College of the Redwoods

Addendum to the Accreditation Progress Report

December 10, 2007

The faculty and staff of College of the Redwoods would like to report to the Commission work that has been completed since the Progress Report of October 15. The supplemental work accomplished in the last eight weeks is equivalent to that which was reported earlier. In October, the college, while proud of its accomplishments, still had much work to complete. At that time, the college recognized that one of its main challenges would be to sustain its efforts in meeting accreditation standards. The ongoing work cited below attests to the college's conviction to fulfill the recommendations and live up to the best practices inherent in the standards.

While work has continued on all four recommendations to fulfill the commitments made in the progress report, the college has focused its energies in five crucial areas, all of which are related to sustainability of the college's accreditation efforts:

- Tying together the disconnected processes at the college into an integrated plan
- Institutionalizing and codifying planning efforts
- Promoting ongoing dialog and education regarding accreditation standards
- Sustaining the emerging leadership
- Infusing data into decision making

Tying together the disconnected processes at the college into an integrated plan

The college has held four district-wide meetings since October 15 to delineate the functions of various groups that will play key planning roles. As a result of those meetings, an integrated process of decision making has emerged, linking program review to college-wide planning and budgeting (*See Attachment 1: Integrated Processes Diagrams*). The integrated planning process now includes the following key components:

Program Review will evaluate and summarize the strengths, challenges, and requests of disciplines, programs, departments, and work units; will provide feedback to these areas; and will route requests and recommendations to functional areas.

Functional Planning Committees will review and incorporate program recommendations into functional plans and will consult with instructional, student support, and administrative programs to inform planning.

The **Institutional Effectiveness Committee** will analyze program reviews and functional plans relative to the college mission and the strategic and long range plans and will report on key performance indicators for the college.

The **Coordinated Planning Council** (which has evolved out of the ad hoc coordinated planning team) will derive college-wide goals from the college mission, set annual objectives from analyses of environmental scans, and will manage action planning.

Institutional Research will provide data to Program Review, the Institutional Effectiveness Committee, and the Coordinated Planning Council.

The coordinated planning team has discussed what percentage of the budget could be allocated for action planning and the necessity that allocations clearly support objectives in the strategic plan. The team is currently developing flow charts for action planning and budgeting. In Spring 2008, the college will pilot the provisional integrated process for college-wide planning, budgeting, decision making, and implementation to meet key requirements related to the planning cycle timeline. Refinements are expected as information and reports move through the process.

Institutionalizing and codifying planning efforts

The ad hoc coordinated planning team has refined a multi-year strategic plan with clearly stated objectives and quantifiable indicators to begin in the 2008-09 year. Institutional Research will assist the college in setting targets and will report baselines for the indicators (*See Attachment 2: Strategic Plan*). Functional planning groups (technology, facilities, financial) are in various stages of developing plans linked to the strategic plan. The functional plans will be drafted by April, 2008 in time for budget preparation.

In order to sustain these planning efforts and to broaden responsibility for future actions, the coordinated planning team identified a planning cycle timeline and developed a master calendar for Spring 2008. In addition, members of the coordinated planning team in conjunction with the Accreditation Steering Committee have proposed and are developing a three-year master calendar--a district-wide tool to integrate and coordinate the planning cycle timelines for program review, curriculum updates, institutional effectiveness reports, operational planning, budgeting, and staff development. This calendar will help assure use of program review and other data in the development of the strategic plan, functional plans, unit-level plans, and budget allocations connected to the planning process. In addition, the calendar will include the training and activities needed for the college to reach proficiency level on the accreditation rubric for evaluating institutional effectiveness in a timely manner. The proposed activities to be included in the master calendar for 2008-2011 will be refined during Spring 2008 (*See Attachment 3: Planning Cycle Timeline and Master Calendar*).

In addition, the Program Review Committee (PRC) has created a tentative agenda for Spring 2008 and a proposed schedule for next year's reviews (*See Attachment 4: Program Review Schedules*). The Curriculum Committee is also working with Institutional Research to create an electronic database, programmed to identify the oldest 20 percent of course outlines in each discipline. The goal will be for each department to revise 20 percent of its course outlines every year, creating both a smooth, continuous cycle of outline revision and an ever-current course inventory.

Promoting ongoing dialog and education regarding accreditation standards

A wide variety of workdays, discussions, and training sessions have been planned for Spring 2008 (*See Attachment 5: Title III Newsletter*). The Accreditation Steering Committee has scheduled two college-wide workdays for January 25 and February 29. Members of the

committee in conjunction with Title III staff will facilitate sessions for the entire college on the process of integrating program review information into planning, budgeting, and decision making. The Coordinated Planning Council will share the strategic plan draft with all constituent groups across the district. Additionally, Title III and IR staff will offer training and support for developing functional plans and unit-level action plans tied to the college-wide objectives identified in the strategic plan.

At other times during the semester, Title III and IR staff will offer training on Web-based access to the college's developing data warehouse, provide survey research tips and techniques, and facilitate sessions for faculty and staff on refining student and program learning outcomes for assessment.

To enhance communication about the college's new committees and processes, members of Institutional Effectiveness Committee have designed a web page to inform the college about IEC functions and its connection to college-wide committees and planning efforts. Information and links temporarily accessed through the Accreditation Information and Evidence webpage will soon be permanently located on the IEC site (*See Attachment 6: IEC Web Page* or *http://www.redwoods.edu/district/iec*).

To further our accreditation efforts, the interim president/superintendent has requested additional professional support from ACCJC staff. Possible workshop and discussion topics include definition and implementation of "authentic assessment" of student and program learning outcomes; training about accreditation and its intent for the Board of Trustees; and guidelines and direction for moving through the levels of implementation for planning, student learning outcomes, and program review. The college is tentatively scheduling ACCJC presentations for Spring 2008.

Sustaining the emerging leadership

In focusing on the accreditation standards, the decision-making process at the college has been transformed as the college moves from a hierarchal governance structure to a more collaborative, decentralized, and inclusive one. This semester, three new committees (the Accreditation Steering Committee, the Institutional Effectiveness Committee, and the Coordinated Planning Council) have evolved, and a fourth (the Assessment Effectiveness Committee) has been proposed. These important committees draw members from all levels of the institution and depend on faculty and staff for support and leadership. As a result, planning and decision making have become more transparent and more reflective of the college community as a whole. In addition, the Academic Senate co-presidents and chairs of the Senate's standing committees play pivotal roles on all of the new committees, thus furthering shared governance at the college.

To nurture and safeguard these newly formed structures and processes, it is essential that the college hire a president who fully understands accreditation standards and supports collaborative decision making. To assist in a seamless transition, the interim president/superintendent will emphasize to the presidential search committee the college's commitment to accreditation best practices. Additionally, he will recommend that interview questions for prospective presidential

candidates be derived from the Leadership and Governance sections of the Accreditation Standards document and that the candidates' application files be reviewed with an awareness of how their qualifications might best support sustaining the college's accreditation efforts.

The Vice President of Student Services and Learning Support has been designated as the Accreditation Liaison Officer and will step forward as one of the Accreditation Response Team Leaders. Through Spring 2008, the Accreditation Steering Committee will continue to work with the interim president/superintendent. The Accreditation Steering Committee and the Accreditation Liaison Officer have proposed that the college establish a standing committee to provide ongoing leadership and oversight of accreditation standards.

Infusing data into decision making

The Office of Institutional Research holds a central position in the newly developed integrated planning process. IR's highly visible and active involvement in strategic planning, program review, and institutional effectiveness attest to the importance granted to data and information in critical college functions. Although full implementation of the integrated planning process will not take place until Spring 2008, the college has already begun to implement parts of the process.

The Institutional Effectiveness Committee (IEC) has met weekly since October. The committee has reviewed the developing CR strategic plan, as well as all annual and comprehensive program review summaries, and is designing a template for college-wide reporting about programs and functional areas. These reports will include quantitative information to surface important concerns and support decision-making groups.

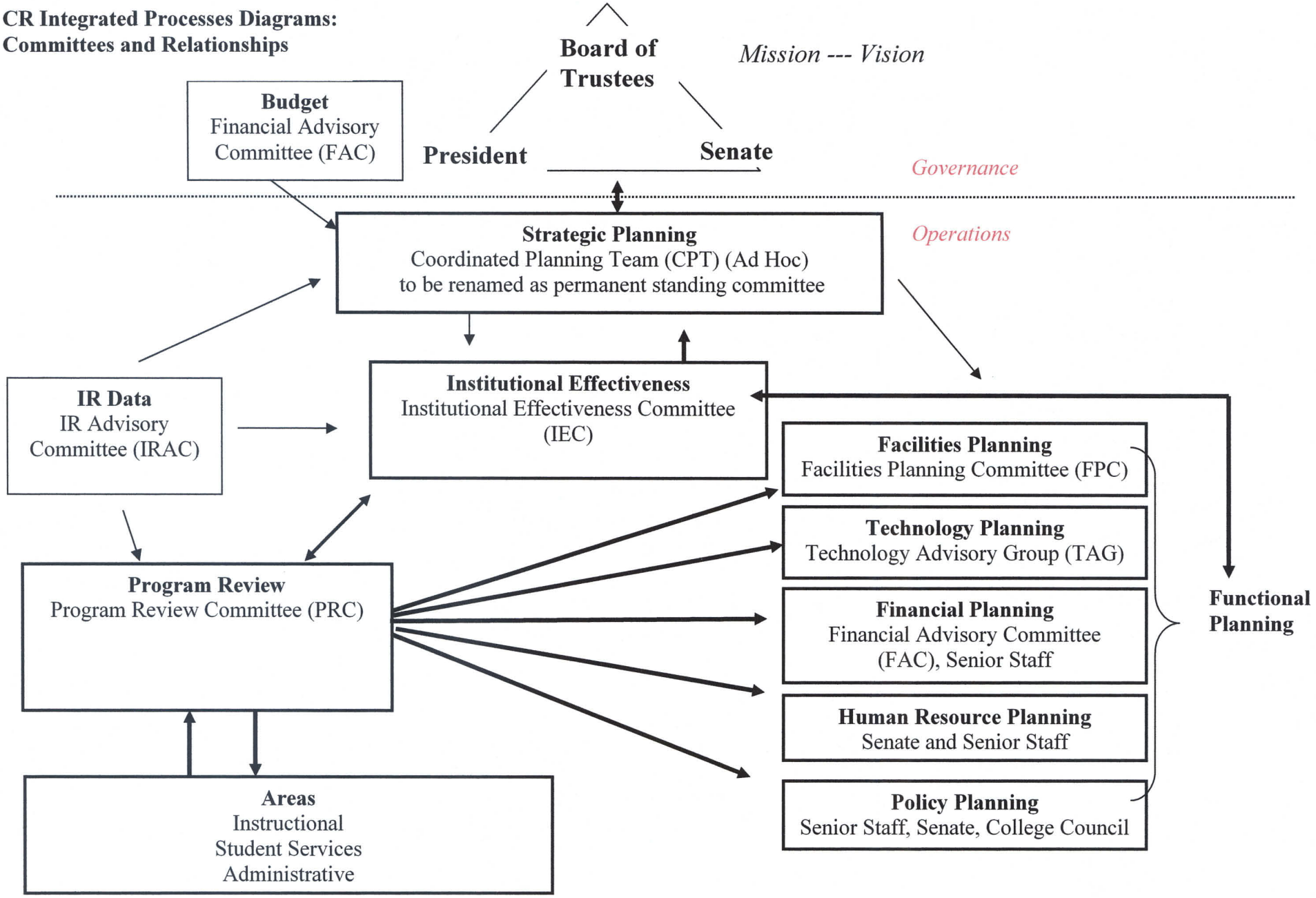
Recognizing the need both for continuous assessment of programs and functional areas and for a centralized body to standardize practices, policies, and procedures across the institution, the Accreditation Liaison Officer is advocating for a new committee, charged with two functions: 1) assessment oversight (reviewing and reporting overall achievement of learning outcomes) and 2) assessment support (helping to refine assessments). The proposed Assessment Effectiveness Committee would be a subcommittee of or work in tandem with the Institutional Effectiveness Committee and would likely be chaired by a member of the IEC.

Program review summaries and other local scan data have been provided to functional planning groups to inform the development of the plans targeting objectives in the strategic plan.

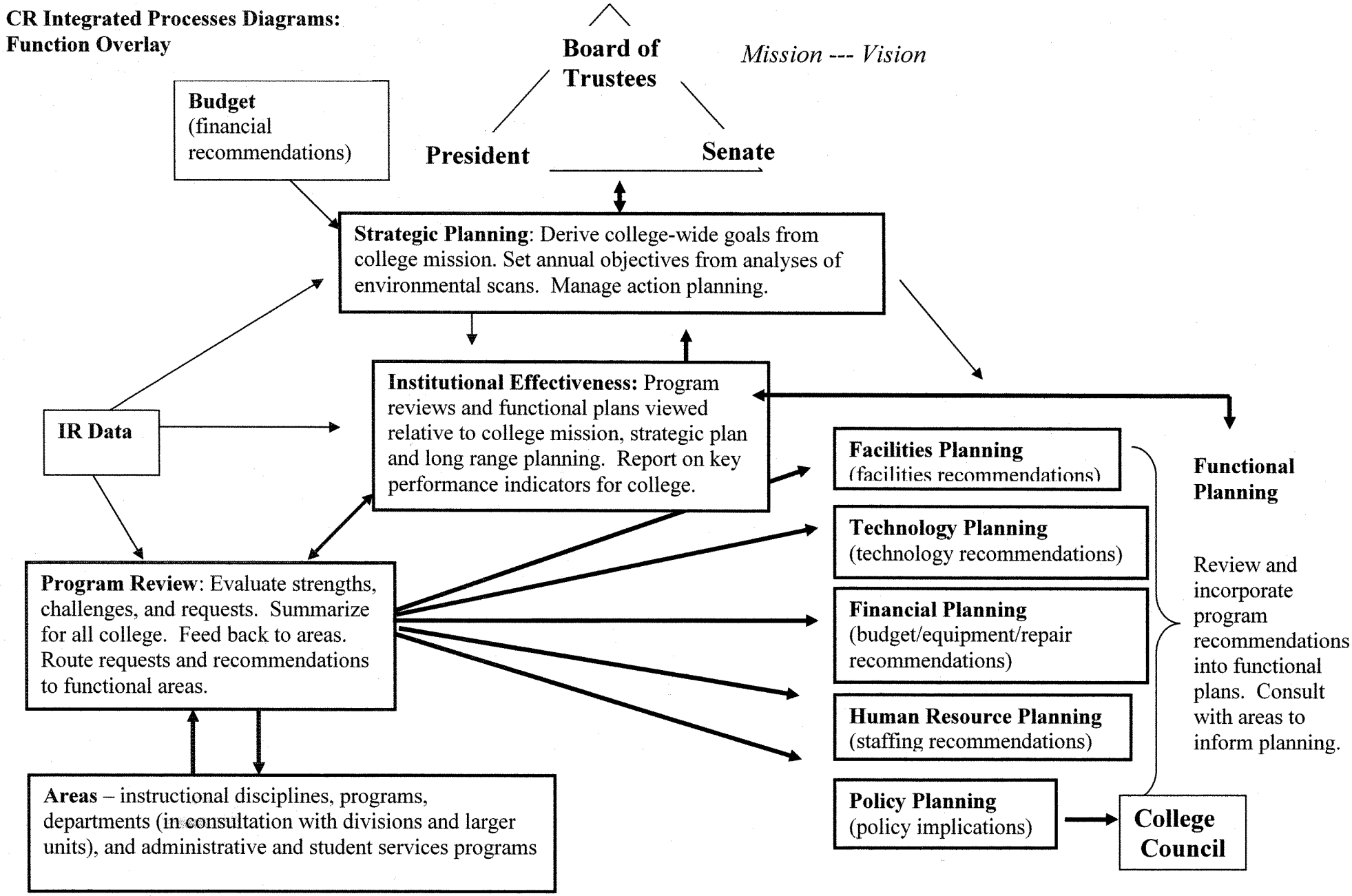
In addition, a short-term process for linking program review to budget and planning has been instituted for the remaining portion of the 2007-08 academic year. State block grant funds allocated for instructional support will be awarded on the basis of how well the request supports the college's strategic plan and meets unit goals or program review objectives (*See Attachment 7: Block Grant Funding Request Process*). Additionally, program review data has been used to prioritize new faculty positions for 2008.

Attachment 1:
Integrated Processes Diagrams

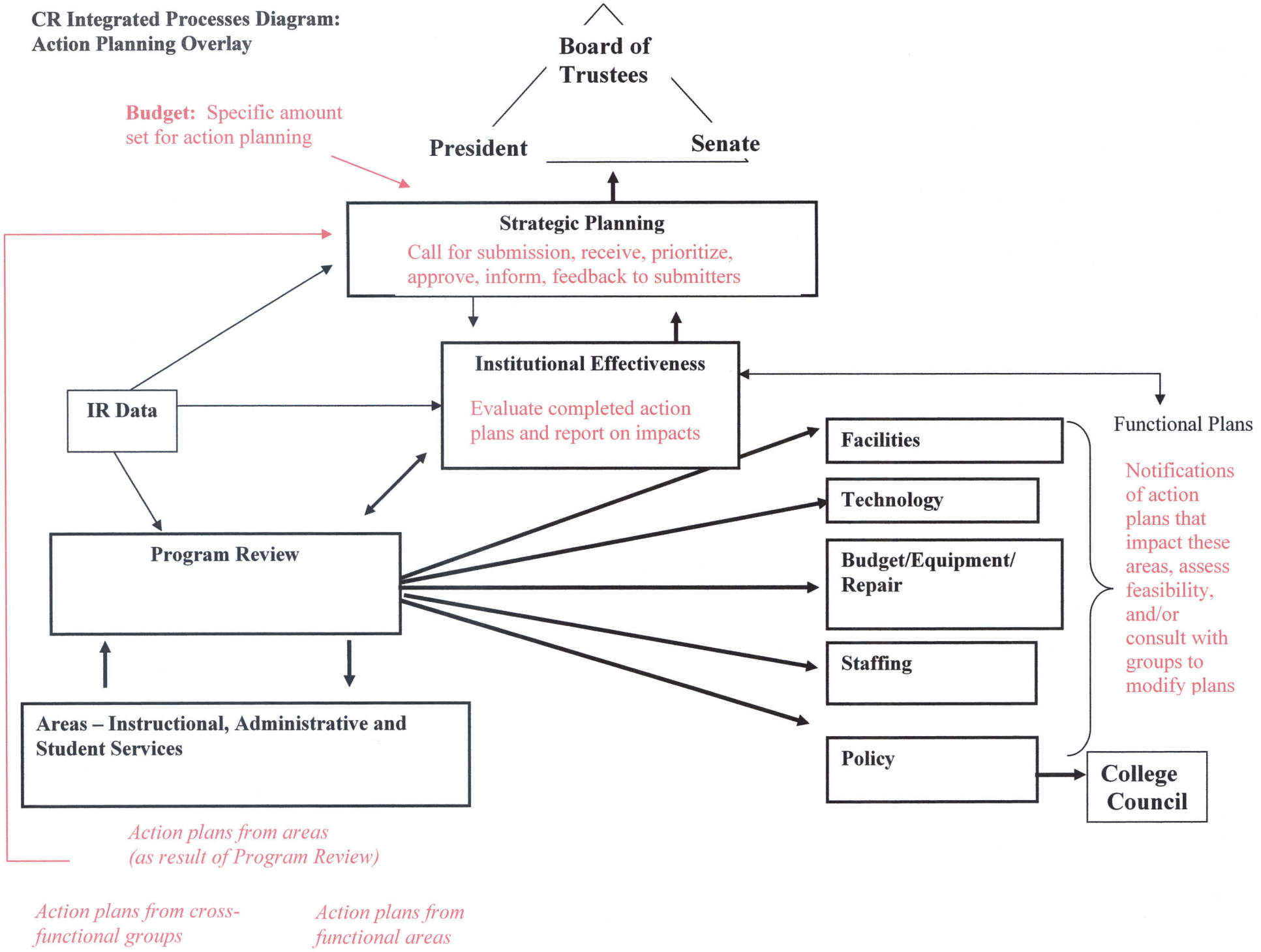
CR Integrated Processes Diagrams:
Committees and Relationships



CR Integrated Processes Diagrams:
Function Overlay



CR Integrated Processes Diagram:
Action Planning Overlay



Attachment 2:
Strategic Plan 2008-2011

Strategic Plan – College of the Redwoods
2008-2011
DRAFT: November 30, 2007

Background
To be drafted …

CR's Mission Statement: The Redwoods Community College District has a commitment both to our students and to our community. We are committed to maximizing the success of each student with the expectation that each student will meet her or his educational goal, achieve appropriate learning outcomes in his/her courses and programs, and develop an appreciation for life-long learning. In partnership with other local agencies, we are also committed to enriching the economic vitality of the community whom we serve.

The following are three equally important, primary missions of the Redwoods Community College District:

1. Associate Degree and Certificate Programs
2. Academic and Transfer Education
3. Professional and Technical Education

College-wide Goals for CR 2008-2009 and possibly beyond

- Enable student attainment of educational goals
- Develop and manage human, physical and financial resources to effectively support the learning environment
- Build a culture of assessment
- Contribute to the economic, cultural and social well-being of the Northcoast community
- Ensure student access

College-Level "Key Performance Indicators" (KPIs)

Enrollment	Retention	Persistence
Completion Rates	Transfer Rates	Budget
Student Satisfaction	Employee Satisfaction	Community Satisfaction

Goal 1 – Enable student attainment of educational goals

KPI	Current Level	08-09	09-10	10-11	11-12
Enrollment					
Completion Rates					
Transfer Rates					
Persistence					
Retention					
Student Satisfaction					
Employee Satisfaction					

Objectives and Indicators

Year 2008-09 Objectives	Performance Indicator	Baseline	Target
1.1 – Reduce barriers to persistence	• Fall-to-Fall persistence rate* • Fall-to-Spring persistence rate* * among first-time students with a minimum of 6 units earned in a fall term		
1.2 – Improve basic skills in Math and English as a foundation for student success	• Course retention in basic skills Math and English • Course success in basic skills Math and English • Success in the next level of Math and English after taking a basic skills Math or English course.		
1.3 - Increase number of courses articulated with UC and CSU systems	• Number of articulated courses		
1.4 – Increase number of degrees and certificates earned	• Number of degrees and certificates granted		
1.5 – Increase the number of transfers	• Number of transfers		

Goal 2 – Develop and manage human, physical and financial resources to effectively support the learning environment

KPI	Current Level	08-09	09-10	10-11	11-12
Enrollment					
Budget					
Student Satisfaction					
Employee Satisfaction					

Objectives and Indicators

Year 2008-09 Objectives	Performance Indicator	Baseline	Target
2.1 – Improve employment best practices	• Number of staff development opportunities • Employee attrition rate • Indicators in Student Equity Plan		
2.2 – Maintain fiscal stability	• Maintain minimum 5% reserve • Balanced budget • FTES • 50% law compliance		
2.3 – Improve technology services and support	• Employee satisfaction • Student Satisfaction		
2.4 – Improve facilities services and support	• Completed work requests • Preventive maintenance schedules completed • Satisfaction with facilities services and support		

Goal 3 – Build a culture of assessment

KPI	Current Level	08-09	09-10	10-11	11-12
Enrollment					
Budget					
Student Satisfaction					
Employee Satisfaction					
Retention					
Transfer Rates					
Persistence					
Completion Rates					

Objectives and Indicators

Year 2008-09 Objectives	Performance Indicator	Baseline	Target
3.1 – Increase student learning performance through student learning outcomes	• Number of programs at each Assessment Stage (from 0-5)		
3.2 – Increase performance through program learning outcomes	• Number of programs at each Assessment Stage (from 0-5)		
3.3 – Integrate budgeting process with program review and planning	• Dollar amount allocated as a result of program review		
3.4 – Increase data-informed decision-making	• Employee opinion (Title 3 survey) • Employee self-report (Title 3 survey)		
3.5 – Improve employee understanding and ability to use best practices in assessment	• Number of current course outlines • Number of trainings on SLOs, PLOs, and assessment • Number of People trained • Employee self-report (Title 3 survey)		

Goal 4 - Contribute to the economic, cultural and social well-being of the Northcoast community

KPI	Current Level	08-09	09-10	10-11	11-12
Enrollment					
Budget					
Student Satisfaction					
Employee Satisfaction					
Community Satisfaction					

Objectives and Indicators

Year 2008-09 Objectives	Performance Indicator	Baseline	Target
4.1 – Increase employer satisfaction with CR graduates	• Employer satisfaction		
4.2 – Educate the community about the importance and value of a college education.	• High school college-going rate		
4.3 – Increase community relations with those for whom English is a second language.	• Community satisfaction		
4.4 – Increase the number of students who enter the workforce in jobs paying higher than minimum wage	• State employment data • Student satisfaction		
4.5 – Enhance the cultural richness of the community	• Community satisfaction		
4.6 – Improve partnerships with area employers	• Number of employees getting work-related training at CR • Number of student interns • Number of advisory groups for CR programs		

Goal 5 – Ensure student access

KPI	Current Level	08-09	09-10	10-11	11-12
Enrollment					
Budget					
Student Satisfaction					
Community Satisfaction					

Objectives and Indicators

Year 2008-09 Objectives	Performance Indicator	Baseline	Target
5.1 – Improve curriculum offerings in English as a Second Language (ESL)	• Number of course sections offered		
5.2 – Enable degree and certificate completion in a timely manner	• Time to degree or certificate • Time to degree or certificate for evening/weekend students		
5.3 – Reduce transportation barriers for students	• Student satisfaction		
5.4 – Improve K-12 outreach	• Number of high school students concurrently enrolled • Number of high school graduates who enroll at CR		
5.5 – Increase programs for senior citizens (age 55+)	• Number of enrollments among seniors		
5.6 – Increase distance and online educational opportunities	• Number of distance ed enrollments • Number of hybrid courses offered		
5.7 – Reduce or remove financial barriers for students	• Student satisfaction		
5.8 – Increase program opportunities in public safety and health care	• Number of degrees and certificates offered in these disciplines • Number of enrollments in these disciplines		
5.9 – Increase student participation in campus life	• Number of students in ASCR • Number of students serving on district committees • Student satisfaction		

Attachment 3:
Planning Cycle Timeline and Master Calendar

CR Planning Cycle Timeline

Month:		Activity	
July	Institutional Research reports on indicators for college-wide goals and objectives	Data for program reviews provided	Action plan implementation for current year
August		Annual program reviews begin	KPIs report from prior year
September		Environmental scanning - mini scan every year, full scan every 3-5 years	Findings from prior year comprehensive reviews available as internal scan data
October			
November		Annual program reviews completed	
December		Annual program review summary reporting	Functional planners receive program review findings/summary information from annual reviews
January		Goals reviewed, objectives set with performance measures; training for college	Mid-year KPI reporting (includes Trustees)
February		Comprehensive program reviews begin	Call for action plan submissions
March		Action planning completed by work units and x-functional groups	Functional groups notified of proposed action plans
April		Priorities for budgeting of action plans set	Functional plans updated and submitted to IEC
May		Comprehensive program review summary reporting	Budgets entered for coming year
June		Preparations to implement action plans	

Planning Process Responsibilities

IEC: Summarize Program Review information; offer feedback to planning groups, report on KPIs
Planning group: Scan/analyze environmental data; set goals/objectives; manage action planning process
Work units (Depts, Programs, etc): Review programs, develop and submit action plans
Cross-functional teams: Action planning for issues impacting multiple work units

REDWOODS COMMUNITY COLLEGE DISTRICT
Master Calendar of Accreditation Efforts
Spring 2008 DRAFT

	Program Review	Curriculum Updates	Student Learning Outcomes	Institutional Effectiveness	Strategic Planning	Operational Planning	Budgeting	Training
January	Modify Program Review guide, adopt calendar for 2008-09 reviews	Design course outline management database w/ IR (incl course title & number, date of origination, dates of all revisions, date of next scheduled revision) to ensure timely review of curricula in a regularly scheduled, staggered timeframe Meet with Los Rios Community College Curriculum Committee Chair to investigate their model curriculum management system for courses, degrees, certificates Subcommittee meeting to review/ modify curriculum outline form to ensure compliance w/ Title V changes	IEC or Assessment Team to confirm/refine Riverside's District Assessment Committee Rubric Establish institutional framework for definition of student learning outcomes (where to start, how to extend)	Report on Key Performance Indicators	Formalize Coordinated Planning Council under Board Policy Follow integrated processes pilot for planning and resource allocation	Environmental Scanning by Functional Teams: Program Review, IR Data, etc. for Facilities, Technology, Enrollment Management, Marketing	Develop framework with flowcharts to align results of program review to resource allocation Develop budget/ planning model for long-range financial & enrollment projections w/ IR Identify funds for 2008-09 action planning	Coordinated planning model training for all faculty and staff
February	Discussions with IEC regarding pilot of integrated processes	Contiue review of curricular changes during regular bi-weekly curriculum committee meetings Database Development (IR) Final submission of changes for 2008-09 catalog	Begin Scoring active CR courses and programs	Reporting on Program Review information	2008-2011 Strategic Plan and 2008-09 objectives presented		Preliminary Budget Presented to Board of Trustees	Training in development & assessment of SLOs Action planning workshops
March	Comprehensive reviews completed for Administrative areas Modify forms	Work with Academic Standards and Policies Committee to create diagram of how curriculum moves from faculty head to dept heads, division chairs, curriculum committee, the Senate, the CCCCO, and back to identify areas of	DRAFT report on Assessment Activities circulated		Action Plans Submitted to Strategic Planning Council/Committee	Review Action Plans for Impact on Planning/give feedback to action teams and SPC	Review Action Plans for accuracy related to budget Test & refine budget/planning model	Plan Convocation/Flex activities for Fall 2008
April	Student Services Annual Updates completed Evaluate new Web site for Program Review	Generate lists, refine database	Final report presented to Academic Senate, Curriculum Committee, Program Review Committee, Board of Trustees		Strategic Planning Council Prioritizes Action Plans for	Complete functional plans for 08/09		
May	Training for annual and comprehensive reviews	Send lists of course outlines requiring updates in 2008-09 year to division chairs for distribution to appropriate faculty members		Review 08/09 functional plans			Approved Action Plans Incorporated into budget	
June				Baseline report on performance indicators for 08/09 objectives			Tentative Budget Reported to Board of Trustees	

REDWOODS COMMUNITY COLLEGE DISTRICT
Master Calendar Template
Reaching for Accreditation Standards: 2008-2011

	Program Review	Curriculum Updates	Student Learning Outcomes	Institutional Effectiveness	Strategic Planning	Operational Planning	Budgeting	Human Resources	Training
Summer-Fall 2008	Continued implementation of Program Review	Roll-out of data-based management of course outline updating	Authentic assessment strategies for assessing student learning outcomes in courses	Key Performance Indicator monitoring process shared	Appointments to standing committee for ongoing strategic planning (Coordinated Planning Council)	Preparations for longer-range facilities, technology, financial planning		Planning for succession of staff at CR	Continue training on reaching for ACCJC Standards for Accreditation
Winter-Spring 2009	Refinements to Program Review guide and forms						Adjust allocation of funds for increases in action planning		Training to refine assessment of outcomes
Summer-Fall 2009		New courses proposed for strategic plan growth area targets							
Winter-Spring 2010									
Summer-Fall 2010					Start development of 2011-2014 Strategic Plan			Conclusion of Title III grant - District continuance of IR positions	
Winter-Spring 2011									

Attachment 4:
Program Review Schedules

Program Review Committee
Spring '08 Agenda: Friday Meetings 9-11am
Board Room – room availability pending

Jan 25

- Evaluate proposed calendar for '08-'09 reviews (disciplines in the fall, programs in the Spring)
- Evaluate first round of modifications to Program Review Guide
- Discuss Evaluation forms (from authors of fall reviews)

Feb 1

- Discussion of any remaining Fall '07 discipline annual reviews

Feb 8 (Feb 15 is a holiday)

- Discussion of process evaluation forms: what themes exist; what improvements need to be made? How can we better communicate process and appropriate formats of information?

Feb 22 (and Feb 29, if needed)

- Updates of Annual and Comprehensive Forms: question modifications
- Consult with IEC and functional groups regarding appropriate information

March 7

- Updates of Comprehensive Forms: electronic forms and spread sheets
- Consult with IR

March 14 (March 21 is during Spring Break)

- Updates of Annual Review forms: electronic forms and spread sheets
- Consult with IR

March 28

- Evaluate list of programs and disciplines: consider consolidation of some disciplines. Eliminate programs, expand or contract discipline subdivisions

April 4 (and April 11, if needed)

- Evaluate Summary Sheets and communication links to IEC and functional groups
- Consult with IEC

April 18

- Evaluate 2nd round of modifications to Program Review Guide: incorporate summary sheets and current planning structure (links to IEC, functional groups, and decision making bodies)

April 25

- Evaluate current web site and links to appropriate resources

May 2

- Comprehensive Program Review Training (for Spring '09 completions)
- As part of CTE / Title III workshop?

May 9

- Discipline Annual Review Training (for Fall '08 completions)
- As part of CTE / Title III workshop?

2008-2009
Draft Schedule For Annual Updates and Comprehensive Reviews

Calendar of Annual Review Update Activities, Fall '08

Group I – Annual Update	**Annual Review Due**	**PRC Review Meeting**	**Revisions Due to PRC**	**PRC meets to summarize results**
MSE Division Reviews:	**9/22/08**	**10/3/08**	**10/8/08**	**10/10/08**
Astro, Biol, Chem, Eng, Envsc, Geog, Geol, Math, Meteo, Ocean, Physc, Phys,				
PE: Dance, HE, PE	**9/22/08**	**10/3/08**	**10/8/08**	**10/10/08**
AJ Classes	**9/22/08**	**10/3/08**	**10/8/08**	**10/10/08**

Group II – Annual Update	**Annual Review Due**	**PRC Review Meeting**	**Revisions Due to PRC**	**PRC meets to summarize results**
ALSS Division Reviews:	**10/13/08**	**10/24/08**	**10/29/08**	**10/31/08**
Anth, Art, Drama, Frnc, Germ, Ital, Jpn, Music, NAS, Polsc, Psych, Snlan, Soc, Span, Addiction Studies				

Group III – Annual Update	**Annual Review Due**	**PRC Review Meeting**	**Revisions Due to PRC**	**PRC meets to summarize results**
Hum/Com Division Reviews:	**10/27/08**	**11/14/08**	**11/19/08**	**11/21/08**
Cine, Comm, ECE, Engl, Guid, GS, GC, Hist, IDS, Journ, Phil, Spch				

Group IV – Annual Update	Annual Review Due	PRC Review Meeting	Revisions Due to PRC	PRC meets to summarize results
BTech Division Reviews:	**11/17/08**	**12/5/08**	**12/10/08**	**12/12/08**
Econ, CET, HRC, IT, RE, WT, BT, BUS, CIS, DM, AT, DT, MT, DHET, CT				

Calendar of Comprehensive Review Activities, Spring '09

Group A - Comprehensive	Comprehensive Review Due	PRC Review Meeting	Revisions Due to PRC	PRC meets to summarize results
	2/2/09	**2/20/09**	**2/25/09**	**2/27/09**
AG, FOR/NR, MST, NH, Sci Trans Prep				

Group B - Comprehensive	**Comprehensive Review Due**	**PRC Review Meeting**	**Revisions Due to PRC**	**PRC meets to summarize results**
HO Division Reviews:	**3/2/09**	**3/27/09**	**4/1/09**	**4/3/09**
HO, DA, MA, LVN, NURS				

11/27/07

Draft Calendar: Fall, 2008 – Annual Updates

September, 2008

Mon	Tues	Wed	Thurs	Friday
15	16	17	18	19
22 **Group I Due**	23	24	25	26
29	30			

October, 2008

Mon	Tues	Wed	Thurs	Friday
		1	2	**3** **Group I Discussion**
6	7	**8** **Group I Revisions**	9	**10** **Group I Summary**
13 **Group II Due**	14	15	16	17
20	21	22	23	**24** **Group II Discussion**
27 **Group III Due**	28	**29** **Group II Revisions**	30	**31** **Group II Summary**

November, 2008

Mon	Tues	Wed	Thurs	Friday
3	4	5	6	7
10	11	12	13	**14** **Group III Discussion**
17 **Group IV Due**	18	**19** **Group III Revisions**	20	**21** **Group III Summary**
24	25	26	27	28

December, 2008

Mon	Tues	Wed	Thurs	Friday
1	2	3	4	**5** **Group IV Discussion**
8	9	**10** **Group IV Revisions**	11	**12** **Group IV Summary**
15	16	17	18	19

11/27/07

Draft Calendar: Winter/Spring 2009 – Comprehensive Reviews

January, 2009

Mon	Tues	Wed	Thurs	Friday
19	20	21	22	23
26	27	28	29	30

February, 2009

Mon	Tues	Wed	Thurs	Friday
2 **Group A Due**	3	4	5	6
9	10	11	12	13
16	17	18	19	**20** **Group A Discussion**
23	24	**25** **Group A Revisions**	26	**27** **Group A Summary**

March, 2009

Mon	Tues	Wed	Thurs	Friday
2 **Group B Due**	3	4	5	6
9	10	11	12	13
16	17	**18 Spring Break??**	19	20
23	24	25	26	**27** **Group B Discussion**
30	31			

April, 2009

Mon	Tues	Wed	Thurs	Friday
		1 **Group B Revisions**	2	**3** **Group B Summary**
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Attachment 5:
Title III Newsletter

College of the Redwoods

Title III Activities Update

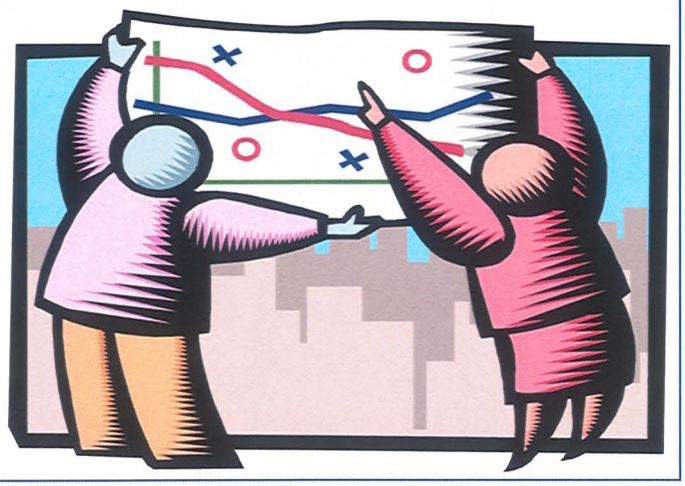
Strengthening Decision-Making with Data and Research

Volume 3, Issue 2 **December 2007**

Institutional Research to Facilitate College-Wide Planning

As envisioned in CR's Title III grant proposal, the Institutional Research Director's job description includes coordination of a strategic planning process. Salary savings, accrued during the absence of an IR director during much of the past year, were allocated to contract with Datatel's Center for Institutional Effectiveness. Through this contract, Scott Epstein, Quality Planning Executive Advisor, has assisted the college to develop a three-year strategic plan and a sustainable planning framework for the college to follow. The draft 2008-2011 strategic plan will be distributed district-wide in December for adoption by the college.

Critical to the planning process is the role of data. External and internal scanning data are used to inform the development of goals (broad statements about what is to be accomplished) and annual objectives (measurable statements about end results services or programs are expected to accomplish).



CR's Institutional Research Department provides data and analysis related to the planning process in the following ways:

- Providing data for Program Review (which becomes part of the internal scan data)
- Identifying baseline data for objectives and measuring progress related to objectives
- Reporting on college wide performance indicators such as student success rates and employee and student satisfaction.

As Institutional Effectiveness Committee chair, IR Director Martha Davis has led a series of discussions to clarify the role of the IEC related to oversight, coordination, analysis, and reporting related to student achievement, student learning, and organizational effectiveness.

Upcoming Title III Activities

Title III will facilitate sessions and presentations on a variety of topics this spring. IR Staff and others in the district will team up with Title III to focus on:

- CR's structure for decision-making
- Assessment of student learning outcomes for courses and programs
- Using the Web to access IR reports
- Survey research tips and techniques
- Action planning workshops to achieve results under the strategic plan.

Sessions will be offered on midweek days and Fridays with special sessions planned for Friday, January 25th and Friday, February 29. Watch for announcements of dates, times, and locations.

Now Featuring... Title III newsletters and publications highlight examples of collaboration with CR's Institutional Research Department to support decision-making. This issue features the EOPS Learning Community. Contact Roxanne in the Title III Office if you would like to share how you are using data and research to support academic program decisions, institutional management, or financial planning.

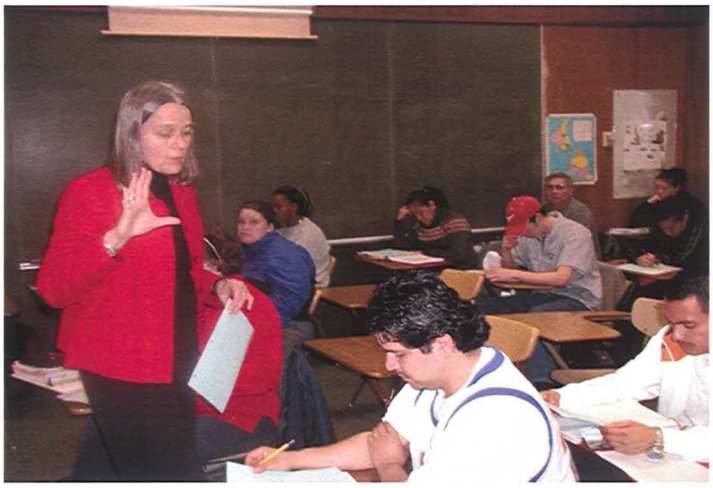
Extended Opportunity Programs and Services Learning Community

Do students who are affected by language, social, or economic disadvantages have higher success in college if they take linked developmental courses?

This is the question the Extended Opportunity Programs and Services (EOPS) staff and the faculty who teach EOPS students are asking. EOPS Director Cheryl Tucker and Assistant Director Sheila Hall initiated the introduction of a developmental learning community specifically for first-year EOPS students. This learning community consists of two courses (English 350 — reading and writing skills, and GS 150 — learning success) in which EOPS students who test at the English 350 level are encouraged to enroll.

Sheila, who is pursuing her Masters Degree in Education at Humboldt State University, is directing a research study to assess outcomes for students in this learning community as part of her Masters Thesis. Her research design includes:

- Administration of the Noel-Levitz College Student Inventory (CSI) form B at two points during the semester to measure changes in motivations and risk factors over the course of the semester.
- A focus group with similar students who are not in the learning community to inform the development of a survey instrument intended to assess the opinions of students about college and their strategies for college success.
- Administration of the survey instrument to students in the learning community.
- A focus group with learning community students to clarify and expand on survey results.



EOPS Staff and English Professor Pam Kessler engaged Institutional Research and Title III staff in support of the research project in the following ways:

- Evaluation and refinement of the Outcomes and Assessment Plan for the EOPS program
- Consultation on survey design and construction
- Focus group training for staff
- Identification of a professional focus group moderator to conduct the focus group
- Identification of students not in the learning community students suitable for a comparison group

The results of this research study will inform decisions about how to improve teaching strategies for EOPS students and may influence policy decisions related to EOPS students. EOPS will be supporting another English 350 and GS 150 learning community in Spring 2008; the Institutional Research Department will continue to collaborate with EOPS staff to track the success of the students who participate in this learning community.

Title III staff offices are now located downstairs in the Administration Building on the Eureka Campus. Office phone numbers remain the same with staff now occupying the following offices:

AD 106G – Roxanne Metz, Activities Director 476-4569
AD 103A – Cathy Dickerson, Project Director 476-4568

Attachment 6:
Institutional Effectiveness Committee Web Page

College of the Redwoods

Arcata - Del Norte - Eureka - Eureka Downtown - Klamath-Trinity - Mendocino Coast

-- Quick Links -- Go

Search for : Search CR Go En Español

CR Institutional Effectiveness Committee

Welcome to the Institutional Effectiveness Committee's home page. Please use the menu links at the left hand of this page for more information about our department, to find useful links to outside resources, or to return to the College of the Redwoods' home page.

- Accreditation
- Strategic Planning
- Program Review
- Curriculum Committee
- College Council
- Blackboard Login

District Index : A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

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7351 Tompkins Hill Rd, Eureka, CA 95501
Contact the Webmaster

Information: 800-641-0400
General Questions:
enrollment-services@redwoods.edu

Attachment 7:
Block Grant Funding Request Process

Instructional Support Block Grant Funding Request Process

Temporary (2007-08) Process

- Two times a year, December 1 and February 1, an email will be sent to the College community inviting them to submit a request for funds.
- The Instructional Support Block Grant funding request will be available on the web year around.
- The funding request will be completed, reviewed, and submitted to the Vice President for Student Services and Learning Support by the deadline dates of December 15 or February 15.
- The requests will be compiled and forwarded to the Instructional Support Block Grant Committee members for their review in the award process.

Long Term (2008 and beyond) Process

- The instructional support block grant money be subsumed within the strategic planning/action project structure. This would provide a stronger link between planning, program review, assessment, and strategic funding allocation (adding to the 10% set aside currently being discussed).

Funding Definitions

- "Instructional" shall mean equipment purchased for instructional and/or library/learning resource center activities involving presentations and/or hands-on experience to enhance student learning and skills development.
- "Equipment" shall mean tangible district property (excluding land and/or buildings and improvements thereon and licensed motor vehicles) of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes or expands an existing instructional program. Furniture and computer software, which is an integral and necessary component for the use of other specific instructional equipment, may be included.
- "Library Materials" shall mean books, periodicals, related ordering, processing, cataloging or binding costs or services, reference databases, cataloging and/or security systems, maps, documents, microforms, computer software, or prerecorded audio-visual resources for the benefit of student learning.

Instructional Support Block Grant Funding Request Form

Date:

Submitted by:

This request relates to College's Strategic Plan goal (select one):

- ☐ Enabling student attainment of educational goals
- ☐ Developing and managing human, physical and financial resources to effectively support the learning environment
- ☐ Building a culture of assessment
- ☐ Contributing to the economic, cultural and social well-being of the Northcoast community
- ☐ Ensuring student access and opportunity

This request directly relates to:

- ☐ 2006-2008 Program Review
- ☐ Unit Goals

Provide a brief narrative describing how your request relates to the strategic plan?

Requested item(s):

Brief description of the item(s) (not required but recommended for clarification):

Cost (Unit and Total):

Other departments/areas that may be impacted if your request is funded:

Samples of Requests Received:

Instructional Support Block Grant Funding Request Form

Date: 11/27/07

Submitted by: **Justine M. Shaw**

This request relates to College's Strategic Plan goal (select one):

- ☐ Enabling student attainment of educational goals
- X Developing and managing human, physical and financial resources to effectively support the learning environment
- ☐ Building a culture of assessment
- ☐ Contributing to the economic, cultural and social well-being of the Northcoast community
- ☐ Ensuring student access and opportunity

This request directly relates to:

- X 2006-2008 Program Review
- ☐ Unit Goals

Provide a brief narrative describing how your request relates to the strategic plan?

At present, we are using a laptop and portable projector rumored to have been purchased with PFE funds in approximately 1996-7 (2-3 years prior to my arrival at CR in 1999). In addition to being so out-of-date that it no longer runs much of the software that accompanies textbooks, the laptop's USB ports do not work and its CD drive only intermittently functions. As a result, instructors are often forced to use the older Power Points already on the laptop's hard drive (or bring their own computers, violating CR's policy). The projector has been repaired as much as possible by Don Bryant, although it still does not display screen items accurately; it adds a blue band on one side of the image and a yellow band on the other, with the colors in the main portion of the screen varying somewhat from the computer screen. Also, its zoom is broken, so it must be brought closer to, or farther from, the screen in order to adjust its projection size. Finally, its main front "leg" is broken on one side, so a book or some other item must be used to level the image. As anthropology does not have a dedicated classroom, a portable system is needed to replace our current equipment.

The dilapidated state of our computing technology (not exactly consistent with the strategic plan's "...highest possible level of education and counseling to help students realize their personal goals") clearly impacts student learning and the effectiveness of faculty. One of the primary missions in the strategic plan is "[u]sing current technological resources, innovative instructional resources, personalized tutorial services, and broad-based research tools." New equipment will allow instructors to provide updated Power Point lectures, show video clips, have students do presentations involving computer technology, and utilize software accompanying textbooks.

Requested item(s): I am requesting a laptop and portable projector for use by anthropology instructors.

Brief description of the item(s) (not required but recommended for clarification):
One standard Windows-based laptop with at least two working USB drives and a DVD player/ CD drive. The projector should be a portable model, not one that needs to be mounted in a dedicated classroom.

Cost (Unit and Total): According to Matt Hanson (e-mail attached) the cost of the projector is approximately $970 and the laptop is approximately $1540.

Other departments/areas that may be impacted if your request is funded:

When not in use by anthropology faculty, the equipment might be used by other faculty and/ or for talks presented to or by CR-affiliated organizations.

Instructional Support Block Grant Funding Request Form

Date:
November 28, 2007

Submitted by:
Jason Leppaluoto
Director, Learning Resource Center

This request relates to College's Strategic Plan goal (select one):

- X **Enabling student attainment of educational goals**
- ☐ Developing and managing human, physical and financial resources to effectively support the learning environment
- ☐ Building a culture of assessment
- ☐ Contributing to the economic, cultural and social well-being of the Northcoast community
- ☐ Ensuring student access and opportunity

This request directly relates to:

- X **2006-2008 Program Review**
- X **Unit Goals**

Provide a brief narrative describing how your request relates to the strategic plan?

The following library goals are found under the heading of *Resources* in its 2006-2007 comprehensive program review for the district libraries:

- "Provide organized and accessible collections of print, media, electronic and other resources that support the curriculum."
- "Seek to increase services and resources as necessary to meet students' needs."

These activities facilitate student learning both directly (by providing students access to learning materials that supplement textbook and classroom) and indirectly (by providing instructors access to resources that can be used to enhance the presentation of course content). In short, the library collection is meant to "improve the effectiveness of instructional programs" (objective 1.6 of the 2007-2008 provisional plan).

There are a number of ways to determine which areas of the library collection are most in need of development. One way is through faculty requests. The Faculty Librarian currently has a number of faculty requests on file. Purchasing these titles would directly meet curricular needs as determined by faculty.

In addition to faculty requests already on file, the library would use these funds to purchase:

(1) Worn/damaged/lost items in high demand.
(2) Titles that supplement particularly weak collection areas.

Meeting faculty demand, replacing high demand items, and filling collection gaps all contribute to satisfying the library goals (stated above) of meeting students' needs and providing resources that support the curriculum. Collection development would be expected to directly increase both student and faculty satisfaction with library resources.

Requested item(s):

200 books

Brief description of the item(s) (not required but recommended for clarification):

Books are familiar objects to most, typically consisting of printed text on paper pages bound together in some manner.

Cost (Unit and Total):

Funds for collection development: Book collection.
Total Requested: **$10,000**

Item	Number	Unit Cost	Total Cost
Books	200	$50.00	**$10,000**

Other departments/areas that may be impacted if your request is funded:

It would impact other departments/areas only by supporting them (quite directly by meeting specific faculty requests). The library would require no extra support from other areas.