



COLLEGE OF THE  
REDWOODS

August 2016

# INSTITUTIONAL EFFECTIVENESS REPORT

2015 – 2016 ■

# Institutional Effectiveness Report | 2015-2016

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## 2015-2016 Annual Planning Actions Progress

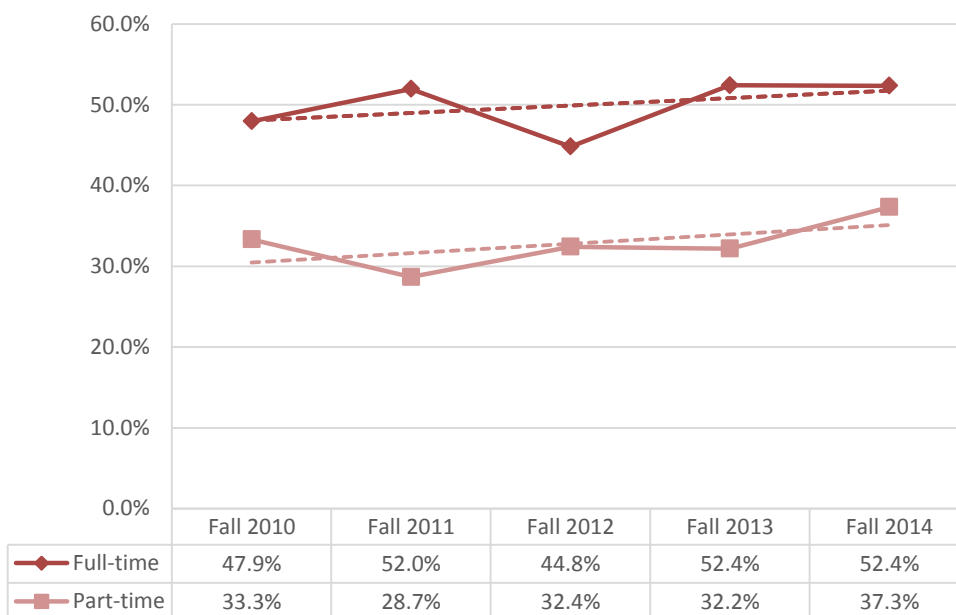
❖ **Overview** An Annual Plan is developed each year with action items that are driven by the overarching strategic goals of the District. The first section of this report provides a progress update on each action in last year’s 2015-2016 Annual Plan. An overview of related institutional data indicators 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 2015-2016 for the third consecutive year. The theme continues to elicit dialog across the District. This year’s persistence initiatives included stronger partnerships between student development faculty and staff and instructional departments. For example, the Counseling Department worked with departments in humanities and science to develop flowcharts to help students select and sequence their courses depending on their specific education goal.

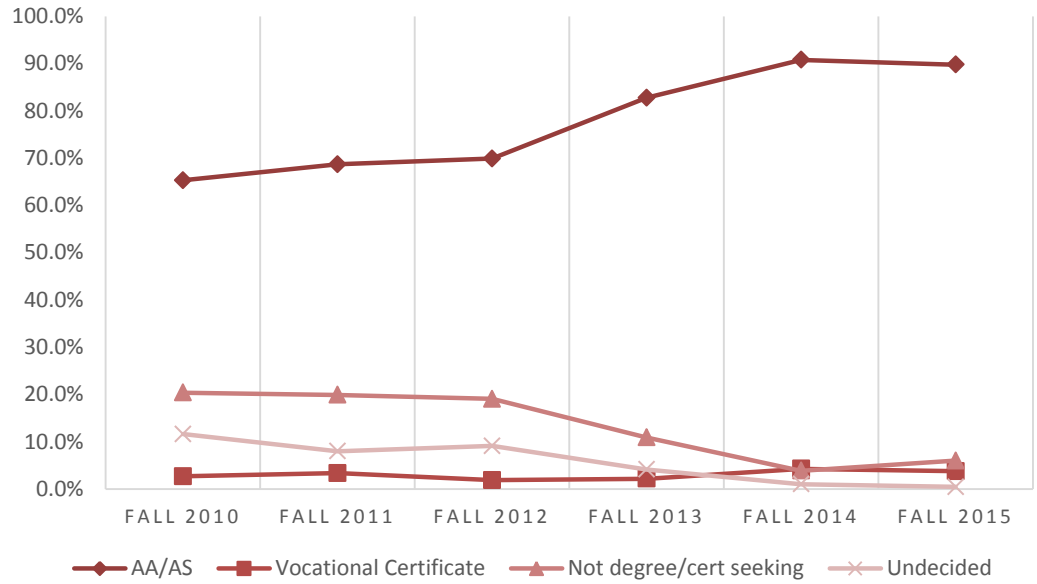
The fall-to-fall persistence rate for new full-time students starting in fall 2014 was identical to the fall 2013 cohort. However, overall persistence increased because the rate for new part-time students in fall 2014 was over five percentage points higher than for the fall 2013 cohort. The persistence rate of new part-time students has risen for the third straight year. This is encouraging given that new part-time students account for about 42 percent of the overall cohort.

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



Persistence rates are consistently higher for students who indicated intent to stay for at least two years to earn a degree. Figure 2 shows that the percentage of students who declare a degree started to increase in fall 2013 as we started to implement the Student Success Taskforce Recommendations from the Chancellor’s Office. Students no longer begin with an undecided education goal. More students are starting right away on an informed path, and students have received far greater contacts with Counselors and Advisors to develop student education plans and receive guidance determining their path forward.

Figure 2. Education Goal Trends of New Student Cohorts



The number associate degrees awarded climbed from 454 in 2014-2015 to 630 in 2015-2016. Thirty-six of the relatively new associate degrees for transfer were awarded in 2015-2016. Awards were given in ten different areas of transfer. The most transfer awards were given in Psychology, Business Administration, and Early Childhood Education.

❖ **Basic Skills Education**

The College formally participated in the Multiple Measures Assessment Pilot (MMAP) with the RP Group and the Chancellor’s Office. A task force with membership from Math, English, Counseling, IT and IR met regularly. They implemented a new multiple measures process for determining placement scores using transcript data. Transcript data was obtained from the collaborative pre-k through 16 data system called Cal-PASS Plus. An initial assessment of MMAP placement shows that significantly more students place into higher levels of English and Math compared to Accuplacer. The task force will continue in 2016-2017 to expand the pilot.

Table 1 shows that the percentage of students placing into transfer-level English and transfer-level Math jumped in 2014-2015 and higher placement levels were maintained in 2015-2016. The drastic change in 2014-2015 was due to cut-score changes in Accuplacer in addition to the use of multiple measures.

Table 1. Math and English Placement, by Cohort

New students Assessing into:						
Cohort Year	Transfer-level English		Developmental		Basic Skills	
	All transfer ENGL courses	ENGL-150	ENGL-350	READ-260/360		
	2015 - 2016	48%	29%	18%	5%	
2014 - 2015	50%	28%	16%	6%		
2013 - 2014	24%	38%	30%	8%		
2012 - 2013	27%	39%	26%	8%		
2011 - 2012	27%	38%	27%	8%		

Cohort Year	Transfer-level Math		Developmental, Degree Applicable		Basic Skills	
	All transfer MATH courses	MATH-120/194	MATH-380	MATH-276/376	MATH-372/272	
	2015 - 2016	29%	18%	31%	22%	
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 also impacting basic skills education by offering accelerated classes as a result of their participation in the Community of Practice Acceleration Project. MATH-102 sections have increased from 3 sections fall 2015 to 5 sections in fall 2016 that had full enrollment. This is part of a trend that is shifting FTES from MATH-376/380 to 102 and transfer level courses.

The number of ENGL-102 sections increased from 4 sections in fall 2015 to 7 sections in fall 2016. ENGL-102 was offered at Del Norte and Eureka campuses. The majority of ENGL-102 sections were completely full. With this increase in sections, Eureka joined Del Norte in not offering ENGL-350 this fall, shortening the developmental English sequence for all students to one credit class before transfer.

Although the accelerated pathways are new, an initial assessment (see Table 2) shows that a higher percentage of students who begin in ENGL-102 are passing transfer-level English compared to those beginning two levels below transfer. This is also promising because they are getting there in one fewer semester of coursework. The same is true of MATH-102 compared to those starting in MATH-380.

Table 2. Successful Progression from Accelerated course (102) to Transfer-level

Initial Course (fall 2015)		ENGL-1A (by summer 2016)		
	Students	Progression to Transfer English	Success rate in Transfer English	Successful Progression
ENGL-102	83	42.2%	45.7%	19.3%
Initial Course (spring 2014)		ENGL-1A (by summer 2016)		
	Students	Progression to Transfer English	Success rate in Transfer English	Successful Progression
ENGL-350	79	17.7%	92.9%	16.5%
Initial Course (fall 2015)		MATH-15 (by summer 2016)		
	Students	Progression to MATH-15	Success rate in MATH-15	Successful Progression
MATH-102	45	82.2%	45.9%	37.8%
Initial Course (fall 2014)		Transferable (by summer 2016)		
	Students	Progression to MATH-120/194	Success Rate in MATH-120/194	Successful Progression
MATH-380	202	20.8%	76.2%	15.8%

CR’s progress with accelerated courses was a major factor in our ability to win the Basic Skills Student Outcomes & Transformation grant. This grant begins this fall and will support faculty in developing additional support for accelerated students in their transfer-level courses.

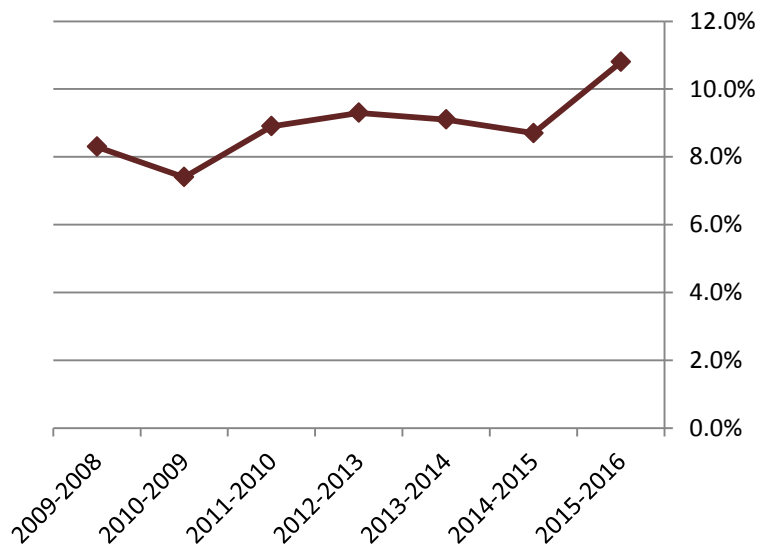
❖ **Distance Education**

This was the first year that distance education instruction accounted for over 10 percent of the college’s FTES. Although relatively stable in the past three years, FTES increased over two percentage points in 2015-2016. Additional online enrollments are attributed to several factors.

- All faculty teaching DE now receive rigorous training.
- Faculty and students continue to give positive feedback about using Canvas as the Learning Management System.
- A substantive change proposal was approved by the ACCJC to offer more than fifty percent of several new degrees and certificates online.

Continued growth of distance education is expected. Last year, the District compensated faculty for the creation of targeted online courses to support the Online Education Initiative Student Exchange, IGETC/CSU GE, and ADT, degree and certificate completion.

Figure 3. Percent of FTES from Distance Education



Success in online courses is lower than face-to-face courses. Although this is true for most colleges across the Nation, CR’s performance gap continues to be lower than the statewide average. Note that the largest success gap is in CTE, which is primarily driven by the exceptionally high rates of success in CTE face-to-face courses. Success in CTE online courses (69.2%) is actually slightly higher than success in transfer online courses (68.6%).

Table 3. Success Rates in Distance Education

Fall 2015		Non-DE	DE*	Gap
<b>CR</b>	Transfer	74.9%	68.6%	6.3%
	CTE/ Vocational	80.9%	69.2%	11.7%
	Credit	73.9%	68.5%	5.4%
		Non-DE	DE*	Gap
<b>Statewide</b>	Transfer	71.6%	62.8%	8.8%
	CTE/ Vocational	77.4%	64.4%	13.0%
	Credit	70.8%	62.3%	8.5%

Note: DE refers to distance education with delayed interaction (Internet Based)

❖ **Student Success Summit**

The 3<sup>rd</sup> Annual Student Success Summit took place as a series of events in spring 2016. The events were driven by the predominant theme that emerged from participants at the last summit, which was the need for an effective and sustainable professional development infrastructure for all faculty (full- and part-time) and staff. Professional development events included a session on understanding stereotype threat, and an introductory reading apprenticeship workshop from the California Community College Success Network (3CSN).

The keynote speaker of the series was Dr. Darrick Smith who delved into issues impacting retention, persistence and completion among underrepresented students in California Community Colleges. His talk received extremely positive feedback. We built on the momentum of his talk by holding a keynote at convocation titled “Understanding Equity; Putting Equity into Action.”

❖ **2015-2016 Annual Plan Progress**

The 2015-2016 Annual Plan contains several additional actions to improve student success and the effectiveness of the institution. The plan is evaluated each semester so that it continues to drive our actions. The following section provides more details about the status of each action in the annual plan related to student success.



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
<p>Strengthen partnership between student development and instruction to increase completions.</p>	<p>According to the faculty and counselor supervisors, interaction has increased in humanities, sciences, and athletics. According to Sheila Hall "...teaching faculty and counselors have had more interaction now than in the past. Most of our district counseling meetings involve updates and reports from instructional faculty. We have several faculty attending the upcoming April 5 districtwide meeting to provide updates on their areas and interact with the group. This includes faculty from English, Business, and Math. Counselors/advisors also attended a math department meeting on February 1, 2016. The three full-time tenure-track counselors are participating in the new faculty mentoring program where they regularly interact with the new teaching faculty.</p> <p>Communication Studies faculty worked with Counseling to develop a flowchart of which COMM classes meet which requirements for students, taking into consideration the student's pathway. Angela and Kelly came to the English Department meeting to talk about English placement processes. English Department members will be speaking with Counseling &amp; Advising at their April 6th meeting regarding the English program and ADT.</p> <p>The Mathematics Department held a department meeting in February with several members of the counseling department to discuss the early assessment program, multiple measures, and pathways for students. This was a productive conversation. One result was the pathways advising materials that the department has generated with Kerry Mayer.</p> <p>The biology faculty are teaching a non-credit guidance course (GUID 215) for advising students. This is in close coordination with the counseling and advising group. Counselor Jennifer Burlison has been working with Science Department faculty regarding updating the Science and Science Exploration degree.</p> <p>Matt McCann, Sheila Hall, and Kelly Carbone are working with mathematics faculty through the Basic Skills Committee on basic skills initiatives.</p> <p>Administrators in CTE and Health Occupations believe that the interaction between advising and the CTE programs could be more consistent and go beyond occasional emails and phone calls with counseling.</p>	<p>In progress</p>

	The Behavioral Intervention Team receives one to two student referrals every day. Most referrals are from faculty.	
Enhance professional development to support student success and retention of all student groups.	From November 2015 – June 2016, the Professional Development Committee offered 27 professional development opportunities to over 500 participants. Evaluations from each of the sessions indicated that the attendees were very satisfied with the offerings. Using a 5 point scale, average satisfaction was 4.6 for usefulness in everyday work and 4.7 for content of the sessions.	Completed but ongoing
Provide counselor-led assistance to students to develop SEPs using the new student planning module.	After extensive evaluation, the current version of the Student Planning module does not yet meet our requirements. We are continuing with the existing software to create SEP's and tracking abbreviated and comprehensive education plans through SARS.	In progress
Provide an online orientation option for all students.	An online orientation is available on the Counseling and Admissions websites: <a href="http://webapps.redwoods.edu/orientation/">http://webapps.redwoods.edu/orientation/</a> 695 students have completed the online orientation since implemented in June 2015 (from June 11, 2015 – March 1, 2016). 68% (N=476) completed the orientation quiz with a score of 75% or better, but all students who enter their ID# at the end of the presentation receive “credit” for participating.	Completed
Pilot Ellucian’s Retention Alert and new process to reach at risk students	Twenty-five faculty members will pilot the Retention Alert System in fall 2016. Training materials have been developed and will be sent to the pilot group prior to the start of the term. Counselors and Advisors will meet to review the referral process established in spring 2016, and may begin to use the system to identify and intervene with students in Special Programs who are on probation prior to the start of the term. Additional training for faculty and staff to recognize and refer students in distress may result from further collaboration between other support entities such as BIT.	In progress
Publish a two-year schedule for the course offerings of degrees and certificates.	A two-year schedule has been developed in areas such as math, sciences, anthropology and the humanities. Two year plans are perceived as less critical in the social sciences as there are few required classes and fewer prerequisites.	In progress
Sustain and grow programs that improve the success of student athletes.	Joe Hash indicated record-breaking numbers of student athletes qualified for Honor Roll, Vice President’s List and President’s List. The College of the Redwoods Athletic Department announces its 2015 Fall Semester Honor Roll and 83 of 203 student athletes (41%) were able to attain a minimum 3.0 grade point average, the largest number and highest percentage since tracking began in 2005. Twenty-three student athletes attained the level of President’s Honor list and 12 made the Vice President’s Honor list. We would like to congratulate and recognize these students for their significant academic achievements. The academic success of our student athletes are also a tribute to our coaches, counselors, academic support staff and we’d like to thank all of them for their efforts. Last, this improvement is largely attributable to the support afforded our students in the “Cap and Gown” supervised tutoring program. We would like to thank Julia Peterson and her staff for all of their efforts in establishing this successful program.	Completed

<p>Offer trainings that support access for underrepresented students. (From the Student Equity Plan)</p>	<p>The Professional Development Committee offered nine opportunities specific to supporting access to underrepresented students to over 225 participants. Session topics included Teaching Men of Color, Stereotype Threat, Faculty/Staff discussions on Ta-Nehisi Coates’ book, <i>Between the World and Me</i>, and a keynote address from Dr. Darrick Smith on Retention, Persistence, Completion and Increasing Equity in Community Colleges.</p> <p>During the summer of 2016, the Professional Development Committee collaborated with CR’s new Director of Student Equity and Success to facilitate a series of webinars for staff. Topics included <i>Achieving Equity with Results Based Accountability, Strategies for Latino Student Success &amp; Completion, and Increasing Persistence of Minority Male Students.</i></p>	<p>Completed</p>
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**Summary of indicators related to Strategic and Education Master Plan Goal 2: *Community Education***

- ❖ **Non-credit offerings and enrollments** Non-credit enrollments have grown substantially since 2013-2014 and 2014-2015. The number of non-credit sections has grown at an even greater pace as we explore new courses and non-credit certificates. Students have not received a grade in non-credit courses to date, but College Council passed an Administrative Policy in spring 2016 that allows faculty give non-credit students a satisfactory progress grade. This will help with progression through non-credit certificates.

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

Year	Sections Offered	FTES
<b>2015 - 2016</b>	271	195.1
<b>2014 - 2015</b>	149	121.4
<b>2013 - 2014</b>	63	43.3
<b>2012 - 2013</b>	3	0.7
<b>2011 - 2012</b>	4	5.1

Non-credit instruction played a major role at Pelican Bay State Prison. Last year was the first year we offered classes in the prison. Thirty-six of the forty sections offered at the Pelican Bay were non-credit EDUC-220 “Career and College Foundations” courses. This course helps students transition successfully to college or a new career by exploring career and educational pathways.

EDUC-220 was the most offered non-credit course across the District, followed by EDUC-225 which is High School Equivalency/GED Preparation. EDUC-225 was offered at five locations including Eureka, Del Norte, and Klamath-Trinity.

GUID-205 is the next most offered non-credit course. GUID-205 is a supervised tutoring course designed to provide individual, supervised tutoring and learning support to supplement course-based learning. FTES in 2015-2016 for EDUC-220, EDUC-225, and GUID-205 accounted for over half of the FTES in non-credit, and those three courses accounted for more FTES than the other 41 courses combined in non-credit.

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

Objectives	
<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**

Annual Action Plan	Progress Update	Status
<p>Continue to respond to community training needs identified through business industry research</p>	<p>Industry research review has resulted in current work with industry to implement noncredit Medical Scribe training, and the identification of a need for entry level office skills. Additionally, CTE credit courses respond to community training needs through advisory committee discussions which identify skill gaps and soft skill gaps; by the use of the Chancellor’s office Scorecard; labor market data found at <a href="http://www.edd.ca.gov">http://www.edd.ca.gov</a> and/or <a href="http://www.labormarketinfo.edd.ca.gov">www.labormarketinfo.edd.ca.gov</a>; and data compiled by CR’s own institutional research department that tracks success and retention as well as persistence. From this information, curriculum and/or teaching practices are adjusted to ensure students are gaining industry-standard knowledge.</p>	<p>Ongoing</p>
<p>Grow the adult education program (ESL, inmates, high school equivalency, short-term CTE, people with disabilities)</p>	<p>2015-2016 marked the first year in which the college started implementing plans to develop and grow the adult education program throughout service area. Under the Adult Education Block Grant structure, a consortium is in place. Directed by the Executive Committee, the Consortium has developed a three-year plan, as well as the more specific annual plans with specific goals. These prioritized goals will guide the CR Adult Education team’s work over the next twelve months. We anticipate strong growth over that period.</p> <p>For the past couple of years, CR has been offering a small number of classes in GED preparation, Adult Basic Education, ESL, Guidance, Education, and classes for adult with disabilities. These classes have been offered on the Main Campus, the Old Town classroom, KT, and a few additional sites around Eureka. Efforts to grow the programs in Crescent City and Garberville have not been successful.</p> <p>During the fall and spring semesters of the 2015-2016 school year, there was little growth in the Adult Education programs, but beginning in the summer of 2016, new classes began to be added on top of the existing programs. Summer classes designed to keep current high school students on track to graduate on time as well as prepare adult reentry students to work toward a high school diploma were offered for the first time at both Arcata High School and Eureka High School. Cyber High, a program purchased by CR Adult Education, was used successfully in both of those locations.</p> <p>Our ESL classes are at the same level as they were in the fall of 2015, but a number of new teachers have come on, and we anticipate the number of ESL offering will increase steadily over the next year. We will be offering an ESL</p>	<p>In progress</p>

	<p>class for the first time in Del Norte beginning in late September.</p> <p>CR Adult Education has offered limited Guidance and Education classes at the Humboldt County Correctional Facility, and beginning in September began offering GED Prep and College and Career Success classes six nights a week in the facility.</p> <p>A new GED Preparation class has begun at the CR site in Del Norte, and plans are in place to begin offering GED and HiSet exams beginning in mid-October at multiple locations within the service area.</p>	
<p>Expand stackable non-credit certificates outside of the adult education program</p>	<p>To help Veteran students transition to college, non-credit curriculum was written for a 3-course certificate to include <i>Boots to Books</i>, <i>Roadmap to Resiliency</i>, and <i>Reflection Retreat</i>. The Chancellor’s Office has approved all courses and the certificate.</p>	<p>Completed</p>

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

❖ **Fiscal Sustainability** College of the Redwoods was successful at obtaining grants and awards for basic skills education, CTE program development, and to enhance student services. Over \$750,00 of new funding was secured for the college in 2015-2016.

Strategic Plan (SP)		Goal 3	Education Master Plan (EP)
SP.3 Fiscal & Operational Sustainability			
Objectives			
<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>			
Annual Planning Actions			
Annual Action Plan	Progress Update	Status	
Pursue grants that help address initiatives related to student success and completion.	<p>College of the Redwoods applied and received a Chancellor’s Office, competitive, 3-year, Basic Skills Student Outcomes &amp; Transformation grant for approximately \$640,000 to support and expand our English and Math acceleration efforts, the full implementation of our expanded English and Math placement multiple measures, and expand our modified supplemental instruction program (EPIC) into our English and Math acceleration courses. All three of these practices have been identified as best practices in improving student success and completion which have already had a positive impact on student success metrics in their initial implementation at CR.</p> <p>A grant from DHHS in the amount of \$47,949 has been awarded to CR. This one-year grant will provide the seed money to staff and stock the Food Pantry. There are plans to include a CR (Family) Resource Center as well. Current grant partners include HSU’s Food Pantry and Resource Center and Community Alliance with Family Farmers, and CR’s EOPS/CARE/FFY and student equity programs.</p> <p>College of the Redwoods was awarded \$50,000 for the CTE Data Unlocked initiative from the Chancellor’s Office. These funds will go towards helping the CTE areas better track the outcomes of their graduates.</p>	Completed	
Develop budget cycle for equipment replacement.	Due to budget constraints, no general fund budget has been allocated for this purpose. Categorical instructional equipment budget and student technology fee budget is being used to support the equipment replacement cycle. Also, Measure Q funds have provided additional budget, but those funds are nearly spent. Additional budget is needed to support a shorter replacement cycle.	Ongoing	
Develop budget cycle for capital repairs and maintenance.	Due to budget constraints, only a limited amount of general fund budget has been allocated for this purpose. Categorical physical plant budget and a small general fund capital budget is being used to support the equipment replacement cycle. Also, Measure Q funds have provided additional budget, but those funds are nearly spent. Additional budget is needed to support a shorter replacement cycle.	Ongoing	

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

❖ **Student Learning Outcome Assessment**

2015-2016 ended an assessment cycle during which almost all courses and programs were assessed. Over 95 percent of courses were assessed, and all programs were assessed. Eighty-nine percent of courses had all outcomes assessed. There are a few major reasons for the outcomes not assessed. Some were in courses that were relatively new and for which there was very little time to assess. Others underwent revisions to their outcomes, giving them little time to assess those new outcomes.

With two years of baseline data, results indicate that students are successfully achieving the desired course outcomes in all modalities. 2015-2016 was the second year in a row that online sections had a larger percentage of students meeting or exceeding expectations compare to face-to-face sections. There is no evidence that the success gap with grades in online courses extends to a gap in learning outcome attainment.

Table 6. Outcome Attainment by Course Delivery Method

Year	2013-2014	2014-2015	2015-2016	2015-2016
<b>Modality</b>	% Meeting or Exceeding Expectations			# Students Evaluated
<b>Face-to-face only</b>	88%	86%	86%	3249
<b>Hybrid</b>	88%	89%	92%	68
<b>Online Only</b>	87%	91%	89%	236
<b>Sections of multiple delivery methods</b>	84%	84%	81%	90

A deeper analysis was performed to compare outcome attainment across modality for each discipline. Of the 22 disciplines with outcome assessment specific to online instruction, only three disciplines displayed significantly lower levels of outcome attainment in online vs. face-to-face modalities. The deans of these areas have been provided the data for review with the discipline to discuss opportunities for improvement.

Table 7. Outcomes of SLO Assessment in Online Courses

Students assessed	3026
Disciplines assessed	22
Gaps identified	3



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
Complete a draft of the Education Master Plan	A draft of the Education Master Plan was completed in summer 2016. The Office of Institutional Research is working to flush out the data and analysis that accompanies the report. The draft goals and objectives will require a considerable amount of continued review and feedback from wide audiences. This work will continue following the Visioning processes that the Board of Trustees is facilitating in fall 2016.	Completed
Improve the usefulness of SLO/PLO assessments.	The program review executive summary states that seven percent of programs received “developing” last year compared to zero this year. Assessments continue to improve. Thirty-seven percent received “developing” last year compared to 17% this year. However, there is still some unevenness in using assessment results across programs and tying planning to assessment outcomes. We believe this will be addressed with the new four-year cycle so that instructors have more time to concentrate on meaningful evaluation.	In progress
Gather evidence from the ACCJC matrix of responsibilities for the standards	An evidence webpage was created and responsible parties on the matrix were given access to upload evidence (see next action). A large amount of evidence was uploaded for each standard. We continue to upload evidence as we write drafts of each standard.	In progress
Develop resource tool for posting evidence for each standard	We have a process for which authorized faculty and staff can place files into a network folder, and those files automatically appear on an accreditation evidence webpage. Several folks have been contributing evidence: <a href="http://www.redwoods.edu/Accreditation">http://www.redwoods.edu/Accreditation</a>	Completed
Form structure for the next ACCJC self-evaluation (teams, writers, trainings, etc.)	The Administration and Academic Senate have worked together to create a standing Accreditation Oversight Committee (AOC), and committees for each of the four Standards. The AOC and each of the Standard Committees have started meeting regularly. They are providing draft reports to the accreditation writer who edits and sends them to the AOC for review.	Completed
Disaggregate SLO data by student group	This action item reflects a new accreditation standard. To meet this standard, the assessment committee and Distance Education representatives explored the use of Canvas to collect the necessary data by student. We have determined how to upload learning outcomes at the account level so that data is available across sections for analysis. We have also determined how instructors can link an outcome to an aspect of a rubric or question bank. Reno Giovannetti and Lisa Sayles have led a successful pilot which resulted in data that can be successfully disaggregated by student group. They will be holding workshops to train other interested faculty as we roll this out to others.	In progress

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

❖ **Technology**



Several projects were completed in 2015-2016.

- Phones with panic buttons were put into all classrooms except in Klamath-Trinity. This is a major improvement to safety in the classroom.
- The network in Klamath-Trinity was migrated to Eureka’s network. Students at Klamath-Trinity now have the same authentication for usernames and passwords as the rest of the District.
- TelePresence was enhanced with a receiving room in LRC 104, and new hardware in Del Norte room 29.
- Wireless access was enhanced in many locations including the AT building and the dorms.

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

Annual Planning Actions		
Annual Action Plan	Progress Update	Status
Develop a technology replacement plan	A technology replacement plan development. The Technology Planning Committee and IT staff worked on a documents listing what is minimally acceptable performance specifications for all types of technology (e.g., switches, routers, computers, phones, faxes). The inventory component of Spiceworks is used for IT to gather the performance specifications for computers so that they can replace those falling below the acceptable standards.	In progress
Expand the use of telepresence	TelePresence was enhanced with a receiving room in LRC 104, and new hardware in Del Norte room 29.	
Train employees to use Evoq (new content management system) to keep web content up-to-date	The Webmaster has held numerous training sessions for faculty and staff over the fall 2015 and spring 2016 semesters. Training have been held at the Eureka and Del Norte Campuses. A website with training resources is currently being developed. The webmaster is setting up regular working meetings with departments to help with their sites, provide updates on website revisions, and gather feedback about the new system.	In progress
Migrate to an up-to-date email server	The migration to the new server has been completed for all locations. The old server will be decommissioned part way through the spring 2016 semester.	Completed

	This new email environment allows for synchronization of personal devices with our email server.	
Deploy the Storage Area Network (SAN) within and outside of the District	The SAN is fully operational within the District. We are investigating locations outside the District to host an external SAN. The SAN allows the college to have a reliable back up of all mission critical data.	Completed
Provide ubiquitous wireless network access for the District	An additional 14 wireless access points have been added since fall 2015. That includes points at the Eureka and Del Norte sites. Ten additional units will be deployed prior to fall 2016. Wifi access is now in the AT building, and access to the dorms has been improved.	Ongoing
Implement a redundant Cenic circuit to avoid internet outages.	The college has obtained a new circuit and router to avoid outages, but we need to work with Cenic because the path they provided is not redundant. We are currently working with Cenic to alter the route so that both circuits can be up at once.	In progress

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

❖ **Outreach** A new Eureka Student Services Outreach Team hit the ground running in 2015-2016. They are a dynamic trio with members Lupita Martinez, Morgan Thompson, and Jordan Walsh. They are led by our Financial Aid Director, Rianne Connor & Counseling Director, Sheila Hall. The group works to incorporate their regular duties from the Admissions & Records, Counseling, and Financial Aid offices into their educational presentations. They have worked extensively with the high schools, high school counselors, the Humboldt County Office of Education, and many other groups to help prospective students smoothly transition to College of the Redwoods.

Strategic Plan (SP)	Goal 5	Education Master Plan (EP)
<b>SP.5 Enhance Institutional Profile</b>		
Objectives		
SP.5.1. Enhance support for the college community. SP.5.2. Support/increase cultural activities at the college. <b>SP.5.3. Develop partnerships for utilization of the available buildings.</b> <b>SP.5.4. Reactivate the alumni association.</b> <b>SP.5.5. Increase communications and outreach to the community.</b> 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
Develop a comprehensive marketing analysis and plan.	A 2016-2017 Marketing Plan was presented to the Board of Trustees in September, 2016. Specific tactics in the plan include: <ul style="list-style-type: none"> <li>• Continue developing the website as an engaging, dynamic platform that communicates the CR story of success for all students, regardless of their backgrounds.</li> <li>• Refresh the CR logo with a more modern, relevant look.</li> <li>• Develop a broad base of marketing materials – photos, videos, and story collections.</li> <li>• Utilize new signage and banners in the community and on campus to visually represent the quality of the CR brand.</li> <li>• Employ television to enhance a visual presence for the CR brand, to tell our story in an emotionally impactful manner.</li> <li>• Utilize mass media (television, radio, print) and social media to keep CR at top of public conversation.</li> <li>• Utilize online marketing to reach throughout the state and Oregon to attract new students to the district.</li> <li>• Employ interactive social media efforts by CR students for CR students.</li> <li>• Employ CR’s Outreach teams in Eureka and Crescent City to continue broadening our relationships with community high schools and diverse populations.</li> </ul>	Completed
Increase the marketing presence of “transfer degree with a guarantee”	A new website has been created which explains degree, provides frequently answered questions, and provides success stories: <a href="http://www.redwoods.edu/transfer/">http://www.redwoods.edu/transfer/</a> Additional marketing materials include a bus wrap on the bus between CR and HSU, and Pandora and local radio ads.	Ongoing

Pilot the tuition guarantee program with Humboldt Area Foundation	The Tuition Guarantee Program and the Scholarship Central Project are both on the Humboldt Area Foundation's (HAF) agenda. HAF recently received funding for Scholarship Central and will begin work on that soon.	In progress
Publish a two-year schedule for the course offerings of degrees and certificates	A two-year schedule has been developed in areas such as math, sciences, anthropology and the humanities. A comprehensive two year schedule for all classes is being developed with the Deans and Directors. The plan is to have this schedule published for students as they are planning to register for the next OneReg cycle.	In progress

Strategic Plan (SP)	<b>Goal 5</b>	Education Master Plan (EP)
<b>EP.5 Increase Student Participation in Campus Activities</b>		
Objectives		
<ol style="list-style-type: none"> <li>1. <b>Improve student engagement among all students.</b></li> <li>2. <b>Develop a vibrant student center.</b></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		
Annual Action Plan	Progress Update	Status
Create a plan to expand the use of the Multicultural Diversity Center	A plan has been created to move the Veteran's from their current space in the Student Union to a new modular next to the bookstore. A Multicultural Diversity Center would then go into the Veteran's space. This will provide a dedicated space for the Multicultural Diversity Center that is centrally located and easily accessible for students. This plan will also give the Veteran's Program room to grow. This plan will be implemented in 2016-2017.	Completed
Develop additional space for student to congregate	Input from students for the Education Master Plan showed that most students are satisfied with the space they have to congregate. We hope that the addition of the Multicultural Diversity Center and it's central location will make them even more satisfied.	Completed
Enhance promotion of ASCR and student events (e-mail, faculty announcements, posters, web presence)	ASCR has a significant web presence ( <a href="http://www.redwoods.edu/ascr">http://www.redwoods.edu/ascr</a> ). The impact and satisfaction of promotional activities need to be evaluated.	In progress

**Effectiveness of the Integrated Planning Process**

❖ **2015-2016 Integrated Planning Survey Summary** A total of 58 committee evaluations were received in 2015-2016. The majority of items had an average response around 4.0 = somewhat agree. Collegial and collaborative dialogue, an effective process for decision making, and following a transparent process were the highest rated items. Survey results are encouraging in that the first three items which received the lowest ratings in 2011-2013 are no longer the lowest rated items.

Having representation from each campus received the lowest rating. This is not surprising given the number of committee seats for Del Norte and Klamath-Trinity compared to the number of faculty and staff at those locations available to fill those seats. The next lowest rating regarded clarity of the integrated planning and budgeting process. To address this issue, the Budget Planning Committee developed a rubric for all committees to use when prioritizing resource requests, and clear feedback went to the college addressing the funding state of each resource request submitted in 2015-2016.

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					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
1. Members of the committee attend regularly.	3.92	3.57	4.27	3.90	4.00
2. The committee members had appropriate information to make informed decisions.	3.73	3.95	4.36	4.31	4.29
3. Discussions and decisions were data-driven and supported by sound evidence.	3.98	4.00	4.37	4.43	4.34
4. The committee accomplished what it set out to do.			4.20	4.12	4.30
5. Each constituent group had representation on this committee.			4.33	4.31	4.11
6. Each campus location had representation on this committee.			3.87	3.67	3.51
7. Relevant committee information was effectively communicated to appropriate constituents.			4.02	4.04	4.21
8. The results of committee activities are communicated broadly to keep the district informed of changes/improvements.			3.93	3.88	4.00
9. The committee had collegial and collaborative dialogue regarding decisions, plans, etc.			4.59	4.49	4.66
10. The committee followed an effective process for decision making.			4.35	4.33	4.47
11. The committee followed transparent processes.			4.47	4.43	4.43
12. The committee website is generally up to date (minutes, members, charge, etc.).			4.20	3.94	3.87
13. The integrated planning and budgeting process is clear.			3.59	3.64	3.70
14. The district has effectively communicated the outcomes of the planning and governance process.			3.93	3.91	3.76
15. Resources were adequate for committee members at all locations to participate.			3.98	3.96	4.08

❖ **2015-2016 Institutional Effectiveness Summit**

Once again, a large and interactive group of faculty and staff attended the Institutional Effectiveness Summit. This is the sixth consecutive year that the planning summit has been held on a Saturday. The group began with a quick assessment of their knowledge of integrated planning. Participants were able to name key components of the planning process, and felt comfortable with the program review and SLO assessment processes. Participants were less comfortable with their familiarity with the ACCJC Accreditation Standards.

To familiarize the group with the new accreditation standards, the group participated in an accreditation challenge using the mobile app Socrative. Teams used the app to compete with each other by answering accreditation-related questions on their phones. The team with the most correct answers won prizes.

**Accreditation Challenge Winners**

Congratulations to the team who won the quiz testing their knowledge of the accreditation standards. The quiz was not easy!



- Dan Dempsy
- Mike Haley
- Lee Lindsey
- Wendy Riggs

**Continuous Improvement**

The summit also included an analysis of the committee self-evaluations, and a discussion about how to improve integrated planning. Improving assessment to make the process more meaningful was referenced most frequently. Everyone was aware of the current process, and thought that the four-year process will work well, but they wanted to concentrate on how to make it more relevant to teaching and learning. Student Services assessment also came up a number of times. Faculty lacked awareness of how student development areas assessed outcomes, and how that translated to program review. Student Development areas also called for more training related to assessment. This resulted in multiple assessment workshops for student development staff in summer 2016 to reevaluate outcomes and assessment techniques.

Last year 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 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. There was follow-through with this idea, and the Senate added actions to the 2016-2017 Annual Plan related to a shared space for faculty and staff to engage in professional development, norms for using email to support healthy communication, and the creating a comprehensive procedure for field trips.

Last year the group also spent a lot of time discussing the need for a college hour at the Eureka campus. The Institutional Effectiveness Committee discussed this idea in great detail. They were, however, unable to determine a time for college hour with the compressed semester schedule that would accommodate a wide variety of faculty and staff. They will continue the conversation with other constituency groups to see if there is a solution.

### ❖ **Committee Digest & Handbook**

A committee digest was developed as a result of the 2013-2014 Institutional Effectiveness Summit. The digest was rolled out in fall 2014, and allowed committee chairs to broadly communicate with the college throughout the year. Participants at the Institutional Effectiveness Summit in April 2016 indicated that the digest was read, and was effective at conveying the work of the committees. The digest will continue in 2016-2017.

The digest can be found on the CR website on [inside.redwoods.edu](http://inside.redwoods.edu):  
<http://inside.redwoods.edu/digest/>

The Institutional Effectiveness Committee handbook has become key in identifying committee membership. 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 Institutional Effectiveness Committee (IEC) has a process by which changes to the handbook go to the IEC for mutual approval between the committee and IEC. This process has worked effectively to make transparent changes to membership.

The handbook can be found on the CR website on [inside.redwoods.edu](http://inside.redwoods.edu) under resources:  
<http://inside.redwoods.edu/IPM/documents/CommitteeHandbook2015.pdf>

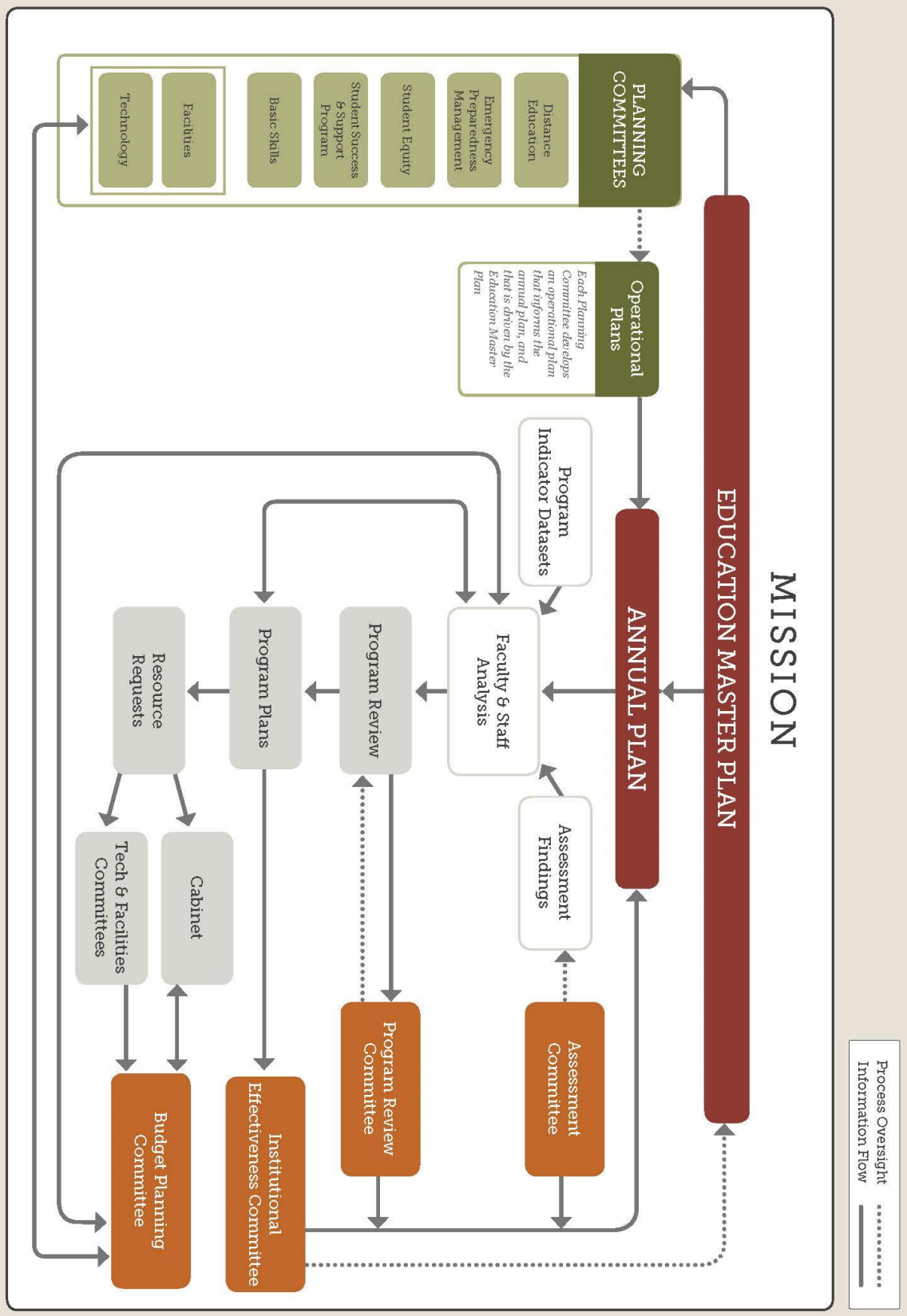
### ❖ **Integrating Planning Model**

The Integrated Planning Model underwent a major revision in 2015-2016.

- The overall presentation was enhanced by CR's graphic artist.
- Narrative describing the process was removed from the flowchart and moved to an overall description of how information flows from one plan and planning body to another.
- All planning committees and the role of operational plans was added to the model.
- Process oversight in addition to information flow was added.



# Integrated Planning Model



## Integrated Planning Model Narrative

The **Mission** of the College drives planning at every level. The **Education Master Plan** is the highest-level plan to ensure fulfillment of the Mission. The **Institutional Effectiveness Committee** (IEC) has oversight for creating an ad hoc task force to develop a new Education Master Plan every five years. The IEC also sees that the Educational Master Plan is followed by overseeing development of an **Annual Plan** each year. The Annual Plan contains a manageable set of actions of focus each year to achieve the goals in the Education Master Plan. The IEC monitors the progress of these actions.

The Education Master Plan is used by the College's various **Planning Committees** to develop their operational plans. **Operational plans** such as the Technology Plan and the Distance Education Plan are specific plans needed to drive forward the operations of the college. Operational planning actions with a large impact on the college are included in the Annual Plan for heightened awareness.

The Annual Plan is one of many sources of information that drive **Program Review**. While faculty and staff analyze their effectiveness and plan for the future, they review **program indicator datasets**, and reflect critically on **assessment findings**. The **Assessment Committee** oversees the assessment process such that academic and student development programs can reflect on assessment of Student Learning Outcomes (SLOs) according to a 4-year plan. Program outcomes are assessed by mapping related course outcomes. The Assessment Committee also holds Institutional Outcome Assessment sessions to identify how the college can improve, and discoveries from these sessions are used to develop the Annual Plan.

The **Program Review Committee** (PRC) reviews the program reviews and provides feedback about each section according to a rubric that ranges from developing to exemplary. The PRC looks for trends such as in planning, assessment, and data discoveries and develops an executive summary. The summary is presented to the campus and is used to develop the Annual Plan. As faculty and staff review their programs, they reflect on progress towards past planning items, and develop a new set of **program plans** for the upcoming year. The IEC reviews program plans to identify themes for the Annual Plan.

The need of additional resources to carry out program plans results in programs including **resource requests in their program review**. Resource requests must be tied directly to a program plan. Resource requests can be monetary, or they can be for personnel. Personnel requests for faculty are routed to the faculty prioritization committee. Staffing requests go to Cabinet for ranking. Administrators identify where non-personnel resource requests should be routed, and identify requests that should be funded by discretionary budgets.

The remaining items go to planning committees for ranking. Technology and facilities requests are ranked by the **Technology and Facilities Committees** using a shared rubric that prioritizes according to factors such as impact on student success. These rankings are forwarded to the **Budget Planning Committee** (BPC). Non-technology or facilities rankings also go to the BPC. The BPC then does a final ranking using the rankings of the other committees, and communicates back to faculty and staff the items approved for funding.

## ❖ Emerging Themes from Program Review

### Program Planning Themes

The Institutional Effectiveness Committee grouped all of the plans in program review into categories to look for trends. They wanted to see if themes emerged of top priority that should be included in the annual plan. Outside of plans related to acquiring new/upgraded equipment and curriculum development, plans related to distance education and professional development surfaced most frequently. Distance education appeared twenty times in reference to plans such as adding to the number of courses offered online, selecting an evaluation tool for online evaluation, and evaluating the effectiveness of online courses.

Using the plans from program reviews, the 2016-2017 annual plan contains action to increase the number of on-line and telepresence courses offered, and to make forward progress toward participation in the statewide Online Course Exchange.

Program plans related to professional development appeared 14 times. The professional development committee reviews all plans related to professional development to inform their professional development offerings. The 2016-2017 annual plan contains two actions related furthering the college's professional development program, reflecting the program's needs in program review.

### Program Review Committee Evaluations for Improvement

#### Instructional Summary/Themes

- The most common area in need of improvement of assessment is to include some detail on why students did well and whether this occurred based on previous assessments, what change(s) may need to be made to the program based on the assessment.
- Tied to this, the Program Review Committee identified as a theme for improvement for next year, how to create plans with measureable outcomes, tie to current planning objectives and how to analyze them for maximum efficiency in program review reporting.
- The committee discussed Section 4.1. Evaluation of Previous Planning: "measureable outcomes and the impact of previous planning." In some reviews, planning and the program seem to be disconnected: the plans are not measureable or are not really a "plan." There should be more analysis of the impact or the impact of the evaluation could be made clearer. The committee discussed defining what constitutes a "plan" and how it should be evaluated.

#### Student Development Summary/Themes

- Generally provided good data analysis and reflection of assessment activities.
- Analysis and resolution regarding previous plans should be tied to assessment/data and to current planning. The assessment portion of the template is expected to help authors provide for meaningful program improvement.
- Linking planning to indicators, assessment data and/or institutional plans would strengthen action plans.



### Administrative Summary/Themes

- The program review committee recognizes there is still difficulty for areas not directly involved in student learning to develop outcomes that relate meaningfully to overall student success. The PRC recommends some continued additional assistance to help form outcomes, identify useful indicators, and report on their results. The main goal is that the administrative areas understand how their assessments can help uncover areas of the program in need of improvement, and how that can lead to future plans.

### Recommended Process Improvements

Institutional Research and ISS worked in conjunction with the Program Review Committee, Deans, staff and some faculty to develop an online template format for all program reviews. The new process was well received districtwide, even allowing for a few glitches. Online templates will be evaluated annually and improvements made in order to facilitate the most effective and efficient program review process possible for the college.

Faculty and staff found that having data and previous year plans imported into the template directly from the previous year review, as well as direct links to data and rubrics, sped up the review process. The completed reviews currently cannot be printed in total; a solution to this is in the works. The PRC Committee was also able to directly input comments into the response section and submit, which improved and reduced the committee workload quite a bit.

Future improvements will include the ability to print the completed review and revise some sections slightly for clarity of instruction. The committee discussed sending the final Executive Summary via email with links to the templates, to ensure all receive this information.

The committee also plans on utilizing the language from the rubrics directly into the committee response section, to provide consistency, and include examples for improvement.

❖ **Institutional Effectiveness Scorecard**



An updated version of the Institutional Effectiveness Scorecard with 2015-2016 data will be published in October 2016. The scorecard 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 2014-2015 Institution-Set Standards published in the IE Scorecard. However, the college also set an institution-set standard for transfers to four-year institutions as part of the ACCJC annual report, which has been set at 344 transfers. In 2014-2015 we identified 310 transfers. This triggered the President/Superintendent to call a meeting with members from Counseling & Advising, Admissions & Financial Aid, Institutional Research and academic deans to determine how to increase the number of transfers.

The group reviewed detailed data showing how the number of transfers to different colleges and in different majors has changed over time. They explored different ways of increasing the number of transfers, and they also determined if the data patterns were real or due to the tracking of transfer students becoming increasingly more unreliable. They learned that transfers to HSU declined for programs that had become impacted, and discussed ways of leveraging transfers to programs at HSU that were not impacted.

❖ **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.

❖ **2016-2017 Annual Plan**

CR's development of Annual Plans is ongoing. The plan is essential to operationalizing the College's Education Master Plan. The IEC led the development of the 2016-2017 Annual Plan with input from a variety of employees. This was the first year that the Academic Senate added specific actions to the plan. Prior to adoption, the plan was taken to representatives from each continent group to review, and was reviewed by the Board of Trustees. In 2016-2017 the IEC will start collecting feedback from constituent groups in the fall 2016 semester to inform the planning actions.



# Annual Plan 2016-2017

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

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

Objectives	
<ol style="list-style-type: none"> <li>1. Match student readiness with educational pathways.</li> <li>2. Continuously assess and evaluate programs to provide effective educational programs and services for all learners.</li> <li>3. Students will be able to complete their desired educational goals.</li> <li><b>4. Enhance student support and student engagement.</b></li> <li>5. Improve basic skills success.</li> <li><b>6. Support staff and faculty development and instructional innovation.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Provide structured academic pathways</li> <li><b>2. Improve support for students.</b></li> <li>3. Improve effectiveness of basic skills education.</li> <li>4. Increase transfers and degree and certificate completions.</li> <li>5. Professional development programs will improve educational effectiveness.</li> <li><b>6. Improve success among underrepresented populations.</b></li> </ol>

**Annual Planning Actions**

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 2016	Are events being held in this space?
SP.1.6.2	Prepare and present an executive summary of professional development activities to the Board of Trustees.	Director of Human Resources	Fall 2016	What feedback was received from the BOT?
SP.1.4.1 EP.1.2.1 EP.1.6.1	Pilot Ellucian’s Retention Alert and new process to reach at risk students.	VPISD, Director of Counseling & Student Development	Fall 2016	Evaluate volume of case referrals and case resolutions.
SP.1.4.2 EP.1.2.2 EP.1.6.2	Coordinate planning efforts supported by the Chancellor’s Office (Basic Skills Initiative, Student Success & Support Program, and Student Equity Plan) to improve student support.	BSI, SSSP, and SEP Coordinators	Fall 2016	Evaluate percentage of students progressing through sequences.
SP.1.6.3	Develop and disseminating information, such as at faculty and staff orientations, with guidelines and norms for using email to support healthy communication district-wide.	Human Resources in collaboration with the Academic Senate	Spring 2017	Are positive changes in e-mail communication being perceived?
SP.1.4.3	Create a comprehensive procedure for field trips.	VPISD in collaboration with the Academic Senate	Spring 2017	Is a procedure in place?
EP.1.6.3	Broaden the scope of professional	Human Resources	Spring	Are diversity-related

SP.1.6.4	development efforts to include diversity.	in collaboration with the Professional Development Committee	2017	trainings taking place and rated effective?
EP.1.6.4 SP.1.6.5	Engage faculty and staff in teams that address equity and student success.	Human Resources in collaboration with the Professional Development Committee	Spring 2017	Are teams engaging in training efforts?

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

Objectives	
<ul 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> </ul>	<ul 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> </ul>

Annual Planning Actions				
Plan. Goal. Objective. Action	Actions to be taken	Responsible Persons	Semester	Evaluation Prompt
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 2016	What community training partnerships have developed?
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 2017	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 2016	How many students have received stackable certificates?



Strategic Plan (SP)	<b>Goal 3</b>	Education Master Plan (EP)
<b>SP.3 Fiscal &amp; Operational Sustainability</b>		<b>EP.3 Practice Continuous Quality Improvement</b>

Objectives	
<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.3.1.1 SP.3.3.1	Pursue grants that help address initiatives related to student success and completion.	Executive Director of Community and Economic Development	Spring 2017	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 2016	Has a plan been published?
SP.3.2.2	Develop budget cycle for capital repairs and maintenance.	VPAS in collaboration with the BPC	Fall 2016	Has a plan been published?
SP.3.5.1 EP.3.4.1	Complete and publish the 2017-2022 Education Master Plan.	President	Spring 2017	How has the plan been widely communicated?
SP.3.6.1	Write the self-study for the October 2017 ACCJC visit.	President, Accreditation Oversight Committee	Spring 2017	Is the self-study on track to be submitted in June 2017?
EP.3.5.1	Offer professional development related to outcome assessment in Canvas.	Assessment Coordinator	Fall 2016	Are faculty able to gather outcome data in Canvas?
EP.3.3.1 EP.3.4.2	Expand professional development workshops and materials about strategic and operational planning for all employees.	HR & Professional Development Committee	Spring 2017	Are employees more aware of the planning process?
SP.3.1.2 SP.3.2.3	Increase the general fund balance between 0.5% and 1.0% to ensure the institution has sufficient cash flow and reserves to maintain stability and address financial emergencies.	VPAS in collaboration with the BPC	Spring 2017	Are discussions happening about ways to increase the fund balance?

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

Objectives	
<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.4.3.1	Increase number of on-line and telepresence courses offered.	VPISD, VPAS	Spring 2017	How many sections and enrollments are there in on-line and telepresence courses?
EP.4.3.2	Make forward progress toward participation in the statewide Online Course Exchange.	VPISD, DEPC	Spring 2017	What research and/or participation has taken place?
EP.4.2.1	Publish a technology replacement plan.	VPAS, Director of IT	Spring 2017	How has the plan been communicated to the college?
SP.4.1.1	Centralize all district servers.	Director of IT and Facilities Planning	Fall 2016	Is the SAN being used by the District?
SP.4.1.2 SP.4.4.1	Make progress towards ubiquitous wireless network access for the District.	Director of IT and Facilities Planning	Ongoing	Are there locations without wireless?
EP.4.3.3 SP.4.4.2	Implement technology-enhanced online advising to students.	Director of Counseling & Student Development	Spring 2017	How are technology-enhanced advising sessions documented?

Strategic Plan (SP)	<b>Goal 5</b>	Education Master Plan (EP)
<b>SP.5 Enhance Institutional Profile</b>		<b>EP.5 Increase Student Participation in Campus Activities</b>

Objectives	
<ol style="list-style-type: none"> <li><b>1. Enhance support for the college community.</b></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><b>5. Increase communications and outreach to the community.</b></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><b>3. Increase student engagement in the community</b></li> <li>4. Faculty and staff will model positive engagement in the college community</li> </ol>

Annual Planning Actions				
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Plan. Goal. Objective. Action	Actions to be taken	Responsible Persons	Semester	Evaluation Prompt
SP.5.5.1	Carry out a comprehensive marketing campaign for the District.	Executive Director of Advancement	Spring 2017	Has a plan been shared with constituents?
EP.5.3.1	Engage in more outreach activities to attract potential students to the college.	Director of Enrollment Services, Director of Student Equity & Success	Spring 2017	Are we recruiting a more diverse student body?
SP.5.1.1	Publish a two-year schedule for the course offerings of degrees and certificates.	VPISD	Fall 2016	How is the schedule communicated to the community?