



COLLEGE OF THE
REDWOODS

May 2017

EDUCATION MASTER PLAN

2017 – 2022

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President's Message

College of the Redwoods engaged in a process to develop a revised Educational Master Plan that is long-range, comprehensive and that will serve as the District's blueprint for 2017-2022. This Education Master Plan is intended to guide instructional and service program development, decisions about growth, resource allocation at both the District and campus/site levels, and continue to link budget to planning.

The Education Master Plan incorporates existing work of the college by taking a fresh look at factors impacting our District and external environment, and offers a set of recommendations based on research. The recommendations from the Education Master Plan will require additional consideration given current and future planning.

Keith Snow-Flamer, Ph.D.
President

Mission

College of the Redwoods puts student success first by providing accessible and relevant developmental, career technical, and transfer education.

The College partners with the community to contribute to the economic vitality and lifelong learning needs of its service area.

The College continually assesses student learning and institutional performance and practices to embrace diversity, to encourage a healthy community environment and to improve upon the programs and services we offer, all to promote student learning.

Vision

College of the Redwoods is a learning community where lives are transformed.

College History

The Redwoods Community College District was formed in January of 1964 by an election of the voters of Humboldt County. A bond issue of \$3,600,000 was passed for the initial construction of what is now the college's Eureka Campus.

From 1965-1967, the college offered courses and programs on the campus of Eureka High School. More than 1800 students registered at the College in 1965-66. The initial staff of the college consisted of 31 full-time faculty and administrative staff and approximately 85 part-time faculty.

In May of 1975, the residents of coastal Mendocino County voted for annexation into the Redwoods District, and in July of 1978, Del Norte County joined the district.

The initial construction of the college's Eureka Campus, seven miles south of the city of Eureka, began in 1968 and was completed in 1975. The Del Norte Education Center in Crescent City was constructed in 1981; and the Mendocino Education Center, just south of Fort Bragg, was constructed in 1986. The college also maintains the Klamath-Trinity Instructional Site on the Hoopa Indian Reservation, approximately 60 miles northeast of Eureka and the Garberville Instructional Site, approximately 70 miles south of Eureka.

The college celebrated its 50th anniversary in 2014.

Goals & Strategic Initiatives

Student Success, Access & Equity

Provide accessible, affordable, high-quality education.

- Increase outreach to potential students in the community, with increased attention on attracting students who will add to the diversity of the student population
- Provide cost-saving opportunities for students
- Increase professional development opportunities for faculty and staff
- Promote pedagogical innovation
- Implement practices that lead to the hiring of staff and faculty who will add to the diversity of the college community
- Offer regionally-relevant programs

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

- Enhance quality and expand access to distance learning education
- Expand support services for online students
- Increase opportunities to internship and fieldwork programs

Deliver strong individual support for students

- Broaden learning support opportunities including tutoring and peer mentorship
- Grow the retention alert program and follow-up services
- Strengthen support for students on probation
- Strengthen psychological support services

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

- Strengthen communication and working relationship between instruction and student development
- Increase programming and events that engage students throughout the District

Strive to eliminate achievement gaps across student groups.

- Enhance support of basic skills students
- Carry out and evaluate the Student Equity Plan
- Integrate student success planning efforts (e.g., SSSP, SEP, BSI), such as for placement and supplemental instruction
- Offer more student-achievement related professional development opportunities

Engage all Students

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

- Create an atmosphere where students feel welcome and wanted
- Develop clear and consistent avenues of communication
- Improve the effectiveness of tele-conferencing

Engage and empower students, particularly those from underrepresented communities.

- Offer culture-specific programming
- Offer more events promoting and educating cultural awareness
- Support student clubs more effectively

Community Partnerships & Workforce Training

Effectively respond to regional workforce needs through workforce training.

- Re-focus the Adult education program to emphasize non-credit to credit mobility
- Strengthen the collaboration of Adult and Community Education to respond to short-term training needs

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

- Partner with employers and participate in community initiatives for economic growth
- Partner with high schools & Humboldt State University
- Partner with community-based organizations such as St. Joseph and Sutter Coast Hospitals
- Strengthen partnerships with local institutions such as Pelican Bay State Prison

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

- Increase the number of community events
- Continue to expand branding efforts
- Intensify marketing and outreach efforts, and elevate the profile of CR in the region

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

- Fortify efforts regarding food insecurity
- Support student transportation needs
- Promote a safe and respectful campus climate

Institutional Effectiveness & Planning

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

- Improve technology throughout the District
- Carry out technology infrastructure upgrades at each location
- Carry out facility infrastructure upgrades at each location

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

- Assess all College processes
- Enhance the resource request and budgeting process
- Review and revise website content regularly
- Develop a plan for routinely scheduled analysis of program relevance & health

Introduction

The Education Master Plan is updated every five years to reflect the needs of students, employees and the community. Once in place, the new Education Master Plan guides College of the Redwoods (CR) to make sure that we are strategically advancing the achievement of our Mission.

The education master planning process resulted in the following strategic goals and initiatives to be achieved in 2017-2022. These strategic goals and initiatives were carefully chosen and reflect the most representative, important, and aspirational yet realistic goals and objectives.

The Board of Trustees led the College through a strategic visioning process that resulted in a set of strategic visioning statements that formed the basis from which our strategic goals were developed. Starting on August 2016, the Board of Trustees worked with consultants from the Cascadia Center for Leadership and the College's Office of Institutional Research to hold a series of focus group sessions gathering input from stakeholders.

Strategic Visioning Focus Groups

The College of the Redwoods' Board of Trustees committed to moving the District from where it is now to where it needs to go — by providing a strategic vision. Underlying the strategic vision is the promise to provide a student-centered environment and to focus all college staff and resources on student learning, student development, and student success. The College of the Redwoods Vision Statement below reflects this. The Vision reflects input that has been gathered from the college community and the Board of Trustees.

Focus group sessions took place at a variety of locations throughout the region.

- ✚ Klamath-Trinity Site in Hoopa, October 24, 2016
 - Audience: Students, faculty, staff, and community members
- ✚ Del Norte Campus in Crescent City, November 16, 2016
 - Mid-day audience: Faculty, staff
 - Evening audience: Community members, faculty, students
- ✚ Eureka Campus, November 18, 2016
 - Audience: Faculty, staff, students
- ✚ Humboldt Area Foundation, Eureka, November 30, 2016
 - Audience: Community members

Following the sessions, the Office of Institutional Research transcribed the sessions and synthesized the data. Consultants from the Cascadia Center for Leadership used the synthesized data from all of the sessions to develop a draft strategic vision with statements that motivated the college's strategic goals. The draft strategic vision was then taken to the Board of Trustees, faculty, and staff throughout the District for revisions from January through April 2017.

The resulting strategic vision and strategic goals were approved by the Board of Trustees at their April 11, 2017 meeting.

Strategic Vision

College of the Redwoods puts student success first by providing accessible and relevant developmental, career technical, and transfer education.

- ✚ We provide accessible, affordable, high quality, higher education in our region.
- ✚ We are leaders in the effective use of all learning modalities (e.g., classroom, distance learning, internships, fieldwork) to provide students the knowledge and skills they need to succeed.
- ✚ We promote and encourage a learning community among students, faculty, and staff.
- ✚ We deliver strong individual support and mentoring for students.
- ✚ We achieve equity in all areas of student success.

The College partners with the community to contribute to the economic vitality and lifelong learning needs of its service area.

- ✚ Our workforce training responds to regional workforce needs.
- ✚ Our graduates can find opportunities in the local region that allow them to become valued, contributing members of the community.
- ✚ We have vibrant partnerships with all community stakeholders (e.g., employers, high schools, HSU) so that we can respond to the existing and emerging needs of students and the community.
- ✚ The communities we serve see CR as a “hub” of cultural, social, and economic activities.
- ✚ We have established partnerships that enhance success by supporting the safety, health, and wellness of our students.

The College continually assesses student learning and institutional performance and practices to embrace diversity, to encourage a healthy community environment and to improve upon the programs and services we offer, all to promote student learning.

- ✚ We are a flexible and nimble organization, able to assess and respond effectively to the changing needs of our students and our community.
- ✚ We employ state-of-the-art technology, equipment, and facilities throughout the District to support learning, communication, and institutional performance.

- ✦ We understand the unique nature of each campus center and allow them the autonomy to meet campus and community needs, and ensure that decision-making is inclusive and services are equitable.
- ✦ We have clear and transparent processes for core operations and decision-making.
- ✦ We have excellent communication, coordination, and collaboration across campuses.
- ✦ Our students, faculty, staff, Board, and curricula reflect the diversity of the communities we serve and are culturally sensitive, respectful, and proficient.
- ✦ We value and nourish student engagement and empowerment, and we are inclusive of underrepresented student communities.

Education Master Planning Process

In addition to the visioning process led by the Board of Trustees, the College developed an Education Master Planning Steering Committee in fall 2016.

Education Master Planning Committee Members

- ✦ Mark Winter, Interim Vice President of Instruction & Student Development (co-chair)
- ✦ Angelina Hill, Director of Institutional Effectiveness (co-chair)
- ✦ Connie Wolfsen, Academic Senate Co-President (co-chair)
- ✦ Lee Lindsey, Vice President of Administrative Services
- ✦ Seven Roper, Director of IT and Facilities Planning
- ✦ Ahn Fielding, Executive Director of Community & Economic Development
- ✦ Cindy Hooper, Faculty
- ✦ Hilary Reed, Faculty

The Education Master Planning Committee also included four subcommittees made up of faculty, staff, and alumni that met to give input related to the following areas:

- ✦ Programs/Degrees and Outcomes
- ✦ Instructional Innovation
- ✦ Infrastructure and Resources
- ✦ Student Services

The Education Master Planning Steering Committee and each of the subcommittees began with a review of internal and external scanning data. They went on to evaluate how the college can capitalize on strengths and opportunities, and minimize weaknesses and treats by conducting a SWOT analysis. The strengths and opportunities identified can be found in Appendix A.

The Educational Master Planning committees reviewed and analyzed the internal and external scanning data (included later in this report) from the Office of Institutional Research. Additional input was gathered in a variety of ways.

Education Master Plan Stakeholder Input

Tables were set up to gather input from students during the month of April 2016. Students were given three stickers and asked to place them next to what they thought should be the college's top priorities for the next five year. Areas receiving the greatest number of stickers included diversity, inclusion & equity; the dining hall; job training; and classroom technology.

Focus group discussions were held at the Eureka and Del Norte campuses in March 2016. Advances in technology was the most frequently discussed topic. This included improvements to wifi, distance education, and computer labs. Improving student services was the second most discussed topic. Services such as career training, and more support for economically disadvantaged were included in these discussions. Enhancing student success was another widely-discussed area, and suggestions to improve student success included offering clear student pathways, and learning communities.

Appendix B provides a summary of this input.

The input from faculty, staff, and students (SWOT analyses, committee discussions) resulted in a set of emerging focus areas seen in Appendix C. The emerging focus areas were used by the Education Master Planning Committee to create a survey. The emerging focus areas were flushed out into 15 concentrations. Faculty and staff were asked to identify the 8 they considered top priority, and indicate them in order of priority. The concentrations identified by the greatest number of people as top priority both fell within the student success theme:

- Developing clear pathways for students to obtain their education goal (e.g., transfer, employment).
- Engage in practices to enhance student persistence.

Growing CR's Community and Economic Development Program (e.g., job-related training, lifelong learning), and enhancing the technology infrastructure (e.g., network, data storage, bandwidth) were also rated as high priority, but were somewhat distant in overall rankings from the concentrations related to student success. The survey questions and results are provided in Appendix D.

Data to Inform Planning

The Humboldt County Population Report projects very slow growth in Humboldt County through about 2025. A low birth rate in the county accounts for a shrinking number of students in the 0-16 age group. This leads to the somewhat shrinking graduate class sizes seen below. Population growth is due to a growth in ages 65 and over, as well as growth in the Hispanic community. The percentage of the population is expected to become increasingly less Caucasian through 2060.

Humboldt County Population Report

Jon Haveman, Marin Economic Consulting

May 2015

http://www.marineconomicconsulting.com/PopReports/Population_Humboldt_County.pdf

Thirty-five percent of CR's fall 2015 student body lived within Eureka area codes, mostly from 95501 (18%). Other major area codes correspond to the cities of Arcata, Fortuna, Crescent City, McKinleyville, Hoopa, and Ferndale. The following table shows the ZIP codes in which CR's fall 2015 students reside. The largest city within each ZIP code is shown, as well as the proportion of students within each ZIP code as compared to CR's fall 2015 headcount.

Top ZIP Codes (fall 2015)

Zip Code	Primary City	#	% of Total
95501	Eureka	948	18%
95503	Eureka	727	14%
95521	Arcata	601	11%
95540	Fortuna	544	10%
95531	Crescent City	486	9%
95519	McKinleyville	419	8%
95546	Hoopa	114	2%
95536	Ferndale	88	2%
95502	Eureka	87	2%
95551	Loleta	78	1%
95562	Rio Dell	73	1%
95570	Trinidad	39	1%
95567	Smith River	34	1%
95524	Bayside	34	1%
95518	Arcata	33	1%
Total Top Zip Codes		4305	80%
Total All Others		1048	20%
Total		5353	100%

High School Students

The following table displays high schools from which students of College of the Redwoods' fall 2015 student body originate. Ethnic distribution per "feeder" high school is also presented. The 15 high schools listed represent the source of about 40 percent of the colleges fall 2015 students. Ten percent of students graduated from Eureka Senior High School. The largest equity group from each high school is Caucasian, except Hoopa Valley High School, from which 81 percent of students who attended the fall 2015 semester were American Indian. Other notable populations are from Fortuna Union High School (19% Hispanic), Del Norte County High School (26% Hispanic), Castle Rock Charter School (15% American Indian and 17% Hispanic), South Fork High School (15% Hispanic), Ferndale (21% Hispanic), Sunset High School (18% American Indian), and Zoe Barnum High School (18% Hispanic).

High School	Total #	American Indian %	Asian %	Black or African American %	Hawaiian /Pacific Islander %	Hispanic %	Two or More Races %	Unknown %	White %
EUREKA SENIOR	541	3%	9%	2%	1%	12%	9%	8%	57%
FORTUNA UNION	306	2%	0%	0%	0%	19%	6%	5%	68%
DEL NORTE COUNTY	255	7%	6%	0%	0%	26%	6%	4%	50%
ARCATA	248	4%	1%	1%	1%	12%	8%	5%	68%
MCKINLEYVILLE	198	10%	1%	1%	1%	8%	6%	9%	66%
HOOPA VALLEY	108	81%	0%	0%	0%	3%	5%	3%	8%
OREGON	74	7%	0%	7%	0%	11%	1%	3%	72%
CASTLE ROCK CHARTER SCHOOL	65	15%	5%	0%	0%	17%	3%	3%	57%
SOUTH FORK	65	3%	2%	0%	0%	15%	9%	5%	66%
FERNDALE	63	0%	0%	0%	0%	21%	6%	8%	65%
ACADEMY REDWOODS	54	0%	7%	0%	0%	11%	13%	6%	63%
SUNSET	45	18%	4%	0%	0%	11%	7%	2%	58%
ZOE BARNUM	45	4%	0%	7%	0%	18%	11%	7%	53%

Of students from the college's top high school feeder institutions, slightly more students place into Math and English courses that require remediation prior to taking a course that is applicable to an associate's degree. Sixty-four percent of students from the top feeder high schools accepted the BOGG, and 39 percent accepted the Pell grant.

Labor Market Data

The Humboldt Economic Index report shows a strong economic index for Humboldt County in June 2015, especially compared to the two years that followed. This has likely negatively impacted enrollments at the college as fewer students historically attend community college when the economy does better.

Humboldt Economic Index

Erick Eschker, Economics Departments at Humboldt State University

June 2015 <http://www2.humboldt.edu/econindex/current.pdf>

Small businesses throughout the College's service region employ a significant number of the people in the labor force, and account for a majority of the total number of businesses.

2015 City Statistics

City	Population	Labor Force	Small Businesses (1-4 employees)	Total Businesses
Crescent City	6,986	2,012	546	822
Eureka	27,562	13,515	1,375	2,218
Arcata	17,525	9,134	654	1,026
McKinleyville	15,274	8,076	324	475
Fortuna	12,059	4,862	365	549
Rio Dell	3,318	1,354	54	73
Ferndale	1,453	716	99	136
Willow Creek	1,740	774	68	101

Source: GIS Planning, INC Zoomprospector.com

2014 County Statistics

Humboldt County Current Employment by Industry

<http://www.labormarketinfo.edd.ca.gov/file/lfmonth/humbopds.pdf>

The largest job sectors are local government, educational & health services, and retail trade (private service providing). Retail trade saw a slight decline in 2015, but the other largest sectors grew over 2%. The construction industry grew the most (6.7%), and transportation, warehousing & utilities (private service providing) declined the most (-7.7%).

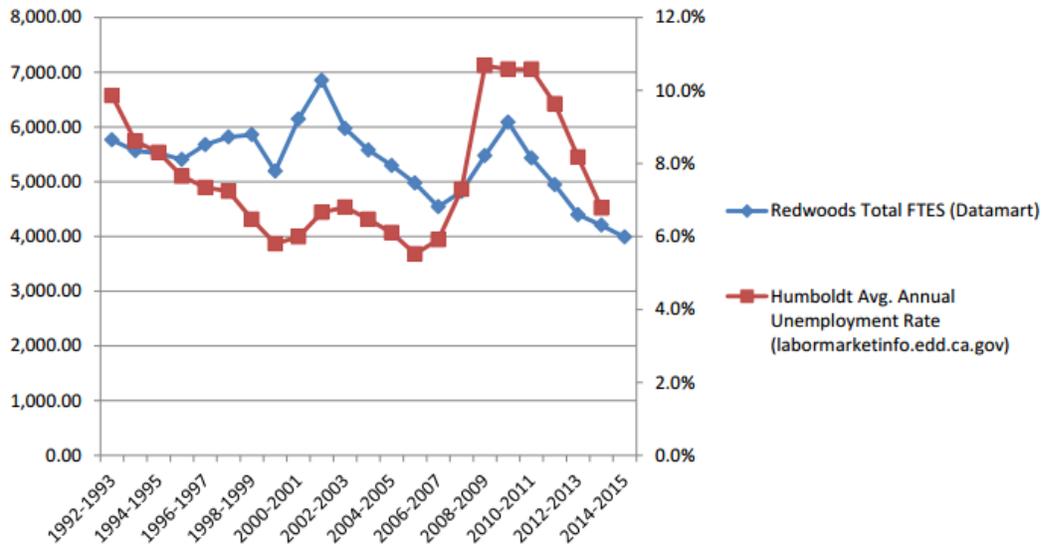
Del Norte County Current Employment by

Industry <http://www.labormarketinfo.edd.ca.gov/file/lfmonth/delnopds.pdf>

The largest job sectors are state and local government employment grew which grew in 2015, and education and health services, which saw a small decline. The professional & business services (private service providing) grew 11 percent which is more than any other industry. Manufacturing (goods producing) and Information (private service providing) had the largest declines in employment, but they account for a very little of the overall workforce.

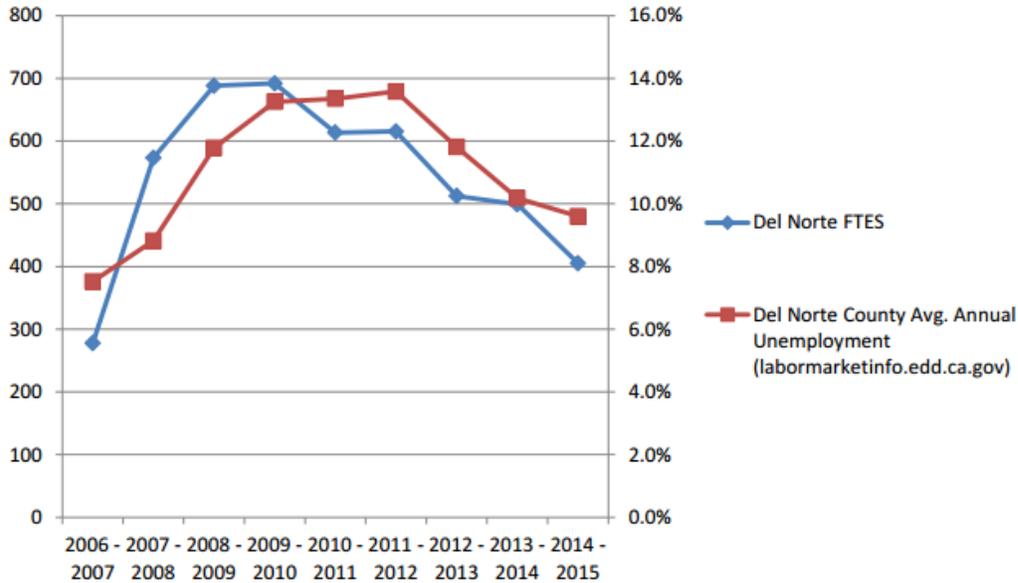
Enrollment at CR is highly related to the unemployment rates in Humboldt and Del Norte Counties. Rising unemployment rates result in more students going to college.

CR Eureka FTES vs. Humboldt County Unemployment Rate



Unemployment in Humboldt County is projected to be 6.8% in 2016-17 through 2018-2019.

http://www.dot.ca.gov/hq/tpp/offices/eab/socio_economic_files/2013/Humboldt.pdf



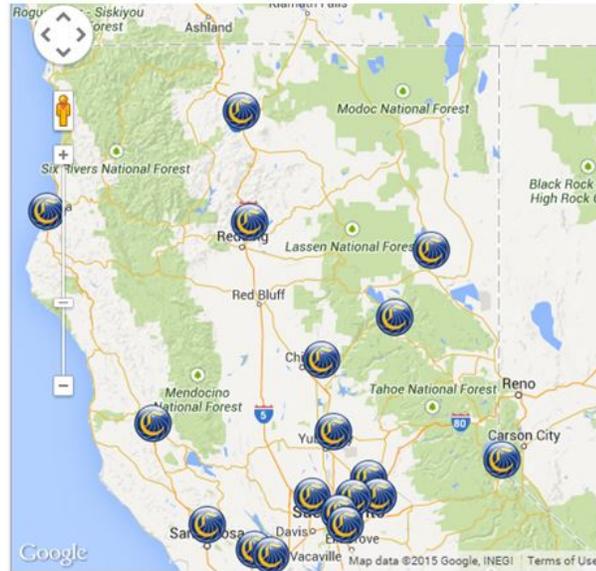
Unemployment projections within 0.2 percentage points of 9.5 in 2016-17 through 2018-2019.

http://www.dot.ca.gov/hq/tpp/offices/eab/socio_economic_files/2013/Del_Norte.pdf

Enrollment Trends

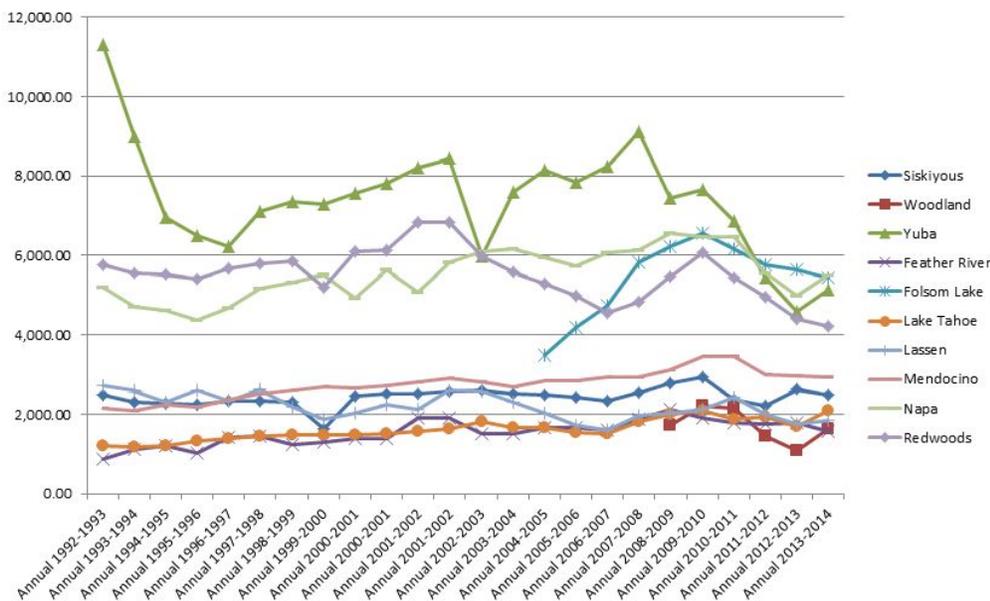
Most Northern Colleges saw peak enrollments in 2009-2010. All of these Northern Colleges, except Lake Tahoe, have experienced declining enrollments since then through 2014-2015. The map depicts the Northern Schools included in this summary, which go as far south as Solano.

FTES changes 2009-10 to 2014-15		Northern College
-34%		Redwoods
-33%		Shasta
-26%		Yuba
-22%		Sacramento City
-20%		Solano
-20%		American River
-17%		Cosumnes River
-17%		Folsom Lake
-14%		Woodland
-14%		Mendocino
-12%		Sierra
-10%		Lassen
-8%		Feather River
-8%		Santa Rosa
-7%		Siskiyou
-5%		Napa
-3%		Butte
8%		Lake Tahoe



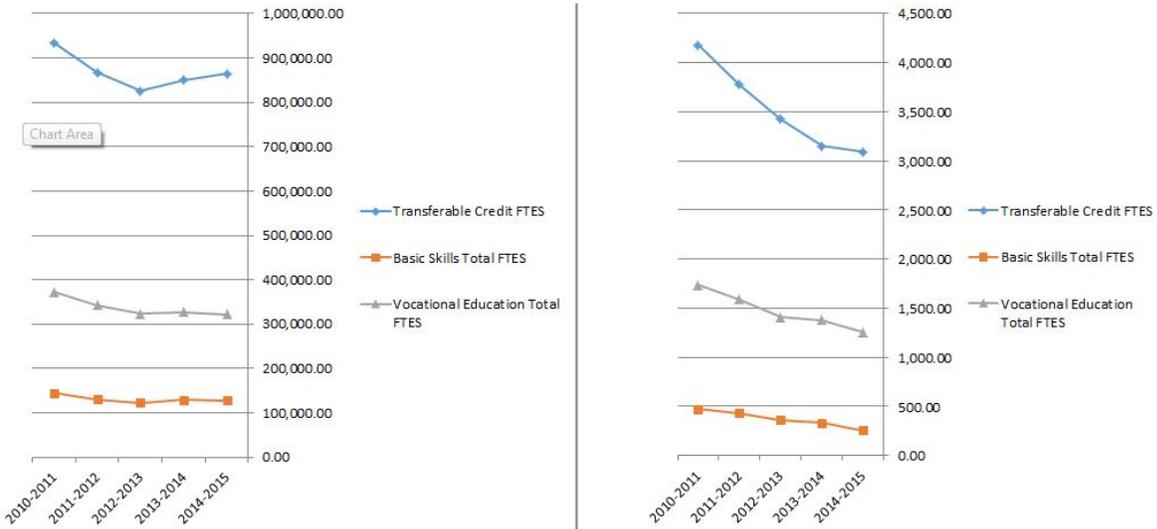
Small (< 6,000 FTES) Northern California Colleges

Three schools with steady FTES decline experienced an increase from 2012-13 to 2013-14 (Napa, Yuba, Woodland). Lake Tahoe also increased from 12-13 to 13-14. Redwoods, Folsom Lake, Siskiyou, and Feather River declined from 2012-13 to 2013-14, and Mendocino remained stable.



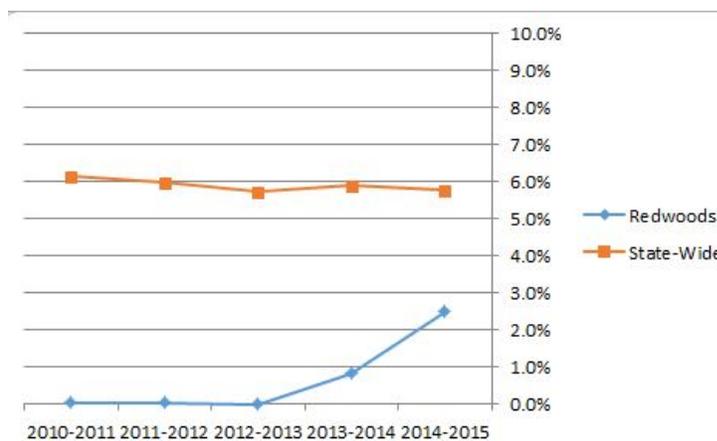
Course Enrollments by Type

College of the Redwoods offers transfer, vocational, and basic skills courses in similar proportion relative to each other as is offered across the state. The main difference appears to be a continual decline of transfer courses at CR compared to increasing transfer offerings state-wide in the past two years.

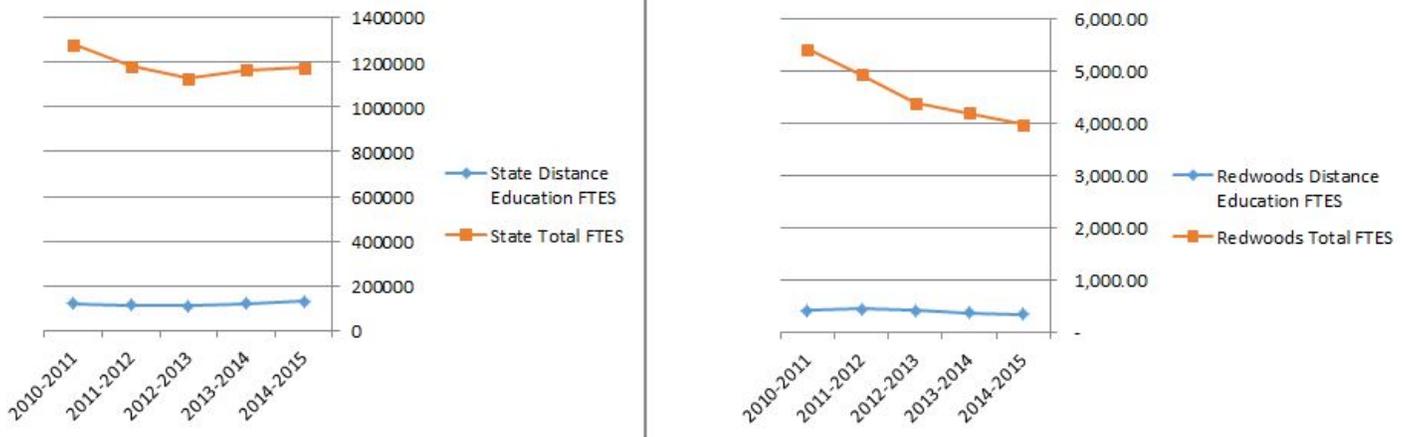


College of the Redwoods has offered increasingly more non-credit courses in the past few years, but still lags behind state offerings.

FTES from Non-Credit by Year



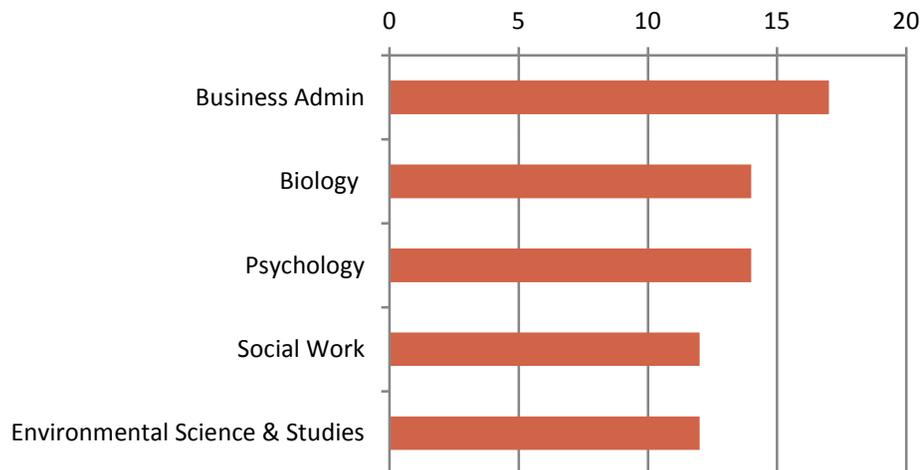
While CR's total FTES has declined more than the state, distance education matches the state in that it has been fairly constant.



Student Success Outcomes

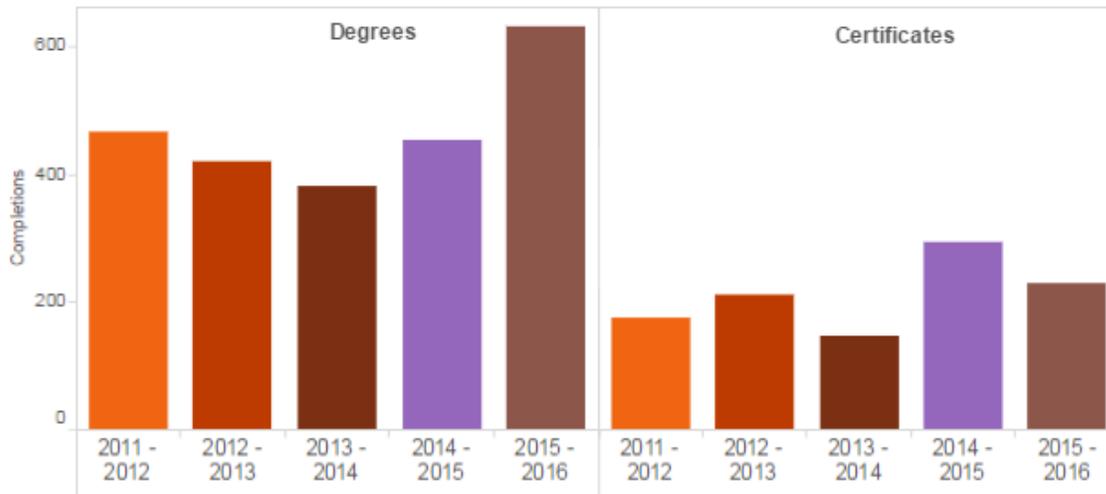
The bulk of students transferring to a CSU from CR go to Humboldt State University, and the majority of students transferring to a 4-year institution attend a CSU. The most popular areas of transfer include Business Administration, Psychology, Biology, and Social Work. Besides HSU, CR students most frequently transfer to Chico State, Sacramento State, and Sonoma State.

HSU Major of CR Transfer Students



Between 400 – 600 associate degrees, and 150 – 250 certificates of achievement are earned by students at CR each year. This trend has increased in recent years. The liberal arts degrees are received the most. Behavioral & Social Science, Science Exploration, and Humanities & Communications are CR’s most popular degrees, but program declarations are expected to change with the availability of associate degrees for transfer.

Degrees & Certificates by Academic Year



African American students complete degrees/certificates at a disproportionate rate -- 36 percent the rate of Caucasian students and 50 percent the rate of Hawaiian/Pacific Islander students, who show second-lowest completion rate. Hispanic students complete at 82 percent the rate of Caucasian students, and all other ethnic groups complete at over 90 percent the rate of Caucasians. Within age groups, students below 25 years, along with those 50 years and above, are less likely to complete a degree or certificate within three years than students between 25 and 49 years.

Degree & Certificate Completion

Ethnicity	Degree/Cert Seeking Cohort	Completers	Completion rate
American Indian	333	73	22%
Asian	122	29	24%
Black or African American	104	8	8%
Hawaiian/Pacific Islander	44	7	16%
Hispanic	662	119	18%
Two or More Races	285	56	20%
Unknown	278	63	23%
White	2585	567	22%

Progress of Existing Plans

The Institutional Effectiveness Committee regularly reviewed the progress made towards carrying out the 2012-2017 Strategic Plan and 2012-2017 Education Master Plan.

Appendix E provides a description of the progress made each year while these plans were active. These progress updates were presented to the Board of Trustees annually, and are presented to the campus in the annual Institutional Effectiveness Report.

Prior to the last year of carrying out the 2012-2017 plans, the Institutional Effectiveness Committee performed a backwards mapping to see if all of the planning objectives in the Strategic and Education Master Plans were being addressed in at least one of the Annual Plans. That analysis revealed that all of the objectives in the Education Master Plan, and all but one of the objectives in the Educational Plan were being addressed. Many objectives were being addressed every year and in a variety of ways. The committee identified responsible parties and asked them to include an action in the next annual plan to make sure that all objectives were eventually addressed.

The College decided to merge the Education Master Plan and the Strategic Plan into this single Education Master Plan. A single plan will make the process easier to present and track.

Appendix A: SWOT ANALYSES

Strengths & Opportunities: Education Master Planning Committees

Education Master Planning Committee
November 2015

Subcommittee on Programs/Degrees

Strengths:

Development of Associate Degrees for Transfer
Programs offered in high demand for careers (e.g., nursing)
Progress with two-year schedule development

Opportunities:

Develop additional ADTs in high demand areas
Acquire more National Accreditation (e.g., ADCT, Forestry)
Present (court) HSU with an opportunity to take our ADT students
Create Liberal Arts degrees that still give good transfer prep with less rigor than ADTs, but that articulate better than Science Exploration
Grow Adult Education into credit enrollment

Subcommittee on Instruction

Strengths:

Strong infrastructure for distance education, including telepresence and Canvas
Activities that support multiculturalism such as the Latino Film Festival and Book of the Year
Students are very satisfied with the quality of instruction
Faculty and staff who are dedicated to the college
Math & English participation in acceleration project, 3CSN, and Multiple Measures Assessment Pilot

Opportunities:

Expansion of marketing/branding to the community
Could join the Open Education Initiative
System-wide technology resources becoming available
Increasingly more categorical funding becoming available (e.g., professional development, equity)

Subcommittee on Infrastructure

Strengths:

Utility infrastructure is making significant upgrades across campus
Buildings scheduled for replacement with seismic documented issues
Implemented a robust network with built-in fault tolerance

Telepresence capabilities and WebEx
Residence halls
Beautiful Eureka campus
Low crime rate on campuses
Canvas early adopters

Opportunities:

Backup Cenic server
The “Last chance grade” is being redone to travel to and from Del Norte
New science lab in Del Norte
Possibility of Cenic putting 1 gig pipe between Eureka and Del Norte could allow for expansion
Room to grow in Klamath-Trinity and Garberville
Motivation for improvements to safety (e.g., phones in classrooms, locks)

Subcommittee on Student Services

Strengths:

Dual enrollment initiative
Additional categorical funding for student success and special programs
New outreach team (and in-reach)
Student Services personnel work closely together
Opportunity for faculty advising (e.g., non-credit courses)

Opportunities:

Small campus
On-line presence and ability to provide online services

SWOT Analysis: Del Norte Campus

Del Norte Faculty and Staff Meeting
December 2015

Strengths:

Del Norte has a beautiful campus located in a pristine environment with ocean, wild rivers, and old growth redwood forests within minutes.
Dedicated faculty and staff who can offer many of the programs RCCD offers
Smaller campus community facilitates communication and solidarity
Both EOPS and our SSSP Trio Program are models for the district (SS)

Opportunities:

Unique location for Outdoor Education, Marine Mammal, and Forest Ranger Training Programs
Wireless service can be expanded and enhanced.
Forestland with Sitka spruce watershed environment can be developed into outdoor bio lab, teaching environment, health and fitness obstacle course, or some other purpose. Existing

un-forested grounds can be developed into gardens as instructional tool for potential program in agriculture.

New Science Lab

Mental and basic health services provision

Healthy food options; café that can generate income for the campus

Campus bookstore can be combined with café/student activity, including meeting rooms, fitness gym

Pelican Bay project

Appendix B: Student & Employee Input Summary

April, 2016

Results of the 3 Faculty and Staff focus groups, and 75 student questionnaire responses (obtained at two table events) were recorded and coded in the qualitative software tool NVivo. The following highest-level areas emerged. Source references the focus group or table event from which the information came.

Faculty & Staff Focus Groups 3.25.2016



Student Input 4.6.2016



The following highest-level areas emerged from Students and Employees. Source references the focus group or table event from which the information came.

Name	Sources	References
Technology	6	58
Student Services	6	42
Cafeteria	3	30
Enhancing Student Success	5	19
Communication	4	16
Adult Education	3	14
Environmental Sustainability	5	14
Program and Course Offerings	3	14
Infrastructure Sustainability	3	10
Community Outreach	3	8
Marijuana Impact	2	8
Athletics	1	6
Embracing Diversity	4	6
Operational Sustainability	2	6
Clubs and Events	2	5
Health and wellness	3	5
Professional Development	3	5
Study areas	1	1

Areas by hierarchy (indented are subareas)	References
Adult Education	14
Athletics	6
Pool	3
Cafeteria	30
Clubs and Events	5
College Hour	2
Communication	16
Community Outreach	8
Access & Marketing	32
Forming Partnerships	7
Embracing Diversity	6
Enhancing Student Success	19
Learning community	3
Pathways	7
Environmental Sustainability	14
Health and wellness	5
Safety	3
Smoking	2
Infrastructure Sustainability	10
Marijuana Impact	8
Operational Sustainability	6
Enhance revenue	1
Increased Personnel	5
Professional Development	5
Program and Course Offerings	14
Fine Arts	2
Honors Program	3
More classes	9
Student Services	42
ASC Library	2
Career or Life Training	8
Childcare	1
Early alert system	3
Help for Economically Disadvantaged	5
One Reg.	2
Safe space	5
Tutoring	3
Study areas	1
Technology	58
Computer labs	3
Distance Education	8
Wifi	17

Areas by frequency (indented are subareas but hierarchy is not maintained)	References
Technology	58
Student Services	42
Access & Marketing	32
Cafeteria	30
Enhancing Student Success	19
Wifi	17
Communication	16
Adult Education	14
Environmental Sustainability	14
Program and Course Offerings	14
Infrastructure Sustainability	10
More classes	9
Community Outreach	8
Marijuana Impact	8
Career or Life Training	8
Distance Education	8
Forming Partnerships	7
Pathways	7
Athletics	6
Embracing Diversity	6
Operational Sustainability	6
Clubs and Events	5
Health and wellness	5
Increased Personnel	5
Professional Development	5
Help for Economically Disadvantaged	5
Safe space	5
Pool	3
Learning community	3
Safety	3
Honors Program	3
Early alert system	3
Tutoring	3
Computer labs	3
College Hour	2
Smoking	2
Fine Arts	2
ASC Library	2
One Reg.	2
Enhance revenue	1
Childcare	1
Study areas	1

On April 6, 2016 students were asked to place a sticker on what they think should be the college's top priorities for the next five years. Each student placed three stickers. They could put them all in one area or spread them out.

Group 1 was surveyed outside near the cafeteria and bookstore at 11 to 1 pm.

	Count
	52
Dining Hall	25
Diversity, Inclusion & Equity	25
Job Training	21
Classroom Tech.	19
Athletics	18
Online Courses	16
Tutoring	11
Computer Labs	10
Clubs	10
Classrooms	7
Marketing/Image	6
Honors	4
Residence Halls	4
Fine Arts	3
Space to Hang	0

Group 2 was surveyed on the quad near sciences and humanities from 2:30 to 4:30 pm.

Area	Count
Job Training	16
Wifi	14
Classroom Tech.	7
Fine Arts	7
Athletics	6
Computer Labs	6
Diversity Equity & Inclusion	5
Clubs	5
Dining Hall	4
Tutoring	4
Honors Program	3
Online Courses	3
Residence Halls	3
Classroom Facilities	1
Marketing/Image	0

Appendix C: Emerging Focus Areas

The proposed focus areas that follow were based on committee discussions and the SWOT analysis. Subcommittees reviewed all SWOT areas. The Steering Committee reviewed Programs/Degrees & Instruction.

- Pathways
 - For ADTs to transfer, for employment, etc.
- Providing early intervention services to help students succeed
 - Early alert, psychological services
- Adult & Community Education
 - With a focus on non-credit coursework
- Forming Partnerships
 - OEI, AB86, Dual Enrollment, Facilities, Grants
- Technology mediated instruction
- Technology infrastructure enhancement
- Improving efficiencies
 - Use of existing facilities, technologies, and human resources
- Infrastructure sustainability
 - Facilities, technology, equipment
- Access
 - Including outreach, marketing, and branding
- Professional Development
- Embracing diversity

Appendix D: Education Master Planning Survey & Results

Administered March 2016
Office of Institutional Research

81 employees responded – 27 classified/confidential staff, 23 full-time faculty, 15 part-time faculty, 15 admin/managers; 77 from Eureka, 4 from Del Norte

Employees were asked to rank items provided by the Education Master Planning Committee, and to provide open-ended feedback. Here are the summarized responses.

Q: From the list of 15 concentrations below, select just eight (8) that you consider top priorities for strategic planning, and indicate them in order of priority.

Question/Ranking	1	2	3	4	5	6	7	8	Weighted Total
a) Student success theme: Developing clear pathways for students to obtain their education goal (e.g., transfer, employment)	38	13	7	1	3	6	2	2	478
b) Student success theme: Engage in practices to enhance student persistence	18	23	12	4	1	4	1	3	418
c) Adult & Community Ed theme: Grow CR's Adult Education Program (e.g., ESL, inmate education, high school equivalency)	6	4	5	5	3	4	4	7	170
d) Adult & Community Ed theme: Grow CR's Community and Economic Development Program (e.g., job-related training, lifelong learning)	5	9	8	7	6	2	5	3	229
m) Student access: Enhance outreach and marketing reach a diverse audience of potential students	4	2	6	6	7	6	4	7	173
j) Technology theme: Enhance the technology infrastructure (e.g., network, data storage, bandwidth)	3	3	8	5	9	10	8	6	206
n) Embracing diversity theme: Narrow identified achievement gap of student equity groups	2	5	7	7	10	3	4	6	191
k) Improving efficiency theme: Improve the use of existing facilities	1	4	4	2	1	5	10	6	115
o) Embracing diversity theme: Increase the diversity of college personnel	1	3	4	3	4	3	9	1	112
i) Technology theme: Enhance technology mediated instruction (e.g., technology in the classroom, for distance learning)	1	3	3	11	7	5	8	6	167
l) Improving efficiency theme: Enhance efficiencies related to human resources	1	1	1	2	1	4	5	4	61
h) Forming partnerships theme: Engage in more grant seeking activity	1	0	2	3	9	6	5	7	106
e) Professional development theme: Enhance professional development for faculty and staff	0	5	5	11	5	7	6	7	180
f) Forming partnerships theme: Become part of the Online Course Exchange component of the Chancellor's Online Education Initiative (OEI)	0	2	5	5	9	10	6	4	151
g) Forming partnerships theme: Grow CR's Dual Enrollment Program (high school partnerships)	0	1	2	9	6	4	2	4	108

Question 2

The Education Master Planning Committee has identified the following potential themes: Student Success & Pathways, Adult & Community Education, Forming Partnerships, Technology, Improving Efficiency, Student Access & Marketing, Professional Development, and Embracing Diversity. These are listed below in more detail. Are we missing a major area of focus? Do you have any general comments about what direction College of the Redwoods should be strategically moving towards in the future?

Text Analysis:

Forming Partnerships Specific Community
Faculty critical Student Themes Sound
Actively

Most noted themes:

- Community outreach
- Sustainability- (e.g., ecological and economic perspective)
- What is meant by partnerships?
- Specific plans for Del Norte – (e.g., pathway for remedial students)
- Improving communication

Question 3

You just rated a few objectives identified by the Education Master Planning Committee related to each themes/focus. Are there additional objectives you would like to see related to each of these themes? Or do you have any comments about any of the objectives you ranked?

Text Analysis:

Technology Food Student Success Tools
Increasing Processes Education Drive
Community Rank Degree Value Think
Recovery Program Goal

Most noted themes:

- Positive relationships with local community entities
- Enhancing effective use of existing technology
- Enhancing the community among the faculty and staff at CR

Appendix E: 2012-2017 Planning Progress Updates

Strategic Plan (SP)	Goal 1: Student Success Plan (EP)	Education Master
SP.1. Focus on Learners: Developmental, Career Technical, and Transfer Education		EP.1. Ensure Student Success
Objectives		
SP.1.1. Match student readiness with educational pathways.		EP.1.1. Provide structured academic pathways
SP.1.2. Continuously assess and evaluate programs to provide effective educational programs and services for all learners.		EP.1.2. Improve support for students.
SP.1.3. Students will be able to complete their desired educational goals.		EP.1.3. Improve effectiveness of basic skills education.
SP.1.4. Enhance student support and student engagement.		EP.1.4. Increase transfers and degree and certificate completions.
SP.1.5. Improve basic skills success.		EP.1.5. Professional development programs will improve educational effectiveness.
SP.1.6. Support staff and faculty development and instructional innovation.		EP.1.6. Improve success among underrepresented populations.

Year Completed: 2012-2013	
Action	Outcome
Include Student Education Plan (SEP) development into all new student orientations.	SEP development was included in all new student orientations for fall 2013. Advising staff are using the SEP and program evaluation functions within WebAdvisor. Orientations are being evaluated for effectiveness. Furthermore, electronic implementation of education plans has been added to the 2013-2014 annual plan.
Add technology component to orientation sessions	Technology resources are now discussed during normal orientations sessions. Resources for online learning tools are in modules, allowing students and faculty to review what they need in a self-paced format. Resources are housed on the College of the Redwoods Distance Education website, which is easy to find under “Quick Links” on the CR Homepage.
Embed advisors into GS-1 and GS-6	Counseling & Advising staff provide additional support to students in the GS-1 “College Success” and GS-6 “First Year Experience.” Continued collaboration with Advising staff and GS faculty is incorporated within FYE programming.

Year Completed: 2013-2014	
Action	Outcome
Develop degree plans with course pathways based upon students entering at various math and English placement levels.	<p>Counseling and Advising developed course packages that identify the basic/remedial skills classes available to them. Students can build their elective course schedule around the basic/remedial skills courses.</p> <p>As part of new student orientations, all students regardless of educational goal are provided with a recommended course package for their first semester that includes a math and/or English class, a First Year Experience or College Success class, major requirements, and/or general education. Course pathways may also include career planning or non-credit options depending on the individual student's program of study or need for basic skills.</p>

Year Completed: 2014-2015	
Action	Outcome
Enroll students into Pathways.	Pathways are defined through comprehensive education plans, Associate Degrees for Transfer (ADT), and program evaluation options. Students enroll in pathways as part of new student orientation and receive more information in First Year Experience courses and from the Counseling & Advising team in group and individual settings.
Update Student Equity Plan using new Chancellor's Office template to include a plan for narrowing the achievement gap.	A new Student Equity Plan was completed using the new template in October 2014. The plan was communicated to campus in August, 2014 at the SSSP & SEP Overview session at Convocation. Actions in the plan were coordinated with the Student Success and Support Program Plan, the Institutional Annual Plan, and the Basic Skills Plan.

Year Completed: 2015-2016	
Action	Outcome
Enhance professional development to support student success and retention of all student groups.	From November 2015 – June 2016, the Professional Development Committee offered 27 professional development opportunities to over 500 participants. Evaluations from each of the sessions indicated that the attendees were very satisfied with the offerings. Using a 5 point scale, average satisfaction was 4.6 for usefulness in everyday work and 4.7 for content of the sessions.
Provide an online orientation option for all students.	An online orientation is available on the Counseling and Admissions websites. 695 students have completed the online orientation since implemented in June 2015 (from June 11, 2015 – March 1, 2016). 68% (N=476) completed the orientation quiz with a score of 75% or better, but all students who enter their ID# at the end of the presentation receive "credit" for participating.

<p>Sustain and grow programs that improve the success of student athletes.</p>	<p>Joe Hash indicated record-breaking numbers of student athletes qualified for Honor Roll, Vice President’s List and President’s List. The College of the Redwoods Athletic Department announces its 2015 Fall Semester Honor Roll and 83 of 203 student athletes (41%) were able to attain a minimum 3.0 grade point average, the largest number and highest percentage since tracking began in 2005. Twenty-three student athletes attained the level of President’s Honor list and 12 made the Vice President’s Honor list. We would like to congratulate and recognize these students for their significant academic achievements. The academic success of our student athletes are also a tribute to our coaches, counselors, academic support staff and we’d like to thank all of them for their efforts. Last, this improvement is largely attributable to the support afforded our students in the “Cap and Gown” supervised tutoring program. We would like to thank Julia Peterson and her staff for all of their efforts in establishing this successful program.</p>
<p>Offer trainings that support access for underrepresented students. (From the Student Equity Plan)</p>	<p>The Professional Development Committee offered nine opportunities specific to supporting access to underrepresented students to over 225 participants. Session topics included Teaching Men of Color, Stereotype Threat, Faculty/Staff discussions on Ta-Nehisi Coates’ book, <i>Between the World and Me</i>, and a keynote address from Dr. Darrick Smith on Retention, Persistence, Completion and Increasing Equity in Community Colleges.</p> <p>During the summer of 2016, the Professional Development Committee collaborated with CR’s new Director of Student Equity and Success to facilitate a series of webinars for staff. Topics included Achieving Equity with Results Based Accountability, Strategies for Latino Student Success & Completion, and Increasing Persistence of Minority Male Students.</p>

SP.2 Focus on Learners: Community Partnership

EP.2 Develop Programs and Services to Meet
Community Needs

Objectives

1. Provide workforce development training.
2. Respond to business and industry short-term training needs.
3. Develop non-credit programs.
4. CTE Programs respond to community training needs.
5. Develop non-credit programs.

1. Enhance community education program.
2. Enhance incumbent worker and contract training.
3. Develop not-for-credit programs.

Year Completed: 2013-2014

Action	Outcome
Develop a new not-for-credit training in an area where employees are needed by local employers.	A new not-for-credit training in Business to Business sales was developed and is being taught over the summer of 2014. This training was developed in partnership with Humboldt County Employment and Training Department and local business partners to help provide employers a pool of trained Business to Business sales people. The shortage of people with the knowledge and skills in this area was identified by local businesses and wages for such employees are well above the local median wage.
Review business and industry and economic development survey data to inform program alignment and identify potential partnering opportunities.	Humboldt County's Targets of Opportunity report, the Humboldt County Comprehensive Economic Development Strategy and Doing What Matters for Jobs and the Economy were reviewed. A crosswalk between CR degrees and certificates and the Targets of Opportunity was developed. Internal meetings as well as meetings with key stakeholders in the community were held to review the data, discuss program alignment and community needs, and to identify partnering opportunities. Partnerships with educational, industry, local government and other local agencies have been formed and are expected to continue to strengthen and to provide additional information, alignment and opportunities.
Hold conversations with High Schools to align program offerings and career pathways for students.	<p>CR held our inaugural CR Student Success Summit on January 31, 2014. This year's theme focused on success through the pipeline of secondary and college education. Through the combination of presentations and group discussions this year's summit addressed five significant "areas of concern" that impact the success of our students. These five "areas of concern" included: access and alignment; closing the achievement gap for underrepresented population; academic preparation and persistence and educational and matriculation pathways. Participants in the summit were diverse audience of faculty, administrators and staff from the local high schools, HCOE, HSU and CR.</p> <p>The CR math faculty attended meetings, hosted by HCOE, this past summer to discuss the K-12 common core standards and how those standards will impact college level curriculum.</p>

	<p>CR is partnering with Northern Humboldt Unified School District, Eureka City Schools, Fortuna Union High School District, Humboldt County Office of Education, and the Humboldt County Workforce Investment Board to provide courses for dual enrollment for career paths in Computer Science, Engineering, Pre-medical and Accounting & Finance.</p> <p>Michael Butler and Tami Matsumoto discussed the new idea of offering Math 50A as a dual enrollment class at McKinleyville High School with McKinleyville High School instructor. They discussed the Math 50A curriculum and the needs of the students and agreed to continue discussion curriculum and assessment needs and offering the class in Fall 2014.</p>
Develop job readiness non-credit classes.	<p>Local employer and employment training organizations' needs for work readiness certification were reviewed. WorkKeys® and CareerReady101 software have been purchased and implemented to support work readiness classes and certification. Noncredit curriculum was developed for noncredit work readiness classes over the spring semester and was submitted to the CCCCCO for approval at the conclusion of Spring Semester 2014. Upon approval classes will be taught at various CR and partner organizations' locations. This curriculum will address the industry need for a workforce with 21st Century Skills. Industry has indicated they will pay holders of a work readiness certification a higher starting wage than new-hires without the certification.</p>

Year Completed: 2014-2015	
Action	Outcome
Pilot an adult education program.	<p>Curriculum to support an adult education program was developed, including basic skills and college and career preparation courses as well as noncredit Certificates. Adult Education relationships were developed with many community organizations and K-12 Districts, and adult education courses were held in many different locations to meet adult education needs in each geographical area. Locations piloted included: K-12 schools, two county jails, the California Conservation Corps, and community organizations. Nearly all pilot locations elected to continue to host CR Adult Education program classes in 2015-16.</p>

Year Completed: 2015-2016	
Action	Outcome
Continue to respond to community training needs identified through business industry research.	Industry research review has resulted in current work with industry to implement noncredit Medical Scribe training, and the identification of a need for entry level office skills. Additionally, CTE credit courses respond to community training needs through advisory committee discussions which identify skill gaps and soft skill gaps; by the use of the Chancellor's office Scorecard; labor market data found at http://www.edd.ca.gov and/or www.labormarketinfo.edd.ca.gov ; and data compiled by CR's own institutional research department that tracks success and retention as well as persistence. From this information, curriculum and/or teaching practices are adjusted to ensure students are gaining industry-standard knowledge.
Expand stackable non-credit certificates outside of the adult education program	To help Veteran students transition to college, non-credit curriculum was written for a 3-course certificate to include Boots to Books, Roadmap to Resiliency, and Reflection Retreat. The Chancellor's Office has approved all courses and the certificate.

Strategic Plan (SP)	Goal 3	Education Master
Plan (EP)		
SP.3 Fiscal & Operational Sustainability		
Objectives		
<ol style="list-style-type: none"> 1. Reduce reliance on apportionment-based funding. 2. Improve college operational efficiencies. 3. Increase funding available for strategic initiatives 4. Increase community support for the college. 5. Practice continuous quality improvement. 6. Practice continuous adherence to accreditation standards. 		

Year Completed: 2012-2013	
Action	Outcome
Lease available buildings	The majority of the former administration building has been leased as of summer 2013. Space at the Garberville site and Mendocino branch campus is also being leased to charter schools. Leases for additional space at the Eureka campus and other locations are being pursued.
Reduce accounts receivable	Delinquent accounts have been sent to outside collections. Collection costs are being charged directly to delinquent accounts. A new process is in place so that all delinquent accounts will be written down to bad debts each year. The process of deregistering students who have failed to pay for their classes continues to take place and has reduced the amount of new debt compared with past year.
Structure to continuously monitor accreditation compliance	A new Accreditation Liaison Officer (ALO) has been appointed. The new ALO is contracted to devote more time towards ALO responsibilities than ever before. The ALO works with members of Cabinet to track progress on a monthly basis. The ALO helps coordinate regular accreditation updates to Expanded Cabinet.

Year Completed: 2013-2014	
Action	Outcome

Establish process for submitting delinquent accounts to collection agency on a regular basis.	All eligible accounts have been referred to the collection agency. Very old accounts and accounts with small balances have been written off and an adjustment made to the student's account by the Business Office. Each semester, new accounts will be identified and sent to collections.
Implement a budget cycle for equipment replacement (e.g., computers, vehicles, lab equipment).	Additional \$50,000 in instructional support categorical funds has been identified for ongoing refresh of computer labs and classrooms. An additional \$50,000 in physical plant categorical funds has been identified for ongoing IT equipment replacement. Old computers taken out of the labs will be reassigned to faculty and staff offices. \$35,000 in physical plant funds has been identified for ongoing replacement budget for vehicles.

Year Completed: 2015-2016	
Action	Outcome
Pursue grants that help address initiatives related to student success and completion.	<p>College of the Redwoods applied and received a Chancellor's Office, competitive, 3-year, Basic Skills Student Outcomes & Transformation grant for approximately \$640,000 to support and expand our English and Math acceleration efforts, the full implementation of our expanded English and Math placement multiple measures, and expand our modified supplemental instruction program (EPIC) into our English and Math acceleration courses. All three of these practices have been identified as best practices in improving student success and completion which have already had a positive impact on student success metrics in their initial implementation at CR.</p> <p>A grant from DHHS in the amount of \$47,949 has been awarded to CR. This one-year grant will provide the seed money to staff and stock the Food Pantry. There are plans to include a CR (Family) Resource Center as well. Current grant partners include HSU's Food Pantry and Resource Center and Community Alliance with Family Farmers, and CR's EOPS/CARE/FFY and student equity programs.</p> <p>College of the Redwoods was awarded \$50,000 for the CTE Data Unlocked initiative from the Chancellor's Office. These funds will go towards helping the CTE areas better track the outcomes of their graduates.</p>

EP.3 Practice Continuous Quality Improvement Objectives

- EP.3.1. Improve tools for assessment reporting.
 EP.3.2. Student learning will be a visible priority in all practices and structures.
 EP.3.3. Student learning outcomes and assessment are ongoing, systematic, and used for continuous quality improvement
 EP.3.4. Systematically use data to inform decision making.
 EP.3.5. Provide continual and inclusive training opportunities regarding assessment.
 EP.3.6. Increase number of institutional employees who have accreditation experience.

Year Completed: 2012-2013

Action	Outcome
Better incorporate assessment and planning into program review process	The program review template was revised. Several assessment questions were added so that programs could reflect on their assessment progress and the impact of their assessment efforts. Questions were designed so as not to duplicate any information that goes into the assessment reports to reduce faculty and staff time spent on completing these important reports.

Year Completed: 2013-2014

Action	Outcome
Refine the role of assessment in program review and decision making.	The planning and resource request sections of the program review template were expanded in 2013-2014. The program plans section now contains instructions to better inform authors to describe how their assessment results motivate the need for program planning actions. The resource request section was changed to require that each resource request is directly tied with a specific planning action, and each planning action is required to be motivated by assessment results. In addition, the program review committee implemented a new rubric to evaluate each section of the submitted program review templates. The committee systematically evaluated programs' response to the assessment section. They looked at the extent to which program improvements were evaluated by the program's reflection on a significant amount of assessment activity that has taken place, and if program changes driven by assessment findings were later evaluated for improvement.
Develop Institutional Learning	Institutional Learning Outcomes (ILOs) have been developed, approved by the Academic Senate, and presented to the Board of Trustees. Each outcome was accompanied by several indicators to be used in evaluating the outcome. The

Outcomes and a plan for how they will be assessed.	majority of this evaluation comes from data that is already collected, but assessing the ILOs allows for that data to be reviewed and discussed by a wider audience to improve student learning. The Assessment Committee outlined an annual plan for collecting data, holding dialogue sessions, and reporting results to campus in spring 2014. The first ILO dialogue session will be held at the fall 2014 Convocation.
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Year Completed: 2014-2015	
Action	Outcome
Review the Education Master plan and discuss revisions to make the plan more meaningful to the campus.	<p>There was overwhelming support from faculty and staff at the Institutional Effectiveness Summit to move to a single Education Master Plan. Most people couldn't see a need for the Strategic and the Education Master Plans. Others had difficulty keeping them straight, and found it cumbersome to link operational plans to two strategic planning documents.</p> <p>The process of developing a new Education Master Plan to begin fall 2017 will kick off this fall. The Institutional Effectiveness Committee has put together an ad hoc committee to lead the efforts. This group will start facilitating discussions with the Board of Trustees, campus and local community.</p> <p>Work is also being done to make the planning process more meaningful by involving the Academic Senate in the development of the Annual Plan.</p>
Implement a refined process to monitor the ACCJC standards, eligibility requirements, and commission policies.	<p>A matrix has been developed that assigns all responsible parties to each of the 2014 ACCJC Standards and Substandards. Responsible individuals have reviewed the matrix, and responsible committees are currently reviewing their items to determine if we can document proper supporting evidence. The Board of Trustees and several other groups have reviewed the matrix. All committees are being asked to confirm that they have reviewed their related standards by the end of spring 2015.</p> <p>Evidence of meeting the standards is being cataloged by a network file system. Employees can organize evidence by standard and have it automatically appear on a shared website: http://www.redwoods.edu/accreditation/evidence/</p>
Increase the number of CR employees serving on ACCJC visiting teams.	This action was accomplished but is ongoing. There were five CR employees at the Team Training on February 9, which was more than from any other college.

Year Completed: 2015-2016	
Action	Outcome
Complete a draft of the Education Master Plan	A draft of the Education Master Plan was completed in summer 2016. The Office of Institutional Research is working to flush out the data and analysis that accompanies the report. The draft goals and objectives will require a considerable amount of continued review and feedback from wide audiences. This work will continue following the Visioning processes that the Board of Trustees is facilitating in fall 2016.
Develop resource tool for posting evidence for each standard	We have a process for which authorized faculty and staff can place files into a network folder, and those files automatically appear on an accreditation evidence webpage. Several folks have been contributing evidence: http://www.redwoods.edu/Accreditation
Form structure for the next ACCJC self-evaluation (teams, writers, trainings, etc.)	The Administration and Academic Senate have worked together to create a standing Accreditation Oversight Committee (AOC), and committees for each of the four Standards. The AOC and each of the Standard Committees have started meeting regularly. They are providing draft reports to the accreditation writer who edits and sends them to the AOC for review.

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

Year Completed: 2013-2014	
Action	Outcome
Finalize VOIP implementation.	VOIP cutover has been completed so that nearly all phones have been converted to VOIP phones. This project is substantially completed. Staff will continue to work trouble tickets and to implement additional functionality and services, but the main upgrade is complete.
Implement minimum technology specs for all new or retrofitted classrooms.	A standard technology package for classrooms has been developed and was recently updated to include new smart board technology. The technology package will be updated on a regular basis as technology advances and as prices change.

Year Completed: 2014-2015	
Action	Outcome
Expand wireless capabilities.	For 2015-16, wireless continues to improve. Additional wireless nodes will be deployed to improve connectivity. Also, CENIC is providing a second gigabit internet circuit as a backup connection. This circuit will be used for Eureka wireless service, except on the rare occasion that the primary circuit should fail. Currently, our 100mb or so wireless internet through Suddenlink is saturated during the academic year. Increasing to 1gb service will improve the speed that students experience on the wireless network.

Year Completed: 2015-2016	
Action	Outcome
Expand the use of telepresence	TelePresence was enhanced with a receiving room in LRC 104, and new hardware in Del Norte room 29.
Migrate to an up-to-date email server	The migration to the new server has been completed for all locations. The old server will be decommissioned part way through the spring 2016 semester. This new email environment allows for synchronization of personal devices with our email server.
Deploy the Storage Area Network (SAN) within and outside of the District	The SAN is fully operational within the District. We are investigating locations outside the District to host an external SAN. The SAN allows the college to have a reliable back up of all mission critical data.
Provide ubiquitous wireless network access for the District	An additional 14 wireless access points have been added since fall 2015. That includes points at the Eureka and Del Norte sites. Ten additional units will be deployed prior to fall 2016.

SP.5 Enhance Institutional Profile**Objectives**

SP.5.1. Enhance support for the college community.
 SP.5.2. Support/increase cultural activities at the college.
 SP.5.3. Develop partnerships for utilization of the available buildings.
 SP.5.4. Reactivate the alumni association.
 SP.5.5. Increase communications and outreach to the community.
 SP.5.6. Develop a governmental relations function.
 SP.5.7. Increase public support for the college

Year Completed: 2012-2013

Action	Outcome
Lease available buildings	The majority of the former administration building has been leased as of summer 2013. Space at the Garberville site and Mendocino branch campus is also being leased to charter schools. Leases for additional space at the Eureka campus and other locations are being pursued.
Develop alumni database	The commencement ceremony information sheet now asks for an email addresses to obtain the most up-to-date contact information from graduates. A database has been created with contact information based on this sheet (as well as from Datatel) to reflect the most accurate contact information possible.

Year Completed: 2013-2014

Action	Outcome
Lease available buildings.	Additional space has been leased. However, attempts to lease the Redwoods Business Complex C (Old library) revealed the need for costly repairs that prohibit leasing this space due to negative cash flow concerns. At this point, the College has leased all of the major spaces that are "readily leasable".
Expand publicity and marketing.	In addition to traditional commercial and public radio, TV, and newspaper ads, web ads on local media have been extensively used. Lost Coast Outpost, North Coast Journal, times-Standard and the Triplicate in DN. Class schedule newspaper inserts have been used in Eureka, DN and KT. Extensive use of radio interviews for events throughout the District has been used. Our CR Facebook friends have increased from about 1,000 to almost 3,600. Extensive posting of events and press announcements have been used. Paid boosts to specific posting have increased.

A postcard, Ready for change, emphasizing short-term Career Technical Education programs was mailed to 54,000 residents of Humboldt County. A new Ready for Change landing page was created to capture traffic from the postcard.

Year Completed: 2014-2015	
Action	Outcome
Implement activities for the 50th anniversary of CR.	<p>CR held a celebration for our 50th Anniversary in October 2014. The event attracted hundreds of community members, including alumni, students and staff. Twenty new members joined the alumni association.</p> <p>A video was created at the event to capture the memories of CR over the years. Speakers included Bill Henry (Retired Construction Technology Professor), Rex Bohn (Humboldt County Supervisor), Connie Gregerson (Louden) (Former Student/Employee), Lew Nash (Retired Professor, Philosophy), and Dr. John Burke (CR Trustee, Retired).</p>
Increase faculty and staff outreach to the high schools. Develop a schedule of visits.	Faculty and staff districtwide participated in various outreach, enrollment, and financial aid activities with our local high schools in the 2014-2015 academic year. An outreach calendar with the schedule of visits was developed and made available on the CR homepage.
Collaborate with the community to continue student success discussions (e.g., summit).	<p>A Student Success Summit was held on January 30, 2015. Well over one hundred faculty, staff and students participated in the event. The day began with a presentation on changing institutional culture to improve student success featuring a discussion about Mindsets, hope success and persistence. Chancellor Harris then provided an update about the state of the system. The afternoon included facilitated small group discussions about what can be done remove barriers so that more students can persist.</p> <p>A primary theme which arose from the group dialog was the need for an effective professional development infrastructure for faculty (full- and part-time) and staff.</p>

Year Completed: 2015-2016	
Action	Outcome
Develop a comprehensive marketing analysis and plan.	<p>A 2016-2017 Marketing Plan was presented to the Board of Trustees in September, 2016. Specific tactics in the plan include:</p> <ul style="list-style-type: none"> - Continue developing the website as an engaging, dynamic platform that communicates the CR story of success for all students, regardless of their backgrounds. - Refresh the CR logo with a more modern, relevant look. - Develop a broad base of marketing materials – photos, videos, and story collections. - Utilize new signage and banners in the community and on campus to visually represent the quality of the CR brand. - Employ television to enhance a visual presence for the CR brand, to tell our story in an emotionally impactful manner. - Utilize mass media (television, radio, print) and social media to keep CR at top of public conversation.

	<ul style="list-style-type: none"> - Utilize online marketing to reach throughout the state and Oregon to attract new students to the district. - Employ interactive social media efforts by CR students for CR students. - Employ CR's Outreach teams in Eureka and Crescent City to continue broadening our relationships with community high schools and diverse populations.
Increase the marketing presence of "transfer degree with a guarantee"	A new website has been created which explains degree, provides frequently answered questions, and provides success stories: http://www.redwoods.edu/transfer/ Additional marketing materials include a bus wrap on the bus between CR and HSU, a Pandora ad,

Strategic Plan (SP)	Goal 5	Education Master
	Plan (EP)	
	EP.5 Increase Student Participation in Campus Activities	
	Objectives	
	<ol style="list-style-type: none"> 1. Improve student engagement among all students. 2. Develop a vibrant student center. 3. Increase student engagement in the community 4. Faculty and staff will model positive engagement in the college community 	

Year Completed: 2013-2014	
Action	Outcome
Develop a new Multicultural Diversity Center.	The Multicultural Center has been developed. ASCR will continue to encourage faculty and staff to use the center for events and meetings.
Develop a new ASCR office.	The new ASCR office has been developed. ASCR uses the space. A part-time staff member has been hired and staffs the office.
Year Completed: 2014-2015	
Action	Outcome
Expand the student ambassador program.	<p>The Student Ambassador program now consists of about 5 Ambassadors each semester. Student Ambassadors respond to the main email inbox, answer the admission phone line and field basic questions regarding process, deadlines and dates for the district. They manage about 75 percent of the initial phone and email contact with our students.</p> <p>They also provide outreach to perspective students by guiding tours and contacting students who have applied but not yet registered, and gathering information about how CR can improve.</p>
Increase opportunities for students in work experience.	<p>Increased opportunities for students in work experience by creating discipline-specific occupational CWE courses in the following CTE areas: Agriculture, Business, Computer Information Systems, Construction Technology, Digital Media, Drafting Technology, Manufacturing Technology, and Restaurant/Hospitality Management.</p> <p>Established ongoing placement opportunities for student-veterans with the Blue Ox Millworks' Veterans Program.</p>

Year Completed: 2015-2016

Action	Outcome
Create a plan to expand the use of the Multicultural Diversity Center	A plan has been created to move the Veteran's from their current space in the Student Union to a new modular next to the bookstore. A Multicultural Diversity Center would then go into the Veteran's space. This will provide a dedicated space for the Multicultural Diversity Center that is centrally located and easily accessible for students. This plan will also give the Veteran's Program room to grow. This plan will be implemented in 2016-2017.
Develop additional space for student to congregate	Input from students for the Education Master Plan showed that most students are satisfied with the space they have to congregate. We hope that the addition of the Multicultural Diversity Center and its central location will make them even more satisfied.