Institutional Effectiveness Report | 2020-2021

Prepared by the Office of Institutional Research
College of the Redwoods

Table of Contents

Overview 2
2020-2021 Annual Planning Actions Progress 3
Summary of Indicators 3
Goal 1: Student Success 3
Goal 2: Engage All Students 3
Goal 3: Community Partnerships & Workforce Training 4
Goal 4: Institutional Effectiveness & Planning 4
Effectiveness of the Integrated Planning Model 5
Committee Membership 5
The Committee Digest & Handbook 5
The Integrated Planning Model 6
The Assessment Committee 6
The Program Review Committee 6
The Institutional Effectiveness Committee 6
The Budget Advisory Committee 6
Planning Committees 7
The Distance Education Planning Committee 7
The Life/Safety Planning Committee 7
The Student Equity Planning Committee 7
The Guided Pathways Committee 7
The Facilities Planning Committee 7
The Technology Planning Committee 8
The Planning Model flowchart 9
The Institutional Effectiveness Scorecard 10
Persistence 10
Retention 10
Success 12
Completions 13
The Vision for Success Goals 14
Diversity, Inclusion, & Equity 16
AB-1805: Student Equity and Achievement 16
Disproportionate Impact 20
The Integrated Planning Timeline 21
The 2021-2022 Annual Plan 24
Goal 1: Student Success, Access, & Equity 24
Goal 2: Engage All Students 25
Goal 3: Community Partnerships & Workforce Training 26
Goal 4: Institutional Effectiveness & Planning 26
The Student Satisfaction Survey 28

Overview

❖ **Overview**

The Institutional Effectiveness Committee (IEC) meets monthly over the course of the year to evaluate the effectiveness of the college in adherence to the mission. This means both assessing what we've accomplished and planning for the future.

The first section of this report provides a progress update on each action in last year's 2020-2021 Annual Plan. Annual plan items must align with the goals listed in the Education Master Plan. A new Education Master Plan is being developed but, for now, all plan items adhere to the goals of the 2017-2022 Education Master Plan. The most notable completed plan items were related to distance education and student services.

Numerous committees make up the integrated planning model. Each committee must operate efficiently to allow the model to work. The IEC evaluates the model every year to determine where improvement can be made. The second section of the report examines the model and role of each committee.

The Institutional Effectiveness Scorecard tracks key student success indicators across a 5 year span. The third section of the report examines persistence, retention, course success, and completions. Similar metrics are also part of the Vision for Success goals which are also discussed in this section.

The fourth section of this report looks at the Annual Plan for 2021-2022 as a culmination of the planning committees' work in addressing specific actions that address the goals of the Education Master Plan and other long term plans.

2020-21 Annual Planning Actions Progress

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

❖ **Develop first-year sequences for Guided Pathways. Provide materials for student advising.**	Several sessions took place in 2019-20 during which faculty and staff obtained data to inform the eventual meta majors. Students were going to participate in similar sessions prior to the COVID emergency. The data still needs to be modeled for resulting meta majors and then tested out with students. Faculty in each division, working with the guided pathways liaisons, developed first-year course sequences for their programs. These sequences went to the curriculum specialist for inclusion in the catalog. Additional resources for advisors still need to be developed.
Evaluate degree and certificate requirements to find ways to reduce average unit accumulation to 72.	Multiple programs have been evaluated through the 4021 process. The Academic Standards and Policies Committee discussed in November bringing to the Academic Senate a way of moving all programs through the 4021 process in a way that is supported by the senate in support of 10+1 and shared governance. This would allow for an evaluation of all programs within the college's established process.
❖ **Increase outreach to students near completion or who have left.**	EOPS, and other special programs, have been able to call students who are nearing completion or who are not on track with their needed services. In addition, the CTE Outcome survey gathers information from all students who have earned at least a concentrated number of units in a CTE program who have left without graduating. That information has been used in the program revitalization process. Finally, the retention alert process is being enhanced with a goal of systematically reaching out to all students in this situation.
❖ **Implement a 3-5 year plan to address student homelessness and food insecurity.**	The plan was implemented. The funding from the CR Student Homeless Grant and the Chancellor's Office $1.5 million over three years allowed CR to accelerate the implementation of the 5 year GROVE plan.

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

❖ **Increase number of courses approved for Distance Education to over 50%.**	Due to COVID, almost all classes have been approved to be offered online and/or correspondence, and the courses have been offered online or via correspondence education modalities.
❖ **Certify all faculty for Distance Education teaching**.	Due to COVID, 100% of CR faculty have been certified to teach online and/or in the correspondence modality.
❖ **Investigate and improve Transfer Center effectiveness.**	The transfer center was investigated. CR has a transfer-specialized counselor, and an HSU advisor on site to help students transition.

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

❖ **Investigate re-establishing a career center.**	The physical center has been created during shelter-in-place and it will be in the LRC when students return. In the meantime, virtual services such as non-credit career exploration courses and online career assessments will be available.

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

❖ **Identify strategies for equipment replacement.**	IT has compiled a list of network infrastructure components including estimated replacement costs and end-of-life dates. Director will work with VPAS to create budget item.
❖ **Pilot Assessment in eLumen product.**	23 instructors participated in the fall eLumen assessment pilot, creating 103 assessments in all. In spring of 2021, all instructional assessment is being reported using the eLumen platform.
❖ **Align the budget with the annual and Ed Master Plan**.	In May of 2020 the BAC provided budget priority recommendations that were formulated by reviewing the annual plan, Ed Master Plan, 4020/4021 outcomes, and the program review executive summary for common themes or relevancy to budget planning. The intended use of the recommendations is to help inform the budget assumptions and allocation of resources. Unfortunately, operating in a remote modality due to COVID-19 took the forefront as the budget was being developed, so BAC's recommendations didn't directly inform the budget for the 2020-21 budget cycle.
❖ **Transition admin and student services assessment into Program Review.**	This was completed in fall 2020 when the SS and admin program review assessments were completed solely in program review.

Effectiveness of the Integrated Planning Process

❖ **Committee Membership**

Active committees are critical to the effectiveness of the integrated planning process. The Institutional Effectiveness Committee continues to search for ways to strengthen committees by evaluating the appropriate numbers and roles of committee membership. While most appointees are asked to commit for a specified time period, often two years, there is no requirement that service end after that period. Committee membership continues to be a challenge for many committees. It is important that all relevant constituencies are represented appropriately and transparently. Committees are encouraged to request replacements for members who are unable to attend regularly. Each committee should keep its posted membership list up to date and the list of roles should correspond with that in committee handbook. Committee members are the conduit of information between the committee and the constituency they represent.

❖ **Committee Digest**

The Committee Digest is a collection of the committee minutes or highlights as posted by each committee. The digest can be sorted by date, committee, or key word. In an effort to promote regular updates, a request went out to all planning committees that agendas end with a reminder to post minutes or a summary to the committee digest. In addition, reminders are sent to committee chairs every semester to update the digest. Updates to the digest have typically been done either by the support person or committee chair. The digest can be found at https://webapps.redwoods.edu/CommitteeDigest

❖ **Committee Handbook**

The Committee Handbook is reviewed annually and updated where necessary
The handbook can be found on the website at:
https://internal.redwoods.edu/Portals/23/Committee%20Handbook%202019.pdf

❖ **Integrated Planning Model**

The Integrated Planning Model is reviewed by the Institutional Effectiveness Committee (IEC) every spring. The planning model begins with assessment and charts programs and their action plans through the processes that result in annual plan actions and any related resource requests. As course and program outcomes are assessed, programs then use the assessment reports to document action plans for improvement in their program review. The action plans are ranked by the program review committee in order to prioritize plans and associated resources that warrant institution level attention. These plans and resource requests are then forwarded to cabinet for funding and the IEC for inclusion in the annual plan. The Budget Advisory Committee (BAC) considers the annual plan and program review summary when making budget recommendations.

Assessment Committee

The Assessment Committee, in addition to supporting the software transition to a 3rd party platform, eLumen, completed the 2020-21 year by accomplishing two important goals.

An assessment calendar was created to help guide staff and faculty through the assessment process. The calendar is a timeline for when course and program outcomes are to be planned, assessed, and collected in preparation for program review.

Student Services completed their outcome mapping to the Institutional Learning Outcomes. Having these additional assessment reports to draw from when assessing ILOs will strengthen our ILO assessment process.

Program Review Committee

The Program Review Committee completed its review of all Program Reviews and will present an executive summary to the board in the summer. The executive summary is also used by the Budget Advisory Committee when setting short-term budget priorities. The PRC also ranked each action plan put forth by the various programs regardless of whether or not there were associated resource requests. In addition to providing Deans' Council and potentially cabinet a ranked list of resource requests to consider for funding, this new approach to ranking aids the IEC in selecting Annual Plan items, which in turn assists the Budget Advisory Committee.

Institutional Effectiveness Committee

The IEC follows a calendar (https://internal.redwoods.edu/planning) for collecting updates to the annual plan, reviewing student success data, creating new annual plans from the ranked program review and planning committee items, and reviewing the integrated planning process each year. Each year's annual plan is created by rolling forward unfinished items from the previous year, items submitted from the planning committees, ranked items from the program reviews, and any additional items that require a response to shortcomings in student success data or in the overall institutional effectiveness. In addition to publishing the annual plan on the planning website (https://internal.redwoods.edu/Portals/25/2021-2022%20Annual%20Plan.docx?ver=2021-06-14-153849-653), the IEC forwards the annual plan to the Budget Advisory Committee for use in short-term budget planning.

Budget Advisory Committee

This year concludes the second year of the Budget Advisory Committee (BAC). The BAC revised the Budget Calendar with realistic expectations and now aligns more closely with the district's budgeting process. The BAC also completed its annual Budget Outlook Statement that ties budgeting to program review findings. The Program Audit form was improved and used to successfully audit the Humanities, Math, and

Paramedics programs. The committee concluded the year with the Budget Priority Recommendations:

1. Provide resources to support relevant professional development opportunities and assess the effectiveness of what is provided.
2. Identify budget for technology and facilities infrastructure renewal.
3. Identify and secure funding for relevant Chancellor's Office resource offerings.
4. Create a budget item for funding Program Review ranked plans.
5. Leverage COVID-19 funds for technology, student retention, and outreach.

Planning Committees

While the planning committees are not part of the integrated planning flow, they do serve a vital role in informing the various programs as they complete their assessments and program reviews.

Distance Education Planning Committee

The DEPC underwent reconstruction over the summer and fall semesters. Traditionally the function of the DEPC has served as a technology subcommittee of the Academic Senate. A revised version of the DEPC was created at the direction of the IEC and will collaborate with both the Senate DE Committee and the Technology Planning Committee. Like other planning committees, the DEPC provides annual plan items to the IEC, provides consultation for the practical implementation of the program review plans, and is responsible for maintaining a 3-year plan that aligns with the Education Master Plan.

Life/Safety Committee (formerly Emergency Preparedness Management)

The Life/Safety Committee is responsible for the Emergency Preparedness Plan for the college. They are also responsible for addressing ongoing safety concerns. The Life/Safety Committee provides annual plan items to the IEC.

Student Equity

The Student Equity Committee is responsible for ensuring the needs of historically underrepresented students are served by the college. The SEC submits an annual Executive Summary Report to the board describing the actions taken to achieve the goals of the Student Equity Plan. SEC planned actions are submitted to the IEC for inclusion in the annual plan.

Guided Pathways

In addition to ensuring the full implementation of AB-705, the Guided Pathways Committee is responsible for ensuring a successful and efficient transition from the application process to graduation. This includes monitoring the success of transfer level coursework, clarifying pathways to program completion, and removing hurdles in the admissions process. The Guided Pathways committee submits action plans to the IEC for the annual plan.

Facilities Planning Committee

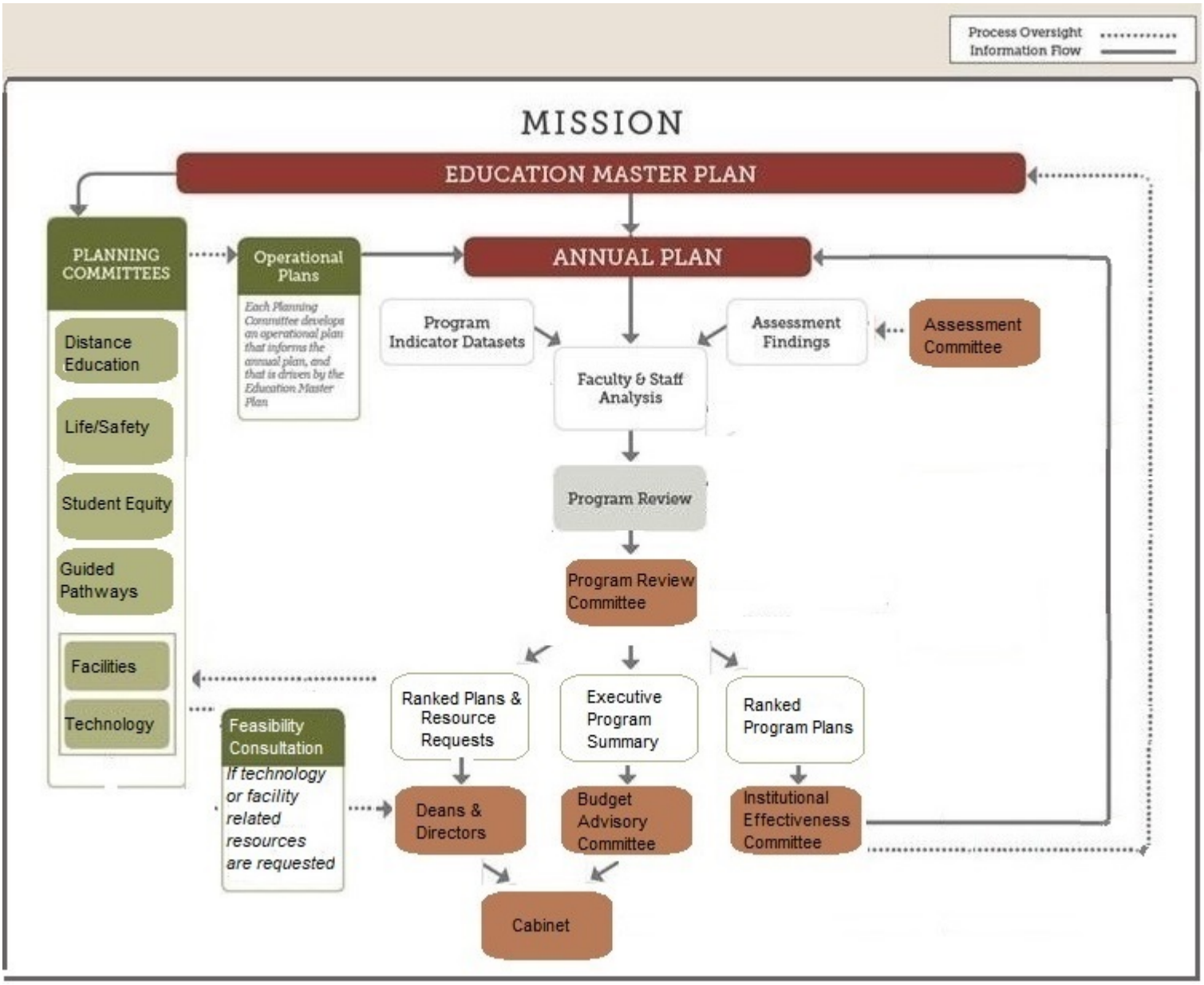
The FPC is responsible for creating and maintaining a Facilities Master Plan that reflects the goals of the Education Master Plan. The current Facilities Master Plan can be found at https://internal.redwoods.edu/Portals/18/Resources/2019-2029%20FMP.pdf?ver=2019-06-18-100034-033, however work on a new one will soon begin to keep in line with the new Education Master Plan. The FPC also sets standards for purchases and is responsible to ensure the facilities, including furniture, are ADA compliant. The FPC is to be consulted, when appropriate, prior to implementing any

plans involving facilities. The purpose of the consultations is not to approve or veto an action plan but to provide the most feasible and efficient way to achieve them. These consultations can take place any time from establishing the plans for program review until the time of Deans' Council consideration. The consultations should be documented in order to provide the best information for funding decisions. The FPC also provides annual plan items to the IEC.

Technology Planning Committee

The TPC is responsible for creating and maintaining a Technology Master Plan that reflects the goals of the Education Master Plan. The current Technology Master Plan can be found at https://internal.redwoods.edu/Portals/20/Technology%20Master%20Plan%202019-2022%20%20Final.pdf?ver=2019-12-06-075423-967. The TPC responds to all requests for new technology by evaluating their alignment to the Technology Master Plan and Education Master Plan. The TPC also ensures that any new technology does not compromise the security of the network or the institutional data. Like the FPC, the TPC should be consulted regarding all resource requests involving technology. The TPC also provides annual plan items to the IEC.

Integrated Planning Model



❖ **Institutional Effectiveness Scorecard**

An updated version of the Institutional Effectiveness Scorecard with 2020-2021 data is published on the IR website. https://www.redwoods.edu/ir 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.

The "Set Standard" is a minimum floor set by the institution, to meet educational quality and institutional effectiveness. This minimum was determined by taking 90% of the 5-year average. If an area falls below the set standard, the IEC must take appropriate action to address the issue and an explanation and plan must be provided to the ACCJC. The plan may also be added to the Annual Plan. The Target (sometimes referred to as the stretch goal) is 110% of the five-year average.

It is difficult to measure the impact of the COVID-19 pandemic on all of our student success metrics. Enrollment has plummeted and those students who did enroll were forced to adapt to unexpected changes both in school and in their personal lives. It is no wonder that our metrics have dropped off.

❖ ***Persistence***

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Institution Set Standard	Target
Overall Fall-to-Spring Persistence	63%	65%	64%	64%	63%	58%	70%

Fall-to-Spring persistence asks the question, "Of the students who attended during the Fall semester, how many returned in the Spring?" This has typically remained stable over the years. The COVID pandemic came too late in Spring of 2020 to affect persistence numbers for Spring but our enrollment for Fall 2020 (3,822 unduplicated headcount) was the lowest we've seen in more than 30 years. And while the pandemic was no longer a surprise, we did see a drop in persistence from Fall 2020 to Spring 2021. The demographic most predominantly impacted was age groups 21 – 24 and 25 - 29. This pattern is reflected across all ethnicities and genders. This is not terribly surprising as this age group tends to be parents with a young child or children at home who suddenly found themselves without day care or public school.

❖ ***Retention***

Course Retention Rate	2016 – 2017	2017 – 2018	2018 - 2019	2019 – 2020	2020 - 2021	Set Standard	Target
	88%	88%	88%	90%	87%	79%	97%

Retention is measured as students who remained enrolled in a class through the completion of the semester. Retention dropped significantly 2020-21 yet remained well above the Institution Set Standard. Several unique population groups showed disproportionate impact, many of which had not shown indication of disproportionate impact in previous year. This is discussed in greater detail on page 20.

The Office of Institution Research sent out a survey to all students who withdrew from classes. Despite a low response rate, the survey did capture a reasonable representation of those groups most disproportionately impacted.

Retention Alert

The Retention Alert program was unfortunately neglected this past year with the shuffling of personnel and COVID related adjustments. Very few cases were submitted and even fewer were followed up. Consider the following table of closed cases.

Case Closed Reason	2016-2017 Count	2017-2018 Count	2018-2019 Count	2019-2020 Count	2020-2021 Count
Academic Performance Improved	2	22	25	38	3
Attendance Improved	2	3	9	16	2
Dismissal	1	2			
Other	105	49	90	84	26
Referral to Other Services	6	8	23	49	5
Student Transferred		2			
Student Withdrew From Class	8	42	71	53	19
Student Withdrew From C/R	2	10	28		8

In this table, “Other” is the default reason assigned when the semester ends and the case has not been resolved. Not only did the number of total cases drop significantly, but the rate of positive outcomes also dropped significantly. Only 16% of cases referred last year had a positive outcome. Of the handful of cases opened, a significant number of them were for females age 25-29, which again seems to be the most disproportionately impacted demographic for the 2020-2021 academic year.

It is noteworthy that the survey respondents expressed little awareness of the services available to them. A properly functioning Retention Alert system could have directed these students to important services. Better web presence and targeted marking campaigns might also have helped.

The new Vice President of Student Services began in Fall of 2021 to re-implement the Retention Alert program, putting people in the appropriate places and getting the message out to new faculty. We anticipate the numbers for 2021-2022 to begin climbing back up.

❖ ***Success***

Course Success is measured as the percentage of students who were enrolled at census and completed their course with a grade of C or better. In general, course success faltered due to higher withdrawal rates primarily in face-to-face classes but also in online courses.

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Institution Set Standard	Target
Overall Course Success	73%	73%	75%	75%	72%	65%	79%
Online Course Success	70%	71%	70%	71%	72%	61%	75%

Like Persistence and Retention, our Overall Course Success rate dropped as well. Online courses maintained and even improved their success rates. Not surprising, online courses were not affected to the same extent. 41% of Fall and Spring sections were taught online this last year. In comparison, only 11% of Fall and Spring sections were taught fully online in 2019-2020. It is noteworthy that our success rates remained stable after such a significant transition in instruction modality.

We continue to monitor the success rates in transfer level English and math courses. With the implementation of AB-705, students are being placed into transfer level math and English that would previously have been placed into remedial courses.

Placement	2017F	2018F	2019F	2020F
Direct Placement in Transfer-Level English	59%	79%	100%	100%
Direct Placement in Transfer-Level Math	33%	60%	95%	97%

The 2020-2021 academic year saw 47 students enroll in the pre-transfer level Math-130. Of the 28 students enrolling in Math-130 for Fall 2020, 13 completed the class, eight of those successfully, and only one student completed transfer level math the following semester. This is significant as the SCFF funding formula awards the college for student completing transfer level math and English in their first academic year.

This next table reflects the actual enrollment and completion of students whose initial math or English course was at transfer level. Math courses were Math-15, Math-25, Math-30, Math-45, and Math-50A. Overall enrollment in transfer level math and English declined with the district overall enrollment. Completions and completion rates also declined commensurate with the retention and success rates for the year.

		2017F	2018F	2019F	2020F
Enrollment	English	339	430	616	509
	Math	195	309	483	370
Completion	English	226	297	432	326
	Math	115	199	306	242
Completion Rate	English	67%	69%	70%	64%
	Math	59%	64%	63%	65%

❖ ***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.

# of students earning	2017-18	2018-19	2019-20	2020-21	Set Standard	Target
Transfer Degrees (ADTs)	72	74	130	111	65	79
AA/AS Degrees	355	368	372	415	298	364
Certificates	149	158	149	163	128	156

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.
Despite decreased enrollment for the second year in a row, the combined numbers for all award types rose by 5% this year. The number of transfer degrees dropped 15% and this decline was spread pretty evenly across all programs. Considering the 33% decline in enrollment from the previous year, a 15% drop in transfer degrees is not especially alarming, but it is odd relative to the increase in AA/AS degrees. In total, 689 completers from a student body of 5,614 is a 12.3% graduation rate, considerably higher than in 2019-20 when we had 651 completers out of a student body of 7,725 (8.4%).

Initially at the close of the 2020-21 year, our certificates had fallen below the institution set standard. This prompted a more thorough investigation which revealed several issues our certificate programs are facing. Many of these programs found it difficult to teach the necessary skills without face-to-face components. Early Childhood Education has a capstone lab class, ECE-7, that has been capped at 15 students to allow for social distancing instead of the usual 35 for the last 3 semesters. This resulted in a 47% decline in program awards. The Construction Technology programs saw students withdraw and go straight into the workforce rather than wait for their programs to continue. This is especially exacerbated when some courses are offered only every 2nd or 3rd semester. The Nursing program had no LVN to RN Upgrade certificates being awarded where we typically have approximately 30. The Administration of Justice program is suffering declining enrollment not just here but nationally. The argument has been made that the current climate vilifying law enforcement has caused many potential students to have second thoughts about pursuing law enforcement as a career. College of the Redwoods saw a 30% reduction in AJ awards this past year.
One other challenge we face every year is getting vocational students to petition for their certificates. In the past we had made much improvement in helping students through the petition process, but this process was understandably more complicated due to the pandemic. Evaluations personnel in conjunction with the Institution Research office to find and award an additional 67 degrees and certificates bringing our certificate numbers back over the threshold. The Institutional Effectiveness Committee has initiated conversations with relevant stakeholders to improve the efficiency of this process.

For the ADTs, Psychology and Business Administration remain the most popular followed by ECE and History. Of the AA/AS degrees, three liberal arts degrees remain the most popular: Behavioral & Social Sciences, Science Exploration, and Humanities and Communications. The AS degrees in Nursing and Science also remain popular, rounding out our top 5. The Nursing, AJ and Construction Tech programs received the most certificate awards.

❖ ***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 2022-23

- **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 495 in 2016-17 to 619 in 2021-22, an increase of 25%.
  Until the 2020-21 academic year, the college had been trending upward. As mentioned earlier, our completer rate has increased from 8.4% to 10.3%. However, the decline in enrollment has hurt our total numbers, particularly in certificates which tend to rely more heavily on face-to-face learning than the liberal arts and transfer degrees.

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Goal
Vision Goal Completion Definition	495	534	528	569	497	619
Transfer Degrees (ADTs)	56	72	74	130	111	82

❖ ***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 56 in 2016-17 to 82 in 2021-22, an increase of 47%.

  The college continues to assess programs for possible revitalization, creation, or cancellation. A new ADT, Social Justice Studies, was added for the 2020-2021 academic year. 38 students have declared this as their program of study, making it one of the more popular programs. Even with the decline in enrollment and subsequent drop in degrees awarded, our ADTs have far surpassed the goal and are anticipated to continue.

- **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 365 in 2016-17 to 493 in 2021-22, an increase of 35%.

  It had been reported last year that the number of students who transferred had been in decline from 365 in 2016-17 to 311 in 2017-18 and to 291 in 2018-19. The Institutional Effectiveness Committee made this an item of concern to address in the annual plan. This resulted in the re-establishment of the Transfer Center. We don't yet have official numbers from the Chancellor's Office but comparing unofficial numbers to previous years, it does look like our transfer numbers are picking back up. New partnerships with HSU as they transition to a Polytechnic school will likely contribute to increased numbers.

- **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 81 in 2016-17 to 74 in 2021-22, a decrease of 8%.

  Average unit accumulation for graduates at the end of the 2018-19 academic year had risen to 82 but, by the close of the 2019-2020 year, this number has dropped to 78. As AB-705 becomes fully implemented, this number should continue to drop over the next couple of years. This item continues to be in our annual plan.

  Average Unit Accumulation of Degree Earners

2016-2017	2017-2018	2018-2019	2019-2020
81	80	82	78

- **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 79% in 2016-17 to 88% in 2021-22, an increase of 12%

  We do not have official data from the Chancellor's office, but looking at result from the CTEOS survey, we have dropped slightly. However numbers from the CTEOS survey have typically been lower than the numbers provided by the Chancellor's Office.

CTEOS Survey: How closely related to your field of study is your current job? (of students who found a job)

Answer	2016	2017	2018	2019	2020	5-Year Average
Very Close	56%	49%	54%	61%	50%	54%
Close	20%	22%	23%	17%	26%	22%
Not Close	24%	30%	23%	22%	24%	25%

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

  The college has not received any data from the Chancellor's Office to report for this metric. The college is, however, tracking disproportionate impact across multiple student success metrics and these are reported later in the report.

Diversity, Equity, and Inclusion

❖ ***AB 1805***

AB 1805, enacted in 2018, requires community colleges to evaluate and post the college's placement results. These results were submitted to Chancellor's Office in July of 2021.

77% of all students placed into transfer English without concurrent support recommended.

English	Number of Students Assessed/Placed into Transfer-Level Course *without* Concurrent Support	% of Students Assessed/Placed into Transfer-Level Course *without* Concurrent Support
Overall	**933**	**77%**
African-American	28	62%
American Indian/Alaskan Native	31	72%
Asian	27	87%
Filipino	6	86%
Hispanic	218	78%
Multi-Ethnicity	68	71%
Pacific Islander	3	75%
Unknown	94	79%
White Non-Hispanic	458	79%

21% of all students placed into transfer level English with concurrent support recommended.

English	Number of Students Assessed/Placed into Transfer-Level Course *with* Concurrent Support	% of Students Assessed/Placed into Transfer-Level Course *with* Concurrent Support
Overall	**252**	**21%**
African-American	15	33%
American Indian/Alaskan Native	12	28%
Asian	4	13%
Filipino	1	14%
Hispanic	60	21%
Multi-Ethnicity	27	28%
Pacific Islander	1	25%
Unknown	24	20%
White Non-Hispanic	108	19%

Only 2% of all students were assessed into pre-transfer level English. There are no restriction holds or prerequisites for transfer level English so these students were still able to enroll in transfer level English. Some of these students, most of whom were Pelican Bay students, also enrolled in the noncredit READ-260 class as a support course.

English	Number of Students Assessed/Placed into Pre-Transfer-Level Course or Multi-Term Sequence	% of Students Assessed/Placed into Pre-Transfer-Level Course or Multi-Term Sequence
Overall	**19**	**2%**
African-American	2	4%
American Indian/Alaskan Native		0%
Asian		0%
Filipino		0%
Hispanic	3	1%
Multi-Ethnicity	1	1%
Pacific Islander		0%
Unknown	1	1%
White Non-Hispanic	12	2%

Math

65% of all students placed into transfer level math without a concurrent support course recommended.

Math	Number of Students Assessed/Placed into Transfer-Level Course *without* Concurrent Support	% of Students Assessed/Placed into Transfer-Level Course *without* Concurrent Support
Overall	**745**	**65%**
African-American	16	48%
American Indian/Alaskan Native	30	65%
Asian	19	66%
Filipino	5	83%
Hispanic	173	65%
Multi-Ethnicity	59	58%
Pacific Islander	1	50%
Unknown	71	66%
White Non-Hispanic	371	67%

28% of all students placed into transfer level math with a concurrent support course recommended.

Math	Number of Students Assessed/Placed into Transfer-Level Course *with* Concurrent Support	% of Students Assessed/Placed into Transfer-Level Course *with* Concurrent Support
Overall	**323**	**28%**
African-American	15	45%
American Indian/Alaskan Native	14	30%
Asian	7	24%
Filipino	1	17%
Hispanic	79	30%
Multi-Ethnicity	36	36%
Pacific Islander	1	50%
Unknown	28	26%
White Non-Hispanic	142	26%

Only 6% of students were placed into pre-transfer level math. There are no indications of disproportionate impact across ethnicity groups.

Math	Number of Students Assessed/Placed into Pre-Transfer-Level Course or Multi-Term Sequence	% of Students Assessed/Placed into Pre-Transfer-Level Course or Multi-Term Sequence
Overall	**72**	**6%**
African-American	2	6%
American Indian/Alaskan Native	2	4%
Asian	3	10%
Filipino		0%
Hispanic	13	5%
Multi-Ethnicity	6	6%
Pacific Islander		0%
Unknown	8	7%
White Non-Hispanic	38	7%

❖ ***Disproportionate Impact***

The college has been significantly impacted by the COVID pandemic across every student success metric. Some groups, however, seem to have been more impacted than others.

When measuring Persistence, younger students, especially in the 25 – 29 year old cohort, saw a greater decline in persistence than their counterparts. This was particularly true of both the Hispanic and White populations. A survey conducted by the Institutional Research office suggests that child care played a role in these student's decision to put their education on hold.

Persistence Fall to Spring	Subgroup	2018-2019	2019-2020	2020-2021
Age Group	21 - 24	59%	60%	54%
	25 - 29			53%
Ethnicity & Age	Hispanic 21 - 24	54%	55%	52%
	Hispanic 25 - 29			52%
	White 21 - 24			55%
	White 25 - 29			55%
Gender & Age	Female 21 - 24	58%		56%
	Female 25 - 29		58%	54%
	Male 21 - 24		58%	54%
	Male 25 - 29			53%

Looking at retention, several cohorts stand out that have not typically struggled with retention. We received no survey responses from Hawaiian/Pacific Islanders and there were no significant similarities amongst their programs of study, location, instruction modality, or courses they withdrew from.
Survey responses from the American Indian cohort included child care concerns, technology issues, and dissatisfaction with the "classroom" experience.
Nearly half of the Male Black or African cohort were Pelican Bay students. During the pandemic, courses offered at correctional institutions were converted from face-to-face to correspondence courses. This instructional method did not work well for any cohort as retention rates plummeted for all Pelican Bay students regardless of ethnicity.
In addition to some of the factors previously mentioned, male Hispanic students were also more inclined to the career and technical programs that tend to require more face-to-face instruction.

Retention	Subgroup	2018-2019	2019-2020	2020-2021
Ethnicity & Age	Hawaiian/Pacific Islander 21 - 24			74%
	Hawaiian/Pacific Islander 25 - 29			59%
Gender & Age	Female 25 - 29			84%
Gender, Ethnicity, & Age	Female American Indian 30 - 39			80%
	Female Two or More Races 18 - 20			81%
	Female White 25 - 29			83%
	Male Black/African American 18 -20			54%
	Male Hispanic 18 - 20			83%
	Male Two or More Races 25 - 29			76%

Overall Course Success saw declines across all demographics. Nearly every ethnicity with the exception of Asian and White saw disproportionate impact. In the chart below, a red

highlighted number represents disproportionate impact. Some cohorts are not in red (not technically disproportionately impacted) because their cohort size was small, increasing the margin of error enough to remove them from the disproportionately impacted category.

Course Success	Ethnicity	2018-2019	2019-2020	2020-2021
Overall	American Indian	69%	71%	64%
	Asian	79%	79%	78%
	Black or African American	70%	73%	69%
	Hawaiian/Pacific Islander	68%	78%	67%
	Hispanic/Latino	71%	73%	68%
	Two or More Races	72%	72%	69%
	White	77%	77%	76%
Online	American Indian	62%	66%	62%
	Asian	75%	77%	79%
	Black or African American	57%	56%	63%
	Hawaiian/Pacific Islander	67%	67%	65%
	Hispanic/Latino	68%	69%	67%
	Two or More Races	64%	67%	71%
	White	73%	73%	76%

Age was also a significant factor. With a significant percentage of courses being converted to online, younger students found this modality more challenging.

Course Success	Gender & Age	2018-2019	2019-2020	2020-2021
Overall	Female 18 - 20	70%	71%	67%
	Female 21 - 24		72%	69%
	Female 25 - 29			69%
	Male 18 -20		69%	69%
Online	Female 18 - 20			67%
	Female 21 - 24		67%	69%
	Female 25 - 29			67%
	Male 18 -20	65%		69%

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

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

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.

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

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

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.

❖ **2021-2022 Annual Plan**

CR's development of Annual Plans is ongoing. Under the revised integrated planning model, the Budget Advisory Committee uses the Annual Plan to adjust budget priorities. The IEC led the development of the 2021-2022 Annual Plan with input from numerous constituencies including all planning committees, program review action plans, and other governing bodies.

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	Completions	Increase persistence and completion rates of DSPS students through intensive counseling and advising and increased contact in Educational Assistance Classes	Director of DSPS	Spring 2022	How do DSPS persistence and completion rates compare to 5-year trend?
2	1, 2, 3		Provide a maintenance and service contract for microscopes.	Dean of Math & Sciences	Fall 2021	Describe the plan put into place?
3	1,3,4,5		Create budget item for diversity, equity, and inclusion initiatives.	President	Fall 2021	What resources have been allocated toward supporting diversity, equity, and inclusion initiatives?
4	3,5		Create budget item for resources used toward enhancing the health and well-being, safety, and security across the District.	President	Fall 2021	What resources have been allocated toward enhancing the health and well-being, safety, and security across the District?
5	2, 3, 5		Improve appointment scheduling for counseling and advising, possibly replacing SARS.	VPSS	Spring 2022	What criteria was used to evaluate the effectiveness of this improvement?

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
6	6,7	Equity	Increase knowledge and awareness of DSPS services through coordinated campaign on campus.	Director of DSPS	Spring 2022	What and how many events were conducted?
7	6,7	Completions Transfers Unit Accumulation	Develop first-year sequences for Guided Pathways. Provide materials for student advising.	VPI Guided Pathways	Spring 2022	How many programs have been mapped? Where are materials made available?
8	7	Unit Accumulation	Evaluate degree and certificate requirements to find ways to reduce average unit accumulation to 72.	VPI Guided Pathways	Spring 2022	Which programs have been evaluated?
9	7	Completions Transfers	Increase outreach to students near completion or who have left. Increase targeted outreach to current students through calling campaigns.	VPSS Counseling & Advising Instructional Deans	Fall 2021 & Spring 2022	How many students were contacted?
10	6, 7		Implement eForms in Financial Aid and Admissions	Dean of Student Services	Fall 2021	How many forms have been added? What hurdles did you face? *(Since this would help students fill out forms online rather than coming to campus, might it qualify for COVID funds?)*
11	7		Create a virtual Light Center that mirrors the physical one, combining the Del Norte and Eureka centers into one, the level of staff to student ratio will increase and the breadth of services provided will be expanded.	VPSS/ Director of DSPS	Spring 2022	What was done? How has this improved effectiveness?

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
12	8	Completions	Increase program relevance by providing students excellent learning opportunities in an industrial setting including upgrading equipment.	VPI	Spring 2022	What improvements have been made?
13	8, 9, 11		Deepen CR's collaboration with Humboldt State University	President	Fall 2021 Spring 2022	What collaborative actions have been accomplished?

Goal: Institutional Effectiveness & Planning

Objectives

1) Employ state-of-the-art technology, equipment, and facilities throughout the district to support learning and institutional performance
2) Employ clear and transparent processes for core operations and decision making

Annual Planning Actions

Annual Plan Item #	Plan. Goal. Objective. Action	Vision for Success Goals	Actions to be taken	Responsible Persons	Semester	Evaluation Prompt
14	12		Identify strategies to fund the budget for capital repairs and maintenance.	VPA	Fall 2021	Does the budget include funding for capital repairs and maintenance?
15	12		Revise Facilities Master Plan to align with revised Education Master Plan	VPA	Spring 2022	Has a plan been presented?
16	13		Update the Program Review Template	VPI/VPSS	Fall 2021	How do the modifications emphasize the relationship of each action plan to assessment? How do the modifications tie plan rankings and resource requests to assessment? What changes were made

						to accommodate Student Services and Admin Services assessment?
17	13		Update Assessment Documentation	Director of Institutional Effectiveness	Spring 2022	Has an SLO Assessment Planning Process calendar been implemented? Has the relevant documentation been prepared for the Institutional Self-Study?
18	13		Complete Canvas integration with eLumen	Director of Institutional Effectiveness	Spring 2022	Have faculty been trained on how to do this?
19	12, 13		Investigate use of eLumen for Program Review, strategic initiatives, and both long term and short term planning.	Director of Institutional Effectiveness	Fall 2021	Has the effectiveness of eLumen as a planning tool been evaluated?
20	13		Revise Education Master Plan	President	Fall 2021	Has the new plan been published and distributed?
21	12, 13		Collaborate with Business Office and IT to develop a budget for an on-going replacement cycle of student computers in the Library	VPA	Fall 2021	How many computers will the annual budget allotment fund?
22	12		Coordinate with IT to enhance technology infrastructure for instruction and student services. Expand use of white boards.	VPI/VPA	Fall 2021	What technology has been implemented as a result of this action plan? How have HEERF funds supported this plan?
23	12, 13		Implement Ellucian Self Service- Time Entry System.	VPHR	Fall 2021	How has this implementation improved efficiency?
24	13		Begin increasing the fund reserve to 17% over time, and to 11% the first year.	VPA	Spring 2022	What does the fund reserve currently stand at?
25	12		Migrate available WebAdvisor components to Self-Service	Director of Institutional Effectiveness	Spring 2022	Which components have been migrated? Have they been removed from WebAdvisor?

The Noel-Levitz Student Satisfaction Survey

Every two years the college conducts a comprehensive survey of student satisfaction, the results of which are used to inform assessment and planning. Highlights from this year's survey were also used as an assessment instrument for Institutional Learning Outcome #2 which states:

Personal and Professional Development:
Students will reach their career, transfer, or personal goals. This outcome indicates if a student's individual goals are being met. This includes the goals of students earning degrees, or of students taking only a few courses for training and/or personal enrichment.

Using a Likert scale from 1 to 7, students were asked to rate first, the importance of a goal or statement, and then their satisfaction level of it. As the slide below shows, College of the Redwoods students indicated that the college continues to meet students' expectations in their most important category. With the highest satisfaction rating in a decade, it could be argued that as the college rallied to support students through this pandemic, our efforts were appreciated.

This school does whatever it can to help me reach my educational goals

Year	Importance	Satisfaction	Gap
2021 administration	6.46	5.76	0.70
2019 administration	6.4	5.59	0.81
2017 administration	6.46	5.41	1.05
2013 administration	6.37	4.97	1.40
2010 administration	6.41	5.31	1.10

scale of 1 = no importance/lowest satisfaction, 7 = very important/very satisfied

This level of satisfaction reflects not only the extraordinary efforts of faculty as they were challenged to make adjustments to their teaching styles in order to compensate for the restrictions forced upon them by the pandemic, but as the next table shows, College of the Redwoods exceeded the national average for satisfaction in every area including all of the student services areas. Indeed, with the closure of the campus buildings, the service areas also showed great flexibility and creativity in finding solutions to accommodate student needs remotely.

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SSI Scale Report: CR vs. National Average

Scale / Item	Redwoods 2021 Satisfaction	National Community Colleges Satisfaction	Satisfaction Difference
Admissions and Financial Aid	5.92	5.58	0.34
Safety and Security	5.89	5.59	0.3
Concern for the Individual	5.88	5.61	0.27
Instructional Effectiveness	5.96	5.73	0.23
Academic Advising/Counseling	5.82	5.62	0.2
Campus Support Services	5.65	5.46	0.19
Registration Effectiveness	5.92	5.77	0.15
Student Centeredness	5.88	5.74	0.14
Campus Climate	5.81	5.68	0.13
Responsiveness to Diverse Populations	5.96	5.84	0.12
Service Excellence	5.79	5.67	0.12
Academic Services	5.92	5.9	0.02

scale of 1 = lowest satisfaction, 7 = very satisfied

We also exceeded our own satisfaction levels over the last 4 years in every area.

Scale / Item	Spring 2017 Satisfaction	Spring 2019 Satisfaction	Spring 2021 Satisfaction
Admissions and Financial Aid	5.39	5.6	5.92
Safety and Security	5.39	5.69	5.89
Campus Support Services	5.24	5.48	5.65
Registration Effectiveness	5.51	5.74	5.92
Instructional Effectiveness	5.59	5.8	5.96
Concern for the Individual	5.52	5.72	5.88
Responsiveness to Diverse Populations	5.61	5.91	5.96
Campus Climate	5.49	5.71	5.81
Service Excellence	5.48	5.71	5.79
Student Centeredness	5.58	5.82	5.88
Academic Advising/Counseling	5.53	5.69	5.82
Academic Services	5.7	5.89	5.92

As the college continues into the 2021-2022 academic year, we can reflect back on all of the trials we faced this past year directly or indirectly as a result of the pandemic, we should be able to draw inspiration from the resiliency, collaboration, ingenuity, and determination that we demonstrated throughout the year that helped us meet every challenge.

New challenges are on the horizon. Those that we can identify, we continue to prepare for. We recognize the growing trend of online education yet acknowledge the importance of being community minded. A new task force has been working this past year on a new five-year Education Master Plan to be rolled out in the Spring of 2022. The new EMP will help guide the college's future planning as all other plans must align to the EMP.

The task force set out to tackle the question, "Given that students will have more choices for higher education in the future, what does CR need to do to be the most **relevant** and **valuable choice** for our students?" The task force looked at three key words:

- Relevant – Course offerings must be relevant to student goals. They must be relevant to the ever-changing workforce needs if local industry is to endorse them. They must be relevant to the purpose and mission of a community college if society is to endorse them.
- Valuable – The college offerings must be of superior value to that of other organizations and not easily replaced.
- Choice – Why will students choose, each semester until completion, College of the Redwoods offerings over ala-carte option in the California Virtual College or elsewhere?

The task force used community and workforce feedback to help address this:

- **Focusing on what is unique to College of the Redwoods**. The college will prioritize learning opportunities that are deeply rooted in Humboldt County's unique natural, cultural, education and economic ecosystem.
- **Partnerships with HSU and local industry**. Course and program offerings should align with Cal Poly Humboldt and strengthen the industry partnerships. 80% of our students are either looking for better employment or transferring to HSU.
- **Increase local workforce value**. The college should expand "hands-on", experiential, and project-based learning to better prepare students for evolving workforce needs.
- **Communicate value of liberal arts**. The college can promote how liberal arts programs provide students with critical life and workforce skills.

Ensuing dialog resulted in five major initiatives that will be central to the Education Master Plan.

- Become the preferred transfer pathway to Cal Poly Humboldt. As online education continues to expand, we can no longer rely on physical proximity to be that preference.
- Expand and prioritize offerings that prepare students for living-wage jobs.
- Create a more nimble and adaptable institution through improved strategic planning.
- Establish strong wraparound experiences for students' total connection.
- Pursue the future of learning.

Supporting documents and the current Education Master Plan can be found at https://internal.redwoods.edu/emp