

**College of the Redwoods
Institutional Effectiveness Committee
November 10, 2016 SS 104, Time 3:00pm – 4:30pm**

Agenda

1. CALL MEETING TO ORDER:
2. APPROVE 10/13/16 NOTES
3. ACTION ITEMS
4. DISCUSSION ITEMS:
 - 4.1. AP including Institution-Set Standards (attachment)
 - 4.2. Accreditation drafts related to Institutional Effectiveness (attachment)
5. STANDING AGENDA ITEM: ACCREDITATION
6. OTHER/FUTURE AGENDA ITEMS

Next meeting: December 8, 2016

“When the finger points at the moon, the fool looks at the finger.” (Unknown)

CCC Confer:

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REDWOODS COMMUNITY COLLEGE DISTRICT
Meeting of the Institutional Effectiveness Committee
Thursday, October 13, 2016, SS 104
Summary Notes

1. **Called Meeting to Order: Present:** Angelina Hill, Paul Chown, Julia Peterson, Dan Calderwood, Brian (student), Crislyn Parker-support
2. **Review/Approve the July 13, 2016 Notes:** approved as stand. Comment to notes: The institution-set standard requirement has been included in the comprehensive templates. Brian is continuing to work on web pages, including removing “sub” committees.
3. **Discussion**
 - 3.1. **Review/amend the Integrated Planning Timeline**
 - a. *in conjunction with Board Budget Timeline:* The timeline was reviewed and adjusted to the Board’s budget timeline.
 - Resource Ranking Process: Upon submission, a resource list will be created; cabinet/deans will pull items that can be funded through discretionary funds; list goes to BPC chairs and one each TPC and Facilities chairs to allocate to the functional committees for ranking; then back to BPC for final ranking.
 - b. *request from BPC to use a month abbreviation (Oct), not a checkmark in the downloadable format:* the format won’t allow for month abbreviations
 - 3.2. **Review Annual Plans for Fall 2016: (see handwritten notes)**
 - The Senate had concerns regarding Goal 1 Student Success, SP 1.6.1 and SP 1.6.3. IEC discussed clarifying these on the annual plan. We are basically on track for the other actions; but need to follow up on the expanding stackable non-credit certificates outside of the adult Ed program (Goal 2: Community Ed).
 - The other area of concern is under Goal 3, developing a budget cycle for capital repairs and maintenance. This is in progress, but as yet there are no funds.
 - 3.3. **Process for When We Fall Below Institution-set Standards:**
 - CR has fallen below its institution-set standards in transfer and completer student success. We as yet have no process on how to change/address this. Suggestions include:
 - Convene a task force to analyze comprehensive data, determine why we have fallen below our standard, and if this standard still applies today.
 - The task force will make recommendations based on the analysis.
 - Recommendations will be linked to the annual plan.
 - Create an AP on institution set standards with a mandatory review every 5 years.
 - 3.4. **Changes to the Budget and Staff Prioritization Process:**
 - Discussion on the rubric for staff prioritization. Eliminated numbers 5 and 7. Revised language for 3, and 4
4. **Other/Future Agenda Items:**
5. **Adjourn**

1 **Standard I.B.1**

2 The institution demonstrates a sustained, substantive and collegial dialog about student
3 outcomes, student equity, academic quality, institutional effectiveness, and continuous
4 improvement of student learning and achievement

5

6 **Evidence of Meeting the Standard:**

7 a. The college’s assessment process necessitates broad dialogue about how to improve
8 student’s attainment of course and program learning outcomes. Program assessment
9 dialogue sessions are scheduled for each program outcome (E.I.B.1.a). Faculty involved
10 in assessing course learning outcomes come together from across a program to discuss
11 how students can better meet program learning outcomes. These meetings involve a
12 review of data from past assessments, and dialogue is recorded in the online assessment
13 reporting tool to track improvements (E.I.B.1.b).

14

15 b. The college regularly meets to discuss how well students are attaining the college’s
16 Institutional Learning Outcomes. All faculty and staff are invited to participate in an ILO
17 dialogue session for each ILO during an assessment cycle (E.1.B.1.c). ILO sessions begin
18 with an analysis of all data the college has collected that aligns with the outcome, and
19 ILOs were developed with sources of assessment data for each outcome contained
20 explicitly in the Statement of Philosophy adopted by the Academic Senate (E.1.B.1.d).
21 ILO discussions have led to suggestions for improvement that have been included in the
22 Institutional Annual Plan (E.1.B.1.e).

23

24 c. The program review process leads to broad dialogue across departments. Programs
25 analyze student achievement data, including a detailed analysis of student achievement
26 by student equity group, campus location, and face-to-face vs. online modalities
27 (E.1.B.1.f). Programs also analyze their student learning assessment findings. Plans for
28 program improvement must be linked to an analysis of student performance (E.1.B.1.g).

29

30 d. Student learning and achievement data are regularly reviewed by the Board of Trustees.
31 The college’s Institutional Effectiveness Scorecard, Institutional Effectiveness Report,
32 and Student Success Scorecard are presented for Board discussion each year (E.1.B.1.h).
33 The Board of Trustees is also presented more in depth reports at each meeting on student
34 achievement that delve into issues such as equity gaps (E.1.B.1.i)

35 **Analysis and Evaluation:**

36

37 **Evidence Sources:**

38 E.I.B.1.a Example program assessment worksheet

39 E.I.B.1.b Program assessment report

40 E.1.B.1.c 4-year GE & ILO assessment cycle

41 E.1.B.1.d Institutional Learning Outcome & Statement of Philosophy

42 E.1.B.1.e ILO session notes

- 43 E.1.B.1.f Program review dataset with student equity breakdown
- 44 E.1.B.1.g Program review plans linked to assessment data
- 45 E.1.B.1.h Board of Trustees Calendar
- 46 E.1.B.1.i Native American student achievement report to Board of Trustees
- 47
- 48

49 **Standard I.B.3**

50 The institution establishes institution-set standards for student achievement, appropriate to its
 51 mission, assesses how well it is achieving them in pursuit of continuous improvement, and
 52 publishes this information. (ER 11)

53
 54 **Evidence of Meeting the Standard:**

- 55 a. The college has established institution-set standards for student achievement. The
 56 Institutional Effectiveness Committee developed transparent criteria for setting the
 57 standards that began with an analysis of past student achievement. Institution-set
 58 standards were set by using a seven-year minimum criteria (E.I.B.3.a). This criteria was
 59 taken through the participatory governance process for consensus including approval
 60 from Academic Senate and the Board of Trustees (E.I.B.3.b).
 61
 62 b. The institution-set standards were added to the college’s existing Institutional
 63 Effectiveness Report to bring them wider attention, and to present them alongside an
 64 aspirational target.
 65

	2012-2013	2013-2014	2014—2015	Institution-Set Standard	Target
Fall to Fall Persistence: <i>Full-time</i>	46%	46%	52%	46%	50%
<i>Part-time</i>	39%	34%	35%	34%	40%
<i>Student Success Scorecard Cohort</i>	64%	67%	66%		
Retention	86%	87%	87%	86%	90%
Course Success	69%	70%	70%	68%	70%
Basic Skills Course Success	56%	57%	62%	54%	60%
Online Course Success	63%	62%	64%	60%	65%
Degree Completions	420	389	452	337	400
Certificate Completions	211	146	294	162	200

- 66
 67
 68 c. Institution-set standards are reported to the ACCJC each year in the Annual Report
 69 (E.I.B.3.c). Every Annual Report is presented to the Board of Trustees for discussion. In
 70 2013-2014 the college determined that the number of certificate completers had fallen
 71 below the institution-standard. Significant work took place in 2014-2015, which led to an
 72 approximate 100 percent increase in certificate earners. For example, the form to petition
 73 to earn a certificate was simplified for students to encourage completers, and faculty did
 74 more outreach to part-time faculty and students to encourage applications (E.I.B.3.d).
 75 d. In 2015-2016 the number of students transferring to 4-year institutions fell below the
 76 institution-set standard. As soon as this was discovered the President/Superintendent
 77 convened a meeting of stakeholders to determine how to increase certificate completions.
 78 The group reviewed transfer trends to feeder colleges and universities, and worked with

79 Humboldt State University to determine why transfers in some majors had declined.
80 [need to continue this work to show resolution]

81

82 e. In addition to having Institution-set standard, the college adopts a framework of
83 indicators that are approved by college stakeholders including Academic Senate and the
84 Board of Trustees (E.I.B.3.b). The framework which was structured by the Chancellor's
85 Office provides short-term and long-term goals related to student performance outcomes.

86

87 f. The same standards are in place for distance education instruction as for all other
88 instruction.

89

90 **Analysis and Evaluation:**

91

92

93 **Evidence of Meeting the Standard:**

94 E.I.B.3.a Criteria for setting institution-set standards

95 E.I.B.3.b Senate approval of institution-set standards

96 E.I.B.3.c ACCJC Annual Report with institution-set standards

97 E.I.B.3.a College of the Redwoods Goals Framework with Institution-Set Standards

98

99

100 **Standard I.B.5**

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

104 **Evidence of Meeting the Standard:**

106 Accomplishments of the mission of the college are assessed each year by having every program
107 carry out a program review. Separate program review templates are used by instructional
108 programs (E.I.B.4.a), administrative programs (E.I.B.4.b), and student services programs
109 (E.I.B.4.c). The templates have been developed so that they require an evaluation of data and
110 reflection on assessments that is most relevant and effective given the role of the program.

111 Program reviews begin with a demonstration of how the program functions to support the
112 college's mission (E.I.B.4.d). Programs are asked to critically reflect on their assessment
113 activities, and how their discoveries have resulted in changes to the program (E.I.B.4.e).

114 All programs participate in an annual or comprehensive review each year. A 4-year cycle has
115 been established so that all instructional programs engage in a comprehensive program review
116 once every four years (E.I.B.4.f). The comprehensive program review includes the following
117 datasets for program analysis: Enrollments by program, location, and course and equity group;
118 program majors, success and retention rates by program, location, course and equity group;
119 persistence rates, completions, and faculty efficiencies (E.I.B.4.g). Disaggregation by location
120 breaks out distance education courses for comparison of them to face-to-face courses. Datasets
121 have a prompt the asks faculty to analyze the data and address rates that fall below the district
122 average (E.I.B.4.h). This typically requires more fine-grain analysis of the data to identify causes
123 and areas to improve.

124 The evaluation of program outcomes, student learning outcome, and achievement data in
125 program review results in program action plans. All programs describe their actions to be taken
126 in program review, and must link their actions to institutional plans, and to assessment
127 (E.I.B.4.i). Programs also review their program plans from the past year and provide an
128 evaluation of the status of the proposed plan, and the impact of taking this action (E.I.B.4.j).

129 The program review process is used to allow programs to submit resource requests. The online
130 program review template will not allow programs to make a resource request unless they tie the
131 request to an action plan that is linked to institutional planning and assessment. Resource
132 requests are then prioritized through the integrated planning process (E.I.B.4.k).

133 The program review committee uses a rubric to evaluate each program review. The rubric is
134 provided to authors ahead of time, and the committee provides feedback to each program for
135 each section of the template to improve program's evaluation each year. The program review
136 committee publishes an annual executive summary that highlights areas of improvement, themes
137 in planning actions across programs, and plans to improve the process (E.I.B.4.l).

138

139 **Standard I.B.7**

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

143
144 **Evidence of Meeting the Standard:**

145 The college reviews and updates policies according to a 4-year cycle (E.I.B.7.a). This cycle or
146 review ensures that Board and Administrative Policies are effective.

147 The college's district and Academic Senate committees participate in an annual survey to
148 evaluate the effectiveness of committees, and how well the committees operate to effectively
149 facilitate integrated planning (E.I.B.7.b). The results of this survey are analyzed and discussed by
150 committee members at the annual Institutional Effectiveness Summit. Low ratings regarding the
151 way that feedback is given to the campus regarding resource request funding decisions resulted
152 in a restructuring of the budget planning committee, and improvements to the operational process
153 of tracking resource request rankings and funding decisions (E.I.B.7.c).

154 The annual Institutional Effectiveness Summit is also a venue where broad feedback about the
155 strengths and weaknesses of the integrated planning process, and results in a set of actions for
156 improvement. Participants at the 2014-2015 Institutional Effectiveness Summit expressed a
157 weakness in terms of how key information and decisions of committees is communicated to
158 faculty and staff. Some believed that there wasn't enough communication, and others felt
159 overwhelmed by the amount of e-mails they received. This dialogue resulted in the development
160 of a committee digest that highlights important committee work in a succinct manner (E.I.B.7.d).
161 In 2015-2016, many participants at the summit expressed a desire for more training and
162 knowledge of how student learning outcome assessment takes place in student services. This
163 resulted in a series of workshops about student services student learning assessment and
164 assessment in program review (E.I.B.7.e).

165 The outcomes from the Institutional Effectiveness Summit are reported in the annual Institutional
166 Effectiveness Report (E.I.B.7.f). This report provides an analysis of how the institution is doing
167 related to all aspects of the college mission. Actions in the institution's annual plan are evaluated
168 in this report, and an analysis of data related to each aspect of the annual plan is provided
169 (E.I.B.7.g). This report is presented annually to the Board of Trustees and sent to faculty and
170 staff.

171 The program review process contains questions to gather input from programs about the value
172 that program review adds in planning for ongoing improvement, and the usefulness of the
173 analysis of data (E.I.B.7.h). This data, combined with open-ended feedback is used to improve
174 the process.

175 An evaluation of the college's assessment process was performed in 2014-2015. A survey was
176 administered to faculty and staff to determine the[need to find results]

178 **Standard I.B.8**

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

181

182 **Evidence of Meeting the Standard:**

183 a. The results of assessment and evaluation activities are communicated to the institution in
184 a variety of reports, presentations, and discussion sessions. As mentioned in section I.B.1,
185 the college regularly meets to discuss how well students are attaining the college's
186 Institutional Learning Outcomes. ILO sessions begin with the Office of Institutional
187 Research presenting all of the data the college has collected that aligns with the outcome,
188 and ILOs were developed with sources of assessment data for each outcome contained
189 explicitly in the Statement of Philosophy adopted by the Academic Senate (E.1.B.1.d).
190 The data analyzed to support the strengths and weaknesses related to the ILOs is
191 presented on the Institutional Research website (E.1.B.8.a)

192

193 b. The results of assessment and evaluation activities are reported in the annual Institutional
194 Effectiveness Report (E.I.B.7.f). This report provides an analysis of how the institution is
195 doing related to all aspects of the college mission. Actions in the institution's annual plan
196 are evaluated in this report, and an analysis of data related to each aspect of the annual
197 plan is provided (E.I.B.7.g). The report also contains the results of the self-evaluation that
198 each planning and Academic Senate committee performs annually. The report highlights
199 strengths and weaknesses of the committees, and provides suggested improvements that
200 are discussed and monitored at the annual Institutional Effectiveness Summit. This report
201 is presented annually to the Board of Trustees and sent to all faculty and staff.

202

203 c. An evaluation of the program review process is published each year. The program review
204 committee publishes an annual executive summary that highlights areas in which the
205 process can continue to improve, themes in planning actions across programs, and the
206 strengths and weaknesses of programs in their ability to engage in an effective program
207 review (E.I.B.4.1). This report is presented to and discussed by Board of Trustees, and is
208 disseminated to the institution via the Institutional Effectiveness Report.

209

210 d. The development of the Education Master Plan resulted in widespread communication of
211 evaluation and assessment activities to the institution. A variety of evaluative reports
212 were presented to the Education Master Planning Steering Committee and
213 subcommittees, and were shared in planning and visioning sessions (E.1.B.8.b). Once
214 approved, the Education Master Plan was presented to the Board of Trustees and all
215 stakeholders to inform all levels of planning.

216

- 217 e. The Professional Development Committee reports the findings of their needs assessment
218 survey each year. This survey informs the priority of professional development offerings
219 at FLEX and throughout the year.
220
- 221 f. The Office of Institutional Research publishes and presents the Institutional Effectiveness
222 Scorecard each year (E.I.B.8.c). The scorecard aligns with each section of the Education
223 Master Plan, including the results of the colleges engagement in SLO assessment in
224 instructional and student service programs. Presentations of the scorecard have resulted in
225 dialogue with the Board of Trustees and Administration about ways to enhance
226 participation to increase student success.
227
- 228 g. Programs delve into discussions about the results of their student learning outcome
229 assessments during programmatic learning outcome dialogue sessions. The results of
230 these discussions are shared with the institution via the submission of program
231 assessment reports published on the college's website (E.I.B.8.d). Programs also discuss
232 key assessment findings and delve into standardized data to facilitate the tracking of
233 trends over time and comparison with other areas and locations of the college. The results
234 of this discussion are tracked in program review and shared with the program review
235 committee.
236
237

238 **Standard I.B.9**

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

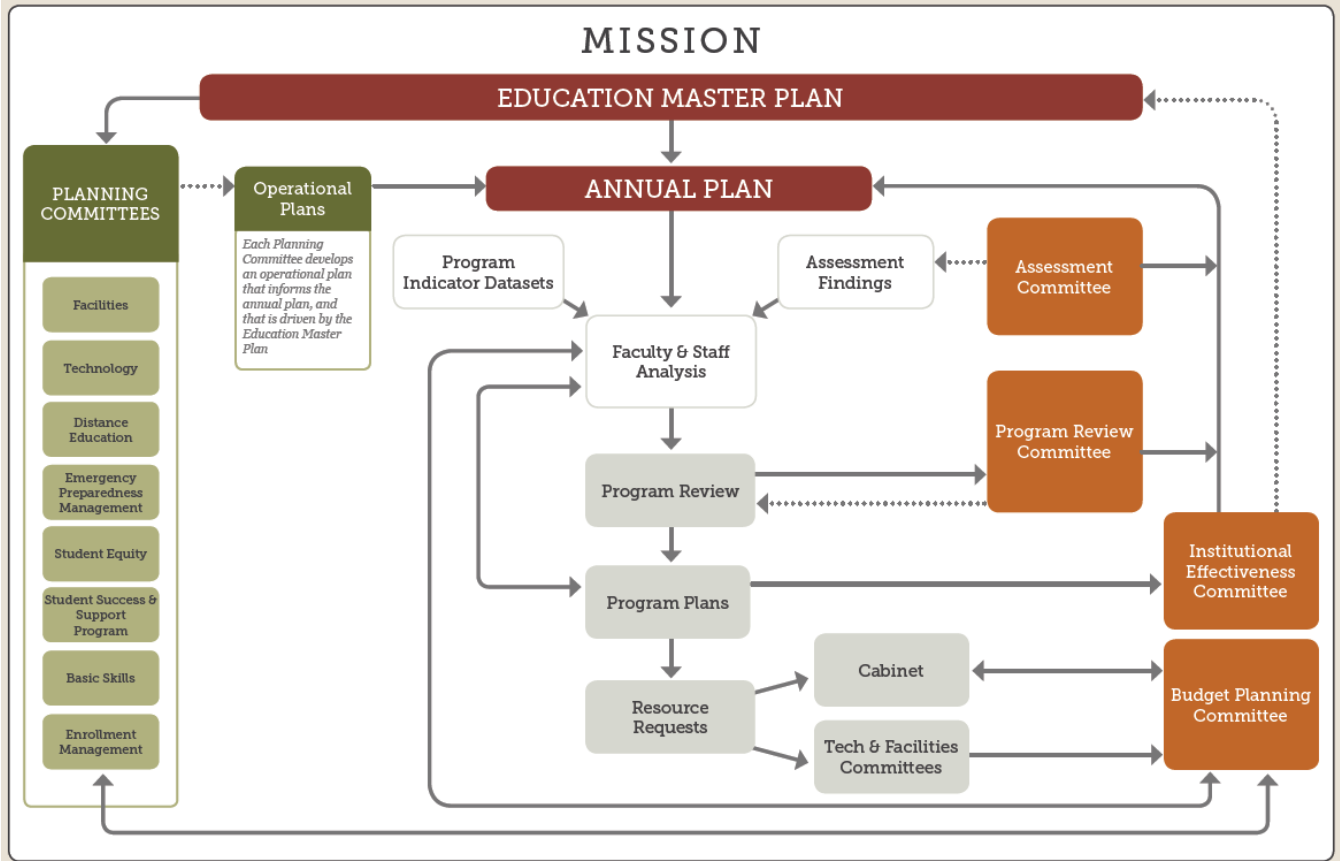
244
245 **Evidence of Meeting the Standard:**

246 The Integrated Planning Model below illustrates the process and information flow by which the
247 college engages in systematic evaluation and planning. The Mission informs planning at every
248 level. The Education Master Plan informs the operational plans developed by the college’s
249 planning committees. The Education Master Plan includes a 10-year vision that informs long-
250 range planning, and goals and objectives that drive the college for the next five years (E.I.B.9.a).

251 The college engaged all stakeholders to develop the Vision and Education Master Plan. An
252 Education Master Plan Steering Committee was formed, along with four subcommittees to
253 explore specific aspects of the institution’s Mission. Meetings took place for two years where
254 data was reviewed, a SWOT analysis was conducted, and all employees and community
255 members were invited to provide input. [add specifics once completed]

256 Key action items in the operational plans to be carried out in the next year are included in the
257 Institution Annual Plan. The Institutional Effectiveness Committee reviews the annual plans to
258 ensure that they cover every aspect of the Education Master Plan over the course of its duration
259 (E.I.B.9.a).

Process Oversight
Information Flow ———



260

261 The Annual Plan is sent to all faculty and staff at the start of each year, and it is linked to in the
 262 program review template so that programs can link their own action items to actions in the
 263 annual plan. The Institutional Effectiveness Committee tracks the progress of actions in the
 264 annual plan each semester, and publishes the results in the Institutional Effectiveness Report.
 265 Responsible parties are directed to include an update on the progress and an evaluation of the
 266 impact of the action (E.I.B.9.b). Items not fully completed by the end of the year are carried
 267 forward to the next year’s plan.

268 As part of the program review process, programs analyze their assessment findings and student
 269 achievement data trends to develop action plans to improve their program. Programs must align
 270 their plans with institutional plans and assessment findings (E.I.B.9.c). Program plans are key to
 271 moving the program forward in a way that promotes the overall direction of the college.
 272 Programs will only have resource requests funded if their requests are linked to plan. The online
 273 program review tool does not allow for stand-alone requests.

274 Programs complete a program review every year so that they can plan and request resources for
 275 improvement. Once every four years programs engage in a comprehensive program review

276 where they analyze trends showing the long-term effectiveness of their program regarding
277 student success (E.I.B.9.d).

278 The English program, for example, developed a plan to participate in the Multiple Measures
279 Assessment Project (MMAP). This plan was motivated by assessment data showing gains for all
280 equity groups in increased access to college-level courses following changes to the placement
281 process. They linked this plan to items in the Education Master Plan 1.6: Improve success among
282 underrepresented populations, and 1.4: Increase transfers and degree and certificate completion.
283 They asked for resources to support professional development for the implementation of MMAP
284 (E.I.B.9.e).

285 Following the submission of all program plans and recourse requests through program review,
286 the program review committee reviews each program using a rubric developed for instruction
287 (E.I.B.9.f), student services (E.I.B.9.g), and administrative services (E.I.B.9.h). Feedback is
288 provided to the program by the program review committee following each review.

289 The resource requests submitted through program review are gathered and prioritized. Members
290 of Cabinet work with leadership to prioritize operational items to be funded with discretionary
291 budgets. Items not funded with discretionary budget are reviewed by the chairs of the
292 Technology and Facilities Planning Committees to determine which should be ranked by those
293 respective committees. Then the technology and the facilities planning committees use a shared
294 rubric (E.I.B.9.i) to rank the relevant items.

295 Once the requests have been ranked, they are sent to the budget planning committee. The Budget
296 Planning Committee ranks items not appropriate for technology or facilities using the same
297 rubric, and determines the overall rank order of all requests. The budget planning committee then
298 sends their ranking recommendations to cabinet to determine the number of items that can be
299 funded based on the current budget. Feedback is then provided to all faculty and staff identifying
300 whether or not each item was funded.

301 Procedures are used to prioritize requests for new faculty and staff. AP 7217 Faculty
302 Prioritization Process is used to prioritize full-time faculty requests (E.I.B.9.j), and a rubric is
303 used to prioritize requests for new non-faculty staff (E.I.B.9.k). These processes are reviewed for
304 effectiveness [obtain evidence, need to review staff process this year].

305 AP XXX Institution-Set Standard (add # once developed) was developed in 2016-2017 to ensure
306 institutional effectiveness through planning. In the event that the college falls below an
307 institution-set standard, the President forms a task force to develop a plan to improve
308 performance, and that plan is included in the Institutional Annual Plan.

2 INSTITUTIONAL EFFECTIVENESS

3 The District shall develop, adopt, and publicly post goals that address all of the following: (1)
4 accreditation status; (2) fiscal viability; (3) student performance and outcomes; and (4) programmatic
5 compliance with state and federal guidelines.

6 The goals should be challenging and quantifiable, address achievement gaps for underrepresented
7 populations, and align the educational attainment of California’s adult population to the workforce and
8 economic needs of the state. The goals should be consistently monitored and assessed.

9 *The District shall develop institution-set standards that address all of the following: (1) retention; (2)*
10 *success; (3) persistence; (4) # degrees/certificates awarded; and (5) # transfers to 4-year institutions. The*
11 *District may develop additional institution-set standards. These standards represent the minimum*
12 *expectation set by the institution to meet educational quality and institutional effectiveness, below*
13 *which the institution regards its performance unacceptable.*

14 *Institution-set standards are set as the seven-year minimum average rate for retention, success and*
15 *persistence, and as the seven-year total for number of degrees/certificates awarded and the number of*
16 *transfers to a 4-year institution. These standards are reviewed every five years to determine if they need*
17 *to be re-set.*

18 *The institution-set standards are reviewed annually. If the college falls below the institution-set standard*
19 *for a given metric, the President or designee will convene a task force to evaluate possible causes using*
20 *data. The task force will make recommendations for improvement. Those recommendations will appear*
21 *in the upcoming annual plan to ensure they are carried out.*

22
23 References: Education Code Sections 78210 et seq. and 84754.6; ACCJC Accreditation Standard I.B.5 – 9