Institutional Effectiveness Report | 2018-19

Table of Contents

Overview

❖ **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 2018-2019 Annual Plan.

In November of 2018, the Chancellor's office released a memo requiring all California community colleges to implement Vision for Success goals into every aspect of our integrated planning.   In broad terms, these goals are to increase completions, increase transfers, decrease unit accumulation, increase the student workforce, and close all equity gaps.   Beginning in Spring 2019, College of the Redwoods began holding sessions with the communities and with constituent groups to gather feedback that would inform the Education Master Plan revision as well as the other plans that are part of the integrated planning model.   The second section of this report looks at the effectiveness of the Integrated Planning Model in general and more specifically how the various committees incorporated these goals into their plans.

The Institutional Effectiveness scorecard has been updated to include the Vision for Success goals. The third section of this report examines persistence, retention, and course success as important indicators of the various metrics of completion used in the Vision for Success goals.

 The last section of this report looks at the Annual Plan for 2019-2020 as a culmination of the planning committees' work in addressing specific actions that address the goals of the Education Master Plan and the Vision for Success goals.

2018-19 Annual Planning Actions Progress

Summary of indicators related to Education Master Plan Goal 1: *Student Success, Access, & Equity*

❖ **Increase the number of students completing core SSSP services.**

The number of students receiving the core matriculation services of Orientation, Assessment, Student Ed Plan, and Advising remains consistent for credit students. Noncredit students began receiving orientation and advising services in Spring of 2018 and those numbers are climbing slightly.

Several changes have taken place that are causing a sharp decline in Assessment/Placement numbers.   In Spring of 2018, the district discontinued the use of Accuplacer, the assessment testing program, and adapted multiple measures as its sole placement process.   Multiple measures placement is based primarily on high school cumulative GPA.   With testing no longer a part of the student's onboarding experience, placements were provided more on an as-needed basis to meet any math and English prerequisites.

The implementation of AB 705 and Guided Pathways largely eliminated the prerequisites for transfer level math and English and thus further reduced the need for students to receive placement services.   Entering the 2019-2020 academic year, placements either

"encourage" or "strongly encourage" a co-enrollment in a support class. Most 'placements' are now automatically loaded into system with the student's application and the recommendation will appear in the welcome letter.

❖ **Assess changes to AP 4020 and AP 4021.**

AP 4020 (Program, Curriculum and Course Development) and AP4021 (Program Revitalization, Suspension, or Discontinuation) have undergone evaluation as a result of Recommendation 5 from the ACCJC visiting team report of January 2018.
The revised 4020 process has been fully implemented and three new programs have already gone through this process. The new process has resulted in broader constituent input using college survey input, input from faculty across departments, and input from HSU about how the proposed program will articulate.
The revised 4021 process has also been fully implemented, including the new addition of gathering a progress update for each program that has already gone through the process and received a recommendation to revitalize. Progress updates in 2018-19 resulted in one (1) program discontinuation, one (1) program deemed sufficiently revitalized, and three (3) programs kept in the process for another year of monitoring.

Summary of indicators related to Education Master Plan Goal 2: *Engage All Students*

❖ **Implement technology that will allow DN students to participate remotely in courses held on the Eureka campus.**

In the fall of 2018, The district offered our first eight sections of telepresence courses. These courses were streamed from a host campus and allowed students at other campuses to participate in the class. The Eureka and Del Norte campuses each hosted several sections. Corresponding sections in off-site locations enrolled 144 students.

Success rates are slightly lower for the remote campus sections. This has been reported and will continue to be monitored for improvement.

Enrollment for the 2019-2020 academic year thus far shows similar numbers.   This format shows a lot of promise for providing students with access to courses that have previously been difficult for them to get.

❖ **Review process for updating published materials (printed and web based).**

The marketing/communications team continues to review all printed materials and as they are updated, ensuring that the online content is in sync.
The website is being redesigned and part of that process is making sure that printed materials match.
A program was recently purchased to run against all public facing web content and report accessibility issues to the webmaster.

❖ **Ensure all programs have assessable learning outcomes.**

The Assessment Committee met with each of the student service areas to assist in establishing learning outcomes that were both meaningful and assessable. That work has been completed.

The Academic Senate had been tasked to review and revise GE Area E for improvement, including the addition of ethical reasoning and information literacy. After much work, the task force recommended that Area E be removed and relevant outcomes be worked into areas A through D.

❖ **Implement a solution for remote advising.**

As the number of Distance Ed students continues to grow, it is apparent that our ability to serve these students with the core matriculation components has become increasingly challenging. Several programs were evaluated that would assist with working with these students across the internet but found lacking in usability or secured confidentiality. A 'texting' solution has been purchased that will allow student service areas to send text messages to students. This is being piloted over the summer and fall of 2019.

Summary of indicators related to Education Master Plan Goal 3: *Community Partnerships & Workforce Training*

❖ **CE pursue partnerships, internships, and externships.**

CE faculty and staff continue to work on strengthening partnerships in the community and on increasing opportunities for students to engage in internships related to their field of study. The CR Farm manager developed a pilot project where he has created three internships focused on supporting the farmer's market, farm events, and the CSA program. These internships will be partially funded by the Farm Bureau, and we anticipate these will be ongoing annual opportunities for agriculture students. Additionally, faculty in the business department have worked with students to explore local internship opportunities and have helped secure a paid social media internship for a CR student at the County Economic Development Office. The County Economic Development Office plans to offer two internships per semester for three years. The dean has been working with local industry partners, touring their facilities and engaging in conversations intended to strengthen our relationships and to create new opportunities for mutually beneficial partnerships.

❖ **Highlight upcoming Homelessness Summit and other initiatives that support our homeless and food insecure students as examples of community partnerships**

College of the Redwoods partnered with Humboldt State University to host the North Coast Homelessness & Housing Insecurity Summit on April 25, 2018. The Summit was promoted through personal invites to local service providers whose clients face homelessness, politicians, religious leaders, homeless advocates, and staff, faculty, and students of both higher education institutions. In addition the event was promoted through television interviews, social media, radio talk shows, and a press release. 310 people registered for the event, filling CR's theater. A survey was conducted of participants and the event met or exceeded expectations in building community collaboration and educating on existing efforts to help the homeless. Success with this event has since lead to CR and HSU partnering with HCOE at HCOE's Equity Summit on Oct 22 & 23, to host additional breakouts on student homelessness and services being provided and what is needed going forward.

Summary of indicators related to Education Master Plan Goal 4: *Institutional Effectiveness & Planning*

❖ **Identify funding sources or strategies for equipment replacement, capital repairs, and maintenance.**

The newly formed Budget Advisory Committee has been charged with reviewing and analyzing available data to formulate and recommend both annual and long-term budget priorities. The BAC will also play a role in monitoring the alignment of annual budget and multi-year forecast with the Annual and Education Master plans. The BAC, unlike the Budget Planning Committee that it replaced, will not be involved in reviewing resource requests, rather it will be more involved in assigning budget priorities. This will allow for more flexibility in appropriately allocating resources so that these items can be included in the budget planning process. A 2019-20 Draft Preliminary Budget and Multi-Year Forecast through 2021-22 went to the Board as an informational item in February. In years 2020-21 and 2021-22 of the Forecast, other operating expenditures include budget specifically for facilities and technology maintenance and replacement, as well as for strategic initiatives that will support students and the Vision for Success.

❖ **Draft a plan for implementing a single Sign-On solution for students.**

In the spring of 2019, the Technology Planning Committee began working on the components of a single sign-on solution. A server has been configured, and additional software is being purchased to automate the loading of the server from the student accounts.   A student logging into one of the web-based accounts (eg. Canvas, WebAdvisor, email, library, etc.) will be redirected to the student portal. Logging in with their mycr.redwoods.edu credentials, the student will then be able to access any of the web-based services that have been setup in the portal.   This will be implemented over the summer 2019.

❖ **Establish a cycle of validation of institution-set standards. Publish all institution standards.**

Institution-set Standards are assessed every April according to the integrated planning timeline (https://internal.redwoods.edu/planning).   The standards are published with the Institutional Effectiveness Scorecard, a link to the scorecard can be found on the IR web page (https://www.redwoods.edu/ir)   The information on the scorecard is updated annually by the IR department.

❖ **Adopt budgets that match revenues and expenditures in the unrestricted general fund. Produce a realistic 3-year budget forecast. Address FCMAT recommendations.**

 Several budget open forums were held in April to review the 18-19 preliminary budget assumptions, the budget, and the three-year forecast. The new funding formula was discusses as well. Before the Final Budget went to the Board for approval in September, the CBO met with constituency groups to review the 18-19 final budget assumptions, the final budget, and the three-year forecast. After the final budget was approved, additional open forums were held to discuss the assumptions, the budget, and the three-year forecast. The budget is realistic, balanced without drawing on one-time funds, and leaves an estimated 6.3% ending fund balance.

❖ **Create new Facilities Master Plan**

The 2019-2029 Facilities Master Plan was presented to the board at the June 4 2019 meeting. The new plan has evolved from what was a list of projects. Gathering all constituent feedback across several months, the plan consists of an ongoing status update of current projects, both funded and unfunded. The plan ensures that future projects align with the Education Master Plan. Finally, the plan explicitly includes some areas that are not addressed at present, but will need to be considered over the lifespan of the document, to lay the foundation for future actions. Examples include the need for additional planning relating to outdoor resources, facilities for use by the Pelican Bay Scholars Program, and further remodeling or updating of existing facilities such as the LRC.

Effectiveness of the Integrated Planning Process

❖ **2017-2018 Integrated Planning Survey Summary**

Members of the college's Integrated Planning Committees rate their effectiveness each year.   Ratings, on average, were up slightly this year from last year.

The college continues to improve in the area of ensuring that "Each campus location had representation on [this] committee".   Anecdotal evidence, despite mixed reviews, suggests that the implementation of "Zoom", the CCC Tech Center's latest version of CCC Confer has helped.   It is likely that the most significant factor is the increased effort by the committees to be more sensitive and inclusive.

Another great improvement is committee members are receiving appropriate information to make informed decisions.   From the survey comments, it would appear that more effort is being made to provide the committee with the agenda and relevant documents in a timely manner.

The two lowest rated items from last year saw the most significant increases, yet remain the lowest ranked items.
Improvement in both the clarity of the planning and budgeting process and the communication of the outcomes of planning and governance have indicated that the efforts made over the last year are paying off.   Additional steps will be or have recently been implemented to help continue this improvement.

- The restructuring of the old Budget Planning Committee to the new Budget Advisory Committee.   The BPC had inadvertently been relegated to little more than a 'resource request ranking committee', and as such was not an integral part of the budget planning process.   The BAC will be more involved in the budget planning process and will no longer be ranking resource requests.   The makeup of the committee has been restructured to better facilitate this change.

- The Program Review Committee will be ranking program plans and forwarding a summary to the new BAC to be used in recommending budget priorities.   Under the previous system, program plans had become merely the avenue by which to make resource requests.   This change will ensure that the important work done by the PRC is integrated into the planning process.

The two areas that saw the most significant decrease are likely related.   Attendance by committee members and representation of each constituency saw drops in their scores. Several committees struggle to fill vacant seats. Other committees have poor attendance due to conflicts in schedule or work load.   The IEC will take the following steps to address this concern.

- Continue the annual evaluation of the committee handbook and correct any shortcomings.

- Work more closely with the leadership of CSEA, Academic Senate, and Management Council to convey the responsibilities of committee membership and fill vacancies with the most appropriate personnel.

The following statements were rated using the scale 5 = strongly agree, 4 = somewhat agree, 3 =neutral, 2 = somewhat disagree, 1 = strongly disagree						
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1. Members of the committee attend regularly.	4.27	3.9	4	4.29	4.25	4.03
2. The committee members had appropriate information to make informed decisions.	4.36	4.31	4.29	4.31	4.12	4.41
3. Discussions and decisions were data-driven and supported by sound evidence.	4.37	4.43	4.34	4.4	4.37	4.46
4. The committee accomplished what it set out to do.	4.2	4.12	4.3	4.39	4.36	4.45
5. Each constituent group had representation on this committee.	4.33	4.31	4.11	4.3	4.38	4.12
6. Each campus location had representation on this committee.	3.87	3.67	3.51	3.56	3.68	3.73
7. Relevant committee information was effectively communicated to appropriate constituents.	4.02	4.04	4.21	4.23	4.39	4.32
8. The results of committee activities are communicated broadly to keep the district informed of changes/improvements.	3.93	3.88	4	4.02	3.91	4.14
9. The committee had collegial and collaborative dialogue regarding decisions, plans, etc.	4.59	4.49	4.66	4.64	4.59	4.75
10. The committee followed an effective process for decision making.	4.35	4.33	4.47	4.47	4.36	4.53
11. The committee followed transparent processes.	4.47	4.43	4.43	4.43	4.59	4.5
12. The committee website is generally up to date (minutes, members, charge, etc.).	4.2	3.94	3.87	3.83	3.67	3.92
13. The integrated planning and budgeting process is clear.	3.59	3.64	3.7	3.82	3.31	3.67
14. The district has effectively communicated the outcomes of the planning and governance process.	3.93	3.91	3.76	3.94	3.33	3.78
15. Resources were adequate for committee members at all locations to participate.	3.98	3.96	4.08	4.09	4.05	3.93

❖ **2018-2019 Institutional Effectiveness Summit**

The 2019 Institutional Effectiveness Summit was held on April 13 and began with an overview of the previous summit's conclusions.   The creation of the Welcome Center, the enrollment advisor, and streamlining of the placement process were accomplished and resulted in reducing the number of students who apply but not enroll.   These were the three most popular items of the student onboarding session.   Changes made to the resource request process were also highlighted as a result of the second session.

The 2019 Summit focused on the Vision for Success goals defined and mandated by the Chancellor's Office.   The summit followed after earlier community forums at both Klamath-Trinity and Del Norte. Each of the three sessions had their own unique set of community needs and interests.

The Vision for Success goals are centered on improving completions using several metrics and reducing disproportionately impacted equity gaps. After the goals were presented, enthusiastic discussion centered on how to achieve those goals with each community providing feedback relative to their community. While all of the goals received considerable discussion, the two receiving the most interest were increasing completers in CTE fields, and reducing equity gaps.

- CTE courses and certificates should align with the needs of their respective communities.

- CTE programs should collaborate with local businesses and agencies to maximize efficiency and improve communication.

- Professional Development should provide opportunities for staff and faculty to learn methods and behaviors that create an atmosphere of inclusivity.

Feedback from all three sessions was compiled and brought to the Institutional Effectiveness Committee to be used in informing the 2019-2020 Annual Plan and shared with other committees that are part of the integrated planning process.

❖ **Committee Digest & Handbook**

The Institutional Effectiveness Committee reviews and updates the Committee Handbook as a part of the integrated planning calendar.   The IEC reviews the membership and charter of each committee to ensure it represents the appropriate constituencies and is addressing the needs of the district.

In the summer of 2018, the Budget Planning Committee began a lengthy review process. The BPC had largely been relegated to a resource request ranking committee and despite the name, had very little to do with actual budget planning. A Budget Planning Committee Revision Task Force worked throughout the 2018-2019 year while the BPC continued its work.   The result was the dismantling of the BPC and the forming of a new Budget Advisory Committee with a new charge and membership. The newly formed BAC has been charged with reviewing and analyzing available data to recommend both annual and long-term budget priorities. The BAC will also play a role in monitoring the alignment of annual budget and multi-year forecast with the Annual and Education Master plans. A Budget Advisory Calendar is being created and will coordinate with the Integrated Planning timeline.

In the fall of 2018, the Guided Pathways Committee was formed from the merging of the Basic Skills and Multiple Measures committees.   Remedial courses have largely been eliminated and multiple measures placement has been fully implemented. The Guided Pathways Committee has served as a transition throughout the 2018-2019 year and will continue the work of implementing AB 705 / Guided Pathways. Initially the membership was the combination of the two committees but it has been pared down.

Emergency Preparedness & Safety has become Life/Safety.

The Committee handbook can be found on the website at:
https://internal.redwoods.edu/Portals/23/Committee%20Handbook%202019.pdf

 The Committee Digest continues to function as a primary method of communicating the work of the committees to the rest of the district.   The webpage https://webapps.redwoods.edu/CommitteeDigest has been updated to include a reporting page that allows the user to search by committee, date, or keyword.

❖ **Integrated Planning Model**

The Integrated Planning Model is reviewed by the Institutional Effectiveness Committee in the spring following the committee self-survey and IE Summit.

Several significant changes have been made to the planning model over the last year. A Budget Planning Committee Revision Task Force was assembled in July of 2018 to assess the Budget Planning Committee. This assessment resulted in the decommissioning of the BPC and the creation of the new Budget Advisory Committee. The charge of the BAC is to recommend both short-term and long-term budget priorities for the district using analysis of program data and the Program Review Committee executive summary. Priorities must also align with existing Education Master Plan and Annual Plan.
Membership of the BAC consists of the Vice President of Academic Services (or designee) and Academic Senate Faculty appointee as co-chairs, the CRFO president or designee, CSEA steward or designee, Institutional Effectiveness Committee chair, Enrollment Management Committee chair, and one faculty member each from Transfer and Career Education instruction areas, appointed by Academic Senate.

The ranking of resource requests, which was the primary responsibility of the BPC, will be replaced by the Program Review Committee's ranking of Action Plans since all resource requests must be linked to an Action Plan. The Technology Planning Committee and Facilities Planning Committee will be consulted as appropriate prior to implementing any plans to ensure feasibility and efficiency.

The Guided Pathways Committee has replaced the Basic Skills committee functionally as part of the Integrated Planning Model. With the elimination of most remedial courses, one of the responsibilities of the Guided Pathways Committee is to ensure success in transfer level courses for students who previously would have been placed in remedial courses. The creation of the support courses; ENGL-1S, MATH-15S, and MATH-25S were designed with these students in mind.

Integrated Planning Model
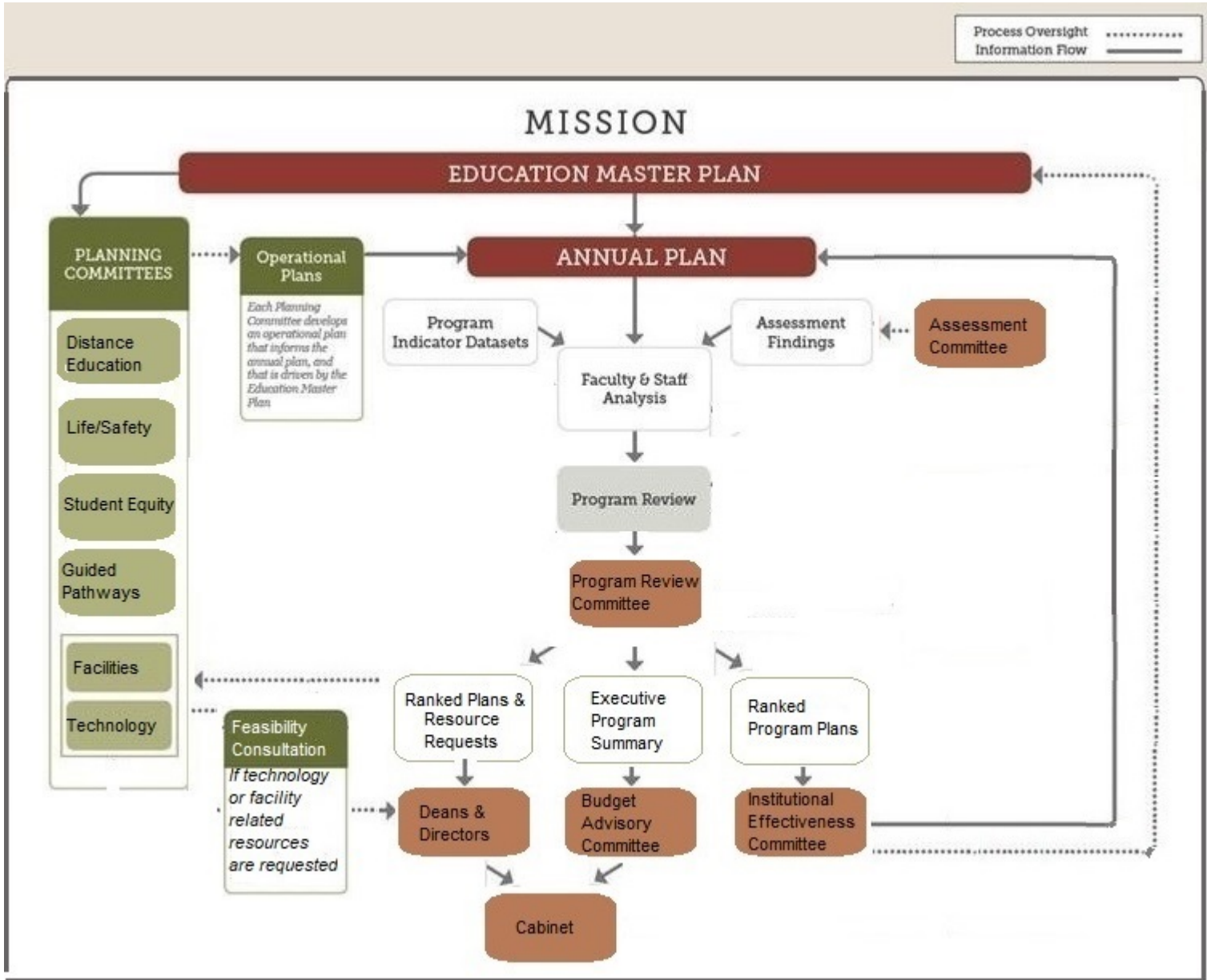
Integrated Planning Model Narrative

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 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 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 solicits actions from the planning committees, program review plans, and the Institutional Effectiveness Summit to place items into the Annual Plan. The IEC then monitors the progress of these actions.

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 incorporated into the Annual Plan.

The **Program Review Committee** (PRC) evaluates the program reviews and provides feedback about each section according to a rubric that ranges from developing to exemplary. The PRC looks for trends in planning, assessment, and data discoveries and develops an executive summary. The summary is presented to the campus and to the Budget Advisory Committee to help prioritize long-term and short-term budget priorities. 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. After the PRC ranks the plans of each program, that ranking is used by cabinet to determine how funding should be allocated. Personnel requests for faculty are routed to the faculty prioritization committee. Staffing requests go to Cabinet for ranking. Requests for facilities or technology considerations are sent to their respective planning committees (FPC or TPC) for consultation. These planning committees help determine the most efficient way to accommodate the request.   These consultations can be done at any time during the program review cycle.

In addition to the PRC's executive summary, the **Budget Advisory Committee** (BAC) considers each program's success, persistence, and completions when recommending budget priority. Any summaries from the Program Viability Committee are also taken into consideration. The BAC develops and forwards the priority recommendations that are aligned with the Education Master and Annual plans to the Vice President, Administrative Services and cabinet.

❖ **Emerging Themes from Program Review**

Program Planning Themes

The Program Review Committee made their "final report" at the August board meeting.

- Program review reports have continued to improve in quality this year; however, areas for additional improvement still exist.
- The Program Review Committee took note that there was a significant increase in administrative oversight during the creation and submission of reports.
- Programs and service areas could benefit from training in data-driven strategic planning and decision making.
- Program review authors can improve their reports by better aligning plans to assessment.

In searching for Program Review plans to incorporate into the Annual Plan, the IEC gave special consideration to actions that aligned with the Vision for Success goals. Most of the items included support increasing completions, reducing unit accumulation, or reducing equity gaps.

- Develop first-year sequences for Guided Pathways. Provide materials for student advising. One specific example is the high number of students enrolling in a math class that is not part of their program pathway.
- Evaluate degree and certificate requirements to find ways to reduce average unit accumulation. Two items to consider are reducing prerequisites and increasing offerings of high demand courses.
- Develop a homeless/food insecure program at all instructional sites.
- Implement support courses for transfer level math and English. Remedial courses have essentially been eliminated. Students who would have previously been placed in remedial courses may benefit from co-enrolling in support courses that supplement the transfer level counterpart.
- CTE expand partnerships, internships, and externships, collaborating with employers, other colleges, high schools, and local, state, and federal agencies.
- Create short-term certificates that can offered as needed in the community.

❖ **Institutional Effectiveness Scorecard**

An updated version of the Institutional Effectiveness Scorecard with 2018-2019 data is published on the IR website. The scorecard contains three important pieces of information, the set standard, the target, and the current status. 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. In the event that a standard is not met, the IEC must take appropriate action to address the issue.

All Institution-Set Standards published in the IE Scorecard were exceeded.

❖ *Persistence*

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Institution Set Standard	Target
Overall Fall-to-Spring Persistence	65%	62%	63%	65%	65%	57%	70%

The new metric for persistence is Fall-to-Spring persistence. Of the students who attended during the Fall of 2018, we track how many returned in the Spring of 2019.

A typical indicator of persistence, overall course success was up slightly, so it stands to reason that persistence would hold steady or even rise. Maintaining persistence in light of higher initial course placements is a very positive indicator for increased completions.

❖ *Retention*

Course Retention Rate	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
	87%	88%	88%	88%	89%

Retention numbers rose slightly from 88% to 89% due at least in part to the increased use of the Retention Alert system.

Case Closed Reason	2016-2017 Count	2017-2018 Count	2018-2019 Count
Academic Performance Improved	2	22	25
Attendance Improved	2	3	9
Dismissal	1	2	
Other	105	49	90
Referral to Other Services	6	8	23
Student Transferred		2	
Student Withdrew From Class	8	42	71
Student Withdrew From C/R	2	10	28

In this table, "Other" is the default reason assigned when the semester ends and the case has not been resolved. Overall there was a 56% increase in cases submitted.

The sharp rise in referrals to other services is noteworthy. A lot of effort has been but forth over the last year to collate a list of available services and resources that can be shared with students.   If Academic Improvement, Attendance Improvement, and Referrals to Other Services are considered positive outcomes, the rate of positive outcomes has remained at ~23% despite the significant rise in cases.

❖ *Success*

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Institution Set Standard	Target
Overall Course Success	71%	74%	73%	73%	75%	65%	76%
Basic Skills Course Success	63%	63%	64%	59%	59%	56%	65%
Online Course Success	65%	71%	70%	71%	70%	60%	70%

One concern going into the 2018-19 academic year was the success rates in transfer level English and math courses. Having removed Accuplacer as our primary placement instrument, far more students are being placed into transfer level math and English that would previously have been placed into remedial courses.

Placement	2016F	2017F	2018F
Direct Placement in Transfer-Level Math	326	315	519
Direct Placement in Transfer-Level English	462	518	705

This next table reflects the actual enrollment and success of students whose initial math or English course was at transfer level.

		2016F	2017F	2018F
Enrollment	English	281	339	426
	Math	195	185	352
Success	English	177	214	274
	Math	104	107	206
Success Rate	English	63%	63%	64%
	Math	53%	58%	59%

Not every student who was placed in transfer level math or English took those courses in the fall, but the actual enrollment numbers rose corresponding to the increased number of placements. Likewise the number of students successfully completing those transfer level courses also rose. This alone is a great indicator as it can be used as valid predictor of degree completion. The really great news is that success rates did not suffer due to this infusion of students.

There was some initial concern expressed that these transfer level math and English courses were 'dumbed down' in order to maintain success rates. Further studies, however, tracked the 2017F and 2018F cohorts of successful students across the following spring semester and found that their success rates in subsequent course work remained over 80% successful. This is also reflected in the overall course success rate which actually rose for the 2018-2019 academic year.

❖ *Completions*   There are now different metrics for measuring completions.   Instead of tracking the number of awards, where a student earning two degrees or a degree and a certificate were counted twice, a student is only counted once as a completer. Both the Vision for Success goals and the Student Success Metrics use an unduplicated student count for their metrics, but the specific metrics may vary.

The updated scorecard now has two tabs so that both sets of metrics can be reported.

# of students earning	2016-17	2017-18	2018-19
Transfer Degrees (ADTs)	59	72	82
AA/AS Degrees	356	355	362
Certificates	144	149	164

For the Student Success Metrics, we monitor transfer degrees (ADTs), associate degrees (AA/AS), and certificates separately.   These three have different weights when applied to the Student Centered Funding Formula with ADTs receiving the highest weight, followed by AA/AS degrees, and finally by certificates. All three of these metrics rose for the 2018-19 academic year. For the ADTs, Kinesiology saw the largest increase. Psychology and Business Administration remain the most popular.

Of the AA/AS degrees, three liberal arts degrees remain the most popular: Behavioral & Social Sciences, Science Exploration, and Humanities and Communications.   The several AS degrees in Nursing also remain popular with the Licensed Vocational Nursing AS degree seeing a significant increase in awards.

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Vision Goal Completion Definition	432	479	526	534	608
Transfer Degrees (ADTs)	0	2	59	72	82

The Vision for Success goals looks at two completions categories; the Vision Goal Completion Definition, which is essentially total number of unduplicated completers and Transfer Degree earners. Total number of completers rose dramatically with increases in all three categories; ADTs, AA/AS degrees, and Certificates.

It is noteworthy that the increase in completers has come without a rise in FTES or enrollment. It is possible this is at least in part due to the college's early adoption of AB 705. If this is indeed the case, these numbers should continue to rise for the next couple years.

❖ *Vision for Success Goals*

The Chancellor's Office, in late 2018, mandated a set of goals for each college, called the Vision for Success Goals. These goals were aligned with AB 705 as well as the Student Centered Funding Formula. In general, the goals focused on increasing the number of completers either directly or indirectly while also reducing any equity gaps among our completers.   The goals were broken down into five general areas and colleges were required to pick one more specific goals from each area.

- **Goal 1: Completion**
  Systemwide, increase by at least 20 percent, the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job skill sets that prepare them for in-demand jobs by 2022-22

- **Goal 2: Transfer**
  Systemwide, increase by 35 percent the number of CCC students transferring annually to a UC or CSU by 2021-22

- **Goal 3: Unit Accumulation**
  Systemwide, decrease the number of units accumulated by CCC students earing associate degrees, from an average of approximately 87 total units to an average of 79 total units by 2021-22.

- **Goal 4: Workforce**
  Systemwide, increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69% to 76% by 2021-22.

- **Goal 5: Equity**
  Systemwide, reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent by 2021-22 and fully closing those achievement gaps for good by 2026-27.

The Chancellor's Office also requires colleges to meet with all constituent groups including the public to discuss how to achieve these goals. Beginning in January of 2019, Members of the IEC committee met with the different integrated planning committees to discuss how each committee align their plans with these mandated goals.   In March of 2019, public sessions were held at the Klamath-Trinity, Del Norte, and Eureka campuses. These sessions were particularly well attended by the community at the Klamath-Trinity and Del Norte meetings.   The IEC used all of the feedback to select the specific metrics and goals.

- **Goal 1C: Increase All Students Who Attained the Vision Goal Completion Definition**
  College of the Redwoods will increase among all students, the number of students who earned various types of awards and the number of students who enrolled in either a noncredit career education course or any college level credit course in the selected or subsequent year from 526 in 2016-17 to 657 in 2021-22, an increase of 25%.

  As early adapters of AB 705 and multiple measures placement, the college is off to a great start in achieving this goal.   (See graphic on previous page)
  Our completions have already risen significantly and should continue to for the next couple of years as the work continues.

❖ *Vision for Success Goals*

- **Goal 2A: Increase All Students Who Earned an Associate Degree for Transfer**
  College of the Redwoods will increase among all students, the number who earned an associate degree for transfer in the selected or subsequent year from 59 in 2016-17 to 87 in 2021-22, an increase of 47%.

  The college continues to assess programs for possible revitalization, creation, or cancellation. The new ADTs are growing in popularity. Trends over the last couple years suggest that students are choosing ADTs over the traditional AA/AS degrees. This factor, along with the overall increased completion rate, led the committee to select an ambitious goal for the transfers metric.

- **Goal 2B: Increase All Students Who Transferred to a CSU or UC Institution**
  College of the Redwoods will increase among all students, the number who transferred to a four-year institution from 311 in 2016-17 to 420 in 2021-22, an increase of 35%.

  As the number of ADT completions rises, this number should also rise.

- **Goal 3A: Decrease Average Number of Units Accumulated by All Associate Degree Earners**
  College of the Redwoods will decrease among all students who earned an associate degree in the selected year, the average number of units earned in the California Community College system among students who had taken at least 60 units at the college from 86 in 2016-17 to 79 in 2021-22, a decrease of 8%.

  The elimination of remedial courses will go far in reducing this number. Other items being looked at are prerequisites and some of the impacted programs where students are collecting units waiting to get into the program.

- **Goal 4C: Increase All Students with a Job Closely Related to Their Field of Study**
  College of the Redwoods will increase among all students who responded to the CTE Outcomes Survey, and did not transfer, the proportion who reported that they are working in a job very closely or closely related to their field of study from 69% in 2016-17 to 77% in 2021-22, an increase of 12%

  This goal, as anticipated, received by far the most interaction with the public. The college will need to collaborate with local businesses and agencies to both provide the necessary skills and help with placing students into the workforce.

- **Goal 5: Reduce Equity Gaps among Disproportionately Impacted Cohorts for Goals selected in Areas 1 through 4.**

  The college has already recognized gains in this area through the early implementation of multiple measures placement and AB 705. After collaborating with constituent groups, the college has added a number items to the Annual Plan that are consistent with achieving this goal.

❖ **Integrated Planning Annual Timeline**

The Integrated Planning Timeline (below) is reviewed annually and adjusted as necessary 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.   Some changes have been made to the timeline to show the integration of the Budget Advisory Committee timeline.

Integrated Planning Timeline

January

Responsible	Item
EMC, BAC	Publish Final TLU estimate after Governor's Budget
IEC	Review current annual plan spring items and send out reminders
PRC	Evaluate Instructional Program Reviews. Rank Plan Items.
BAC	Review state budget assumptions and build preliminary budget to include funded initiatives

February

Responsible	Item
Cabinet, FPC	Prioritize staffing requests
IEC	Review Ed Master Plan to inform new Annual Plan
IEC	'Theme' Program Review actions to add to new Annual Plan
IEC	Evaluate and roll unfinished plans from current Annual Plan to new Annual Plan
IEC	Incorporate previous ILO dialog into new Annual Plan
IEC	Send reminders to planning committees, Senate, CSEA, etc. for Annual Plan items

March

Responsible	Item
IEC	Collect Annual Plan items from planning committees, Senate, CSEA, Management Council to incorporate into Annual Plan
IEC	Review and draft new Annual Plan
All Committees	Conduct self-evaluations and submit to IR for Institutional Effectiveness Report

April

Responsible	Item
IEC	Hold Institutional Effectiveness Summit
IEC	Assess Institution-set Standards, Vision for Success goals
All planning committees	Draft annual planning committee meeting schedule for next academic year. Determine membership needs
IEC	Present Annual Plan to Senate and planning committees

May

Responsible	Item
BAC	Review state budget assumptions and build preliminary budget to include funded initiatives (see January)
IEC	Collect Annual Plan progress updates for Institutional Effectiveness Report
IEC	Review Integrated Planning Model
PRC	Finalize ranking of Program Review Plans, forward to President, Cabinet and post final rankings to web.

June

Responsible	Item
Administration	Finalize Annual Plan and present to Board
Board	Adopt tentative budget
VPISD, President	Present the PRC Executive Summary to Board and to Budget Advisory Committee
IEC	Review Committee Handbook

Integrated Planning Timeline

July	
Responsible	Item
Board	Review Mission/Vision/Values from prior year
IEC	Complete Institutional Effectiveness Report

September	
Responsible	Item
IEC	Review Annual Plan items for fall. Send out reminders for progress updates.
Board	Adopt final budget
IR	Provide datasets for Program Review by Sept. 4

November	
Responsible	Item
PRC	Submit faculty requests to FPC (Faculty Prioritization Committee)
FPC	Rank faculty requests
PRC	Evaluate Student Development and Administrative Program Reviews

August	
Responsible	Item
IEC	Present Annual Plan at Convocation
IEC	Post Institutional Effectiveness Report
Instruction	Review and revise assessment plans and outcome maps
Assessment, IEC, All areas	Conduct interdisciplinary & institutional dialogue sessions at Convocation

October	
Responsible	Item
IEC, Board	Update and present Institutional Effectiveness Scorecard to Board
Administration	Hold employee workshops on budget and planning
All Areas	Complete and submit Program Reviews by Oct. 31

December	
Responsible	Item
EMC, BAC	EMC gives preliminary TLU estimate to the BAC
VPs, Deans, & Directors	Review all operational resource requests to determine funding.
Instruction	Submit fall assessment reports. Due one week after grades.

❖ **2019-2020 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 2019-2020 Annual Plan with input from numerous constituencies including the communities at large. This year we incorporated the Vision for Success goals as mandated by the Chancellor's Office. Prior to adoption, the plan is taken to representatives from each constituent group to review, and was reviewed by the Board of Trustees. The IEC will start collecting feedback from constituent groups in the fall 2019 semester to update the status of the planning actions.

Goal: Student Success, Access & Equity						
Objectives						
1) Provide accessible, affordable, high-quality education.						
2) Effectively use all learning modalities to provide students the knowledge and skills they need to succeed.						
3) Deliver strong individual support for students.						
4) Promote and encourage a learning community among students, faculty, and staff.						
5) Strive to eliminate achievement gaps across student groups.						
Annual Planning Actions						
Annual Plan Item #	Ed Master Plan Goal	Vision for Success Goal	Actions to be taken	Responsible Persons	Semester	Evaluation Prompt
1	3 5		Increase the number of students completing core SSSP services, aligning with funding formulas.	Director of Adult Ed VPSD	Fall 2019	How many students were evaluated? What is the percentage increase?
2	2		Assess feasibility of hiring an instructional designer to support Distance Education instructors.	VPI Cabinet	Spring 2020	Has rationale been included in program review?
3	3		Assess changes to AP 4020 and AP 4021 processes made in accordance with Recommendation 5 (II.A.15) from the ACCJC visiting team report of January 2018.	President VPI Academic Senate	Fall 2019	What are the results of the assessment?
4	6,7	Completions Transfers Unit Accumulation	Develop first-year sequences for Guided Pathways. Provide materials for student advising.	Guided Pathways VPSD	Fall 2019	How many programs have been mapped? Where are materials made available?
5		Unit Accumulation	Evaluate degree and certificate requirements to find ways to reduce average unit accumulation to 72.	Guided Pathways VPI	Spring 2020	How many programs have been evaluated?
6	7	Completions	Increase outreach to	Counseling &	Spring	How many students were

		Transfers	students near completion or who have left.	Advising Instructional Deans	2020	contacted?
7	6	Workforce Transfers	Add (and market) support for students who complete and have transferred or entered the workforce.	Counseling & Advising	Spring 2020	How many students were contacted?
8	4,5	Equity	Develop a CR Homeless/Food Insecure Program at all instructional sites.	VPSD	Spring 2020	How many students have been served at each location?
9	1,4,5	Equity	Develop a 3-5 year plan to address student homelessness and food insecurity.	VPSD	Spring 2020	Has this plan been presented to the board?
10	4,5	Equity	Provide Professional Development for all staff and faculty to promote inclusivity among all multicultural and diversity groups.	Human Resources	Fall 2019	How many staff and faculty attended?

Goal: Engage All Students
Objectives

6) Engage in excellent communication, coordination, and collaboration across campuses
7) Engage and empower students, particularly those from under-represented communities

Annual Planning Actions

Annual Plan Item #	Ed Master Plan Goal	Vision for Success Goals	Actions to be taken	Responsible Persons	Semester	Evaluation Prompt
10	6/7	Completions Transfers	Expand course offerings offered via telepresence from Eureka to alternate locations.	IT VPI	Spring 2020	How many sections are being offered? What disciplines were offered?
11	6		Review process for updating published materials (printed and web).	VPSD	Summer 2019	Has this process been published and where?
12	6	Completions Transfers	Update GE Area E outcomes.	Assessment Committee	Spring 2020	Provide list of program outcomes.
13	7		Implement solution for remote advising.	TPC VPSD	Fall 2019	What tools are being used?
14	3,5,7	Completions Transfers Unit Accumulation	Implement support courses for transfer level math and English.	Guided Pathways VPI Academic Senate	Spring 2020	What are the success rates of transfer level math and English? How many courses have been implemented?

			Goal: Community Partnerships & Workforce Training			
			Objectives			
8) Effectively respond to regional workforce needs through workforce training						
9) Effectively partner with community stakeholders to respond to the needs of the community						
10) Serve as a hub of cultural, social, and economic activities						
11) Establish partnerships that enhance success by supporting the safety, health, and wellness of our students						
			Annual Planning Actions			
Annual Plan Item #	Ed Master Plan Goal	Vision for Success Goals	Actions to be taken	Responsible Persons	Semester	Evaluation Prompt
15	8/9	Workforce	CTE expand partnerships, internships, externships with employers, other colleges, high schools, and local, state, and federal agencies.	CE Dean	Fall 2019	List examples where this has been done.
16	11	Workforce	Streamline enrollment process into Coop Work Experience courses.	VPI Academic Senate Enrollment Services	Spring 2020	What changes have been implemented?
17	8,9,10	Completions Workforce	Create short-term certificates that can be offered as needed in the community.	Adult Ed CTE	Spring 2020	Describe analysis done to determine need and which programs were developed as a result.

			Goal: Institutional Effectiveness & Planning			
			Objectives			
12) Employ state-of-the-art technology, equipment, and facilities throughout the district to support learning and institutional performance						
13) Employ clear and transparent processes for core operations and decision making						
			Annual Planning Actions			
Annual Plan Item #	Ed Master Plan Goal	Vision for Success Goals	Actions to be taken	Responsible Persons	Semester	Evaluation Prompt
18	12		Identify strategies for equipment replacement.	BAC	Fall 2019	Has a plan been presented?
19	12		Identify strategies to fund the budget for capital repairs and maintenance.	BAC	Fall 2019	Has a plan been presented?
20	12/13		Pilot Assessment in eLumen product.	Assessment Committee	Fall 2019	How many assessments have been created? How many instructors reported?
21	13		Update the Technology and Facilities master	TPC/FPC	Fall 2019	Have the master plans been published to the web?

22	12	Unit Accumulation	Assess the implementation of Project Glue which automates math and English placement.	IS, EMC	Fall 2019	How many students are receiving placement? How does this implementation affect number of students who apply but don't register?
			plans.			
23	13	Completions Transfers	Improve communication between faculty and Counseling/Advising.	Counseling/ Advising	Fall 2019	How many times has an advisor been in the classroom to explain pathways?
24	13	All	Align the educational master plan with the vision for success goals.	IEC	Spring 2020	Has the revised Ed Master Plan been published?
25	13		Align the budget with the annual and Ed Master Plan.	IEC BAC	Spring 2020	Has the budget plan been published?