**Annual Planning Actions Progress | 2021-2022**

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| * **Overview** | The College of the Redwoods Education Master Plan contain goals that drive the institution. Each year, an annual plan is created with action items that are driven by these goals. This report begins with a progress update on each action in the 2021-2022 plan, each prefaced by an overview of related institutional data indicators. |

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| **Goal: Student Success, Access & Equity** |
| Objectives |
| 1. Provide accessible, affordable, high-quality education. |
| 1. Effectively use all learning modalities to provide students the knowledge and skills they need to succeed. |
| 1. Deliver strong individual support for students. |
| 1. Promote and encourage a learning community among students, faculty, and staff. |
| 1. Strive to eliminate achievement gaps across student groups. |

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| Annual Planning Actions | Progress Update | Status  (mark one) |
| DSPS  Increase persistence and completion rates of DSPS students through intensive counseling and advising and increased contact in Educational Assistance Classes | Please provide an update below. Can you discuss results of the evaluation plan, or an altered evaluation plan:  *How do DSPS persistence and completion rates compare to 5-year trend?* | *\_\_In progress,*  *\_\_Completed*  *\_\_Change in direction* |
| Math & Sciences  Provide a maintenance and service contract for microscopes. | In consultation with the biological sciences instructional support specialist, a cyclical plan is in place for regular minor maintenance combined with a regular review and assessment of equipment by professionally trained and equipped microscopy technicians. Costs have been compared to find the best overall solution. | *\_\_In progress,*  *\_x\_Completed*  *\_\_Change in direction* |
| President  Create budget item for diversity, equity, and inclusion initiatives. | We set aside $100,000 to address DEI initiatives.  See:  [https://www.redwoods.edu/Portals/34/Reports/2021-2022%20Final%20Budget%20and%20Multi-Year%20Forecast%205.07%20COLA%20w%20pages.pdf?ver=2021-09-08-110124-167](https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.redwoods.edu%2FPortals%2F34%2FReports%2F2021-2022%2520Final%2520Budget%2520and%2520Multi-Year%2520Forecast%25205.07%2520COLA%2520w%2520pages.pdf%3Fver%3D2021-09-08-110124-167&data=04%7C01%7CAngelina-Hill%40Redwoods.edu%7C877d9e9b0a1846c928a408d9f0067587%7C8c90edff0a7243a795683eb28b3c8f82%7C0%7C0%7C637804732811523619%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=XLLLs5UTJ%2FiSvhyqYESCzbt7QxCWO5OF2hbn7DMwKTs%3D&reserved=0) | *\_\_In progress,*  *\_\_Completed*  *\_\_Change in direction* |
| President  Create budget item for resources used toward enhancing the health and well-being, safety, and security across the District. | Please provide an update below. Can you discuss results of the evaluation plan, or an altered evaluation plan:  *What resources have been allocated toward enhancing the health and well-being, safety, and security across the District?*  HEERF, student health fee and one-time mental health funds from the CCCCO were used to address this planning action. | *\_\_In progress,*  *\_\_Completed*  *\_\_Change in direction* |
| VPSS  Improve appointment scheduling for counseling and advising, possibly replacing SARS. | Please provide an update below. Can you discuss results of the evaluation plan, or an altered evaluation plan:  *What criteria was used to evaluate the effectiveness of this improvement?* | *\_\_In progress,*  *\_\_Completed*  *\_\_Change in direction* |

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| **Goal: Engage All Students** | | | | |
| Objectives | | | | |
| 1. Engage in excellent communication, coordination, and collaboration across campuses | | | | |
| 1. Engage and empower students, particularly those from under-represented communities | | | | |
| Annual Planning Actions | | | | |
| Annual Action Plan | Progress Update | | Status  (mark one) | |
| DSPS  Increase knowledge and awareness of DSPS services through coordinated campaign on campus. | Please provide an update below. Can you discuss results of the evaluation plan, or an altered evaluation plan:  *What and how many events were conducted?* | | *\_\_In progress,*  *\_\_Completed*  *\_\_Change in direction* | |
| VPI  Guided Pathways  Develop first-year sequences for Guided Pathways. Provide materials for student advising. | Institutional Research is currently developing proposed program maps for all programs as part of the program mapping work for Guided Pathways. These proposed maps suggest the most efficient pathways for completion of each degree or certificate, based on institutional data of course offerings, scheduling, articulation, and prerequisite requirements.  In Fall 2022, the Director of Student Success Pathways, Guided Pathways Coordinators, Associate Deans, and Program Faculty will work together to review and finalize the maps based on institutional data and disciplinary knowledge.  Program maps that clarify student progression through the degree/certificate and do not require curricular/programmatic changes can be available to students as part of advising meetings for the 2023-2024 academic year via the catalog and though printable advising sheets. A comprehensive list of course offerings and relevant data such as term restrictions will be available to Counseling and Advising to assist students as they develop their student education plans for the 2023-2024 academic year. | | *\_\_In progress,*  *\_\_Completed*  *\_\_Change in direction* | |
| VPI  Guided Pathways  Evaluate degree and certificate requirements to find ways to reduce average unit accumulation to 72. | Institutional Research is currently evaluating all programs, including each program’s degree and certificate requirements, as part of the program mapping work for Guided Pathways. This process includes an evaluation of degree/certificate requirements, the total units to completion, major units required by each program, and a listing of courses offered infrequently or unpredictably by each program.  Higher unit requirements for the program major and the presence of degree/certificate requirements that are offered/scheduled infrequently/unpredictably create barriers to efficient student completion and can increase total units taken for completion.  In Fall 2022, program faculty will review their programs to finalize program maps and, as part of that process, review the information on degree and certificate requirements as well. The Director of Student Success Pathways, Guided Pathways Coordinators, Associate Deans, and Program Faculty will work together to eliminate student barriers to completion through program mapping and revision. These changes should contribute to a reduction in average unit accumulation. | | *\_\_In progress,*  *\_\_Completed*  *\_\_Change in direction* | |
| VPSS  Counseling & Advising  Instructional Deans  Increase outreach to students near completion or who have left.  Increase targeted outreach to current students through calling campaigns. | Please provide an update below. Can you discuss results of the evaluation plan, or an altered evaluation plan:  *How many students were contacted?* | | *\_\_In progress,*  *\_\_Completed*  *\_\_Change in direction* | |
| Dean of Student Services  Implement eForms in Financial Aid and Admissions | | Students Services has contracted with SoftDocs to implement forms for the Veterans’ program. | | *\_x\_In progress,*  *\_\_Completed*  *\_\_Change in direction* |
| VPSS  DSPS  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. | | Please provide an update below. Can you discuss results of the evaluation plan, or an altered evaluation plan:  *What was done? How has this improved effectiveness?* | | *\_\_In progress,*  *\_\_Completed*  *\_\_Change in direction* |

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| **Goal: Community Partnerships & Workforce Training** |
| Objectives |
| 1. Effectively respond to regional workforce needs through workforce training |
| 1. Effectively partner with community stakeholders to respond to the needs of the community |
| 1. Serve as a hub of cultural, social, and economic activities |
| 1. Establish partnerships that enhance success by supporting the safety, health, and wellness of our students |

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| Annual Planning Actions | | |
| Annual Action Plan | Progress Update | Status  (mark one) |
| VPI  Increase program relevance by providing students excellent learning opportunities in an industrial setting including upgrading equipment. | The following notable investments have been made to increase program relevance:  -          Biology/Anatomy, Physiology, Zoology, and Anthropology  o   Anatomage Virtual Dissection Table, Biology and Nursing Pathways  o   The Anatomage Table is the only fully segmented real human 3D anatomy system. Users can visualize anatomy exactly as they would on a fresh cadaver. Individual structures are reconstructed in accurate 3D, resulting in an unprecedented level of real accurate anatomy, dissectible in 3D. The table allows for exploration and learning of human anatomy beyond what any cadaver could offer. Anatomy is presented as a fully interactive, life-sized touch screen experience, in operatory bed form. The Anatomage Table is currently in the process of being integrated into one of the lower Science building classrooms. This addition will increase program relevance and pathways to nursing.  -          Expanded Inventory of ADInstruments Physio Trackers, Biology, and Nursing Pathways  o   We expanded the inventory of recently acquired physiology sensor kits for physiology. The ADI LT Sensor system is a unique tool designed to be small, mobile, virtual, and collaborative. It can also be used both online and face to face.  -          Steris  o   Upgraded autoclave for Biology program.  -           Automotive Technology  o   Two HEV Trainers have been sourced and are set to arrive for use in the Fall 2022 semester. The Light Duty Hybrid/Electric Vehicle Specialist Diagnosis trainer and Maintenance of a High Voltage Battery trainer will assist with instruction regarding industry standards relating to Hybrid/Electric vehicles.  o   The automotive technology department has also acquired specialized insulated tools needed to work on hybrid/electric vehicles safely.  -          Dental  o   Upgraded Statim 5000 autoclave for the Dental Laboratory.  o   Obtained a Patterson Sinsational Teeth Whitening System to increase student training opportunities to be utilized starting in the Fall.  -          Administration of Justice  o   Obtained 4 used Police SUVs.  o   Obtained 2 new Police Interceptor SUVs fully outfitted used to train students on the same type of vehicles currently used in the law enforcement field.  o   Outfitted additional vehicles with radios to practice multitasking operations that are frequently conducted when in the workforce.  o   Obtained a new Skid Car Training System which is a framework that attaches to the suspension of a vehicle and a controller lifts or lowers the front and rear tires of the vehicle independently.  -          Welding  o   The Grinding Station Project in the Welding Technology yard was completed during the Fall 2021 semester. This is a non-permanent structure that protects students and instructional material from the elements. This increases the longevity of the material and over time will decrease the number of time students will need to spend preparing their metal for practical applications. This structure is benefitting all welding classes and increases the grinding area capacity twofold and creates a more comfortable learning environment.  Additionally, a welding technology student also volunteered their time to create a Welding specific mural for the structure.  o   The Welding Technology program has acquired a MILLER Augmented Reality Welding System for outreach and in-class training. Once our new WT faculty starts in Fall 2022, individuals will be coming to train CR faculty on optimizing the use of the Virtual Reality Welding System.  -          Career Center  o   A 3-year subscription to the job search platform Handshake was acquired. Our 4-year counterparts at Cal Poly Humboldt also use Handshake, which even further aids with increased partnership across institutions. | *\_\_In progress,*  *\_\_Completed*  *\_\_Change in direction* |
| President  Deepen CR’s collaboration with Humboldt State University | College of the Redwoods and Cal Poly Humboldt formed working groups in the areas of academics, facilities and resources, student services, and community partnerships & athletics. The groups came together in multiple joint summits in 2021-22. The working groups surfaced several areas of focus including partnerships to provide internships and educational programming in renewable and wind energy, co-locating nursing education programs, and co-branding strategic marketing materials.  The initial MOU signed in 2019 that formalized the collaboration between the institutions was amended this year with new agreements for guaranteed transfer for College of the Redwoods students into select STEM majors at Cal Poly, and with an agreement to streamline reverse transfer for Cal Poly students to earn an associate’s degree from College of the Redwoods.  The number of students transferring from CR to Cal Poly Humboldt reached a 10-year low in 2018-19, but has increased since then, despite fewer students attending CR because of the pandemic. | *\_x\_In progress,*  *\_\_Completed*  *\_\_Change in direction* |

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| **Goal: Institutional Effectiveness & Planning** | | |
| Objectives | | |
| 1. Employ state-of-the-art technology, equipment, and facilities throughout the district to support learning and institutional performance | | |
| 1. Employ clear and transparent processes for core operations and decision making | | |
| Annual Planning Actions | | |
| Annual Action Plan | Progress Update | Status  (mark one) |
| VPA  Identify strategies to fund the budget for capital repairs and maintenance. | The 2021-22 State budget included $511 million for the Physical Plant and Instructional Support program.  The District’s allocation of those dollars is $1,371,164, of which approximately 50% has been obligated for Physical Plant, and 50% for Instructional Support.  The physical plant dollars will be used for several scheduled/deferred maintenance projects that have been identified in the 5-Year Scheduled Maintenance Plan.  Since these are one time funds and not a long-term strategy to fund the budget for capital repairs and maintenance, this will continue to be a Budget Advisory Committee recommended budget priority.  As per the most recent Maintenance Program Review, approximately $1.2 million would be needed annually to adequately fund capital repairs and routine maintenance for the District. | *\_\_In progress,*  *\_\_Completed*  *\_\_Change in direction* |
| VPA  Revise Facilities Master Plan to align with revised Education Master Plan | Please provide an update below. Can you discuss results of the evaluation plan, or an altered evaluation plan:  *Has a plan been presented?*  The Facilities Master Plan update process began in January of 2022, and the updated FMP should be ready by fall of 2022.  The updated FMP will be aligned with the revised Education Master Plan. | *\_\_In progress,*  *\_\_Completed*  *\_\_Change in direction* |
| VPI  VPSS  Update the Program Review Template | On the Instructional Review Template, “Evaluation of Previous Plans” tab, the header on the third column was changed to read: “If complete, describe how outcome assessment data or documented dialog (or student achievement data) illustrates the extent to which the completion of this plan led to an improvement in the program. If "In Progress" or "Not Started" explain why the plan is not complete and what improvements, if any, have been measured to date. . If the plan has been abandoned (i.e. no longer pursued) please explain why.”  On the Instructional Review Template, “Planning” tab, the header on the 3rd column was changed to read: “Explain the specific outcome assessment or documented dialog (or student achievement) data that led to the creation of this plan.”  On just the Student Services Review Template, “Critical Reflection of Assessment Activities” tab, the following was deleted (along with the two pull-down menus):  Have you checked to make sure that all of the AA-Ts in your program are current with the state C-ID/TMC?  The Program Review Committee also requested the changes in the attachment that all speak to “tightening up” the relationships between planning, assessment, and resource allocation. | *\_\_In progress,*  *\_\_Completed*  *\_\_Change in direction* |
| Institutional Effectiveness  Update Assessment Documentation | A new Assessment Handbook can be found at:  <https://www.redwoods.edu/assess/Home/Resources>  Accreditation Evidence for the ISER has been provided. The narratives and evidence can be found at the following links:  <https://www.redwoods.edu/accreditation/NewHome/Midterm-Report/2021Details/ArtMID/21688/ArticleID/5627/Recommendation-4-SLO-Response>  <https://www.redwoods.edu/accreditation/NewHome/Midterm-Report/2021Details/ArtMID/21688/ArticleID/5629/Recommendation-6-Outcome-assessment-and-data-primarily-for-student-service-areas>  <https://www.redwoods.edu/accreditation/NewHome/Midterm-Report/2021Details/ArtMID/21688/ArticleID/5631/Student-Learning-Outcomes-Standard-IB2> | *\_\_In progress,*  *\_\_Completed*  *\_\_Change in direction* |
| President  Revise Education Master Plan | The Education Master Plan has been published and distributed. The institution is imbedding the EMP’s strategic directions in all planning and operational initiatives. | *\_\_In progress,*  *\_\_Completed*  *\_\_Change in direction* |
| VPA  Collaborate with Business Office and IT to develop a budget for an on-going replacement cycle of student computers in the Library | IT has identified that approximately $30,000 per year would be an adequate set aside for the on-going replacement of student computers in the Library, along with other technology replacement needs as well.  The District did not commit to setting aside those funds in the 2021-22 budget because the District received a substantial amount of HEERF and has used those funds for technology replacement that enables or enhances distance learning and assists with safe campus operations. | *\_\_In progress,*  *\_\_Completed*  *\_\_Change in direction* |
| VPI  VPA  Coordinate with IT to enhance technology infrastructure for instruction and student services. Expand use of white boards. | HEERF has been used to upgrade wi-fi at both Eureka and Del Norte to support distance learning, as well as other technology purchases to enable or enhance distance learning or to support campus safety and operations during the pandemic. | *\_\_In progress,*  *\_\_Completed*  *\_\_Change in direction* |
| VPHR  Implement Ellucian Self Service- Time Entry System. | Please provide an update below. Can you discuss results of the evaluation plan, or an altered evaluation plan:  *How has this implementation improved efficiency?* | *\_\_In progress,*  *\_\_Completed*  *\_\_Change in direction* |
| VPA  Begin increasing the fund reserve to 17% over time, and to 11% the first year. | The 2021-22 Final Budget estimated unrestricted general fund reserve was 16.4%.  With budget adjustments to date, the current estimated unrestricted general fund reserve is 17.3%. | *\_\_In progress,*  *\_\_Completed*  *\_\_Change in direction* |
| Institutional Effectiveness  Migrate available WebAdvisor components to Self-Service | Please provide an update below. Can you discuss results of the evaluation plan, or an altered evaluation plan:  *Which components have been migrated? Have they been removed from WebAdvisor?* | *\_\_In progress,*  *\_\_Completed*  *\_\_Change in direction* |