

**College of the Redwoods**  
**Institutional Effectiveness Committee**  
**March 9, 2017 SS 104, Time 3:00pm – 4:30pm**  
**Notes**

1. CALLED MEETING TO ORDER: Present: Angelina Hill, Paul Chown, Quang-Minh Pham, Ed Macan, Julia Peterson, Dan Calderwood, Jordan Walsh, Crislyn Parker-support

2. APPROVE 2/9/17 NOTES: Approved as written.

3. ACTION ITEMS

4. DISCUSSION ITEMS:

**4.1. Draft Vision & Education Master Plan (attached):**

- The Board held a Visioning Workshop, led by (Mary) Jelinas and (Roger) James. Attached are the result of that and additional visioning sessions held by Angelina. Most vision statements are a short paragraph or bullets. This list is more an outline for an education master plan. The Board would like to look further ahead than the typical 5-year range of an EMP.
- Suggested and agreed to turn these into EMP goals (substantively, they match goals the committees outlined), and add partnering with the community and behavior intervention goals.
- Accreditation will look a Strategic or EMP; not a visioning document; however, the primary audience for an EMP are faculty and staff. Plans are developed from the EMP goals and objectives. CR had both a Strategic and EMP plan, but this was deemed mostly duplicate work.
  - Summarize the vision document into a shorter statement;
  - Use the visioning statement as the principals behind an EMP; these are our **strategic principles**. Suggested we include goals from the annual plans.
- The Visioning process included community feedback that targeted more CTE programs and industry, than instruction. Because there has been a lot of CTE categorical funding from the State for CTE programs, but they can be cut at any point. The Community doesn't always understand the reasoning behind grant-funding decisions.
- Angelina will rewrite as goals for the next meeting.

**4.2. Institutional Effectiveness Summit Ideas:**

*Save the date* (April 22, 2017) email sent out. (All are welcome to attend, but it is good to have committee chairs and some committee members present).

- Organize committee chairs/members to present in 60-90 seconds what they see as the greatest challenge in their sphere of influence? (Repeat this format as a recurring theme every 3rd year?)
  1. Committees report out.
  2. Group discusses solutions
- Highlight: Review how BPC went/new structure.

**4.3. Adopt IE Goals Framework & 2017-2018 IE College Goals (attached):**

- Information: Goals should focus on success and completers, etc. We can keep current goals or make changes; changes should include rationale. These must be certified by June.

**4.4. 2017-2018 Annual Plan Draft:**

- *Update:* Others want to be more involved in annual planning; Angelina contacted the Senate, DN, KT and owners of all plans for input.
- FPC plan will have input from all constituents.

5. STANDING AGENDA ITEM: ACCREDITATION

6. OTHER/FUTURE AGENDA ITEMS

*Next meeting: April 13, 2017*

**College of the Redwoods  
Institutional Effectiveness Committee  
April 13, 2017 SS 104, Time 3:00pm – 4:30pm**

**Agenda**

**1. CALL MEETING TO ORDER:**

**2. APPROVE 3/9/17 NOTES**

**3. DISCUSSION ITEMS:**

*3.1. 2017-2018 Annual Plan Draft*

*3.2. Education Master Plan Draft*

*3.3. IEPI Framework of Indicators*

**4. STANDING AGENDA ITEM: ACCREDITATION**

**5. OTHER/FUTURE AGENDA ITEMS**

*Next meeting: TBD, 2017*

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

***CCC Confer:***

***Phone: 888-886-3951***

***Participant Pin: 190602***



## Annual Plan 2017-2018

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		
<b>Objectives</b>				
1. Match student readiness with educational pathways. 2. Continuously assess and evaluate programs to provide effective educational programs and services for all learners. 3. Students will be able to complete their desired educational goals. <b>4. Enhance student support and student engagement.</b> 5. Improve basic skills success. <b>6. Support staff and faculty development and instructional innovation.</b>		1. Provide structured academic pathways <b>2. Improve support for students.</b> 3. Improve effectiveness of basic skills education. 4. Increase transfers and degree and certificate completions. 5. Professional development programs will improve educational effectiveness. <b>6. Improve success among underrepresented populations.</b>		
<b>Annual Planning Actions</b>				
Plan. Goal. Objective. Action	Actions to be taken	Responsible Persons	Semester	Evaluation Prompt
SP.1.6.1	Create a shared space for all faculty and staff to engage in professional development activities in a functional and inviting location.	VPISD in collaboration with the Academic Senate	Fall 2017	Are events being held in this space?
	Carry out recommendations of the Transfer Task Force to increase transfers to 4-year colleges	President, VPISD, Transfer Task Force	Spring 2018	Are transfers rising above our Institution-set standard?
SP.1.4.2 EP.1.2.2 EP.1.6.2	Increase the number of students completing core SSSP services, specifically with noncredit students pursuing adult education certificate programs and students of disproportionate groups	Director of Counseling & Student Development, Director of Student Equity and Success, and Director of Community and Economic Development	Spring 2018	Are specific student groups not completing services? What intervention strategies have been implemented?
SP.1.1 SP.1.3 DE Plan	Implement use of OEI student readiness resources, including the Smarter Measure assessment of student readiness for online instruction	Director of Technology Enhanced Instruction, Director of Counseling	Spring 2018	How many students have taken the assessment? What does the data show about their readiness?



## Annual Plan 2017-2018

SEP A.7	Expand course offerings to students that have a multi-cultural emphasis.	Director of Student Equity, Academic Senate, VPISD	Spring 2018	
BSI SP.1.4 SP.1.6 EP.1.2	Expand the Tutor Training Pilot Program to include English as well as Math	Director of Special Programs, Academic Support Center	Fall 2017	How many tutors were trained in Math and English?
EP.1.6.3 SP.1.6.4	Enhance professional development efforts focused on innovation and that progress a professional learning network.	Human Resources in collaboration with the Professional Development Committee	Spring 2018	Are diversity-related trainings taking place and rated effective?
SEP B.4	Offer additional FAFSA workshops and financial literacy workshops in Spanish to students and parents in Eureka & Del Norte	Director of Financial Aid, Director of Student Equity	Spring 2018	

Strategic Plan (SP) SP.2 Focus on Learners: Community Partnership	<b>Goal 2: Community Education</b>	Education Master Plan (EP) EP.2 Develop Programs and Services to Meet Community Needs
<b>Objectives</b>		
<ol style="list-style-type: none"> <li>1. Provide workforce development training.</li> <li>2. Respond to business and industry short-term training needs.</li> <li>3. Develop non-credit programs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Enhance community education program.</li> <li>2. Enhance incumbent worker and contract training.</li> <li>3. Develop not-for-credit programs.</li> <li>4. CTE Programs respond to community training needs.</li> <li>5. Develop non-credit programs.</li> </ol>	

Annual Planning Actions				
Plan. Goal. Objective. Action	Actions to be taken	Responsible Persons	Semester	Evaluation Prompt
	Implement the recommendations of the Discontinuation and Revitalization process for non-credit approved by the President/Superintendent.	VPISD, Director of Adult Education	Spring 2018	How has enrollment and transition to credit work changed?
	Enhance county government partnerships by creating communication channels to better serve the returning workforce population	Partnership: Director of Community Education, Director of Adult Education, CTE Dean	Fall 2017	What communication channels or working groups have been established?
	Develop and offer an Auto Body program that includes an apprenticeship	Director of Community	Fall 2017	How many students are enrolled?



## Annual Plan 2017-2018

		Education		
	Grow personal enrichment offerings in Community Education	Director of Community Education	Fall 2017	How many students are enrolled in how many offerings?

Strategic Plan (SP)	Goal 3	Education Master Plan (EP)
<b>SP.3 Fiscal &amp; Operational Sustainability</b>		<b>EP.3 Practice Continuous Quality Improvement</b>
<b>Objectives</b>		
<ol style="list-style-type: none"> <li>1. Reduce reliance on apportionment-based funding.</li> <li>2. Improve college operational efficiencies.</li> <li>3. Increase funding available for strategic initiatives</li> <li>4. Increase community support for the college.</li> <li>5. Practice continuous quality improvement.</li> <li>6. Practice continuous adherence to accreditation standards.</li> </ol>		<ol style="list-style-type: none"> <li>1. Improve tools for assessment reporting.</li> <li>2. Student learning will be a visible priority in all practices and structures.</li> <li>3. Student learning outcomes and assessment are ongoing, systematic, and used for continuous quality improvement</li> <li>4. Systematically use data to inform decision making.</li> <li>5. Provide continual and inclusive training opportunities regarding assessment.</li> <li>6. Increase number of institutional employees who have accreditation experience.</li> </ol>

Annual Planning Actions				
Plan. Goal. Objective. Action	Actions to be taken	Responsible Persons	Semester	Evaluation Prompt
SP.3.2.1	Identify funding sources to fund the budget cycle for equipment replacement.	VPAS in collaboration with Budget Planning Committee (BPC)	Fall 2017	Have funding sources been integrated into planning?
SP.3.2.2	Identify funding sources to fund the budget for capital repairs and maintenance.	VPAS in collaboration with the BPC	Fall 2017	Have funding sources been integrated into planning?
	Hold an informative training session for faculty and staff to prepare for the ACCJC Comprehensive Visit	ALO, Accreditation Oversight Committee	Fall 2017	How to faculty and staff rate their preparation for the visit?
SP.3.6.1	Host the ACCJC Comprehensive Visiting team in a way that is helpful and welcoming.	President, ALO	Fall 2017	
EP.3.5.1	Continue to offer professional development related to outcome assessment in Canvas to expand use.	Distance Education Coordinator, Assessment Coordinator	Fall 2017	Are faculty able to gather outcome data in Canvas?



## Annual Plan 2017-2018

Strategic Plan (SP)	Goal 4: Technology	Education Master Plan (EP)
SP.4 Technological Relevance		EP.4 Maintain Technological Relevance
<b>Objectives</b>		
<p><b>1. Improve technology infrastructure to support all college operations.</b></p> <p>2. Improve instructional labs to support effective teaching and learning.</p> <p><b>3. CTE programs will have technology relevant to their disciplines</b></p> <p><b>4. Improve efficiency through technology.</b></p> <p>5. Improve data gathering and utilization to support instructional, student service, &amp; administrative decision making.</p>		<p>1. Lab equipment and technology effectively supports instructional needs.</p> <p><b>2. Update the comprehensive technology replacement plan.</b></p> <p><b>3. Enhance distance education or eLearning.</b></p> <p>4. Effectively utilize technology in teaching.</p>

Annual Planning Actions				
Plan. Goal. Objective. Action	Actions to be taken	Responsible Persons	Semester	Evaluation Prompt
EP.4.3.3 SP.4.4.2 SSSP Plan	Implement technology-enhanced online advising to students	Director of Counseling & Student Development, VPISD	Spring 2018	How are technology-enhanced advising sessions documented?
SP.4.1.2 SP.4.4.1	Continue progress towards ubiquitous wireless network access for the District.	Director of IT and Facilities Planning	Ongoing	Are there locations without wireless?
	Draft a plan for implementing a single sign-on solution for students such as Ellucian Portal	Manager of Information Systems, Director of Information Technology	Fall 2017	Are the old servers and Unidata no longer in use?
	Complete Colleague (Datatel) migration from HP Unix database to SQL running on latest Windows virtualized server	Manager of Information Systems	Spring 2018	Do end-users have access to the same data as before?
	Hold the official opening of the Multicultural and Diversity Center and Equity Symposium	Director of Student Equity and Student Success	Fall 2017	



## Annual Plan 2017-2018

Strategic Plan (SP)		Goal 5	Education Master Plan (EP)	
SP.5 Enhance Institutional Profile			EP.5 Increase Student Participation in Campus Activities	
Objectives				
<ol style="list-style-type: none"> <li>1. Enhance support for the college community.</li> <li>2. Support/increase cultural activities at the college.</li> <li>3. Develop partnerships for utilization of the available buildings.</li> <li>4. Reactivate the alumni association.</li> <li>5. Increase communications and outreach to the community.</li> <li>6. Develop a governmental relations function.</li> <li>7. Increase public support for the college</li> </ol>			<ol style="list-style-type: none"> <li>1. Improve student engagement among all students.</li> <li>2. Develop a vibrant student center.</li> <li>3. Increase student engagement in the community</li> <li>4. Faculty and staff will model positive engagement in the college community</li> </ol>	
Annual Planning Actions				
Plan. Goal. Objective. Action	Actions to be taken	Responsible Persons	Semester	Evaluation Prompt
	Roll-out the new logo throughout the campus and community	Executive Director of College Advancement		
	Install new marquee	Executive Director of College Advancement		
SP.5.1.1	Publish a two-year schedule for the course offerings of degrees and certificates for student use.	VPISD	Fall 2017	How is the schedule communicated to students?



California Community Colleges Chancellor's Office  
**INSTITUTIONAL EFFECTIVENESS**

**Indicator Rates - Redwoods CCD**

**Currently, all of the historical rates are being finalized and are not yet populated in the portal. Your data will be populated as it becomes available. All data will be available by early April 2017.**

**District Contact Information**

Contact Name

Contact Phone

Contact Email

**District Fiscal Viability Indicators**

**1. Fund Balance (Required)**

Ending unrestricted general fund balance as a percentage of total expenditures

Historical Rates					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
4.6	5.0	7.9	6.2	6.4	6.0	10.0	<input type="text"/> %	<input type="text"/> %

**2. Salary and Benefits (Optional)**

Salaries and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures

Historical Rates					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
85.9	86.9	83.6	86.1	85.8			<input type="text"/> %	<input type="text"/> %

**3. Annual Operating Excess/(Deficiency) (Optional)**



**Net increase or decrease in general fund balance**

Historical Values					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
(1,026,323)	852	728,897	(482,241)	233,804			\$ <input type="text"/>	\$ <input type="text"/>

**4. Cash Balance (Optional)**

Unrestricted and restricted general fund cash balance, excluding investments

Historical Values					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
(2,846,859)	3,800,000	3,116,058	1,667,295	2,883,960			\$ <input type="text"/>	\$ <input type="text"/>

**5. Other Post Employment Benefits (OPEB) Liability (Goal Setting Optional) (Historical Data Required)**

Self-reported percentage of the OPEB liability that the district's set-aside funds represents (includes both funds in a trust and outside of a trust and designated for this liability)

Historical Rate	Historical Goals		Goals	
2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
<input type="text" value="0.0"/> %			<input type="text"/> %	<input type="text"/> %

**6. District Participation Rate for the 18-24 Year Old Population (Optional)**

The percentage of the 18-24 year old population within a district's boundaries that is enrolled in a CCC in that district

Historical Rates					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
0.0	0.0	0.0	0.0	0.0			<input type="text"/> %	<input type="text"/> %

**District Programmatic Compliance with State and Federal Guidelines Indicators**

**7. Audit Findings - Audit Opinion Financial Statement (Required)**

A 'yes' indicates the district has achieved (historical) or has set a goal to achieve an 'unmodified' or 'unqualified' independent audit opinion (minimal or no material weaknesses or significant deficiencies)

Historical	Historical Goals	Goals
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Value	Historical Goals		Goals	
2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
Yes	Yes			

**8. Audit Findings - State Compliance (Required)**

A 'yes' indicates the district has achieved (historical) or has set a goal to achieve an 'unmodified' or 'unqualified' independent audit opinion (minimal or no material weaknesses or significant deficiencies)

Historical Value	Historical Goals		Goals	
2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
Yes	Yes			

**9. Audit Findings - Federal Award/Compliance (Required)**

A 'yes' indicates the district has achieved (historical) or has set a goal to achieve an 'unmodified' or 'unqualified' independent audit opinion (minimal or no material weaknesses or significant deficiencies)

Historical Value	Historical Goals		Goals	
2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
Yes	Yes			

**College Indicators for**

**College Student Performance and Outcomes**

**10. Completion Rate (Scorecard) - College Prepared (Optional)**

Percentage of degree, certificate, and/or transfer seeking College Prepared (student's lowest course attempted in math and/or English was college level) students starting first time tracked for six years who completed a degree, certificate, or transfer related outcome (Goal should be set as rate)

Historical Rates					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
57.1	66.3	58.5	53.0	62.2	53.3	65.3	<input type="text" value=""/>	<input type="text" value=""/>

**11. Completion Rate (Scorecard) - Unprepared for College (Optional)**

Percentage of first-time degree, certificate, and/or transfer-seeking students tracked for six years who attempted any level of math and/or English in the first three years, who completed a degree, certificate, or transfer related outcome (Goal should be set as rate)

Historical Rates					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
32.6	36.8	31.2	29.4	30.9	28.3	38.9	<input type="text"/> %	<input type="text"/> %

**12. Completion Rate (Scorecard) - Overall (Optional)**

Percentage of degree, certificate, and/or transfer-seeking students starting first time in 2009-2010 tracked for six years through 2015-2016 who attempted any level of math and/or English in the first three years, who completed a degree, certificate, or transfer related outcome (Goal should be set as rate)

Historical Rates					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
37.4	42.9	35.4	33.4	37.0	32.5	44.4	<input type="text"/> %	<input type="text"/> %

**13. Remedial Rate (Scorecard) - Math (Optional)**

Percentage of credit students tracked for six years who started below transfer level in math and completed a college-level transfer course in math (Goal should be set as rate)

Historical Rates					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
44.1	33.7	33.3	39.5	38.8	32.2	46.4	<input type="text"/> %	<input type="text"/> %

**14. Remedial Rate (Scorecard) - English (Optional)**

Percentage of credit students tracked for six years who started below transfer level in English and completed a college-level transfer course in English (Goal should be set as rate)

Historical Rates					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
31.6	40.7	40.5	36.4	38.3	30.7	41.8	<input type="text"/> %	<input type="text"/> %

**15. Remedial Rate (Scorecard) - ESL (Optional)**

Percentage of credit students tracked for six years who started below transfer level in ESL and completed a college-level transfer course in ESL

(Goal should be set as rate)

Historical Rates					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
17.6	38.5	26.3	42.1	0.0			<input type="text"/> %	<input type="text"/> %

**16. Career Technical Education Rate (Scorecard) (Optional)**

Percentage of students tracked for six years who started first time and completed more than eight units in courses classified as career technical education in a single discipline and completed a degree, certificate, or transferred (Goal should be set as rate)

Historical Rates					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
57.7	56.1	52.6	54.5	52.8	51.3	62.8	<input type="text"/> %	<input type="text"/> %

**17. Successful Course Completion (Datamart) (Required)**

Percentage of Fall term credit course enrollments where student earned a grade of C or better (Goal should be set as rate)

Historical Rates					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
67.2	69.0	70.2	70.8	73.6	70.5	70.5	<input type="text"/> %	<input type="text"/> %

**18. Completion of Degrees (Datamart) (Optional)**

Number of associate degrees completed (Goal should be set as count)

Historical Counts					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
467	401	389	445	632	458	472	<input type="text"/>	<input type="text"/>

**19. Completion of Certificates (Datamart) (Optional)**

Number of Chancellor's Office approved certificates completed (Goal should be set as count)

Historical Counts					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
172	147	146	170	253	175	180	<input type="text"/>	<input type="text"/>

**20. Transfers to 4-year Institutions (Datamart) (For Information Only)**

Number of students who transfer to a four-year institution, including CSU, UC, private and out-of-state universities (No goal required)

Historical Counts				
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
266	264	242	230	213

**21. Transfer-level Math Year 1 (Optional)**

The percentage of first-time students who complete 6 units and attempt any math or English in their first year who complete a transfer-level course in math in their first year

Historical Rates					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
0.0	0.0	0.0	0.0	0.0			<input type="text"/> %	<input type="text"/> %

**22. Transfer-level Math Year 2 (Optional)**

The percentage of first-time students who complete 6 units and attempt any math or English in their first year who complete a transfer-level course in math in their first or second year

Historical Rates					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
0.0	0.0	0.0	0.0	0.0			<input type="text"/> %	<input type="text"/> %

**23. Transfer-level English Year 1 (Optional)**

The percentage of first-time students who complete 6 units and attempt any math or English in their first year who complete a transfer-level course in English in their first year

Historical Rates					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
0.0	0.0	0.0	0.0	0.0			<input type="text"/> %	<input type="text"/> %

**24. Transfer-level English Year 2 (Optional)**

The percentage of first-time students who complete 6 units and attempt any math or English in their first year who complete a transfer-level course in English in their first or second year

Historical Rates					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
0.0	0.0	0.0	0.0	0.0			<input type="text"/> %	<input type="text"/> %

**25. Number of Low-unit Certificates (Optional)**

The number of certificates less than 18 units awarded (non-Chancellor's Office approved)

Historical Counts					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
20	40	16	36	79			<input type="text"/>	<input type="text"/>

**26. Median Time to Degree (Optional)**

The median number of years from the time of a student's first enrollment in a CCC until the time they receive an AA, AS, or ADT degree

Historical Values					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
0.0	0.0	0.0	0.0	0.0			<input type="text"/>	<input type="text"/>

**27. Number of Career Development and College Preparation Awards (Optional)**

The number of CDCP certificates awarded

Historical Counts					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
0	0	0	0	0			<input type="text"/>	<input type="text"/>

**28. Career Technical Education (CTE) Skills Builder (Optional)**

The median percentage change in wages for students who completed higher level CTE coursework in a given year and left the system without receiving any type of traditional outcome such as transfer to a four year institution or completion of a degree or certificate

Historical Rates					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
0.0	0.0	0.0	0.0	0.0			<input type="text"/> %	<input type="text"/> %

**College Accreditation Status Indicators**

**29. Accreditation Status (Required)**

ACCJC accreditation status

Historical Status										Historical Goals		Goals	
July 2011	Feb 2012	July 2012	Feb 2013	July 2013	Feb 2014	July 2014	Feb 2015	July 2015	Feb 2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
												<input type="text"/>	<input type="text"/>

FA- N FA-SC FA-SC FA-P FA-P FA-SR/RA FA-N FA-N FA-N FA-N FA-N FA-N FA-N

**Accreditation Status Descriptions**  
 FA-N: Fully Accredited - No Action  
 FA-RA: Fully Accredited - Reaffirmed  
 FA-SR: Fully Accredited - Sanction Removed  
 FA-SR/RA: Fully Accredited - Sanction Removed and Reaffirmed  
 FA-W: Fully Accredited - Warning  
 FA-P: Fully Accredited - Probation  
 FA-SC: Fully Accredited - Show Cause  
 FA-PT: Fully Accredited - Pending Termination  
 T: Accreditation Terminated (No longer used by the accrediting agency after July 2015)  
 WD: Accreditation Withdrawn  
 FA-RS: Fully Accredited - Restoration  
 IA: Initial Accreditation  
 RE-AP: Re-Application for Accreditation

**Next Accreditation Visit**  
 Term

**College Fiscal Viability Indicators**

**30. Full-Time Equivalent Students (Optional)**

Annual number of full-time equivalent students

Historical Counts					Historical Goals		Goals	
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2015-2016 Short-term (1 Year) Goal (goal for 2016-2017)	2015-2016 Long-term (6 Years) Goal	Short-term (1 Year) Goal (goal for 2017-2018)	Long-term (6 Years) Goal
4,535.2	4,389.7	3,773.8	3,960.0	3,635.9			<input type="text"/>	<input type="text"/>

**College Choice Indicators**

**31. College Choice Student Achievement (Required)**

College must set a goal on unprepared students or basic skills students from indicators 11, 13, 14, 15, 21, 22, 23, or 24 above. College must identify which indicator has been chosen.

**32. Optional College Choice (Optional)**

College may self-identify an indicator related to any topic. Briefly explain the indicator and provide short-term and long-term goals. Goals must be presented as counts, percentages, or rates.

**33. Noncredit College Choice (Optional)**

College may self-identify an indicator related to noncredit students. Briefly explain the indicator and provide short-term and long-term goals. Goals must be presented as counts, percentages, or rates.

Has your college developed, adopted, and publicly posted the goals framework pursuant to the requirements of Education Code section 84754.6?



Draft  
Education Master Plan  
Goals & Strategic Initiatives

Goal I A

Provide accessible, affordable, high quality education.

Strategic Initiatives

- Increase outreach to potential students in the community
- Provide cost-saving opportunities for students
- Increase professional development opportunities
- Develop a professional learning community for innovation

Goal I B

Effectively use all learning modalities to provide students the knowledge and skills they need to succeed.

Strategic Initiatives

- Enhance distance learning education
- Enhance internship and fieldwork program

Goal I C

Deliver strong individual support for students

Strategic Initiatives

- Broaden EPIC and tutoring opportunities
- Offer a robust standardized tutor training program
- Enhance the retention alert program
- Strengthen support for students on probation
- Strengthen psychological support services

Goal I D

Strategic Initiatives

Promote and encourage a learning community among students, faculty, and staff.

- Strengthen communication and working relationship between instruction and student development
- Develop more clubs
- Peer mentors

Goal I E

Strive to eliminate achievement gaps across student groups.

Strategic Initiatives

- Enhance support of basic skills students
- Carry out and evaluate a robust student equity plan
- Integrate planning across student development areas
- Enhance professional development opportunities

#### Goal 2 A

Effectively respond to regional workforce needs through workforce training.

##### Strategic Initiatives

- Adult education
- Community education
- CTE

#### Goal 2 B

Effectively partner with community stakeholders to respond to the needs of the community.

##### Strategic Initiatives

- Partner with employers
- Partner with high schools
- Partner with HSU

#### Goal 2 C

Serve as a hub of cultural, social, and economic activities.

##### Strategic Initiatives

- Hold community events
- Carry out branding efforts
- Enhance marketing and outreach efforts

#### Goal 2 D

Establish partnerships that enhance success by supporting the safety, health, and wellness of our students.

##### Strategic Initiatives

- Enhance efforts regarding food insecurity
- Support student transportation needs
- Enhance awareness of Title IX
- Promote safety initiatives

#### Goal 3 A

Employ state-of-the-art technology, equipment, and facilities throughout the District to support learning and institutional performance.

##### Strategic Initiatives

- Technology innovations
- Infrastructure upgrades

#### Goal 3 B

Employ clear and transparent processes for core operations and decision-making.

##### Strategic Initiatives

- Assess all of the College's process
- Enhance the resource request and budgeting process

#### Goal 4 C

Engage in excellent communication, coordination, and collaboration across campuses.

- Develop clear and consistent avenues of communication
- Enhance tele-conferencing

#### Goal 4 D

Engage and empower students, particularly those from underrepresented communities.

- Offer culture-specific programming
- Offer cultural awareness events
- Promote student clubs and club development

DRAFT

## **Suggested additions from faculty and staff leadership**

### **Goal I A**

Provide accessible, affordable, high quality education

#### **Strategic Initiatives**

- Financial aid? - maybe add something about other sources such as ETD, EDD, DOR, VA as some students may qualify for assistance from these agencies
- Recruit high quality faculty
- Strengthen academic programs and recruiting with greater faculty involvement.
- Expand face-to-face offerings in the College's entire service areas (i.e. Tribal Reservations, Arcata/Mck sites)
- Make course more accessible to adults and working students
- Promote pedagogical innovation by faculty
- Promote and support wider faculty participation in Statewide and regional initiatives designed to improve access and affordability.
- Implement practices which will lead to the hiring of more diverse faculty.

### **Goal I B**

Effectively use all learning modalities to provide students the knowledge and skills they need to succeed.

#### **Strategic Initiatives**

- Use WebX to provide distance counseling
- Expand non-credit, professional development courses and workshops

### **Goal I C**

Deliver strong individual support for students

#### **Strategic Initiatives**

- Develop a Peer Mentoring Program to improve retention and persistence of students during their first-year.
- Expand access to counseling, advising, and assessment for distance education students.
- Create highly-structured, culturally sensitive learning communities within programs like UMOJA and PUENTE.

### **Goal I D**

#### **Strategic Initiatives**

Promote and encourage a learning community among students, faculty, and staff.

- Faculty advisors??

### **Goal I E**

Strive to eliminate achievement gaps across student groups.

#### **Strategic Initiatives**

- Integrate planning of BSI/Student Equity/SSSP to more efficiently leverage resources and strengthen the working relationship between instruction and student development to support students from application to completion, raising achievement across student groups

### Goal 2 A

Effectively respond to regional workforce needs through workforce training.

#### Strategic Initiatives

- Provide focused trainings to businesses and/or trainings that meet a labor market demand
- Combine Adult and Community Education to develop programs that address the various needs of students who are sponsored by a partner agency or enrolled in a short training course
- Work with CTE Advisory Committees to review and update PLOs and SLOs
- Schedule classes in a way that meets the needs of working adults - either through evening/weekend courses or DE offerings.

### Goal 2 B

Effectively partner with community stakeholders to respond to the needs of the community.

#### Strategic Initiatives

- Partner with community based organizations
- Promote and expand open enrollment non-credit courses to business and industry.
- Host one reception each year to acknowledge the Advisory Committees formed for each program of study to engage their members.
- Participate in all community initiatives for future economic growth and development of the region, explaining how CR can support workforce training and development.
- As appropriate, CR will have a representative at key meetings of civic, business, industrial, educational, and cultural groups that act to advance the goals and strategies to improve the community.
- Work with local K-12 superintendents and principals to support efforts to increase educational attainment.

### Goal 2 C

Serve as a hub of cultural, social, and economic activities.

#### Strategic Initiatives

- Support student achievement and contributions to our community in the cultural, social, and economic activities we host and coordinate (e.g. Juried Student Art Exhibition, Concerts/Recitals/Swing Dances, Science Night, to name only few)

### Goal 3 A

Employ state-of-the-art technology, equipment, and facilities throughout the District to support learning and institutional performance.

#### Strategic Initiatives

- Recruit a grant writer to assist in identifying and authoring grants to procure innovative technology across the curriculum
- Combine Adult and Community ED in one location that has classroom space that can also be used for credit courses, private counseling rooms and adequate storage.
- Develop more collaborative learning spaces for students to interact with one another and with learning activities

### Goal 3 B

Employ clear and transparent processes for core operations and decision-making.

#### Strategic Initiatives

- Ensure that administrative departments have key processes and timelines documented and accessible to employees (such as on the web)
- Document the decision-making process and timelines, and make the documentation easily accessible to employees and others.