 4	
4.A.	4.A.
4.B.	4.B.
4.C.	4.C.
Criterion 5	
5.A.	5.B.
5.B.	5.A.
5.C.	5.C. and 5.D.

GLOSSARY OF CRITERIA TERMINOLOGY

This glossary explains how these words are used within the Criteria for Accreditation. Its intent is not to prescribe how institutions must use a particular word or phrase locally, but rather to offer a means to ensure a consistent reading of the meaning and expectations of the Criteria for Accreditation. It is not part of the Criteria policy and will be updated as needed to respond to questions and feedback from institutions and peer reviewers.

“NEW” indicates definitions written for the revised version of the Criteria based on feedback from the membership. Other terms are from the 2013 Criteria glossary.

NEW / ACADEMIC FREEDOM (2.D.)

The ability to engage differences of opinion, evaluate evidence and form one’s own grounded judgments about the relative value of competing perspectives. This definition implies not just freedom from constraint but also freedom for faculty, staff and students to work within a scholarly community to develop intellectual and personal qualities.

NEW / ACADEMIC OFFERINGS

Any educational experience offered at an institution for academic credit. This includes, but is not limited to, degree and certificate programs and courses.

NEW / APPROPRIATE TO HIGHER EDUCATION (3.A.)

Curricular and cocurricular programming of the quality and rigor for the degree level that prepares students to think critically and function successfully. It is distinctly different from K-12 education.

NEW / AUTONOMOUS (2.C.)

The institution’s governing board acts independently of any other entity in determining the course of direction and policies for the institution.

AUXILIARY (2.A.)

Activities and services related to, but not intrinsic to, educational functions: dining services, student housing, faculty or staff housing, intercollegiate athletics, student stores, a Public Radio station, etc. In many institutions, “auxiliary” simultaneously denotes a segregated budget and dedicated revenues.

NEW / CAPACITY (1.A., 5.C.)

An institution’s ability to effectively deliver its educational offerings. Determining capacity refers to

an institution’s demonstrable ability to establish and maintain academic quality. Indicators of sufficient capacity may include, but are not limited to, the following:

- Financial resources to support academic offerings at start-up and in the future.
- Evidence of planning that allocates necessary resources and shows ongoing development.
- Alignment of academic offerings with the institution’s mission and evidence of the institution’s long-term commitment.
- Evidence of new or revised policies and procedures that demonstrate commitment and sustainability.
- Qualified faculty and staff to serve students.
- Learning environments (whether classrooms, laboratories, studios or online infrastructure) with technological resources and equipment.
- Print and electronic media and support for the access and use of the technological resources across modalities.

NEW / CIVIC ENGAGEMENT (1.C.)

Community service or any number of other efforts (by individuals or groups) intended to address issues of public or community concern.

NEW / COCURRICULAR (3.C., 4.B.)

Learning activities, programs and experiences that reinforce the institution’s mission and values and complement the formal curriculum. Examples: Study abroad, student-faculty research experiences, service learning, professional clubs or organization, athletics, honor societies, career services, etc.

UPDATED / CONTROL (2.B.)

The entity that is responsible for the fiscal and operational oversight of an institution and its programs. Control also includes the structure and organizational arrangements of an institution. Examples include, but are not limited to, the following:

- The state board or agency that oversees a public university.
- The board of trustees that oversees a private, nonprofit college.
- The parent corporation of a private, for-profit college.
- The public board authorized by Congress to oversee an institution under federal control.
- Religious bodies and tribal councils.

DUAL CREDIT (3.C., 4.A.)

Courses taught to high school students for which the students receive both high school credit and college credit. These courses or programs are offered under a variety of names; the Core Components that refer to “dual credit” apply to all of them as they involve the accredited institution’s responsibility for the quality of its offerings.

NEW / GOOD PRACTICE (4.B., 4.C.)

Practice that is based in the use of processes, methods and measures that have been determined to be successful by empirical research, professional organizations and/or institutional peers.

NEW / INFORMED CITIZENSHIP (1.C.)

Having sufficient and reliable information about issues of public concern and having the knowledge and skills to make reasonable judgments and decisions about them.

NEW / OPERATIONAL STAFF (5.B.)

Personnel who support the academic enterprise, such as those who may work in the areas of finance, human resources, facilities, dining/catering, information technology, planning, security, student services, academic support, etc.

PUBLIC (1.A.)

In phrases such as “makes available to the public” or “states publicly,” this refers to people in general, including current and potential students. In phrases such as “the public good,” the Criteria refer to public, as opposed to private, good.

NEW / PUBLIC INFORMATION (1.A.)

Information publicly available on websites or other materials that are available freely to the public, without having to ask specifically for it.

NEW / STUDENT OUTCOMES (5.C.)

Education-specific results to measure against the objectives or standards for the educational offerings. Examples could be results from licensure or standardized exams, course and program persistence, graduation rates and workforce data.

NEW / SUPERORDINATE ENTITY (1.B.)

An entity situated hierarchically above the institution, which includes but is not limited to state boards, private owners, corporate parents, Tribal councils or religious denominations.

NEW / UNDUE INFLUENCE (2.C.)

Overreach, suspicious transactions and relationships that are exclusive (without oversight) that could yield influence over the institution’s governing board.

WHEREVER AND HOWEVER DELIVERED (2.E., 5.B.)

All modes of delivery of academic offerings and all locations, modalities and venues, including but not limited to the main campus, additional locations, distance delivery, dual credit and contractual or consortial arrangements.

ASSURANCE SYSTEM TRANSITION

To facilitate the transition to the revised Criteria in the Assurance System, during the 2019–20 academic year HLC will begin moving institutions to a new Assurance Argument template that reflects the revised Criteria. The timing of the transition will be based on an institution’s position within its accreditation cycle.

When an institution’s existing Assurance Argument is moved into the new template, the narrative content automatically will be reorganized in the Assurance Argument template according to the crosswalk provided on page 7. For example, an institution’s argument for Core Component 1.B. will be appended to its argument for Core Component 1.A. in the new template. Although the institution will have to adjust the content to account for changes to the Core Component statements and subcomponents, none of its previous Assurance Argument will be lost in the transition to the new Criteria. No changes will be made to the institution’s Evidence File or Introduction.

TRANSITION PLAN

HLC will transition institutions into the new template based on their position within their accreditation cycle in the 2019–20 academic year. This process will begin in fall 2019. HLC will provide details about the transition closer to the time periods listed below.

Group 1

Institutions in Years 3 and 9 of Standard and Open Pathways and those with candidacy, biennial or initial accreditation evaluations in 2020–21 will be

transitioned to the new Criteria template by the end of the fall term in 2019. (Note: Institutions may still work in the Assurance System prior to the transition to the new template. Any narrative they enter will be reorganized in the new template according to the crosswalk on page 7.)

Group 2

Institutions in Years 1, 2, 5, 6, 7 and 8 of Standard and Open Pathways and those with candidacy, biennial or initial accreditation evaluations later than 2020–21 will be transitioned to the new Criteria template during spring 2020.

Group 3

Institutions in Years 4 and 10 of Standard and Open Pathways, Years 4 and 8 of AQIP Pathway, and those with candidacy, biennial, initial accreditation or sanction evaluations in 2019–20 will transition to the new Criteria template after final action is taken on their evaluation.



Assumed Practices Worksheet

Foundational to the Criteria and Core Components is a set of practices shared by institutions of higher education in the United States. Unlike Criteria and Core Components, these Assumed Practices are (1) generally matters to be determined as facts, rather than matters requiring professional judgment and (2) unlikely to vary by institutional mission or context.

The Assumed Practices are organized into four areas: (A) Integrity: Ethical and Responsible Conduct; (B) Teaching and Learning: Quality, Resources, and Support; (C) Teaching and Learning: Evaluation and Improvement; and (D) Resources, Planning, and Institutional Effectiveness. These areas link the Assumed Practices to their respective Criteria.

Institutions will be required to affirmatively demonstrate their compliance with the Assumed Practices at particular times. These times include, for example, institutions seeking Candidacy, institutions seeking Initial Accreditation and accredited institutions on Show-Cause.

Instructions

If the team identifies an Assumed Practice as “not met,” it should indicate the specific reason the Assumed Practice is unmet. The team should also reference any unmet Assumed Practice in the appropriate area of the main team report (i.e., the related Eligibility Requirement, Federal Compliance requirement, or Core Component[s]).

Submitting the Worksheet

The team chair should send the draft of this worksheet to the institution's HLC staff liaison at the same time the draft report is submitted for liaison review. Submit the final worksheet to HLC at finalreports@hlcommission.org.

Evaluation Details

Institution: City, State:

Date of On-Site Visit: MM/DD–DD/YYYY

List names, titles and affiliations of each peer reviewer and indicate the team chair.

Assumed Practices

A. Integrity: Ethical and Responsible Conduct

1. The institution has a conflict of interest policy that ensures that the governing board and the senior administrative personnel act in the best interest of the institution.

Rating:

- Met
 Not met

Rationale:

2. The institution has ethics policies for faculty and staff regarding conflict of interest, nepotism, recruitment and admissions, financial aid, privacy of personal information, and contracting.

Rating:

- Met
 Not met

Rationale:

3. The institution provides its students, administrators, faculty, and staff with policies and procedures informing them of their rights and responsibilities within the institution.

Rating:

- Met
 Not met

Rationale:

4. The institution provides clear information regarding its procedures for receiving complaints and grievances from students and other constituencies, responds to them in a timely manner, and analyzes them to improve its processes.

Rating:

- Met
 Not met

Rationale:

5. The institution makes readily available to students and to the general public clear and complete information including:
- a. statements of mission, vision, and values
 - b. full descriptions of the requirements for its programs, including all pre-requisite courses
 - c. requirements for admission both to the institution and to particular programs or majors
 - d. policies on acceptance of transfer credit, including how credit is applied to degree requirements. (Except for courses articulated through transfer policies or institutional agreements, the institution makes no promises to prospective students regarding the acceptance of credit awarded by examination, credit for prior learning, or credit for transfer until an evaluation has been conducted.)
 - e. all student costs, including tuition, fees, training, and incidentals; its financial aid policies, practices, and requirements; and its policy on refunds
 - f. policies regarding academic good standing, probation, and dismissal; residency or enrollment requirements (if any)
 - g. a full list of its instructors and their academic credentials
 - h. its relationship with any parent organization (corporation, hospital, or church, or other entity that owns the institution) and any external providers of its instruction.

Rating:

- Met
 Not met

Rationale:

6. The institution assures that all data it makes public are accurate and complete, including those reporting on student achievement of learning and student persistence, retention, and completion.

Rating:

- Met
 Not met

Rationale:

7. The institution portrays clearly and accurately to the public its current status with the Higher Learning Commission and with specialized, national, and professional accreditation agencies.
- a. An institution offering programs that require specialized accreditation or recognition by a state licensing board or other entity in order for its students to be certified or to sit for the licensing examination in states where its students reside either has the appropriate accreditation and recognition or discloses publicly and clearly the consequences to the students of the lack

thereof. The institution makes clear to students the distinction between regional and specialized or program accreditation and the relationships between licensure and the various types of accreditation.

- b. An institution offering programs eligible for specialized accreditation at multiple locations discloses the accreditation status and recognition of the program by state licensing boards at each location.
- c. An institution that provides a program that prepares students for a licensure, certification, or other qualifying examination publicly discloses its pass rate on that examination, unless such information is not available to the institution.

Rating:

- Met
- Not met

Rationale:

8. The governing board and its executive committee, if it has one, include some “public” members. Public members have no significant administrative position or any ownership interest in any of the following: the institution itself; a company that does substantial business with the institution; a company or organization with which the institution has a substantial partnership; a parent, ultimate parent, affiliate, or subsidiary corporation; an investment group or firm substantially involved with one of the above organizations. All publicly-elected members or members appointed by publicly-elected individuals or bodies (governors, elected legislative bodies) are public members.¹

¹ *Institutions operating under federal control and authorized by Congress are exempt from these requirements. These institutions must have a public board that includes representation by individuals who do not have a current or previous employment or other relationship with the federal government or any military entity. This public board has a significant role in setting policy, reviewing the institution’s finances, reviewing and approving major institutional priorities, and overseeing the academic programs of the institution.*

Rating:

- Met
- Not met

Rationale:

9. The governing board has the authority to approve the annual budget and to engage and dismiss the chief executive officer.¹

¹ *Institutions operating under federal control and authorized by Congress are exempt from these requirements. These institutions must have a public board that includes representation by individuals*

who do not have a current or previous employment or other relationship with the federal government or any military entity. This public board has a significant role in setting policy, reviewing the institution's finances, reviewing and approving major institutional priorities, and overseeing the academic programs of the institution.

Rating:

- Met
 Not met

Rationale:

10. The institution remains in compliance at all times with state laws including laws related to authorization of educational activities and consumer protection wherever it does business and state law applies.

Rating:

- Met
 Not met

Rationale:

11. The institution documents outsourcing of all services in written agreements, including agreements with parent or affiliated organizations.

Rating:

- Met
 Not met

Rationale:

12. The institution takes responsibility for the ethical and responsible behavior of its contractual partners in relation to actions taken on its behalf.

Rating:

- Met
 Not met

Rationale:

B. Teaching and Learning: Quality, Resources, and Support

1. Programs, Courses, and Credits

- a. The institution conforms to commonly accepted minimum program length: 60 semester credits for associate's degrees, 120 semester credits for bachelor's degrees, and 30 semester credits beyond the bachelor's for master's degrees. Any variation from these minima must be explained and justified.

Rating:

- Met
 Not met

Rationale:

- b. The institution maintains structures or practices that ensure the coherence and quality of the programs for which it awards a degree. Typically institutions will require that at minimum 30 of the 120 credits earned for the bachelor's degree and 15 of the 60 credits for the associate's degree be credits earned at the institution itself, through arrangements with other accredited institutions, or through contractual relationships approved by the Commission. Any variation from the typical minima must be explained and justified.

Rating:

- Met
 Not met

Rationale:

- c. The institution's policy and practice assure that at least 50% of courses applied to a graduate program are courses designed for graduate work, rather than undergraduate courses credited toward a graduate degree. (Cf. Criterion 3.A.1 and 2.)
(An institution may allow well-prepared advanced students to substitute its graduate courses for required or elective courses in an undergraduate degree program and then subsequently count those same courses as fulfilling graduate requirements in a related graduate program that the institution offers. In "4+1" or "2+3" programs, at least 50% of the credits allocated for the master's degree – usually 15 of 30 – must be for courses designed for graduate work.)

Rating:

- Met
 Not met

Rationale:

- d. The institution adheres to policies on student academic load per term that reflect reasonable expectations for successful learning and course completion.

Rating:

- Met
 Not met

Rationale:

- e. Courses that carry academic credit toward college-level credentials have content and rigor appropriate to higher education.

Rating:

- Met
 Not met

Rationale:

- f. The institution has a process for ensuring that all courses transferred and applied toward degree requirements demonstrate equivalence with its own courses required for that degree or are of equivalent rigor.

Rating:

- Met
 Not met

Rationale:

- g. The institution has a clear policy on the maximum allowable credit for prior learning as a reasonable proportion of the credits required to complete the student's program. Credit awarded for prior learning is documented, evaluated, and appropriate for the level of degree awarded. (Note that this requirement does not apply to courses transferred from other institutions.)

Rating:

- Met
 Not met

Rationale:

- h. The institution maintains a minimum requirement for general education for all of its undergraduate programs whether through a traditional practice of distributed curricula (15 semester credits for AAS degrees, 24 for AS or AA degrees, and 30 for bachelor's degrees) or through integrated, embedded, interdisciplinary, or other accepted models that demonstrate a minimum requirement equivalent to the distributed model. Any variation is explained and justified.

Rating:

- Met
- Not met

Rationale:

2. Faculty Roles and Qualifications

- a. Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be considered by the institution in determining whether a faculty member is qualified. Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process. Faculty teaching general education courses, or other non-occupational courses, hold a master's degree or higher in the discipline or subfield. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.

Rating:

- Met
- Not met

Rationale:

- b. Instructors teaching in graduate programs should hold the terminal degree determined by the discipline and have a record of research, scholarship or achievement appropriate for the graduate program.

Rating:

- Met
- Not met

Rationale:

- c. Instructors teaching at the doctoral level have a record of recognized scholarship, creative endeavor, or achievement in practice commensurate with doctoral expectations.

Rating:

- Met
- Not met

Rationale:

- d. Faculty participate substantially in:
 - a. oversight of the curriculum—its development and implementation, academic substance, currency, and relevance for internal and external constituencies;
 - b. assurance of consistency in the level and quality of instruction and in the expectations of student performance;
 - c. establishment of the academic qualifications for instructional personnel;
 - d. analysis of data and appropriate action on assessment of student learning and program completion.

Rating:

- Met
- Not met

Rationale:

3. Support Services

- a. Financial aid advising clearly and comprehensively reviews students' eligibility for financial assistance and assists students in a full understanding of their debt and its consequences.

Rating:

- Met

Not met

Rationale:

- b. The institution maintains timely and accurate transcript and records services.

Rating:

Met

Not met

Rationale:

C. Teaching and Learning: Evaluation and Improvement

1. Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) have the authority for the assignment of grades. (This requirement allows for collective responsibility, as when a faculty committee has the authority to override a grade on appeal.)

Rating:

Met

Not met

Rationale:

2. The institution refrains from the transcription of credit from other institutions or providers that it will not apply to its own programs.

Rating:

Met

Not met

Rationale:

3. The institution has formal and current written agreements for managing any internships and clinical placements included in its programs.

Rating:

Met

Not met

Rationale:

4. A predominantly or solely single-purpose institution in fields that require licensure for practice is also accredited by or is actively in the process of applying to a recognized specialized accrediting agency for each field, if such agency exists.

Rating:

Met

Not met

Rationale:

5. Instructors communicate course requirements to students in writing and in a timely manner.

Rating:

Met

Not met

Rationale:

6. Institutional data on assessment of student learning are accurate and address the full range of students who enroll.

Rating:

Met

Not met

Rationale:

7. Institutional data on student retention, persistence, and completion are accurate and address the full range of students who enroll.

Rating:

Met

Not met

Rationale:

D. Resources, Planning, and Institutional Effectiveness

1. The institution is able to meet its current financial obligations.

Rating:

- Met
 Not met

Rationale:

2. The institution has a prepared budget for the current year and the capacity to compare it with budgets and actual results of previous years.

Rating:

- Met
 Not met

Rationale:

3. The institution has future financial projections addressing its long-term financial sustainability.

Rating:

- Met
 Not met

Rationale:

4. The institution maintains effective systems for collecting, analyzing, and using institutional information.

Rating:

- Met
 Not met

Rationale:

5. The institution undergoes an external audit by a certified public accountant or a public audit agency that reports financial statements on the institution separately from any other related entity or parent corporation. For private institutions the audit is annual; for public institutions it is at least every two years.²

² Institutions under federal control are exempted provided that they have other reliable information to document the institution's fiscal resources and management.

Rating:

- Met
 Not met

Rationale:

6. The institution's administrative structure includes a chief executive officer, chief financial officer, and chief academic officer (titles may vary) with appropriate credentials and experience and sufficient focus on the institution to ensure appropriate leadership and oversight. (An institution may outsource its financial functions but must have the capacity to assure the effectiveness of that arrangement.)

Rating:

- Met
 Not met

Rationale:

Team Determination

Select one of the following statements:

- The team has reviewed all Assumed Practices and has determined that the institution meets all the Assumed Practices.
- The team has reviewed all Assumed Practices and has determined that the institution does not meet the Assumed Practice(s) listed below.

Unmet Assumed Practice(s):

Team Recommendation Related to the Assumed Practices

Please note: If the institution does not meet every Assumed Practice, the institution cannot be granted Candidacy or Initial Accreditation. If the institution is currently in Candidacy and does not meet one or more Assumed Practices, then the team may recommend that Candidacy be withdrawn or another course of action taken.

Rationale for team recommendation:



Biennial Evaluation Report

Instructions

After the team reaches a consensus, the team chair completes this form to summarize and document the team's view. Notes and evidence should be essential and concise. The team chair should also complete the [Assumed Practices](#) and [Eligibility Requirements](#) worksheets.

Submit the completed draft report and worksheets to the institution's HLC staff liaison. When the report and worksheets are final, send them as a single PDF file to finalreports@hlcommission.org.

Institution:

City, State:

Visit Date: MM/DD/YYYY

Names of Peer Reviewers (List the names, titles and affiliations of each peer reviewer. The team chair should note that designation in parenthesis.)

Part A. Context and Nature of Evaluation

1. Purpose of Evaluation

Include a statement such as the example below that indicates the primary purpose of the evaluation. You should reflect all the elements in the visit description.

Example: The team conducted a biennial evaluation to determine the extent of the institution's progress toward fully complying with HLC's Criteria for Accreditation and Core Components, as well as to confirm its continuing compliance with the Eligibility Requirements and Assumed Practices in light of ongoing updates. In particular, the biennial evaluation included a review of the institution's governance structures, as this was a concern indicated by the team that conducted the comprehensive evaluation for Candidacy.

2. Accreditation Status

3. Organizational Context

4. Unique Aspects of Visit

5. Interactions With Organizational Constituencies

6. Principal Documents, Materials and Webpages Reviewed

Part B. Consultation of Team

Observations of Team Regarding the Criteria for Accreditation and Core Components

For each Criterion and Core Component, the team should indicate if the institution maintained or improved its ability to meet the Criterion or Core Component, needs to pay particular attention to meeting the Criterion or Core Component, or has made insufficient progress toward meeting the Criterion or Core Component. The team should then provide a summary statement of its findings, listed by Core Component.

1. **Criterion 1: Mission.** The institution's mission is clear and articulated publicly; it guides the institution's operations.

- Maintained or improved ability to meet
- Needs organization attention
- Insufficient progress toward meeting

A. **Core Component 1.A.** The institution's mission is broadly understood within the institution and guides its operations.

- Maintained or improved ability to meet
- Needs organization attention
- Insufficient progress toward meeting

B. **Core Component 1.B.** The mission is articulated publicly.

- Maintained or improved ability to meet
- Needs organization attention
- Insufficient progress toward meeting

C. **Core Component 1.C.** The institution understands the relationship between its mission and the diversity of society.

- Maintained or improved ability to meet
- Needs organization attention
- Insufficient progress toward meeting

D. **Core Component 1.D.** The institution's mission demonstrates commitment to the public good.

- Maintained or improved ability to meet
- Needs organization attention
- Insufficient progress toward meeting

Summary Statement of Findings (listed by Core Component)

2. **Criterion Two: Integrity: Ethical and Responsible Conduct.** The institution acts with integrity; its conduct is ethical and responsible.

- Maintained or improved ability to meet
- Needs organization attention
- Insufficient progress toward meeting

A. **Core Component 2.A.** The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

- Maintained or improved ability to meet
- Needs organization attention
- Insufficient progress toward meeting

B. **Core Component 2.B.** The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

- Maintained or improved ability to meet
- Needs organization attention
- Insufficient progress toward meeting

C. **Core Component 2.C.** The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

- Maintained or improved ability to meet
- Needs organization attention
- Insufficient progress toward meeting

D. **Core Component 2.D.** The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

- Maintained or improved ability to meet
- Needs organization attention
- Insufficient progress toward meeting

E. **Core Component 2.E.** The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students, and staff.

- Maintained or improved ability to meet
- Needs organization attention
- Insufficient progress toward meeting

Summary Statement of Findings (listed by Core Component)

3. **Criterion Three: Teaching and Learning: Quality, Resources, and Support.** The institution provides high quality education, wherever and however its offerings are delivered.

- Maintained or improved ability to meet
- Needs organization attention
- Insufficient progress toward meeting

A. **Core Component 3.A.** The institution's degree programs are appropriate to higher education.

- Maintained or improved ability to meet
- Needs organization attention
- Insufficient progress toward meeting

B. **Core Component 3.B.** The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

- Maintained or improved ability to meet
- Needs organization attention

Insufficient progress toward meeting

C. **Core Component 3.C.** The institution has the faculty and staff needed for effective, high-quality programs and student services.

Maintained or improved ability to meet

Needs organization attention

Insufficient progress toward meeting

D. **Core Component 3.D.** The institution provides support for student learning and effective teaching.

Maintained or improved ability to meet

Needs organization attention

Insufficient progress toward meeting

E. **Core Component 3.E.** The institution fulfills the claims it makes for an enriched educational environment.

Maintained or improved ability to meet

Needs organization attention

Insufficient progress toward meeting

Summary Statement of Findings (listed by Core Component)

4. **Criterion Four: Teaching and Learning: Evaluation and Improvement.** The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Maintained or improved ability to meet

Needs organization attention

Insufficient progress toward meeting

A. **Core Component 4.A.** The institution demonstrates responsibility for the quality of its educational programs.

Maintained or improved ability to meet

Needs organization attention

Insufficient progress toward meeting

B. Core Component 4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

Maintained or improved ability to meet

Needs organization attention

Insufficient progress toward meeting

C. Core Component 4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

Maintained or improved ability to meet

Needs organization attention

Insufficient progress toward meeting

Summary Statement of Findings (listed by Core Component)

5. Criterion Five: Resources, Planning, and Institutional Effectiveness. The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Maintained or improved ability to meet

Needs organization attention

Insufficient progress toward meeting

A. Core Component 5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

Maintained or improved ability to meet

Needs organization attention

Insufficient progress toward meeting

B. Core Component 5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

Maintained or improved ability to meet

Needs organization attention

Insufficient progress toward meeting

C. Core Component 5.C. The institution engages in systematic and integrated planning.

Maintained or improved ability to meet

Needs organization attention

Insufficient progress toward meeting

D. Core Component 5.D. The institution works systematically to improve its performance.

Maintained or improved ability to meet

Needs organization attention

Insufficient progress toward meeting

Summary Statement of Findings (listed by Core Component)

Advice on Continued Progress

Provide suggestions for continued progress toward meeting the Criteria and Core Components.

Assumed Practices and Eligibility Requirements Worksheets

The team must also complete the [Assumed Practices](#) and [Eligibility Requirements](#) worksheets as part of its review. The worksheets should be submitted along with the draft and final team report.

Part C. Team Recommendation

In recommending whether an institution should continue Candidacy, the team should consider whether the institution is making sufficient progress toward fulfilling the requirements of Initial Accreditation. Sufficient progress means the team concluded that the institution continues to meet the Eligibility Requirements and Assumed Practices and is likely to meet all Criteria and Core Components by the end of the Candidacy period.

Recommendation:

Continue Candidacy

Withdraw Candidacy

Rationale:



431 POLICY – Emergency Telework

431.1 Statement of Policy

Redlands Community College may establish telework as a condition of employment based on the College’s business needs. In situations or events deemed appropriate by the administration, the College may institute “social distancing” telework policies. In other words, employees may be directed to stay away from their traditional on-campus workspace. Those employees should be directed to work from home when and where possible. In these emergency circumstances, teleworking may be deemed to be a condition of employment for the duration of the emergency.

Telework is being able and ready to accept phone calls, process emails, connect to the Virtual Private Network (VPN) to access work files, and perform normal work duties as possible through telework, during normal work hours. The College expects the same level of productivity from telework employees.

Telework is not an entitlement, is not a College-wide benefit, and may be discontinued at any time at the sole discretion of the College President. As a matter of practice, telework shall be used only in circumstances that are unusual, urgent, emergency, or unique, based on the totality of the circumstances.

This policy may apply to the whole college campus or select employees based on the situation.

431.2 Modification

This policy and related procedure are subject to change, especially in light of the unpredictable circumstances of a pandemic or other unusual situation. Employees assigned to telework might be reassigned to a non-telework workstation at any time and without much notice. All telework employees are considered on-call during the normal work schedule and should remain accessible by phone or electronically unless the employee has preapproved leave in place.

Adopted May 2020 (Pending Board Approval)



431 PROCEDURE - Emergency Telework

431.1:1 Statement of Procedure

Telework is a workstation alternative that is appropriate for some employees but not all employees and all positions. No College employee is entitled to or guaranteed the opportunity to telework. Certain categories of positions are ineligible for telework. The work conducted by employees under telework may be the same as the work otherwise conducted at the College workstation, or may fall under “other duties as assigned” and therefore may be different than the type of work assigned at the College workstation, at the discretion of each individual supervisor. An employee’s classification, compensation, and benefits will not change if the employee is assigned to telework.

In telework workstations, all College policies that would have applied at the College workstation continue to apply in full effect, including policies related to data security and information protection or privacy.

The total number of hours that full-time telework employees are expected to work will not change, regardless of work location. The College also expects the same level of productivity from telework employees that is expected from employees at the College workplace. For example, if you normally work a 40-hour work week on campus at your workstation, you will now work a 40-hour work week by telework or a combination of telework/on campus work dependent upon the position and responsibilities.

Employees are required to document the work they have done at home on the Employee Telework Weekly Time and Effort Report. It is the responsibility of the supervisor to get the reports from the employee who has been approved to work from home.

Telework employees who are not exempt from the overtime requirements of the Fair Labor Standards Act will be required to record all hours worked in a manner designated by the College the same as they would otherwise. Non-exempt employees who work in excess of 40 hours are eligible for compensatory time in the way they would normally be. When accrued personal, vacation, or sick leave is taken while conducting telework, it must be approved by the supervisor over the position in the same manner as if the leave was taken while working at the College workstation and must be submitted to Human Resources on a Monthly Report. Supervisors are encouraged to be liberal in the granting of personal leave, annual leave, and sick leave during any pandemic or similar emergency.



431.1:2 Liability

The College assumes no responsibility for injuries occurring in the employee's alternate work location outside the agreed upon work hours or for injuries that occur during working hours but do not arise out of and in the course of employment. The College also assumes no liability for damages to an employee's real or personal property resulting from participation in the teleworking program unless it arises out of the course of employment during working hours.

Workers' compensation coverage is limited to designated work areas in employees' homes or alternate work locations. Employees agree to practice the same safety habits and follow the same safety regulations they would use at the College and to maintain safe conditions in their alternate work locations. Employees who need disability accommodations to work in a telework environment must request such accommodations in writing and shall not assume the employer already is aware of such needs. Employees must follow normal procedures for reporting injury immediately.

431.1:3 Equipment and Materials

Normally, the College will provide equipment and materials needed by employees to effectively perform their duties; however, the College will not duplicate resources between the central workplace and the alternate work location. Telework employees may use specific College-owned equipment only for legitimate College purposes. Telework employees are responsible for protecting College-owned equipment from theft, damage and unauthorized use. The College will maintain, service and repair College-owned equipment used in the normal course of employment. The College will stipulate who is responsible for transporting and installing equipment, and for returning it to the central workplace for repairs or service. Telework employees may also use their own equipment, provided the use of such equipment has been approved by their supervisor. When employees are authorized to use their own equipment, the College is not responsible for the cost, repair, or service of the employee's personal equipment, unless otherwise expressly related to the creation of work product for the College. The College shall not reimburse employees for the cost of space, telephone, printing, networking and/or internet services at the telework location. Employees who request permission to telework must have a reliable internet connection that will support the requirements of their request. The internet connection will be the employee's responsibility, and will not be paid by the college. It is a requirement that an employee has a reliable internet service already in place before a request to telework will be approved. If their internet connection will not support the required work necessary to do their jobs, their request to telework will be revoked.



431.1:4 Best Practices

- A. Employees should expect to be contacted by their supervisor regularly for an interactive conversation (not by correspondence). Employees should be responsible for establishing effective communication among co-workers and customers and to check in with the supervisor to discuss status and open issues during the telework arrangement to be sure to address concerns quickly.
- B. Be Proactive. To the extent possible, attempt to foresee the needs of your campus, department, or division. Do not wait for instruction unless absolutely necessary to perform your work. When supervisors are assigning tasking lists, attempt to fill each day with meaningful work that provides value to the College. Administration has the authority to add all other duties as assigned. Because this is an unusual situation, there may be unavoidable issues that arise, and everyone must be prepared to do work that is substantially different than that for which they were originally hired, in some cases.
- C. If your connectivity changes, or the safety of your workstation changes, or any other matter arises that interrupts your ability to conduct telework, inform your supervisor immediately.

Adopted May 2020 (Pending Board Approval)



414 POLICY - Employee Termination, Suspension, and Demotion

414.1 Statement of Policy

The termination, suspension and demotion of Redlands Community College employees will be governed by the Employee Due Process Policy and the related procedure. Provided, if the President determines that continued employment of an individual may jeopardize the safety and well-being of that individual, or of College students, faculty or staff, or may result in damage to College property, facilities, or property rights, the President may immediately suspend that individual, with pay. Any such suspension shall be followed by a recommendation for adverse action, in accordance with the Employee Due Process policy and related procedure.

414.2 Definitions

The following definitions are applicable to this policy and related procedure:

Demotion - The reassignment of an employee to a position which is at a lower level within the College organizational structure and which results in a decrease in salary, wages, or other compensation.

Employee - An individual who is employed by the College in a full-time or a part-time position. An individual who works for the College in a temporary or adjunct position(s) shall not be considered an employee under this policy.

Suspension - The removal of an employee from his or her regular work assignment or duties, either with or without pay.

Termination - The complete severance of the employer/employee relationship during the term of the employment contract, initiated by the College. Non-reemployment following expiration of an employment contract shall not be considered termination. Severance of the employer/employee relationship due to a reduction in force shall not be considered termination. **For non-renewal procedures of tenured faculty, please refer to Policy 411 Faculty Tenure.**

414.3 Probationary and Non-Probationary Employees

A probationary employee may be terminated, suspended, or demoted at any time, with or without cause. A non-probationary employee may be terminated, suspended, or demoted at any time, for cause.



414.4 Causes for Termination, Suspension and Demotion

"Cause" shall include the following:

- A. Failure to satisfactorily fulfill the responsibilities and obligations of the position;
- B. Any conduct which materially and adversely affects the employee's value or usefulness to the College;
- C. Incompetence;
- D. Breach of professional ethics;
- E. Insubordination;
- F. Refusal to follow College policies or procedures, or to follow appropriate administrative directives;
- G. Conviction of a felony;
- H. Moral turpitude;
- I. Permanent or chronic physical or mental illness or impairment that renders the employee unable to perform the essential functions of the assigned position, even with reasonable accommodation;
- J. Conduct which adversely affects the relationship and rapport of the College with outside agencies, offices, organizations, institutions, constituents, or members of the general public;
- K. Any actions which demonstrate unfitness for the position of employment;
- L. Theft;
- M. Use of intoxicating beverages or illegal drugs on College property or during hours of College employment;
- N. Malicious damage to property of the College, its students, or staff;
- O. Falsification of College records or an employment application;
- P. Unauthorized, excessive absences or tardiness;
- Q. Any act which seriously threatens the safety and well-being of other College employees or students;
- R. Abandonment of position, which shall consist of unexcused absences from assigned duties for three (3) or more consecutive work days.

Adopted 1991

Revised March 1995

Revised February 2001

Pending Revision April 2020



414 PROCEDURE - Employee Termination, Suspension, and Demotion

414.1:1 Statement of Procedure

The procedure to be followed in the termination, suspension, and demotion of non-probationary employees will be the Due Process Procedure (No. 415) published in the Procedures section of the Policies and Procedures Manual. Immediate suspension with pay may be imposed by the President of the College under the conditions stated in the Employee Termination, Suspension, and Demotion Policy. Probationary employees may be terminated, suspended, and demoted at any time, with or without cause.

Adopted 1991
Revised March 1995
Revised February 2001



427 POLICY – Emeritus

427.1 Statement of Policy

In recognition of service to Redlands Community College **and higher education**, the **Redlands Community College Board of Regents** will grant retiring full-time employees, an honorary title corresponding to the title held immediately before retirement, which shall be known as “emeritus”.

427.2 Criteria

The Procedures section of the Policies and Procedures Manual contains a procedure related to this policy, with general guidelines and information on identification to Emeritus status.

Adopted September 2015
Pending Board of Regents Approval



427 PROCEDURE – Emeritus

427.2:1 Eligibility Requirements

Redlands Community College identifies the following requirements for a retired full-time employee to be eligible for emeritus designation:

- A. Demonstrated satisfactory performance;
- B. No adverse employment actions currently on file and no significant disciplinary history during the five years preceding retirement;
- C. Fulfilled all other terms and conditions of employment;
- D. At least twenty years of full-time service to Redlands Community College in higher education, with the last ten years of full-time employment at Redlands Community College;
- E. Retire from Redlands Community College as an active full-time employee.
- F. The President and administration of the College is are not eligible for emeritus designation under this policy, however the Redlands Community College Board of Regents may grant emeritus designation to the President or administration of the College at their discretion, by vote of board.

427.2:2 Procedures for Consideration

- A. Retiring individuals must submit an application to Human Resources requesting consideration within 12 months from the date of their retirement from employment at Redlands Community College.
- B. Upon verifying eligibility, the Director for Human Resources will automatically recommend eligible employees as outlined, to the Office of the President of the College.
- C. The President will forward those recommendations, along with his comments and recommendations, to the Redlands Community College Board of Regents for their consideration and vote. The Board, in a regularly scheduled board meeting, shall vote to approve/disapprove the recommendations for emeritus designation.
- D. The President will act upon the recommendations on a semi-annual basis, typically during the months of June and December.

427.2:3 Prior Employees Requesting Emeritus Designation

Eligible employees who retired before the adoption of this policy may request emeritus designation by following the procedure outlined in 427.2:2 above.

427.2:4 Exceptions

~~Exceptions to this policy may be granted to the President upon written request of the individual.~~ Requests for exceptions to this policy must be appealed to the Office of the President in writing. The President shall forward all exception requests, along with his comments and recommendations, to the Redlands Community College Board of Regents, who will vote in a regularly scheduled meeting, to approve/disapprove those requests



for exceptions. The vote of the Redlands Community College Board of Regents will be final.

427.2:5 Privileges

- A. Emeriti will receive a printed resolution of the ~~President's~~ Board's action granting the emeritus designation from the Office of Human Resources.
- B. Emeritus designation does not confer any additional rights, privileges, remuneration, or other benefit beyond those set forth of this policy.

Adopted September 2015

Pending Board of Regents Approval



502 POLICY - Campus Security

502.1 Statement of Policy

Redlands Community College seeks to preserve a secure campus environment and charges the President, as chief executive officer, with overall responsibility for taking such action as is necessary to implement appropriate security measures. The College shall comply with the requirements of the Crime Awareness and Campus Security Act [20 U.S.C.S. § 1092 (f)] and the Higher Education Opportunity Act of 2008, [H.R. 4137, HEOA] which includes the development and implementation of procedures for reporting crimes, fires and other emergencies on campus, for maintaining the security of campus facilities, for preserving working relationships with law enforcement agencies, and for publication of security and fire reports. For purposes of this policy, the term “campus” includes any building or property owned by or controlled by the College and used by the College in direct support of, or related to, its educational purposes. As required by HEOA 2008, separate policies and related procedures govern matters pertaining to Missing Student and Timely Warning.

502.2 Campus Security Personnel

Campus security personnel shall be primarily responsible for campus security. All College personnel shall cooperate with campus security, the El Reno Police Department, the Canadian County Sheriff’s Department, and other law enforcement agencies in reporting criminal activity or other emergencies on campus and in assisting with investigations of the same.

The administrator in charge of campus security shall develop and implement appropriate campus security procedures. With the approval of the President, written agreements governing the working relationship between any campus security force and law enforcement agencies shall be entered into by the administrator in charge of the campus security force.

502.3 Reports of Criminal Actions or Other Emergencies

Reports of criminal actions or other emergencies on campus shall be made to campus security personnel. Persons requiring security assistance after normal business hours should call the College security telephone number and security personnel will be dispatched in response. Guidelines for reporting criminal actions or other emergencies



are published in the Emergency Preparedness Guide and in the Procedures section of the Policies and Procedures Manual.

Campus security personnel shall assist with reporting criminal actions or other emergencies on campus to appropriate law enforcement agencies. Any person with knowledge of criminal actions or other emergencies on campus should report the same to appropriate law enforcement agencies if campus security personnel are not available.

Reports shall be made to the campus community on the following crimes that are reported to campus security personnel or to law enforcement agencies and are considered to be a threat to students or employees: murder, sex offenses (forcible or non-forcible), robbery, aggravated assault, burglary, and motor vehicle theft. Such reports shall be provided to students and employees in a manner that is timely and that will aid in the prevention of similar occurrences.

502.4 Annual Security Report

In compliance with the Crime Awareness and Campus Security Act, statistical data from appropriate law enforcement agencies will be obtained, and an annual security report (ASR) will be prepared reflecting the last three years occurrences on campus of the following criminal offenses which were reported to campus security personnel and/or to law enforcement agencies: murder, sex offenses (forcible or non-forcible), robbery, aggravated assault, burglary, and motor vehicle theft.

The ASR will include such additional information as is required by the Crime Awareness and Campus Security Act, including various policy statements and statistics showing the number of arrests for the following crimes: liquor law violations, drug abuse violations, and illegal possession of weapons.

The ASR also includes the annual Campus Fire Report with the statistical data for any fires in on-campus student housing and includes descriptions of fire protection systems and fire prevention activities in on-campus student housing.

The ASR discloses crime and fire statistics for the campus, unobstructed public areas immediately adjacent to or running through the campus, and certain non-campus facilities that are broken down geographically into "on campus," "residential facilities for students on campus," "non-campus buildings," and "public property," such as streets and sidewalks.



The ASR shall be published on the College's Internet web site and shall be available in print or .PDF format for distribution to all current students and employees and to all prospective students and employees who request the same.

502.5 Security of Facilities

The administrator in charge of campus security shall establish procedures for maintaining the security of campus facilities. Such procedures may include establishing periods of time during which access to various facilities will not be allowed, restricting access during designated periods to authorized personnel only, requiring written identification of persons seeking access, restricting distribution of keys and security codes, requiring parking decals for vehicles parked on campus, establishing traffic and parking regulations, monitoring all campus facilities, establishing other appropriate security measures, and enforcing all such security measures and procedures. Enforcement of traffic and parking regulations may include the imposition of fines. Guidelines for facilities security are published in the Procedures section of the Policies and Procedures Manual.

502.6 Crime Awareness

The College cannot ensure the complete safety of all persons on campus and cannot prevent all criminal actions. Persons on campus are expected to use good judgment and to take reasonable precautions to avoid potentially dangerous situations. Such precautions include walking in lighted areas at night, walking with another person when possible, avoiding secluded or isolated areas, parking close to campus buildings, locking cars, securing personal belongings, and remaining aware of the immediate surroundings.

Information regarding campus security is included in the College Emergency Preparedness Guide. Information relevant to security issues and the prevention of crime will be disseminated by the Office of Student Services periodically through distribution of appropriate written materials, public information displays, and presentations.

502.7 Violations

Students who violate any local, state, or federal law on campus, in a vehicle owned by the College, or at any College sponsored activity are subject to prosecution by local, state, and federal officials and are subject to discipline under the College Student



Conduct Code. Violations of security policies or procedures may also lead to disciplinary action pursuant to the Student Conduct Code.

College employees who violate any local, state, or federal law on campus, in a vehicle owned by the College, or at any College sponsored activity are subject to prosecution by local, state, and federal officials and are subject to suspension, demotion, or termination pursuant to the College Personnel Policies.

502.8 Medical Emergencies

Redlands Community College does not maintain an emergency medical response team. Persons who require emergency medical assistance on campus should dial 911 from a campus telephone, which also sends a message to selected campus officials to facilitate a quicker emergency response. If calling from a mobile phone or an off-campus phone, dial 911 then call campus security at (405) 422- 6200 to facilitate a quicker emergency response. Guidelines for medical emergencies are published in the College's Emergency Preparedness Guide.

502.9 Disciplinary Proceedings Inquiries

Pursuant to federal law, alleged victims of violent crime are entitled to know the results of campus disciplinary proceedings concerning alleged perpetrators.

502.10 Crime and Fire Logs

Pursuant to federal law, the College is required to maintain a Crime Log and a Fire Log. These logs shall be made available to all current students and employees and to all prospective students and employees who request the same.

Adopted June 1996
Revised February 2001
Revised December 2010



502 PROCEDURE - Campus Security

502.5:1 Campus Security Procedures

*** Due to the COVID-19 Pandemic campus housing has been closed and we have moved all course to an online format through the summer 2020 semester. The buildings have limited access to the public. Because of the pandemic, we are temporarily suspending the Campus Security contract with G4S until August 1st. This is being done as a cost saving measure due to the state budget crunch during this pandemic. During the pandemic, the office hours are 9-4 Monday thru Thursday. If you have a need for campus security, you may still use the 422-6200 number. If you need emergency assistance after regular pandemic hours, you will need to dial 911.**

Campus Security is available 24 hours a day, 365 days a year.

- A. If an emergency occurs, call 911 from a campus telephone, which also sends a message to selected campus officials to facilitate a quicker emergency response. If calling from a mobile phone or an off-campus phone, dial 911 then call campus security at (405) 422- 6200 to facilitate a quicker emergency response.
- B. If a family member needs to contact an evening employee in case of emergency after the switchboard has closed, they should call Campus Security at (405) 422-6200, who will then give the employee the message. The family member must be able to give Campus Security the evening employee's name and the building and room where the employee is teaching or working.
- C. Evening instructors should inform their evening students that if they have a problem and need Security, they should notify any instructor so that instructor can contact Campus Security.
- D. When planning to be on campus after normal business hours, including week-ends and holidays, employees should contact the Campus Security so the employee can be checked on as part of Campus Security's rounds.
- E. Employees who do not feel comfortable walking to their vehicle alone can contact Security for an escort.
- F. Persons on campus after normal working hours should use safe practices just as



they would at any other location, i.e., park under the lights in the parking lot, etc.

Adopted June 1996
Revised February 2001
Revised February 2011
Revised May 2020