INSTITUTIONAL EFFECTIVENESS REPORT

2014 – 2015

Institutional Effectiveness Report | 2014-2015

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2014-2015 Annual Planning Actions Progress

❖ **Overview**   Each year, an annual plan is created with action items that are driven by the overarching strategic goals of the District. The first section of this report provides a progress update on each action in last year's 2014-2015 Annual Plan. An overview of related institutional data indicators is included to motivate the intent of the action, and track improvement.

Summary of indicators related to Strategic and Education Master Plan Goal 1: *Student Success*

❖ **Persistence**   The college selected an Annual Planning theme of "Increasing Persistence" in 2014-2015 for the second consecutive year. The theme helped motivate efforts across the District. Central to discussions at the Student Success Summit were ideas of what faculty and staff can do to help students persist. The Academic Senate also started the year at their retreat with a detailed discussion about initiatives to improve persistence. Persistence has been such a central issue that it will remain the Annual Planning theme in 2015-2016.

Fall to fall persistence rates for new students starting in fall 2013 were higher than they were in the previous three years. This was the case for full- and part-time students. Let's compare retention rates of 52.4 percent vs. 48.0 percent for new full-time students. This increase may not seem like a lot, but it results in a gain of approximately 39 FTES for the cohort's second year. It also results in improved student success as the student is more likely to achieve their education goal. The target persistence rate for CR is 50 percent for full-time students, and 40 percent for part-time students (see the Institutional Effectiveness Scorecard for additional targets).

Figure 1. Fall-to-Fall Persistence of New Student Cohorts by Load

	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Full	48.0%	51.7%	45.0%	52.4%
Part	33.2%	27.4%	32.1%	35.1%
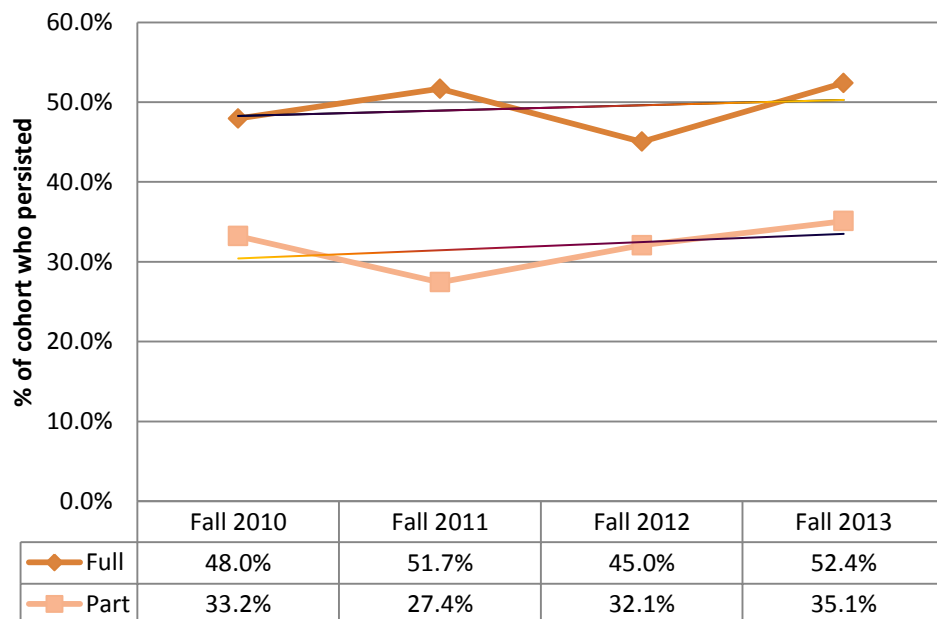
Persistence trends depend on a student's educational goal. Some students enroll to refresh job skills, or for enrichment, and have no intention of staying more than one or two terms. Figure 2 shows that students who indicated intent to stay for at least two years to earn a degree have persisted at increasingly higher rates in recent years. On the other hand, students who came to the college for reasons other than to earn a degree are not staying as long as they had in the past. A strengthening economy probably plays a part for this migration.

Figure 2. Persistence Trends by Student's Education Goal
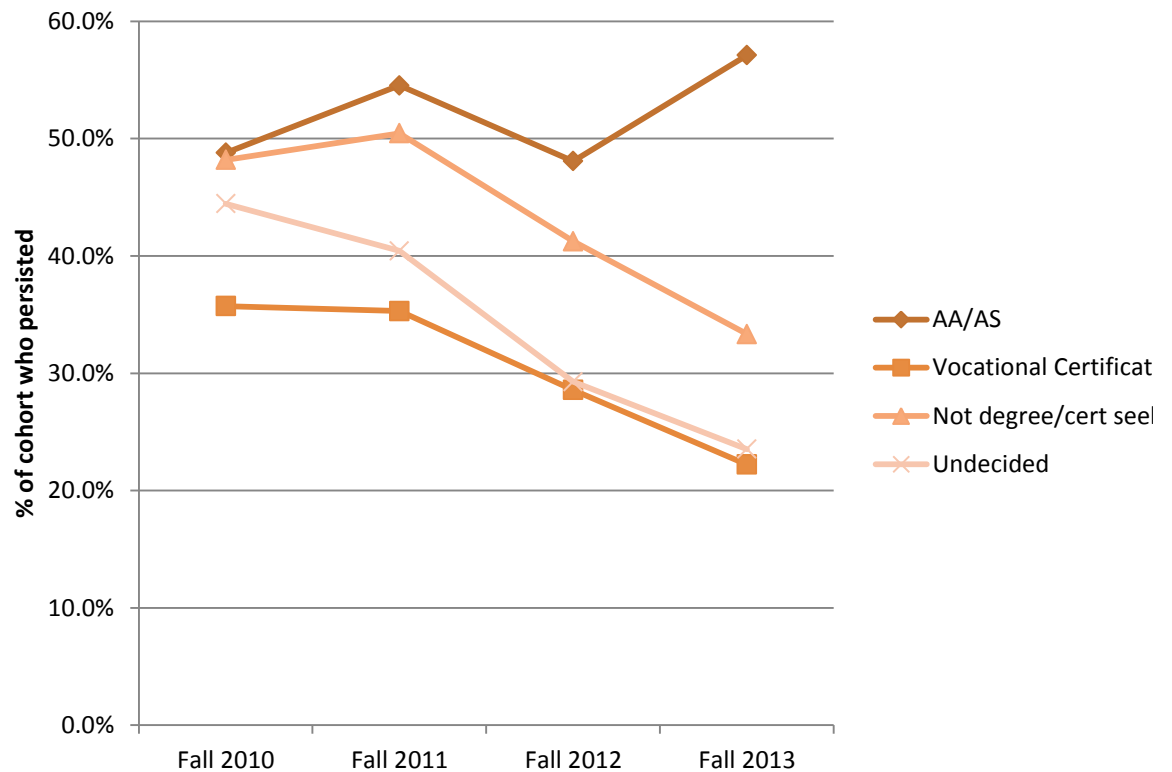
New student cohorts have declined in recent years, but a larger percentage of students identified as wanting to earn a degree (see table 1). The overall number of new students wanting to earn a degree at CR has remained about the same each year, but the number of new students who are non-degree or certificate seeking, or who are undecided has declined. Of the non-degree seeking students (now less than 20%), they stay at CR a shorter duration.

New regulations and priorities from the Chancellor's Office have probably had an impact on the goals' of incoming students. For example, limiting the number of times a student can repeat a course and a priority towards transfer degrees and away from enrichment has impacted all colleges.

Table 1. Education Goals of New Student Cohorts

Fall Cohort	Fall 2010	Fall 2011	Fall 2012	Fall 2013
# New Students	558	562	482	460
Incoming Ed Goal				
AA/AS	66.5%	68.9%	69.9%	82.6%
Vocational Certificate	2.5%	3.0%	1.5%	2.0%
Not degree/cert seeking	19.7%	19.8%	20.1%	11.7%
Undecided	11.3%	8.4%	8.5%	3.7%

❖ *Basic Skills Education*

The English and Mathematics Departments continue to reevaluate the process that places students into English, Mathematics, Reading, and ESL. Both departments made changes to Accuplacer cut scores that went into effect in 2014-2015. Cut score changes were accompanied by changes to the multiple measures process so that students have an opportunity to move if evidence, besides Accuplacer, supports placing them into more advanced courses.

Using multiple measures for Math placement had a large impact this year. Forty-one students placed into transfer-level math that would have placed below transfer if placements were based solely on the Accuplacer test. Multiple measures also caused fewer students to be placed into non-credit math three levels below transfer. The multiple measures process moved them to two levels below transfer. Figure 3 shows placements of 678 students who went through the math placement process in 2014-15.

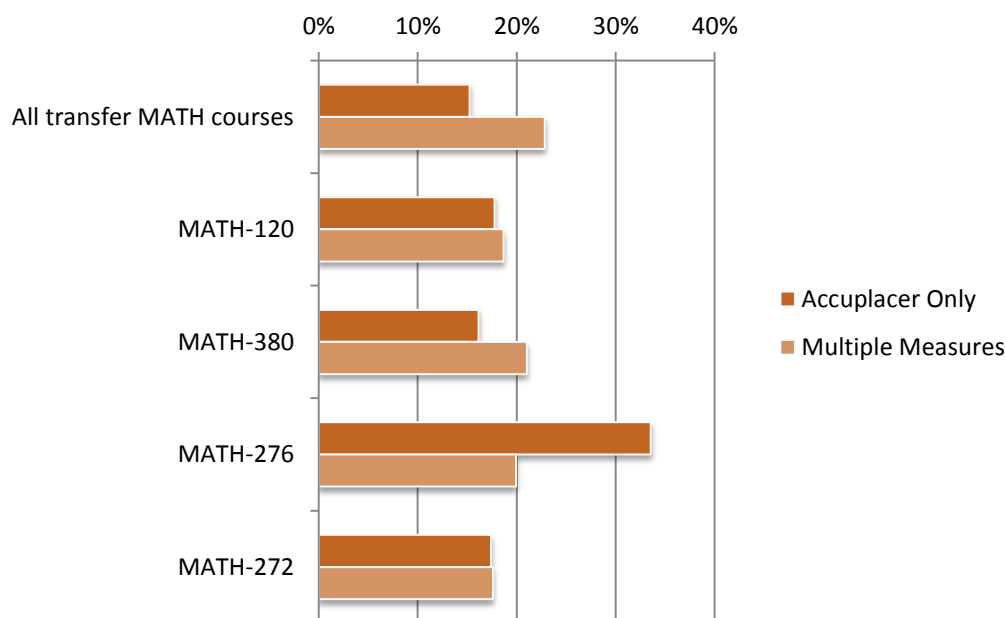Figure 3. Math Placement: Accuplacer Only vs. Multiple Measures

Table 2 shows a higher percentage of students placing into transfer-level English and transfer-level Math in 2014-2015 than in prior years. In addition, higher percentages of students also placed one-level below transfer-level English and Math, and smaller percentages placed into basic skills English and Math.

Table 2. Math and English Placement, by Cohort

	New students Assessing into:			
	Transfer-level English	Developmental	Basic Skills	
Cohort Year	All transfer ENGL courses	ENGL-150	ENGL-350	READ-260/360
2014 - 2015	50%	28%	16%	6%
2013 - 2014	24%	38%	30%	8%
2012 - 2013	27%	39%	26%	8%
2011 - 2012	27%	38%	27%	8%

	Transfer-level Math	Developmental, Degree Applicable	Basic Skills		
Cohort Year	All transfer MATH courses	MATH-120	MATH-380	MATH-276/376	MATH-372/272
2014 - 2015	23%	19%	21%	20%	18%
2013 - 2014	11%	10%	35%	34%	10%
2012 - 2013	15%	11%	36%	33%	5%
2011 - 2012	14%	10%	35%	35%	5%

The English and Mathematics Departments are offering accelerated classes after participating in the Community of Practice Acceleration Project. ENGL-102 was the first accelerated course to be offered. This course reduces the number of courses a basic skills student needs prior to enrolling in ENGL-1A. The course has had 265 enrollments since first offered in spring 2014. Preliminary data (see figure 4) shows that students are progressing from ENGL-102 to ENGL-1A at approximately the same rate of success as from ENGL-350 to ENGL-1A through ENGL-150. This is encouraging given that the accelerated course require less remediation for students to get to transfer level coursework.

The Mathematics Department is now offering accelerated MATH-102 (Pathway to Statistics), which shortens the developmental path to MATH-15 (Elementary Statistics). Three sections are being offered this fall with every seat taken as we move towards the first day of classes. The effectiveness of MATH-102 and ENGL-102 will be tracked in detail in upcoming years.

Figure 4. Progression from ENGL-350 and ENGL-102 to ENGL-1A
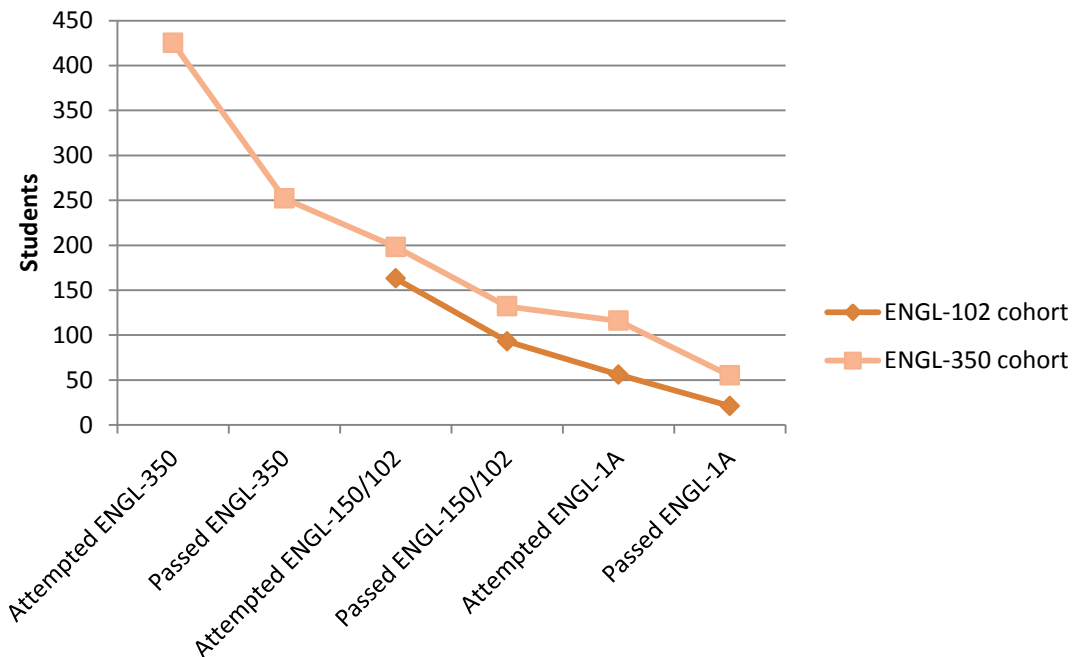
Note: ENGL-102 cohort includes students registered in spring 2014 through spring 2015. ENGL-350 cohort tracks those registered in fall 2013 through spring 2015, providing an additional semester to progress through the sequence.

❖ *Distance Education*

This was the fourth year in a row that online enrollments accounted for about 8 percent of all enrollments at CR. Approximately 1,800 students took an online course at CR in 2014-2015, and this number has remained fairly stable over the last five years. The demographics of online students differ, especially by gender. Females, who make up slightly more of the overall enrollments at CR, make up 68 percent of online students. Only slight differences exist in age for online students, and the ethnic makeup of students was almost identical for online and face-to-face students.

Table 3. Student Demographics: All CR Students vs. Online Students

2014-2015		Online	CR-All
Gender	Female	68%	55%
Age	17 and under	2%	7%
	18 - 24	48%	49%
	25 - 29	20%	17%
	30 - 39	21%	17%
	40 - 49	6%	7%
	50 and older	3%	6%

Several actions took place in 2014-2015 to grow online enrollments. The temporary Director of Distance Education and the Distance Education Faculty Coordinator developed and offered a process that promoted effective faculty preparation and professional development for online instruction. Instructors were offered a number of training sessions to learn how to use the new learning management system (LMS) Canvas. Canvas was also adopted by the California Community Colleges Chancellor's Office as the LMS for the system, making us one of the first five colleges to adopt the Chancellor's platform.

A substantive change proposal was submitted and approved by the ACCJC allowing us to offer over half of a student's declared program online. This allows for additional distance education offerings. New courses are scheduled this fall 2015 using interactive live video, which will allow for a wider student audience.

Success in online courses remains lower than in face-to-face and hybrid courses. With two new permanent hires (the Director of Library & Technology Enhanced Instruction and an Instructional Technologist), a new plan for addressing this gap and improving the distance education program is underway.

The 2014-2015 Annual Plan contains several additional actions to address strategic planning initiatives to improve student success and the effectiveness of the institution. The following update provides more details about the status of each action in the annual plan.

Strategic Plan (SP)	**Goal 1: Student Success**	Education Master Plan (EP)
SP.1. Focus on Learners: Developmental, Career Technical, and Transfer Education	EP.1. Ensure Student Success	

Objectives	
SP.1.1. Match student readiness with educational pathways.	EP.1.1. Provide structured academic pathways
SP.1.2. Continuously assess and evaluate programs to provide effective educational programs and services for all learners.	EP.1.2. Improve support for students.
SP.1.3. Students will be able to complete their desired educational goals.	EP.1.3. Improve effectiveness of basic skills education.
SP.1.4. Enhance student support and student engagement.	EP.1.4. Increase transfers and degree and certificate completions.
SP.1.5. Improve basic skills success.	EP.1.5. Professional development programs will improve educational effectiveness.
SP.1.6. Support staff and faculty development and instructional innovation.	EP.1.6. Improve success among underrepresented populations.

Annual Planning Actions		
Annual Action Plan	Progress Update	Status (mark one)
Enroll students into Pathways.	Pathways are defined through comprehensive education plans, Associate Degrees for Transfer (ADT), and program evaluation options. Students enroll in pathways as part of new student orientation and receive more information in First Year Experience courses and from the Counseling & Advising team in group and individual settings.	*Completed*
Effectively support the development of student education plans (SEPs) for all non-exempt students.	All new students who attend an in-person orientation receive an abbreviated SEP. Students also develop SEPs with counselors and advisors during individual appointments and in group settings. According to our Scheduling & Reporting System (SARS) database, in the 2014-2015 academic year, 2,914 individual students district-wide completed a SEP (includes both abbreviated and comprehensive SEP). Due to changes with MIS data elements and updates to the Student Planning system, we will continue to explore ways to track SEP completion.	*In progress*
Expand dual and concurrent enrollment opportunities.	The Dual Enrollment Oversight Committee comprised of faculty, staff administrators, and a Eureka City Schools representative was formed in spring of 2015 and the committee drafted the processes and MOU for program implementation. The administration and CRFO agreed on an MOU that mitigates potential working condition issues. Pilot dual enrollment courses planned for spring 2016. These pilot courses will have high school teachers, who meet college qualifications, teaching the course. Concurrent enrollment sections (taught by current CR faculty) taught at the high school site were expanded to include Lost Coast and St. Bernards High Schools. Nearly 300 enrollments took place high school locations in 2014-2015.	*In progress*

Develop orientation for students taking distance education courses.	Two non-credit student orientation courses were developed and approved by Curriculum in spring 2015. • EDUC-201 (College of the Redwoods Tech Tools Workshop) has been approved by the state and is ready to offer. • EDUC-203 (Getting Started in Online Classes with Canvas) is still awaiting state approval and cannot be scheduled until approved. In the meantime, the Online Education Initiative has released eleven interactive tutorials to help improve student success in online courses, and these will be added to CR-Online as resources that can be accessed by students preparing for online courses.	*In progress with change in direction*

Evaluate placement process and explore multiple measures.	The English faculty conducted a review of the placement Accuplacer cut scores last year and concluded that the scores we were requiring were too high. After reviewing the data gathered and comparing this with what faculty experience with students in their classes, they decided to:
	
	• Drop the cut-scores to get into English 1A and English 150 by 5 points. The cut score to place in English 350 will remained the same.
	• Create an advising zone of 5 points below the revised cut scores for English 1A, English 150, and English 350.
	• Allow students in the new, expanded advising zone to be placed up into the higher level course if one of the following criteria were met:
	   ○ They could provide a high school transcript for their junior and senior years of English with a GPA of 3.0 (transcript no more than three years old).
	   ○ If their high school GPA is less than a 3.0 or the transcript is more than three years old, they could schedule themselves to take a reading and writing test that would determine whether they stayed in the lower level or moved to the next higher level.
	
	The Deans of MBSSS and Arts/Humanities, Director IR and the VP met with representatives from the Chancellor's Office regarding Math placement multiple measures process. The VP and Deans provided more clarity to the math department relative to multiple measures and charged them to look further at alternative measures.
		In progress

Update Student Equity Plan using new Chancellor's Office template to include a plan for narrowing the achievement gap.	A new Student Equity Plan was completed using the new template in October 2014. The plan was communicated to campus in August, 2014 at the SSSP & SEP Overview session at Convocation. Actions in the plan were coordinated with the Student Success and Support Program Plan, the Institutional Annual Plan, and the Basic Skills Plan.	*Completed*

❖ *Student Success Summit*

The 2nd Annual Student Success Summit was held in spring 2015. Chancellor Dr. Brice Harris spoke about the California Community Colleges and facing the changes throughout the state. Habits of Mind and English and Math acceleration were among the breakout sessions held during the day. Keynote presentations highlighted hope and mindsets in improving student success.

The predominant theme that emerged from participants was the need for an effective and sustainable professional development infrastructure for all faculty (full- and part-time) and staff district-wide. This idea was forwarded to Expanded Cabinet who in turn recommended planning items to the Institutional Effectiveness Committee for inclusion in the Annual Plan 2015-16.

A Survey Monkey was sent to staff and faculty who participated and recommendations to the professional development interests of staff. Themes for a Student Success Summit 2016 included collaborative communications to support student success, strategies for creating a stronger sense of college community and a positive communication climate. Summit theme recommendations were incorporated into the 2015 fall Convocation sessions, and Katie Hern from the California Acceleration Project Co-Founder was secured as a keynote speaker. A number of breakout sessions highlighting strategies for faculty and staff to encourage a healthy workplace and positive climate were also included.

Summary of indicators related to Strategic and Education Master Plan Goal 2: *Community Education*

❖ *Non-credit course enrollments*

Non-credit enrollments have grown substantially in 2013-2014 and 2014-2015. Non-credit offerings in 2014-2015 were in subject areas BUS, EDUC, ESL, GUID, MATH, READ, SR, and WORK. EDUC section offerings increased the most, from 16 offerings in 2013-2014 to 58 offerings last year.

Table 4. Non-Credit Sections and Full-Time Equivalent Students (FTES)

Year	Sections Offered	FTES
2014 - 2015	149	121.4
2013 - 2014	63	43.3
2012 - 2013	3	0.7
2011 - 2012	4	5.1
2010 - 2011	4	2.4

Enrollment in non-credit subject areas are shown in Figure 5. Education (EDUC) non-credit enrollments were highest, followed by Math and Guidance.

Figure 5. Full-Time Equivalent Students (FTES) by Non-Credit Subject Area
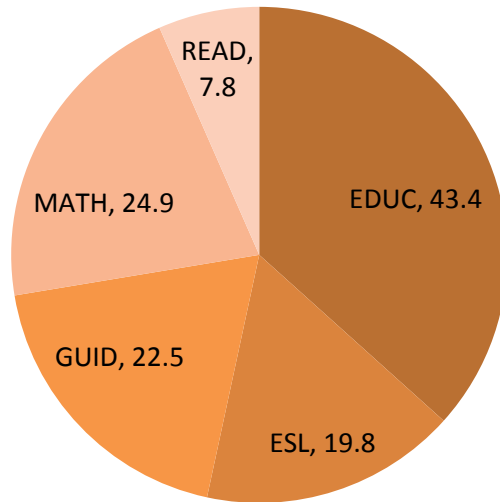
Many students take credit courses while taking non-credit courses. It is not unusual for a student who has taken several credit courses to subsequently enroll in non-credit. Another group of students take non-credit exclusively (see Table 5). This data is preliminary as the non-credit program has grown in the last few years. More time is needed to see if these exclusively non-credit students eventually enroll in credit courses.

Table 5. Sequence of Credit and Non-Credit Courses taken by Non-Credit Students

	Students in credit before/during first non-credit class	Students in non-credit before taking credit	Students in non-credit exclusively
Fall 2013	31	11	93
Spring 2014	181	<5	233
Fall 2014	351	16	137
Spring 2015	329	<5	238

Strategic Plan (SP)	**Goal 2: Community Education**	Education Master Plan (EP)
SP.2 Focus on Learners: Community Partnership		EP.2 Develop Programs and Services to Meet Community Needs

Objectives	
SP.2.1. Provide workforce development training. **SP.2.2. Respond to business and industry short-term training needs.** **SP.2.3. Develop non-credit programs.**	**EP.2.1. Enhance community education program.** EP.2.2. Enhance incumbent worker and contract training. EP.2.3. Develop not-for-credit programs. **EP.2.4. Career & Technical Education (CTE) Programs respond to community training needs.** **EP.2.5. Develop non-credit programs.**

Annual Planning Actions		
Annual Action Plan	Progress Update	Status (mark one)
Develop a plan to respond to community training needs identified through business industry research.	Locally developed industry data, including the *Redwood Coast Targets of Opportunity*, the *Humboldt County Comprehensive Economic Development Strategy*, research from the state-wide CTE *Doing What Matters for Jobs and the Economy* identified sectors, the North Far North consortium, and feedback provided through the AB86 Workgroups, has been reviewed for current and future regional industry needs. Identified recurring needs include workforce skilled in Niche Manufacturing, Small Business Entrepreneurship, and basic Work Readiness. In 2014-15, the focus was on strengthening CR's Manufacturing program through the replacement of equipment to meet industry standards and by securing grant and categorical dollars to further update classroom equipment. Noncredit work readiness curriculum and certificates were also developed. Impact has not been evaluated. Assessment of the manufacturing program has indicated, for years, the need for updated industry equipment. In Progress – due to the continual changes in industry growth and needs, the process of responding to industry needs will be ongoing.	*In progress*
Pilot an adult education program.	Curriculum to support an adult education program was developed, including basic skills and college and career preparation courses as well as noncredit Certificates. Adult Education relationships were developed with many community organizations and K-12 Districts, and adult education courses were held in many different locations to meet adult education needs in each geographical area. Locations piloted included: K-12 schools, two county jails, the California Conservation Corps, and community organizations. Nearly all pilot locations elected to continue to host CR Adult Education program classes in 2015-16.	*In progress*
Coordinate with K-12 school districts to offer adult education.	The AB 86 Consortium continues to meet and identify new ways to partner. CR's Director of Continuing, Adult and Noncredit Education is working with the Northern Humboldt Schools and Eureka City Schools to provide noncredit adult education courses at Arcata, McKinnleyville and Eureka High Schools. A meeting between CR's administrative team and Eureka City Schools will meet and discuss strengthening the partnership.	*In progress*

Summary of indicators related to Strategic Plan Goal 3: Fiscal & Operational Sustainability

❖ *Operational Efficiencies*   Desktop machines were purchased in 2014-2015 based on a set of minimum standards for all machines district-wide. All machines were purchased to exceed standards. By the end of September 2015, all XP machines will have been replaced using funds from the equipment replacement budget. All computers in three classrooms were replaced in 2014-2015 with new computers, and those computers were swapped out with non-compliant computers throughout the district.

The 2015-2016 equipment replacement budget has been increased for new equipment. Facilities used $312,000 of maintenance apportionment to replace boilers, air handlers, and to install air conditioning in the LRC. The status of additional 2014-2015 Annual Planning actions to address fiscal and operational sustainability are addressed below.

Strategic Plan (SP)	Goal 3	Education Master Plan (EP)
SP.3 Fiscal & Operational Sustainability		

Objectives
SP.3.1. Reduce reliance on apportionment-based funding.
SP.3.2. Improve college operational efficiencies.
SP.3.3. Increase funding available for strategic initiatives
SP.3.4. Increase community support for the college.
SP.3.5. Practice continuous quality improvement.
SP.3.6. Practice continuous adherence to accreditation standards.

Annual Planning Actions		
Annual Action Plan	Progress Update	Status (mark one)
Implement more efficient payment processing.	We are working toward moving check printing from the Information Systems Office to the Business Office. Once this change is implemented and is in place for one year, we will assess the efficiency of payment processing and make changes as indicated. The Business Office has worked with IT staff and decided to use SoftDocs to manage laser check printing. IT is ordering the necessary hardware to move the project forward. The Business Office is also working towards implementing document imaging for accounts payable and purchasing. Document imaging will allow accounts payable and purchasing staff access to electronic vendor information and files through a relational database, potentially cutting down on AP and purchasing processing time.	*In progress*
Develop budget cycle for equipment replacement.	For 2015-16 one-time monies from State mandate reimbursements, categorical funds, and Measure Q funds have been allocated for technology replacement and instructional equipment. Student Tech Fee funds have been allocated for equipment in student labs and wireless network upgrades. A positive development is the oldest equipment is being retired even as new technology such as Cisco Telepresence is being deployed, for example the last of the Windows XP machines are being replaced. Therefore, the District continues to rely on a mix of permanent and one-time funding with a goal of continuing to move to more permanent funds.	*In progress*

Develop budget cycle for capital repairs and maintenance.	For 2015-16 one-time monies from State mandate reimbursements, categorical funds, and Measure Q have been allocated to address capital repairs and maintenance. Also, we are using Measure Q funds and State capital project planning funds to complete engineering studies. The study results are being used to request additional State funds, for example to request to fully replace the Creative Arts bldg. instead of partially replace, and to request a new PE/Athletic bldg., and for code upgrades to the Del Norte main bldg. These State funded upgrades will materially reduce the District's repair and maintenance schedules. For 2015-16, the following maintenance projects are in process: Districtwide LED light upgrade to improve lighting, reduce utility costs, and reduce light bulb replacement maintenance; HVAC upgrades to the LRC and RBC-A bldgs.; Demo unused facilities for utility savings and reduced maintenance; PE equipment replacement for health and safety and to reduce repairs; Automotive Technology upgrade to replace worn out equipment; Student Union improvements to reduce deferred maintenance; Del Norte Science Lab replacement project to reduce deferred maintenance; PE fields upgrade to reduce deferred maintenance; Marquee upgrades; Firing Range improvements for safety and to reduce deferred maintenance; repairs at the Mendocino Center; and other miscellaneous maintenance projects.	*Change in direction (moving to request more State Capital funds)*
Implement a revised AP 4021 "Program Revitalization or Discontinuation Process"	AP 4021 has been reviewed/revised by the Academic Senate ASPC. It will be coming forward to the Senate Council, along with AP 4020 "Program, Curriculum and Course Development" in fall 2015.	*In progress*

Summary of indicators related to Education Master Plan Goal 3: Practice Continuous Quality Improvement

❖ *Student Learning Outcome Assessment*

Student learning outcomes are being assessed in most courses and programs. Program assessment has slowed down in the past two years, and so efforts will focus on program assessment this year.

Embedded exams are the most frequent instrument that instructors use to assess course learning outcomes, followed by writing and lab assignments. The use of embedded exams is encouraging as it is an efficient way of collecting meaningful assessment information.

Figure 6. Course Assessment Instrument Used (2013-14 to 2014-2015)
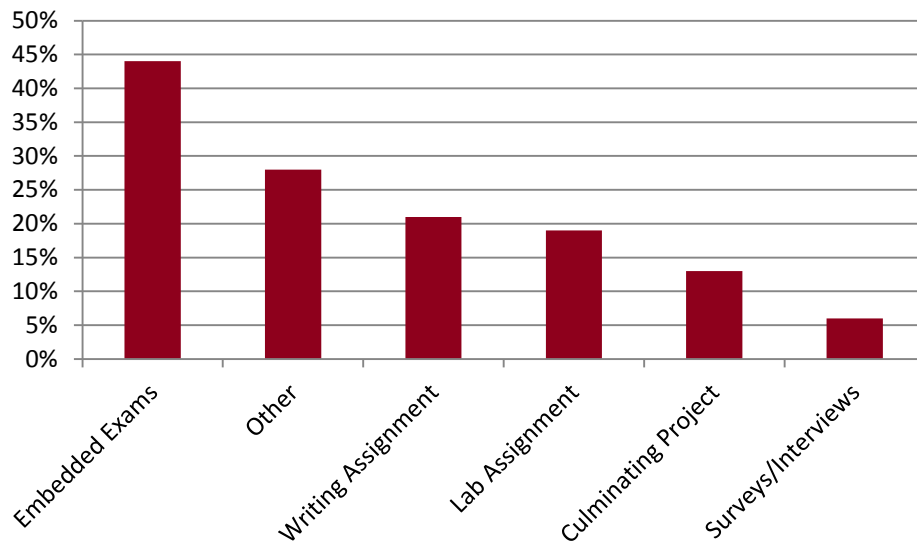
Note: Some instructors use more than one assessment instrument in a course.

With two years of baseline data, results indicate that students are successfully achieving the desired course and program outcomes. Far more students in face-to-face courses have been evaluated than in online or hybrid delivery methods, but the percent of students meeting or exceeding expectations across delivery mode is very close (about 88 percent). This percentage varies greatly by discipline, but we now have good baseline data from which to track improvements.

Table 6. Outcome Attainment by Course Delivery Method

	2013-2014	2014-2015	2013-2014	2014-2015
Modality	% Meeting or Exceeding Expectations		# Students Evaluated	
Face-to-face only	88%	86%	18905	12347
Hybrid	88%	89%	369	335
Online Only	87%	91%	1369	902
Sections of multiple delivery methods	84%	84%	2192	1915

Strategic Plan (SP)	**Goal 3**	Education Master Plan (EP)
	EP.3 Practice Continuous Quality Improvement	

Objectives
EP.3.1. Improve tools for assessment reporting. **EP.3.2. Student learning will be a visible priority in all practices and structures.** **EP.3.3. Student learning outcomes and assessment are ongoing, systematic, and used for continuous quality improvement** **EP.3.4. Systematically use data to inform decision making.** EP.3.5. Provide continual and inclusive training opportunities regarding assessment. EP.3.6. Increase number of institutional employees who have accreditation experience.

Annual Planning Actions		
Annual Action Plan	Progress Update	Status (mark one)
Review the Education Master plan and discuss revisions to make the plan more meaningful to the campus.	There was overwhelming support from faculty and staff at the Institutional Effectiveness Summit to move to a single Education Master Plan. Most people couldn't see a need for the Strategic and the Education Master Plans. Others had difficulty keeping them straight, and found it cumbersome to link operational plans to two strategic planning documents. The process of developing a new Education Master Plan to begin fall 2017 will kick off this fall. The Institutional Effectiveness Committee has put together an ad hoc committee to lead the efforts. This group will start facilitating discussions with the Board of Trustees, campus and local community. Work is also being done to make the planning process more meaningful by involving the Academic Senate in the development of the Annual Plan.	*Completed*
Assess the ILOs and hold institutional dialogue about the results.	Assessment of ILOs has followed our defined schedule of assessing one ILO each semester and then reviewing all of the results after a cycle of 3 assessments have been complete. Our first cycle began in fall 2014. We have assessed two of the ILOs and have assessment of the third ILO scheduled at the fall 2015 convocation. The analysis and feedback from dialogue related to these ILOs have been reported on the Assessment web page. A discussion about the extent to which students are achieving their professional goals resulted in a desire to have faculty and counselors and advisors improve communication through attending joint meetings where faculty can explain specifics about the program. This took place following the session with increased counseling involvement in department meetings such as in Mathematics and English.	*Completed*
Improve the quality of SLO/PLO assessments.	The assessment cycle was changed so that faculty will have more time to formally assess all course and program outcomes. In the future, faculty and staff will have 4 years to report on all course and program outcomes. A survey was administered in spring 2014. Approximately three quarters of those expressing an opinion were in favor of moving to a longer cycle. A majority of respondents commented that a longer cycle would require less time reporting, and more time to engage in thoughtful/meaningful assessments.	*In progress*

Implement a refined process to monitor the ACCJC standards, eligibility requirements, and commission policies.	A matrix has been developed that assigns all responsible parties to each of the 2014 ACCJC Standards and Substandards. Responsible individuals have reviewed the matrix, and responsible committees are currently reviewing their items to determine if we can document proper supporting evidence. The Board of Trustees and several other groups have reviewed the matrix. All committees are being asked to confirm that they have reviewed their related standards by the end of spring 2015. Evidence of meeting the standards is being cataloged by a network file system. Employees can organize evidence by standard and have it automatically appear on a shared website: http://www.redwoods.edu/accreditation/evidence/	*Completed*
Increase the number of CR employees serving on ACCJC visiting teams.	This action was accomplished but is ongoing. There were five CR employees at the Team Training on February 9, which was more than from any other college.	*Completed*
Communicate Institutional Learning Outcomes (ILOs) with students and employees through dialogue and publications like syllabus template.	Dialogue sessions were held in the fall and spring semesters to assess the Institutional Learning Outcomes (1) Academic and Career Technical Objectives, and (2) Personal and Professional Development. ILO (3) Community and Global Responsibility will be assessed and discussed fall 2015. Dialogue surrounding ILO 2 resulted in a recommendation that next year's institutional annual plan contain an action related to increased communication between advising/counseling staff and instructors.	*In progress*
Improve the assessment processes regarding areas of responsibilities.	Four new Associate Deans will start in fall 2015. The Associate Deans will help instructors in their respective division perform assessments and facilitate program assessment dialogue sessions. Deans and Associate Deans will work with the faculty Assessment Coordinator and the Assessment Committee to determine the best structure for each Division.	*In progress*

Summary of indicators related to Strategic and Education Master Goal 4: Technology

❖ *Technology* Ellucian's Student Planning Module was implemented in 2014-2015 so that students can develop student education plans with the help of Counselors, Advisors, and technology. The module allows students to easily note the courses needed to complete their degree, see which semester they plan to take those courses, and view a course schedule. Other major advances in technology included implementation of Cisco Telepresence™ and WebEx™ so students and employees can connect throughout the district.

Strategic Plan (SP)	Goal 4: Technology	Education Master Plan (EP)
SP.4 Technological Relevance		EP.4 Maintain Technological Relevance
Objectives		
SP.4.1. Improve technology infrastructure to support all college operations. SP.4.2. Improve instructional labs to support effective teaching and learning. SP.4.3. CTE programs will have technology relevant to their disciplines **SP.4.4. Improve efficiency through technology.** **SP.4.5. Improve data gathering and utilization to support instructional, student service, & administrative decision making.**		**EP.4.1. Lab equipment and technology effectively supports instructional needs.** EP.4.2. Update the comprehensive technology replacement plan. EP.4.3. Enhance distance education or eLearning. **EP.4.4. Effectively utilize technology in teaching.**

Annual Planning Actions		
Annual Action Plan	Progress Update	Status (mark one)
Develop videoconferencing capabilities for meetings and classes.	New courses are scheduled fall 2015 using interactive live video. Live instruction can be broadcast at one campus location to another so that students at the Eureka, Del Norte, and Klamath-Trinity locations can benefit from a single instructor. Cisco WebEx™ conferencing tool has started being used to host videoconference meetings for a limited number of users. Additional licenses are needed to use the tool with a broader audience.	*In progress*
Provide training of effective use of classroom technologies.	Trainings to use the new learning management system Canvas took place throughout the year, and culminated with a series of training sessions during the fall 2015 Convocation. Distance Education related trainings were also given for the use of PowerPoint, video and audio. Trainings to use smart boards in the classroom were also provided during the year.	*In progress*
Make progress implementing student self-service (Datatel student planning module).	Ellucian's Student Planning Module has been installed, and a team of student services and technology staff have been trained to use the module. Training sessions took place in the summer, and additional trainings are scheduled to train all Counseling and Advising staff in the fall. Counselors will being creating education plans using the module in spring 2016. Ellucian is quickly upgrading the new module, and we expect new features in the future in areas where the module did not meet our state reporting requirement needs.	*In progress*
Develop a comprehensive plan for offering DE courses.	The Deans and Director of DE developed a short term plan to get several degrees and certificates approved for 50% or more online through the ACCJC. A comprehensive DE plan is being developed through the DESC.	*In progress*

Develop a technology replacement plan.	For 2015-16 one-time monies from State mandate reimbursements, categorical funds, and Measure Q funds have been allocated for technology replacement and instructional equipment. Student Tech Fee funds have been allocated for equipment in student labs and wireless network upgrades. A positive development is the oldest equipment is being retired even as new technology such as Cisco Telepresence is being deployed, for example the last of the Windows XP machines are being replaced. Therefore, the District continues to rely on a mix of permanent and one-time funding with a goal of continuing to move to more permanent funds.	*In progress*
Expand wireless capabilities.	For 2015-16, wireless continues to improve. Additional wireless nodes will be deployed to improve connectivity. Also, CENIC is providing a second gigabit internet circuit as a backup connection. This circuit will be used for Eureka wireless service, except on the rare occasion that the primary circuit should fail. Currently, our 100mb or so wireless internet through Suddenlink is saturated during the academic year. Increasing to 1gb service will improve the speed that students experience on the wireless network.	*Completed*
Further update the college website.	CR's homepage was drastically updated in fall 2014 to reflect best practice and the needs of students. The look and content of department pages, as well as degree and certificate pages is currently underway. A pilot group is testing out new faculty profile pages using the new content management system in place of Contribute.	*In progress*

Summary of indicators related to Goal 5: Enhancing the Institutional Profile and Increasing Student Participation

❖ ***Outreach*** CR celebrated its 50th Anniversary in 2014-2015. The College reached out to the community through a 50th Anniversary celebration that brought a large number of alumni to the campus. Other outreach events included Counselor Day, with counselors in attendance from high schools throughout CR's service area. The Student Success Summit had a record number of attendees, during which faculty and staff discussed ways of best reaching students to help them persist. The progress of additional 2014-2015 Annual Planning Actions to enhance the institutional profile and increase student participation in campus activities are detailed below.

Strategic Plan (SP)	**Goal 5**	Education Master Plan (EP)

SP.5 Enhance Institutional Profile		

Objectives	
SP.5.1. Enhance support for the college community. SP.5.2. Support/increase cultural activities at the college. **SP.5.3. Develop partnerships for utilization of the available buildings.** **SP.5.4. Reactivate the alumni association.** **SP.5.5. Increase communications and outreach to the community.** SP.5.6. Develop a governmental relations function. SP.5.7. Increase public support for the college	

Annual Planning Actions		
Annual Action Plan	**Progress Update**	**Status (mark one)**
Implement activities for the 50th anniversary of CR.	CR held a celebration for our 50th Anniversary in October 2014. The event attracted hundreds of community members, including alumni, students and staff. Twenty new members joined the alumni association. A video was created at the event to capture the memories of CR over the years. Speakers included Bill Henry (Retired Construction Technology Professor), Rex Bohn (Humboldt County Supervisor), Connie Gregerson (Louden) (Former Student/Employee), Lew Nash (Retired Professor, Philosophy), and Dr. John Burke (CR Trustee, Retired).	*Completed*
Equip faculty and staff with marketing materials for outreach activities.	Faculty and staff requested outreach materials throughout the year, including brochures, fliers, and posters. Staffing shortages in the Office of Marketing and Communications limited our ability to develop materials above and beyond past years, but a lot of the materials were updated for content and design consistency.	*In progress*
Increase faculty and staff outreach to the high schools. Develop a schedule of visits.	Faculty and staff districtwide participated in various outreach, enrollment, and financial aid activities with our local high schools in the 2014-2015 academic year. An outreach calendar with the schedule of visits was developed and made available on the CR homepage.	*Completed*
Determine most effective options for unused buildings.	The District advertised the availability of rental space. The most likely customer for the old physical science and/or life science bldgs., HSU, toured the facilities, but expressed no further interest. Further, these facilities would have required expensive repairs before a lease could be offered. Since then, the BPC recommended and administration has allocated Measure Q funds to demolish the old stadium, old physical science bldg., and old life science bldg. RBC-A and RBC-B are currently partially leased or occupied for District use, so lease revenue is helping to cover repair and maintenance costs on these facilities. As long as lease costs fully cover ongoing upkeep, it makes fiscal sense to extend leases. The old library is not leased and requires expensive upgrades, such as new flooring, new fire alarm system, and new HVAC units, before the facility would be suitable for leasing. Based on an analysis of the potential lease revenue, extending a lease on this facility would result in negative cash flow for many years due to the extensive deferred maintenance.	*In progress*

Develop a marketing plan.	A marketing taskforce assisted with the review and interviewing of finalists. Interactive Resources was selected and is currently beginning a contract to assist the District with its marketing and image plan to encourage student enrollments. Interactive Resources will be conducting focus groups with students, faculty, and staff in the fall. They will also conduct research in the community to inform the marketing plan.	*In progress*
Develop Alumni testimonial videos.	An Alumni testimonial video was filmed at the 50th celebration. Several alumni provided stories about their success and gratitude for CR. The video can be seen on the link to the celebrating 50 years on CR's homepage. Additional testimonials are needed.	*In progress*
Increase course offerings at alternate locations (e.g., high schools).	Dual enrollment course continued to be offered at South Fork, Eureka, Arcata and McKinnleyville high schools. Lost Coast high school was added to the list of schools offering dual enrollment classes in Spring 2015. The Del Norte Campus has added classes to the fall 2015 schedule (and add a dedicated classroom) that makes it more convenient for high school students to take college courses.	*In progress*
Collaborate with the community to continue student success discussions (e.g., summit).	A Student Success Summit was held on January 30, 2015. Well over one hundred faculty, staff and students participated in the event. The day began with a presentation on changing institutional culture to improve student success featuring a discussion about Mindsets, hope success and persistence. Chancellor Harris then provided an update about the state of the system. The afternoon included facilitated small group discussions about what can be done remove barriers so that more students can persist. A primary theme which arose from the group dialog was the need for an effective professional development infrastructure for faculty (full- and part-time) and staff.	*Completed*

Strategic Plan (SP)	Goal 5	Education Master Plan (EP)
		EP.5 **Increase Student Participation in Campus Activities**
Objectives		
	1. Improve student engagement among all students. **2. Develop a vibrant student center.** 3. Increase student engagement in the community. 4. Faculty and staff will model positive engagement in the college community	
Annual Planning Actions		
Annual Action Plan	Progress Update	Status (mark one)
Evaluate the use of the Multicultural Diversity Center.	The Associated Students of College of the Redwoods Senate (ASCR) has been asked to assist the Office of Institutional Research to determine the most effective use of the Multicultural Diversity Center. ASCR currently has space next to the Center.	*In progress*

Expand the student ambassador program.	The Student Ambassador program now consists of about 5 Ambassadors each semester. Student Ambassadors respond to the main email inbox, answer the admission phone line and field basic questions regarding process, deadlines and dates for the district. They manage about 75 percent of the initial phone and email contact with our students. They also provide outreach to perspective students by guiding tours and contacting students who have applied but not yet registered, and gathering information about how CR can improve.	*Completed*
Increase opportunities for students in work experience.	Increased opportunities for students in work experience by creating discipline-specific occupational CWE courses in the following CTE areas: Agriculture, Business, Computer Information Systems, Construction Technology, Digital Media, Drafting Technology, Manufacturing Technology, and Restaurant/Hospitality Management. Established ongoing placement opportunities for student-veterans with the Blue Ox Millworks' Veterans Program.	*Completed*

Effectiveness of the Integrated Planning Process

❖ **2014-2015 Integrated Planning Survey Summary**

For the fifth year in a row, members from each integrated planning committee evaluated themselves using a survey. Items received similar overall ratings, although most items declined a small amount last year compared to 2013-2014. The item that declined the most was regular attendance of committee members. This has been one of the lowest rated items since the survey was first given in 2010-2011. Written responses also revealed that members would like to see more even participation among committee members. On a positive note, many members commented that committee processes and work continue to become clearer.

The Institutional Effectiveness Committee (IEC) worked on a Committee Handbook that outlines the responsibilities of committee members and the chair, with the first and foremost responsibility being regular attendance. We hope that a discussion taking place in each committee about the responsibilities in the handbook will help with attendance issues. The IEC also published a committee calendar with the day and time of the week that each committee meets to avoid potential scheduling conflicts.
http://inside.redwoods.edu/calendar.asp

Table 7. Integrated Planning Survey Results   Average Ratings

The following statements were rated using the scale 5 = strongly agree, 4 = somewhat agree, 3 =neutral, 2 = somewhat disagree, 1 = strongly disagree					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
1. Members of the committee attend regularly.	3.58	3.92	3.57	4.27	3.90
2. The committee members had appropriate information to make informed decisions.	3.39	3.73	3.95	4.36	4.31
3. Discussions and decisions were data-driven and supported by sound evidence.	3.39	3.98	4.00	4.37	4.43
4. The committee accomplished what it set out to do.				4.20	4.12
5. Each constituent group had representation on this committee.				4.33	4.31
6. Each campus location had representation on this committee.				3.87	3.67
7. Relevant committee information was effectively communicated to appropriate constituents.				4.02	4.04
8. The results of committee activities are communicated broadly to keep the district informed of changes/improvements.				3.93	3.88
9.The committee had collegial and collaborative dialogue regarding decisions, plans, etc.				4.59	4.49
10. The committee followed an effective process for decision making.				4.35	4.33
11. The committee followed transparent processes.				4.47	4.43
12. The committee website is generally up to date (minutes, members, charge, etc.).				4.20	3.94
13. The integrated planning and budgeting process is clear.				3.59	3.64
14. The district has effectively communicated the outcomes of the planning and governance process.				3.93	3.91
15. Resources were adequate for committee members at all locations to participate.				3.98	3.96

❖ **2014-2015 Institutional Effectiveness Summit**

The college has held a planning summit each year since 2010-2011. This was the second year that the summit was called the Institutional Effectiveness Summit to communicate a more overarching role of the planning committees in driving the effectiveness of the institution. A large and interactive group of faculty, staff, and students were in attendance. The group began with a fun competition to see who was most familiar with CR's process of Integrated Planning. The results of the integrated planning survey (above) were reviewed, and strengths and weaknesses were also discussed.

In addition to the integrated planning processes, the group discussed the strategic planning process. They evaluated progress made towards the goals in the current Strategic Plan and Education Master Plan. They also reviewed the 2015-2016 Annual Plan for the upcoming year. Progress towards fulfilling the goals in the plans was evident, but there was consensus that the strategic planning structure was cumbersome to understand given the wealth of planning actions. The IEC proposed the Education Master Plan as the single strategic planning document for the District. There was consensus that this proposal to move to a single plan would strengthen planning at CR.

The development of the Annual Plan was a major topic of conversation at the summit. Faculty felt a lack of ownership of the plan, and wanted a more formal way of providing input into the planning actions. It was suggested that the IEC work with Academic Senate early in the process of developing the plan to make sure that faculty input was driving relevant planning actions.

Participants also noted that the Annual Plan was very dense with information, which made it somewhat difficult to read. Moving to a single strategic plan should help with that. Finally, it was suggested that listing a contact person in place of a responsible person would make the planning actions more informative in terms of who could be approached for more details.

The group also spent a lot of time discussing the need for a college hour at the Eureka campus. Several employees who worked at the college when there was a college hour noted how much easier it was to get faculty and staff together to professional development sessions, discuss planning, etc. While there were serious challenges raised to bringing back college hour, it was suggested that college hour could potentially be held by division. Times would differ across divisions, but it might allow for more communication than exists currently.

❖ **Committee Digest & Handbook**

Two new resources were developed in 2014-2015 to support the effectiveness of our committees.

1) A committee digest was developed as a result of the 2013-2014 Institutional Effectiveness Summit. Participants at the Institutional Effectiveness Summit desired an easier way of communicating the work of their committees to a broader audience. The digest was rolled out in fall 2014, and allowed committee chairs to broadly communicate with the college throughout the year.
The digest can be found on the CR website on inside.redwoods.edu:
http://inside.redwoods.edu/digest/

2) The Institutional Effectiveness Committee developed a committee handbook. The handbook provides the committee member responsibilities, committee role and representation, and resources available to all committees. The handbook provides guidance to new committee chairs and members so that all committees are aware of their purpose and have the information necessary to operate effectively.
The handbook can be found on the CR website on inside.redwoods.edu under resources:
http://inside.redwoods.edu/IPM/documents/CommitteeHandbook2015.pdf

❖ **Integrating Planning Model**

The Integrated Planning Model is revised each year to reflect the new chairs of the planning committees. The model has been changed substantially over the past four years. This year's model, however, needed only minor updates. Inclusion of the Student Equity Plan (SEP) and the Student Success and Support Program Plan (SSSP) successfully communicated the importance of these plans in driving annual planning. The model was also successful at showing a clear path of how requests for resources, professional development, and staff flow from the program review process to the relevant Vice President, Dean or Director for initial prioritization before some requests are sent to the Budget Planning Committee.

Assesses progress on strategic objectives and IE measures, assesses integrated planning model, issues annual report on planning process and goal attainment, and makes adjustments in action steps as needed. The IEC leads the Institutional Planning process by facilitating the development of the Strategic and Education Master Plans and leads work so that an Annual Plan is developed and communicated to campus that aligns with strategic and education master planning objectives. The IEC tracks the progress of these plans, and assesses the plans to inform the process.

Institutional Effectiveness Committee
Co-Chairs: Angelina Hill and Keith Snow-Flamer

Mission/ Vision/ Values
This statement is the touchstone for the entire planning process.

Strategic Plan
The Strategic Plan uses the Mission statement to assess its status and anticipate future challenges

Education Master Plan
The EMP drives the annual planning goals and program review.

Student Equity Plan
The institution works collectively on equity goals through the annual plan

Student Success & Support Program Plan
The institution focuses on support programs (e.g., counseling, orientation) to promote student success.

Annual Plan
The institution focuses on a set of actionable planning actions to be completed each year.

Student Achievement
Program challenges and accomplishments
Program Trends

Program Review Committee (PRC)
The PRC is responsible for maintaining a process by which instructional and non-instructional programs systematically assess themselves to ensure currency, relevance, appropriateness, and achievement of stated goals and outcomes.
2015-16 Co-chairs: Joe Hash & Brady Reed

Enrollment Management Committee (EMC)
The EMC develops and carries out a comprehensive approach to enrollment management based on recommendations related to scheduling, instructional and student support strategies to enhance access, success, persistence, and goal attainment.
Subcommittees: Basic Skills
2015-16 Chair: Mark Winter

Instructional Council (IC) & Student Development Group (SDLG)
Leaders coordinate programs, activities, policies and near and mid-term plans across instructional and student development areas. Functions/activities include schedule development, enrollment management, prioritization of divisional resource requests, accreditation, assessment, distance education and staff development.

Personnel Requests
Resource Requests

Faculty
Staff & Prof Dev.

Budget Planning Committee (BPC)
The BPC allocates the financial, facility and technology resources of the college in response to priorities established in the integrated planning process. Maintains fiscal stability and assures that expenditures are within available resources. The BPC communicates budget information to the college community.
Subcommittees: Technology Planning, Facilities Planning
2015-16 Co-chairs: Doug Edgmon & Michael Dennis

Faculty Prioritization
AP 4021 Task Force
VPs Deans Directors

Expanded Cabinet
Chair: Keith Snow-Flamer

President/ Superintendent

Revitalization/Discontinuation Recommendations

Assessment Committee
The assessment committee assists faculty and staff in the development and assessment of student learning outcomes (SLOs) at the course, program, and institutional levels. Members of the committee serve as liaisons to their respective constituent groups regarding the assessment process. They instruct peers on how to coordinate dialogue sessions, and write and submit assessment reports. The assessment committee also works cooperatively with the program review committee, curriculum committee, ALO, and the Office of Institutional Research.
2015-16 co-chairs: Angelina Hill and Assessment Coordinator (Dave Bazard)

❖ **Emerging Themes from Program Review**

Program Plans to Increase Persistence

2014-2015 was the first year that the theme in the Institution's Annual Plan (Increasing Persistence) was addressed within program review. Each program was asked to describe how at least one of their program plans was expected to increase persistence. Each program described important work that they plan to or have already accomplished to help students persist from one semester to another. Several patterns emerged across the responses. The two actions engaged by the most programs were as follows.

- Offer courses according to a predictable 2-year schedule. To do so, programs identified staffing and other resources needed to make such scheduling reality.
- Updating program curriculum. Updates were described to streamline the requirements needed to complete, more closely align skill development with the course sequence, and to provide curriculum that better fosters skills desired in industry.

Programs also stressed the importance of counseling and advising so that students are:
- Aware of degree requirements, and receive consistent guidance about which courses to take at what time to reach their desired education goal.
- Aware of the degree and certificate options available, and aware of the value of each. Several programs noted that Faculty are uniquely qualified to communicate the value of completing one of their programs.

Within the classroom, programs noted the need to focus plans on improving the experience for students in terms of:
- Upgrades to facilities to provide a more comfortable and safe environment
- Upgrades to equipment so that students have a reliable hands on experience that prepares them for the workforce.

A few programs with consistently high persistence rates talked about continuing what they do to foster a sense of community for students and staff. This included:
- Holding a series of events each year for current students and alumni in the program
- Increasing faculty collaboration with counseling and advising to promote early declaration of the program

Program Review Committee Evaluations for Improvement

Instruction: The program review committee evaluated each program using the attached rubric. Instructional programs received the most "Exemplary" ratings for stating how their program functions to support the mission of the college. Ratings of "Developing" were given most frequently in the assessment and planning sections. The quantity and quality of formal student learning outcome assessments improves each year. Critical reflection of assessment activity, however, demonstrated that there is still unevenness in using assessment results across programs. Some programs demonstrated assessment activity that did not yield actionable results to improve the program. Other programs were still working on getting through their two-year assessment cycle. Of the programs that did have actionable assessment findings, some did not include related action plans in the planning section. Moving to a longer assessment cycle should help lead to more meaningful discoveries.

Student Services: Student development programs received the most "Exemplary" ratings in the planning sections. Most programs provided a comprehensive set of plans that could be assessed and that linked to institutional plans. The rating of "Developing" was given most frequently in the data analysis and assessment sections. While several programs, such as Enrollment Services, did an exemplary job analyzing key performance indicators to inform planning, some programs provided data that was difficult to interpret, or that was not tied to any meaningful analysis to enhance the program. The program review committee believed that the instructions in the template could be made clearer so in this section which could help prompt authors to include a more thorough discussion of discoveries through analysis.

Administrative Services: Student development programs received a rating of "Exemplary" most frequently in the planning section. Plans were thorough, could be evaluated, and tied to institutional plans. The rating of "Developing" was given most frequently in the assessment section. The quality of the assessment activity in several administrative services areas was of concern to the committee. In many cases, the committee was uncertain if the program was at the developing or satisfactory level. This highlights the need for the program review committee to use a more sensitive (possible 5-point) rating scale. Administrative programs appear to need help developing program outcomes, selecting instruments to assess their outcomes, and critically analyzing results of their assessments to inform planning. The program review committee has recommended they receive additional assistance from members of the assessment committee, including institutional research to help form outcomes, identify useful indicators, and report their results.

Recommended Process Improvements

The program review committee has worked with Information Systems staff to develop program review template forms for all programs so that they can be submitted on the web instead of using word documents. Authors will submit their reviews using the web template form next year. Moving to a web template should help the planning committees to more efficiently review resource requests. This also allows assessment and prior planning information to be pre-loaded into the template, which reducing work for authors.

The program review committee continues to evaluate the process, and recommended a list of improvements to template and review process for instruction, student services and administrative services.

❖ **Institutional Effectiveness Scorecard**

An updated version of the Institutional Effectiveness Scorecard with 2014-2015 data will be published in October 2015. The scorecard now contains three important pieces of information. Institution-Set Standards are included in response to recent requirements of the ACCJC and federal guidelines. Five student achievement measures (retention, success, persistence, number of degrees /certificates awarded, and number of transfers to 4-year institutions) are required. These standards represent minimum expectation set by the institution to meet educational quality and institutional effectiveness, below which the institution regards its performance unacceptable.

CR was at or above all Institution-Set Standards in 2013-2014, with the exception of certificate completions. Our standard is 162 certificate completers, and only 146 certificates were completed in 2013-2014. Several actions were taken in 2014-2015 put the institution back above the set standard. Our transcript evaluator identified students who had met the requirements for a certificate but who hadn't formally petitioned to receive the award. They were then awarded the certificate. In addition, the petition form for certificate completion was streamlined and improved to make the petitioning process easier. More CTE faculty also brought the petition form to class to promote completions. These efforts were a success. To date, CR has awarded 290 certificated in 2014-2015, nearly doubling the amount awarded in 2013-2014.

Targets have also been added to the scorecard so that the institution can monitor the extent to which we are improving. Targets represent aspirational but achievable goals. Most of the targets were not reached in 2013-2014. Preliminary 2014-2015 scorecard data shows that certain student achievement targets are being exceeded. This is a great indication of progress, but also an indication that the Institutional Effectiveness Committee will need to reevaluate and likely raise targets that have been exceeded to work towards continuous quality improvement.

The Institution also adopted a goals framework in 2014-2015. This Institutional Effectiveness Goals Framework was provided by the Chancellor's Office and mandated in Education Code section 84754.6. The framework includes long-term and short-term goals for successful course completion. A target for this indicator was already included in our Institutional Effectiveness Scorecard. This target was used as our long-term goal. CR also included optional goals of the number of degree and certificate completers by using the target in the scorecard. In addition to student achievement goals, the framework included goals of unmodified audit findings, full accreditation without sanction at our next comprehensive visit, and goals related to fund balance as set in Board Policy.

- ❖ **Integrated Planning Annual Timeline**

  The Integrated Planning Timeline (below) is revised annually to reflect changes in the planning process. The IEC tracked the timeline throughout the year and used it to successfully keep on track with new and existing processes related to institutional effectiveness. The committee made only minor revisions to the timeline this year to reflect new assessment reporting deadlines, and to adjust the timeline for developing the annual plan.

- ❖ **2015-2016 Annual Plan**

  CR's development of Annual Plans is ongoing, and is becoming a central part of the college's planning process. The IEC led the development of the 2015-2016 Annual Plan with input from a variety of employees. Prior to adoption, the plan was taken to Expanded Cabinet for representatives from each continent group to review, and reviewed by the Board of Trustees. In 2015-2016, the IEC will start collecting feedback from constituent groups in the fall 2015 semester to inform the planning actions.

Integrated Planning Annual Timeline

8/25/15

Legend:
BPC = Budget Planning Committee
FPC = Facilities Planning Committee
IPFC = Integrated Planning Functional Committees
IR = Institutional Research
PRC = Program Review Committee

#	Entity	Activity	July	August	September	October	November	December	January	February	March	April	May	June
1	Board	Review Mission/Vision/Values from prior year	√											
2	IEC	Post Institutional Effectiveness Report		√										
3	Instruction	Revise assessment plans and outcome mappings		√										
4	All Areas	Conduct interdisciplinary & institutional assessment dialogue at Convocation, including ILO discussion		√										
5	IEC	Review annual institutional planning items for fall			√									
6	Board	Adopt the final budget			√									
7	IEC	Prepare first draft of subsequent year annual plan			√									
8	IR	Provide datasets for program review, *available September 4*			√									
9	Board	Update and discuss the Institutional Effectiveness Scorecard with BOT				√								
10	Administration	Hold employee workshops on budget and planning				√								
11	All Areas	Complete and submit Program Reviews, *Due October 31st*				√								
12	PRC	Submit faculty requests to the Faculty Prioritization Committee					√							
13	Faculty Prioritization Committee	Rank faculty requests					√							
14	PRC	Evaluate Student Development and Administrative Program Reviews					√	√						
15	EMC, BPC	EMC gives preliminary TLU estimate to the BPC						√						
16	VPs, Deans & Directors	Review all operational resource requests to determine funding and send approved but unfunded items to the BPC						√						
17	Instruction	Submit spring assessment reports, *Due one week after grades*						√						
18	EMC, BPC	EMC gives final TLU estimate after Governor's Budget							√					
19	IEC	Review annual institutional planning items for spring							√					
20	BPC	Categorize and distribute unfunded resource requests to the functional committees for ranking							√	√				
21	PRC	Evaluate Instructional Program Reviews							√	√	√			
22	BPC	Review state budget assumptions and build preliminary budget to include funded initiatives							√			√		
23	BPC	Prioritize resource requests using rubric, based on assessment and data links (FPC, TPC)								√	√	√		
24	IEC, Expanded Cabinet	Review draft annual institutional plan							√					
25	All Committees	Conduct self-evaluations and submit to IR								√				
26	IEC	Hold integrated planning summit										√		
27	All Planning Committees	Draft annual planning committee meeting schedule for upcoming year. Determine if/what members are needed										√	√	
28	IEC	Collect updates for Institutional Effectiveness Report										√		
29	BPC	Finalize ranking of resource requests, forward to President, Cabinet and post final rankings to web										√		
30	Instruction	Submit spring assessment reports, *Due one week after grades*										√		
31	IR	Assess Institutional Planning Indicators											√	√
32	Administration	Finalize annual institutional plan & present to BOT												√
33	Board	Adopt tentative budget												√
34	VPISD, President	Present the Program Review Committee Executive Summary to the Board												√

Theme: Increasing Persistence
Employing strategies to keep students continually enrolled from one semester to the next.

Strategic Plan (SP)	Goal 1: Student Success	Education Master Plan (EP)
SP.1. Focus on Learners: Developmental, Career Technical, and Transfer Education	EP.1 Ensure Student Success	

Objectives		
1. Match student readiness with educational pathways.	**1. Provide structured academic pathways**	
2. Continuously assess and evaluate programs to provide effective educational programs and services for all learners.	**2. Improve support for students.**	
3. Students will be able to complete their desired educational goals.	3. Improve effectiveness of basic skills education.	
4. Enhance student support and student engagement.	**4. Increase transfers and degree and certificate completions.**	
5. Improve basic skills success.	**5. Professional development programs will improve educational effectiveness.**	
6. Support staff and faculty development and instructional innovation.	**6. Improve success among underrepresented populations.**	

Annual Planning Actions				
Plan. Goal. Objective. Action	Actions to be taken	Responsible Persons	Semester	Evaluation Plan
SP.1.6.1 EP.1.2.1 EP.1.5.1	Strengthen partnership between student development and instruction to increase completions	VPISD	Fall 2015	Do faculty and counselors perceive more interaction?
SP.1.4.1 EP.1.2.2 SP.1.6.2	Enhance professional development to support student success and retention of all student groups.	Director of Human Resources	Spring 2016	How do faculty and staff rate the program now vs. after enhancement?
SP.1.4.2 EP.1.1.1 EP.1.2.3	Provide counselor-led assistance to students to develop SEPs using the new student planning module	Director of Counseling & Student Development	Fall 2015	How many students have SEPs in the online tool?
SP.1.4.3 EP.1.2.4	Provide an online orientation option for all students	VPSID	Fall 2015	What percentage of questions are correctly answered in online orientation?
SP.1.4.4 EP.1.2.5 EP.1.6.1	Pilot Ellucian's Retention Alert and new process to reach at risk students	Director of Institutional Effectiveness	Spring 2016	Are faculty referring students?
SP.1.2.1 SP.1.4.5 SP.1.5.1 EP.1.2.6 EP.1.4.1 EP.1.6.2	Sustain and grow programs that improve the success of student athletes.	Director of Business & Training Center, Director of Counseling & Student Development	Fall 2015	Are success rates of athletes trending upward?
SP.1.6.3 EP.1.6.3	Offer trainings that support access for underrepresented students. (From the Student Equity Plan)	Director of Human Resource, Chair of the Student Equity Plan	Spring 2016	How many faculty and staff participated in training?

Strategic Plan (SP)	Goal 2: Community Education	Education Master Plan (EP)
SP.2 Focus on Learners: Community Partnership	EP.2 Develop Programs and Services to Meet Community Needs	

Objectives	
1. Provide workforce development training. **2. Respond to business and industry short-term training needs.** **3. Develop non-credit programs.**	**1. Enhance community education program.** **2. Enhance incumbent worker and contract training.** 3. Develop not-for-credit programs. **4. CTE Programs respond to community training needs.** **5. Develop non-credit programs.**

Annual Planning Actions				
Plan. Goal. Objective. Action	Actions to be taken	Responsible Persons	Semester	Evaluation Plan
SP.2.1.1 SP.2.2.1 EP.2.2.1 EP.2.4.1	Continue to respond to community training needs identified through business industry research.	Dean of CTE	Fall 2015	What action plans are indicated by research?
SP.2.3.1 EP.2.4.2 EP.2.5.1	Grow the adult education program (ESL, inmates, high school equivalency, short-term CTE, people with disabilities)	Director of Business & Training Center	Spring 2016	How many students are enrolled in adult education program?
SP.2.3.2 EP.2.5.2	Expand stackable non-credit certificates outside of the adult education program	Director of Business & Training Center	Fall 2015	How many students have received stackable certificates?

Strategic Plan (SP)	**Goal 3**	Education Master Plan (EP)
SP.3 **Fiscal & Operational Sustainability**		

Objectives
1. Reduce reliance on apportionment-based funding.
2. Improve college operational efficiencies.
3. Increase funding available for strategic initiatives
4. Increase community support for the college.
5. Practice continuous quality improvement.
6. Practice continuous adherence to accreditation standards.

Annual Planning Actions				
Plan. Goal. Objective. Action	Actions to be taken	Responsible Persons	Semester	Evaluation Plan
SP.3.1.1 SP.3.3.1	Pursue grants that help address initiatives related to student success and completion.	VPISD, Grants Manager	Spring 2016	How many grant applications have been submitted?
SP.3.2.1	Develop budget cycle for equipment replacement.	VPAS in collaboration with Budget Planning Committee (BPC)	Fall 2014	Do equipment repairs adhere to a budget cycle?
SP.3.2.2	Develop budget cycle for capital repairs and maintenance.	VPAS in collaboration with the BPC	Fall 2014	Do we have a plan?

Strategic Plan (SP)		Goal 3	Education Master Plan (EP)	
			EP.3 **Practice Continuous Quality Improvement**	

Objectives				
		1. Improve tools for assessment reporting. **2. Student learning will be a visible priority in all practices and structures.** **3. Student learning outcomes and assessment are ongoing, systematic, and used for continuous quality improvement** **4. Systematically use data to inform decision making.** 5. Provide continual and inclusive training opportunities regarding assessment. 6. Increase number of institutional employees who have accreditation experience.		

Annual Planning Actions				
Plan. Goal. Objective. Action	Actions to be taken	Responsible Persons	Semester	Evaluation Plan
SP.3.5.1 EP.3.4.1	Complete a draft of the Education Master Plan	Director of Institutional Effectiveness	Spring 2016	What constituency dialogue sessions to place?
EP.3.2.1 EP.3.3.1 EP.3.4.2	Improve the usefulness of SLO/PLO assessments.	VPISD, Assessment Co-Chairs	Spring 2016	How many program reviews directly tie to assessment results?
SP.3.5.2 SP.3.6.1	Gather evidence from the ACCJC matrix of responsibilities for the standards	Accreditation Liaison Officer (ALO)	Fall 2015	Is evidence available for each standard?
EP.3.3.3 EP.3.4.2	Disaggregate SLO data by student group	Director of Institutional Effectiveness	Fall 2015	Are there gaps across student groups?
EP.3.1.1 SP.3.6.2	Develop resource tool for posting evidence for each standard	ALO	Fall 2015	Is evidence being posted online?
SP.3.6.3	Form structure for the next ACCJC self-evaluation (teams, writers, trainings, etc.)	ALO	Fall 2015	Have responsible parties been appointed?

Strategic Plan (SP)	Goal 4: Technology	Education Master Plan (EP)
SP.4 Technological Relevance		EP.4 Maintain Technological Relevance

Objectives	
1. Improve technology infrastructure to support all college operations. 2. Improve instructional labs to support effective teaching and learning. 3. CTE programs will have technology relevant to their disciplines **4. Improve efficiency through technology.** 5. Improve data gathering and utilization to support instructional, student service, & administrative decision making.	1. Lab equipment and technology effectively supports instructional needs. **2. Update the comprehensive technology replacement plan.** **3. Enhance distance education or eLearning.** **4. Effectively utilize technology in teaching.**

Annual Planning Actions				
Plan. Goal. Objective. Action	Actions to be taken	Responsible Persons	Semester	Evaluation Plan
SP.4.1.1￼EP.4.2.1	Develop a technology replacement plan	Director of IT and Facilities Planning	Fall 2015	Has the plan been published?
EP.4.3.1￼EP.4.4.1	Expand the use of telepresence	VPISD	Spring 2016	How many classes are taught via telepresence?
SP.4.1.2￼SP.4.4.1	Train employees to use Evoq (new content management system) to keep web content up-to-date	Director of Institutional Effectiveness	Fall 2015	Have trainings taken place?
SP.4.1.3￼SP.4.4.2	Migrate to an up-to-date email server	Director of IT and Facilities Planning	Fall 2015	Is the new server being used?
SP.4.1.4	Deploy the Storage Area Network (SAN) within and outside of the District	Director of IT and Facilities Planning	Fall 2015	Is the SAN being used by the District?
SP.4.1.5￼SP.4.4.3	Provide ubiquitous wireless network access for the District	Director of IT and Facilities Planning	Fall 2015	Are there locations without wireless?
SP.4.1.6	Implement a redundant Cenic circuit to avoid internet outages.	Director of IT and Facilities Planning	Spring 2016	Has the circuit been implemented?

Strategic Plan (SP)		**Goal 5**	Education Master Plan (EP)	
SP.5 **Enhance Institutional Profile**				

Objectives				
1. Enhance support for the college community.				
2. Support/increase cultural activities at the college.				
3. Develop partnerships for utilization of the available buildings.				
4. Reactivate the alumni association.				
5. Increase communications and outreach to the community.				
6. Develop a governmental relations function.				
7. Increase public support for the college				

Annual Planning Actions				
Plan. Goal. Objective. Action	Actions to be taken	Responsible Persons	Semester	Evaluation Plan
SP.5.5.1	Develop a comprehensive marketing analysis and plan.	VPAS	Fall 2015	Has a plan been shared with constituents?
SP.5.1.2	Increase the marketing presence of "transfer degree with a guarantee"	Director of Institutional Effectiveness	Fall 2015	Are more students declaring an ADT?
SP.5.1.3 SP.5.5.1 SP.5.7.1	Pilot the tuition guarantee program with Humboldt Area Foundation	President	Spring 2016	How many students have received free tuition?
SP.5.5.2	Publish a two-year schedule for the course offerings of degrees and certificates	VPISD	Fall 2015	Does course offerings match schedule?

Strategic Plan (SP)		**Goal 5**	Education Master Plan (EP)	
			EP.5 **Increase Student Participation in Campus Activities**	

Objectives				
			1. Improve student engagement among all students.	
			2. Develop a vibrant student center.	
			3. Increase student engagement in the community	
			4. Faculty and staff will model positive engagement in the college community	

Annual Planning Actions				
Plan. Goal. Objective. Action	Actions to be taken	Responsible Persons	Semester	Evaluation Plan
EP.5.1.1	Create a plan to expand the use of the Multicultural Diversity Center.	VPISD	Spring 2016	What events are taking place in the center?
EP.5.1.2 EP.5.2.1	Develop additional space for student to congregate	Director of IT and Facilities Planning	Spring 2016	How satisfied are students that campus is welcoming?
EP.5.1.3	Enhance promotion of ASCR and student events (e-mail, faculty announcements, posters, web presence)	VPISD	Fall 2015	How satisfied are students with knowing what's happening?