

Institutional Effectiveness Report | 2019-20

Table of Contents

- Overview..... 2
- 2019-2020 Annual Planning Actions Progress..... 2
- Summary of Indicators 2
 - Goal 1: Student Success 2
 - Goal 2: Engage All Students..... 3
 - Goal 3: Community Partnerships & Workforce Training 4
 - Goal 4: Institutional Effectiveness & Planning 5
- Effectiveness of the Integrated Planning Model..... 6
 - Committee Membership 6
 - The Committee Digest & Handbook 6
 - The Integrated Planning Model..... 6
 - The Budget Advisory Committee 6
 - The Program Review Committee 6
 - The Technology and Facilities Planning committees 7
 - Guided Pathways 7
 - The Planning Model flowchart..... 8
 - Planning Model narrative 9
- The Institutional Effectiveness Scorecard10
 - Persistence10
 - Retention10
 - Success.....12
 - Completions.....13
 - The Vision for Success Goals14
- The Integrated Planning Timeline16
- The 2020-2021 Annual Plan.....19
 - Goal 1: Student Success, Access, & Equity19
 - Goal 2: Engage All Students.....20
 - Goal 3: Community Partnerships & Workforce Training20
 - Goal 4: Institutional Effectiveness & Planning21
- The Emergency Operations Committee (EOC)22
 - Public Safety Power Shutoff (PSPS)22
 - COVID-1923

Overview

❖ **Overview**

An Annual Plan is developed each year with action items that are driven by the overarching strategic goals of the District. The first section of this report provides a progress update on each action in last year’s 2019-2020 Annual Plan.

Changes were made to the Integrated Planning Model this past year. The Budget Advisory Committee (BAC) replaced the Budget Planning Committee (BPC) and has renewed its focus on both long term and short term budget planning. Resources requests are no longer ranked by the BAC/BPC. The Program Review Committee ranks plans (rather than requests). Cabinet then considers the ranked plans in determining which resource requests to fund. The second section of the report examines the effectiveness of these planning model changes.

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

The fourth section of this report looks at the Annual Plan for 2020-2021 as a culmination of the planning committees’ work in addressing specific actions that address the goals of the Education Master Plan and other long term plans.

The 2019-2020 year saw several campus closures across the fall and spring semester. The last section of the report will examine the college’s handling of these events including the formation of the new Emergency Operations Committee.

2019-20 Annual Planning Actions Progress

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

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

The Program Viability Committee is satisfied with reviewing programs in the 4020 and 4021. They are dissatisfied with a few aspects of the procedures, including that the questions in Appendix C – Qualitative Data – need to be rewritten. Several ask about the impact of the program, but it is unclear if they should be answered in terms of the impact of keeping the program status quo, revitalizing, or discontinuing the program. In addition, the time-frame under which the process is supposed to be completed has been too short. To carry out the full process per the AP has frequently taken much longer than the allotted time.

❖ **Develop first-year sequences for Guided Pathways. Provide materials for student**

Degree sequences are currently being developed for all Associate Degrees for Transfer. There is a plan to add them to the online catalog once they are finalized.

advising.

- ❖ **Evaluate degree and certificate requirements to find ways to reduce average unit accumulation to 72.** The Addiction Studies degree was evaluated to determine how to lower the unit requirements so that students at Del Norte and Klamath Trinity had fewer hours of field placement required. Other programs are being evaluated through the 4021 process.
- ❖ **Increase outreach to students near completion or who have left.**
- ❖ **Develop a CR Homeless/Food Insecure program at all instructional sites.** Food pantries were implemented on the Eureka and Del Norte campuses as well as the KT site.
- ❖ **Develop a 3-5 year plan to address student homelessness and food insecurity.** The GROVE plan was presented to the Board of Trustees. The District is in the process of developing a county wide plan in partnership with HSU, HCOE, and other community partners.

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

- ❖ **Expand course offerings offered via telepresences from Eureka to alternate locations.** Telepresence infrastructure was installed in Sutter Coast Hospital in Del Norte so that nursing lectures could be broadcast from Eureka to the LVN/RN program in Del Norte.

In Fall of 18 and spring of 19, one telepresence course was offered each semester at the DN campus (CIS 30 and 33). This year the CIS 31 and 35 were also offered expanding the number of courses offered via telepresence to DN to four. Next year we anticipate adding CIS 37 and 98 to the list of courses offered via telepresence to DN. By next year all of the CIS face-to-face courses offered on the Eureka campus will be available to DN students via telepresence.
- ❖ **Review process for updating published materials (printed and web based).** A process was put in place so that everyone responsible for a website has to certify that the website is accurate and up-to-date on an annual basis. This was completed for the first time in the fall.
- ❖ **Implement a solution for remote advising.** Several resources are given to the college If accepted into the Online Education Initiative (OEI). One resource is Cranium Café, an online tool specifically for counseling online students. We have looked at Cranium Café in the past but it was cost prohibitive.

❖ **Implement support courses for transfer level math and English.**

Co-requisite support courses for transfer-level math and English have been fully implemented. Students started registering in them in fall 2019. A support course for English learners taking transfer-level English is being developed for next year.

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

❖ **CE expand partnerships, internships, and externships with employers, other colleges, high schools, and local, state, and federal agencies.**

- CE Internship Pilot: In order to facilitate the establishment of a robust internship program serving Career Education students, using Strong Workforce funds we have created a one-year SARTCO agreement for a faculty member to work in collaboration with local business and industry partners to establish a program to establish internships for CR students. The goal of this project is to create an internship program for CR students, starting in the Career Education Division, but designed to be able to expand beyond the CE area to include disciplines throughout the college. The pilot will place 6 to 8 interns during the spring 2020 semester; at scale, we anticipate being able to place 20 students per semester.
- Dental Assisting: Each year we work closely with approximately 20 dental offices/clinics that host our student interns. Faculty check on the interns every 4 weeks with an on-site visit, observing the student in patient care and sterilization. Additionally, the students complete weekly logs and are graded. The majority of students hired after graduation receive offers from their internship experience each year, resulting in high employment of our graduates. Furthermore, our Advisory Committee members are predominately from these offices, which allows for constructive program feedback on a routine basis.
- ECE in Del Norte: CR faculty partner with the youth training academy to offer Introduction to ECE for Del Norte youth. Those who pass the course are eligible to be hired as school aids in the community through the Del Norte Child Care Council.
- California Conservation Corps Partnership Initiative: CR has signed on to this one-year Chancellor's Office initiative to engage in outreach to our local California Conservation Corps members to provide outreach activities that inform Corps members about community college and career education programs, financial aid, and support services with particular emphasis on college certificate programs that lead to employment.
- State Tribal Education Program Development Grant: The CE Dean will be working in partnership with the Blue Lake Rancheria and the Northern Humboldt Unified High School District as they work to develop a Tribal Education Agency with an Education Code and to form a Joint Powers Agreement with the goal of eventually opening a Regional Occupational Center and Programs (ROCP) for supplementing current LEAs CTE curriculum offerings and providing workforce development training.
- Cooperative Work Experience: In 2018-2019, 176 students enrolled in a variety of work experience opportunities including paid internships with the Humboldt Film Commission, KEET/PBS North Coast, Redwoods National Park, and the Humboldt County Office of Economic Development. Students also worked in the Health-Careers Education Summer Institute in partnership with the Humboldt County Office of Education. Other noteworthy work experiences include students who earned CWEE credit building the trailer for the Tiny House Project and the Pelican Bay graduate

who earned a final unit to graduate by working in the Prison's Law Library. CWEE has also partnered with the Northern Humboldt High School District to offer general work experience to their students.

- Forestry/Natural Resources: The FNR program supported several internships this past year with the National Parks Conservation Association and with Green Diamond. We have also had a number of CWE placements with a variety of businesses and federal agencies working in the forestry sector.
- Agriculture: This fall, students in AG-17 (Soils Science) are working with a soil scientist from GHD (consulting engineers) on a project in the Humboldt Botanical Gardens.

❖ **Create short-term certificates that can be offered as needed in the community.**

In response to feedback from various community advisory committees and, backed by analysis of relevant labor market data, the CE area has created the following to meet community and employer needs:

- One year certificate of achievement in Automotive Maintenance and Light Repair
- One year certificate of achievement in Horticulture & Landscape Practices
- One year certificate of achievement in Organic/Sustainable Agriculture
- One year certificate of achievement in Graphic Design and Visual Communication (with Art faculty and Humanities Dean)
- One year certificate of achievement in Bookkeeping
- Three semester certificate of achievement in Cyber Security

Additionally, we are also in progress on developing the following:

- One year certificate of achievement in Geomatics
- One year certificate of achievement in Data Science
- One year certificate of achievement in Industrial Maintenance Technician

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

❖ **Identify strategies to fund the budget for capital repairs and maintenance.**

The Director, Facilities and Planning is putting together an updated list of capital repairs and maintenance for the next 5 years. This list will be prioritized, and will help identify and allocate funding sources. The District is implementing the use of ManagerPlus, a construction management system. Among other functions, ManagerPlus will aid in the tracking of capital repairs and maintenance needs. Also, the Education and Facilities Master Plans will be undergoing revision soon. These updated plans will help prioritize capital repairs and maintenance.

❖ **Pilot Assessment in the new eLumen product.**

The pilot of eLumen for Assessment is still in the planning stages and is currently on track for the Spring 2020 test run. Faculty volunteers have been recruited, roles delineated, and the initial configuration of the assessment interface chosen. Training documents are also being developed. Currently we have 12 volunteers who will make an average of two assessments each, for an estimated total of 24.

Effectiveness of the Integrated Planning Process

- ❖ **Committee Membership**

Active committees are critical to the effectiveness of the integrated planning process. The Institutional Effectiveness Committee continues to search for ways to strengthen committees by evaluating the appropriate numbers and roles of committee membership. While most appointees are asked to commit for a specified time period, often two years, there is no requirement that service end after that period. Committee membership continues to be a challenge for many committees. It is important that all relevant constituencies are represented appropriately and transparently. Committees are encouraged to request replacements for members who are unable to attend regularly.
- ❖ **Committee Digest & Handbook**

In the fall of 2019, a request went out to all planning committees that agendas end with a reminder to post minutes or a summary to the committee digest. Updates to the digest have typically been done either by the support person, or committee chair. Many of the committees have implemented this task well. It is hoped that this will help disseminate important information to all constituencies.

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

The Committee handbook was recently reviewed and updated. The Committee handbook can be found on the website at: <https://internal.redwoods.edu/Portals/23/Committee%20Handbook%202019.pdf>
- ❖ **Integrated Planning Model**

The Integrated Planning Model is reviewed by the Institutional Effectiveness Committee every spring. Several changes have taken place over the 2019-2020 academic year.

Budget Advisory Committee

This year concludes the first year of the new Budget Advisory Committee (BAC). The BAC replaced the Budget Planning Committee (BPC) and its new charge is to recommend both short-term and long-term budget priorities for the district using analysis of program data and the Program Review Committee executive summary. Priorities must also align with existing Education Master Plan and Annual Plan. The BAC spent the bulk of the year determining its methodology but still managed to examine a cost/revenue analysis of two programs. Membership of the BAC consists of the Vice President of Academic Services (or designee) and Academic Senate Faculty appointee as co-chairs, the CRFO president or designee, CSEA steward or designee, Institutional Effectiveness Committee chair, Enrollment Management Committee chair, and one faculty member each from Transfer and Career Education instruction areas, appointed by Academic Senate.

Program Review Committee

The Program Review Committee was tasked with a few new responsibilities. In addition to their usual review of program submissions the committee was asked to evaluate and rank each program's action plans. The PRC ranks the submitted plans in accordance with an established rubric and forwards its rankings to the Dean's Council. Any remaining items not funded through discretionary and categorical budgets controlled by the Deans and Directors are routed to Expanded Cabinet for further funding review,

informed by the PRC's plan ranking. Ranked plans are also used by the IEC to inform the Annual Plan.

Additionally, the Budget Advisory Committee (BAC) uses the committee Executive Summaries to inform their decision-making and analytical processes.

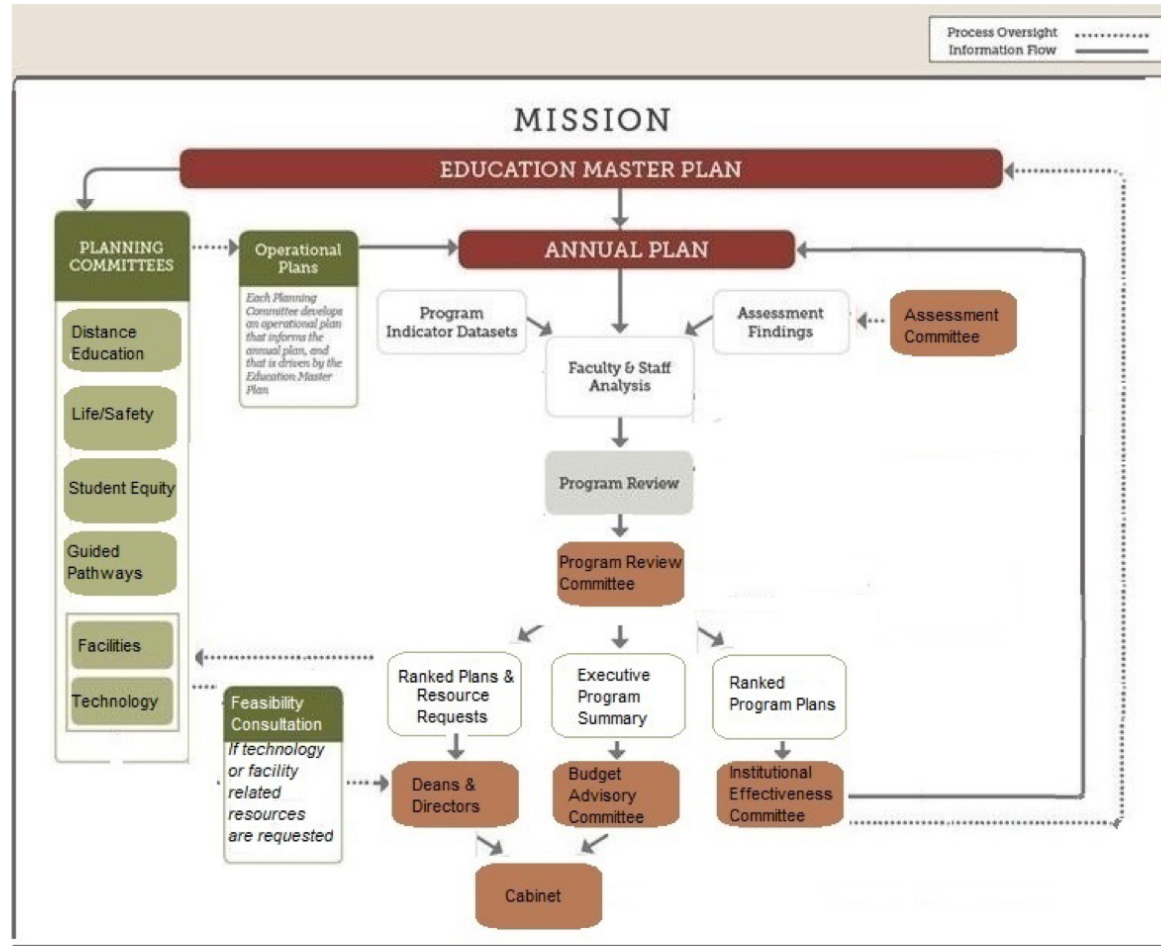
Technology and Facilities Planning Committees

The Technology Planning Committee and Facilities Planning Committee were to be consulted as appropriate prior to implementing any plans to ensure feasibility and efficiency. It was hoped that these consultations took place during the year prior to the submission of action plans, or at the latest, prior to the ranking of the plans by the PRC. However, for the 2019-2020 Program Review cycle, no consultations took place. The IEC has assembled a task force to investigate how to better incorporate these two planning committees into the integrated planning process flow. The task force will work through the 2020-21 academic year.

Guided Pathways

The Guided Pathways Committee has replaced the Basic Skills committee functionally as part of the Integrated Planning Model. With the elimination of most remedial courses, one of the responsibilities of the Guided Pathways Committee is to ensure success in transfer level courses for students who previously would have been placed in remedial courses. The creation of the support courses; ENGL-1S, MATH-15S, and MATH-30S were designed with these students in mind.

Integrated Planning Model



Integrated Planning Model Narrative

The **Mission** of the College drives planning at every level. The **Education Master Plan** is the highest-level plan to ensure fulfillment of the Mission. The **Institutional Effectiveness Committee** (IEC) has oversight for creating an ad hoc task force to develop a new Education Master Plan every five years. The Education Master Plan is used by the College's various **Planning Committees** to develop their operational plans. **Operational plans** such as the Technology Plan and the Distance Education Plan are specific plans needed to drive forward the operations of the college. Operational planning actions with a large impact on the college are included in the Annual Plan for heightened awareness.

A task force was created in August 2020 to begin a new Ed Master Plan. This work will go on through the 2020-2021 academic year.

The IEC also sees that the Educational Master Plan is followed by overseeing development of an **Annual Plan** each year. The Annual Plan contains a manageable set of actions of focus each year to achieve the goals in the Education Master Plan. The IEC solicits actions from the planning committees, program review plans, and the Institutional Effectiveness Summit to place items into the Annual Plan. The IEC then monitors the progress of these actions.

The Annual Plan is one of many sources of information that drive **Program Review**. While faculty and staff analyze their effectiveness and plan for the future, they review **program indicator datasets**, and reflect critically on **assessment findings**. The **Assessment Committee** oversees the assessment process such that academic and student development programs can reflect on assessment of Student Learning Outcomes (SLOs) according to a 4-year plan. Program outcomes are assessed by mapping related course outcomes. The Assessment Committee also holds Institutional Outcome Assessment sessions to identify how the college can improve, and discoveries from these sessions are incorporated into the Annual Plan.

The **Program Review Committee** (PRC) evaluates the program reviews and provides feedback about each section according to a rubric that ranges from developing to exemplary. The PRC looks for trends in planning, assessment, and data discoveries and develops an executive summary. The summary is presented to the campus and to the Budget Advisory Committee to help prioritize long-term and short-term budget priorities. As faculty and staff review their programs, they reflect on progress towards past planning items, and develop a new set of **program plans** for the upcoming year. The PRC ranks the plans and sends the recommendations to Dean's Council, Expanded Cabinet, and the IEC. Dean's Council uses the recommendations to determine what requested resources can be funded from discretionary budget. The remaining ranked items are reviewed by Expanded Cabinet and recommendations are sent to Executive Cabinet. The IEC reviews program plans to identify themes for the Annual Plan.

The need of additional resources to carry out program plans results in programs including **resource requests in their program review**. Resource requests must be tied directly to a program plan. Resource requests can be monetary, or they can be for personnel. After the PRC ranks the plans of each program, that ranking is used by cabinet to determine how funding should be allocated. Personnel requests for faculty are routed to the faculty prioritization committee. Staffing requests go to Cabinet for ranking. Requests for facilities or technology considerations are sent to their respective planning committees (FPC or TPC) for consultation. These planning committees help determine the most efficient way to accommodate the request. These consultations can be done at any time during the program review cycle.

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

❖ **Institutional Effectiveness Scorecard**

An updated version of the Institutional Effectiveness Scorecard with 2019-2020 data is published on the IR website. <https://www.redwoods.edu/ir> The scorecard contains three important pieces of information, the set standard, the target, and the current status. Institution-Set Standards are included in response to recent requirements of the ACCJC and federal guidelines. Five student achievement measures (retention, success, persistence, number of degrees /certificates awarded, and number of transfers to 4-year institutions) are required.

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

It is difficult to determine the impact of the COVID-19 pandemic on our success and retention. After the “Shelter in Place” order was handed down from the governor in late March of 2020, students were asked to finish the semester as coursework transitioned to online. Nevertheless, rather than taking a failing grade, students were given the option to take an “Excused Withdrawal” for any issues resulting from the virus such as insufficient child care, technology needs, or other health concerns, both mental and physical. Withdrawals do not count against the student’s GPA and unlike a regular Withdrawal, an “Excused Withdrawal” does not count against their course attempts for repeatability.

The typical amount of withdrawals is about 1,000 per semester, of which only a handful are “Excused Withdrawals”. By the end of the Spring 2020 semester however, students had withdrawn from more than 2,000 sections, doubling our typical withdrawal rate. More than half of these were “Excused Withdrawals”.

❖ **Persistence**

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Institution Set Standard	Target
Overall Fall-to-Spring Persistence	63%	63%	65%	64%	65%	58%	71%

The new metric for persistence is Fall-to-Spring persistence. Of the students who attended during the Fall of 2019, we track how many returned in the Spring of 2020.

The withdrawals due to COVID in the Spring of 2020 do not play a role in the 2019-2020 numbers. COVID will likely reduce our Spring 2020 to Fall 2020 persistence as we are currently down by 8% compared to Spring-to-Fall 2019 with one week remaining before school starts. Fall 2020 enrollment is down 22% compared to last Fall. Assuming it remains low, it will likely affect next year’s Fall to Spring numbers, and in all likelihood, increasing them.

❖ **Retention**

Course Retention Rate	2015 – 2016	2016 – 2017	2017 - 2018	2018 – 2019	2019 - 2020	Set Standard	Target
	88%	88%	88%	89%	90% (87%)	79%	97%

Fall 2019 retention was approximately 91%. Fall retention is typically slightly higher than Spring retention. The “Excused Withdrawals” due to COVID-19 created an additional 1,100 withdrawals for the Spring 2020 semester. This dropped the retention rate for Spring to 84% and 87% for the year. Obviously this is not a realistic measurement. Removing those 1,100 from the equation, puts the retention rate at 92.6%. Since it is likely that some of those 1,100 would have withdrawn anyway, the 92.6% should be assumed to be artificially high. The 90% figure for the year is a best estimate.

Retention Alert

The Retention Alert program appears to be helping with our retention. In Retention Alert, faculty can open a case for a student that is struggling. The case gets assigned to a counselor or advisor who follows up with the student. Consider the following table of closed cases.

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

In this table, “Other” is the default reason assigned when the semester ends and the case has not been resolved. While the number of cases this year remained relatively the same as last year, the number of students withdrawing from class dropped significantly. This year saw another sharp rise in referrals to other services is noteworthy. A lot of effort has been put forth over the last year to collate a list of available services and resources that can be shared with students. If Academic Improvement, Attendance Improvement, and Referrals to Other Services are considered positive outcomes, the rate of positive outcomes rose sharply from 23% to 43%.

❖ **Success**

	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020	Institution Set Standard	Target
Overall Course Success	74%	73%	73%	75%	75%	65%	76%
Online Course Success	71%	70%	71%	70%	71%	60%	70%

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

Placement	2016F	2017F	2018F	2019F
Direct Placement in Transfer-Level Math	326	315	519	653
Direct Placement in Transfer-Level English	462	518	705	618

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

		2016F	2017F	2018F	2019F
Enrollment	English	281	339	426	653
	Math	195	185	352	618
Success	English	177	214	274	451
	Math	104	107	206	355
Success Rate	English	63%	63%	64%	69%
	Math	53%	58%	59%	57%

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

The Overall Enrollment and Success rates in these same transfer level math and English courses was slightly higher.

Overall Enrollment & Success in Transfer Level

		2016F	2017F	2018F	2019F
Enrollment	English	654	698	754	957
	Math	616	583	790	1025
Success	English	438	450	514	698
	Math	362	356	492	621
Success Rate	English	67%	64%	68%	73%
	Math	59%	61%	62%	61%

❖ **Completions**

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

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

# of students earning	2016-17	2017-18	2018-19	2019-20	Set Standard	Target
Transfer Degrees (ADTs)	59	72	73	130	65	79
AA/AS Degrees	356	355	362	372	298	364
Certificates	139	150	159	149	128	156

For the Student Success Metrics, we monitor transfer degrees (ADTs), associate degrees (AA/AS), and certificates separately. These three have different weights when applied to the Student Centered Funding Formula with ADTs receiving the highest weight, followed by AA/AS degrees, and finally by certificates. Both degree types rose again for the 2019-20 academic year. Transfer degrees saw a 59% increase putting us well ahead of our targets. For the ADTs, Psychology and Business Administration remain the most popular followed by ECE and History. Of the AA/AS degrees, three liberal arts degrees remain the most popular: Behavioral & Social Sciences, Science Exploration, and Humanities and Communications. The AS degrees in Nursing and Science also remain popular, rounding out our top 5. Certificates were lower this year due to the Nursing certificate programs that run every other year. The LVN certificate typically adds about 35 certificates every 2 years (as an 18 month certificate). Without the nursing certificates, our top certificate programs were AJ and Construction Tech.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Goal
Vision Goal Completion Definition	435	495	534	526	569	619
Transfer Degrees (ADTs)	0	56	72	73	130	82

The Vision for Success goals look at two completions categories; the Vision Goal Completion Definition, which is essentially total number of unduplicated completers (including Transfer Degree earners). The total number of completers has increased due largely to the sharp increase of Transfer degrees. AA/AS degrees is slightly up and certificates are slightly lower compared to last year.

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

❖ **Vision for Success Goals**

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

- **Goal 1: Completion**
Systemwide, increase by at least 20 percent, the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job skill sets that prepare them for in-demand jobs by 2022-22
- **Goal 2: Transfer**
Systemwide, increase by 35 percent the number of CCC students transferring annually to a UC or CSU by 2021-22
- **Goal 3: Unit Accumulation**
Systemwide, decrease the number of units accumulated by CCC students earning associate degrees, from an average of approximately 87 total units to an average of 79 total units by 2021-22.
- **Goal 4: Workforce**
Systemwide, increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69% to 76% by 2021-22.
- **Goal 5: Equity**
Systemwide, reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent by 2021-22 and fully closing those achievement gaps for good by 2026-27.

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

- **Goal 1C: Increase All Students Who Attained the Vision Goal Completion Definition**
College of the Redwoods will increase among all students, the number of students who earned various types of awards and the number of students who enrolled in either a noncredit career education course or any college level credit course in the selected or subsequent year from 495 in 2016-17 to 619 in 2021-22, an increase of 25%.
The 569 posted for 2019-20 amounts to a 15% increase and continues our upward trend.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Goal
Vision Goal Completion Definition	435	495	534	526	569	619
Transfer Degrees (ADTs)	0	56	72	73	130	82

❖ **Vision for
Success Goals**

- **Goal 2A: Increase All Students Who Earned an Associate Degree for Transfer**
College of the Redwoods will increase among all students, the number who earned an associate degree for transfer in the selected or subsequent year from 56 in 2016-17 to 82 in 2021-22, an increase of 47%.

The college continues to assess programs for possible revitalization, creation, or cancellation. The new ADTs are growing in popularity. Trends over the last couple years suggest that students are choosing ADTs over the traditional AA/AS degrees. This factor, along with the overall increased completion rate, led the committee to select an ambitious goal for the transfers metric. Despite this ambitious goal, the college far surpassed even that with a 132% increase.

- **Goal 2B: Increase All Students Who Transferred to a CSU or UC Institution**
College of the Redwoods will increase among all students, the number who transferred to a four-year institution from 365 in 2016-17 to 493 in 2021-22, an increase of 35%.

It would stand to reason that as the number of ADTs increases, the number of transfers should also increase. Data is slow coming back from the state, but so far, our transfer numbers are not reflecting this assumption. In 2017-18, total transfers dropped from 470 to 424 and transfers to UC or CSU colleges dropped from 365 to 310. Transfers to In-State Private and Out-of-State colleges rose only slightly. Transfers to Humboldt State University rose from 172 to 178. Internal studies indicate that our numbers for 2018-19 have continued to decline.

A new item in our 2020-2021 Annual Plan is to investigate and improve our Transfer Center effectiveness.

- **Goal 3A: Decrease Average Number of Units Accumulated by All Associate Degree Earners**
College of the Redwoods will decrease among all students who earned an associate degree in the selected year, the average number of units earned in the California Community College system among students who had taken at least 60 units at the college from 96 in 2016-17 to 88 in 2021-22, a decrease of 8%.

This was a 2019-2020 Annual Plan item to evaluate degree and certificate requirements. Average unit accumulation for graduates at the end of the 2018-19 academic year was 93. As AB-705 becomes fully implemented, this number should continue to drop over the next couple of years. This item is also in our annual plan.

- **Goal 4C: Increase All Students with a Job Closely Related to Their Field of Study**
College of the Redwoods will increase among all students who responded to the CTE Outcomes Survey, and did not transfer, the proportion who reported that they are working in a job very closely or closely related to their field of study from 79% in 2016-17 to 88% in 2021-22, an increase of 12%

Our own internal study using the same data (CTEOS survey) indicates that 2018-19 and 2019-20 years saw our rate at 88%.

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

The college has not received any data from the Chancellor's Office to report for this metric.

❖ **Integrated
Planning Annual
Timeline**

The Integrated Planning Timeline (below) is reviewed annually and adjusted as necessary to reflect changes in the planning process. The IEC tracked the timeline throughout the year and used it to successfully keep on track with new and existing processes related to institutional effectiveness. Some changes have been made to the timeline to show the integration of the Budget Advisory Committee timeline.

The Shelter-in-place issued because of the COVID-19 pandemic caused the cancelation or delay of several of the timeline items this year. The Institutional Effectiveness Summit did not happen in the spring. Non-essential committees ceased meetings for the semester which prevented the committee satisfaction survey from being administered as well as informational updates taking place.

Integrated Planning Timeline

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

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

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

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

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

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

Integrated Planning Timeline

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

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

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

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

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

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

❖ **2020-2021
Annual Plan**

CR's development of Annual Plans is ongoing. Under the revised integrated planning model, the Budget Advisory Committee uses the Annual Plan to adjust budget priorities. The IEC led the development of the 2020-2021 Annual Plan with input from numerous constituencies including all planning committees and governing bodies.

Goal: Student Success, Access & Equity						
Objectives						
1) Provide accessible, affordable, high-quality education.						
2) Effectively use all learning modalities to provide students the knowledge and skills they need to succeed.						
3) Deliver strong individual support for students.						
4) Promote and encourage a learning community among students, faculty, and staff.						
5) Strive to eliminate achievement gaps across student groups.						
Annual Planning Actions						
Annual Plan Item #	Ed Master Plan Goal	Vision for Success Goal	Actions to be taken	Responsible Persons	Semester	Evaluation Prompt
1	6,7	Completions Transfers Unit Accumulation	Develop first-year sequences for Guided Pathways. Provide materials for student advising.	Guided Pathways VPISS	Fall 2020	How many programs have been mapped? Where are the materials made available?
2		Unit Accumulation	Evaluate degree and certificate requirements to find ways to reduce average unit accumulation to 72.	Guided Pathways VPISS	Fall 2020	Which programs have been evaluated?
3	7	Completions Transfers	Increase outreach to students near completion or who have left.	Counseling & Advising Instructional Deans	Fall 2020	How many students were contacted?
4	1,4,5	Equity	Implement a 3-5 year plan to address student homelessness and food insecurity.	President	Spring 2021	
5	1,2	Completions Transfers	Increase number of courses approved for Distance Education to over 50%	VPISS Distance Education	Fall 2020	What percentage of our courses are available online?
6	2,3,4	Completions Transfers	Certify all faculty for Distance Education teaching	VPISS Distance Education	Fall 2020	What percentage of our faculty have been certified?

Goal: Engage All Students

Objectives

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

Annual Planning Actions

Annual Plan Item #	Ed Master Plan Goal	Vision for Success Goals	Actions to be taken	Responsible Persons	Semester	Evaluation Prompt
7	6/7	Completions Transfers	Expand course offerings offered via telepresence or alternate means from Eureka to alternate locations.	IT VPISS	Spring 2020	How many sections are being offered? What disciplines were offered?
8	2,5	Equity	Join CVC-OEI consortium and participate in both offering and accepting CVC-OEI Exchange courses.	Distance Education	Spring 2021	How many courses does the college have in the exchange?
9	1,2,3,5	Equity	Promote the use of universal design principles and ensure that online and web-enhanced courses are fully compliant with applicable accessibility regulations.	Distance Education	Fall 2020	What are the results of the latest accessibility audit? What changes need to be made?
10	1,3	Completions Unit Accumulation	Schedule DE courses in a way that allows completion of degree and certificate requirements efficiently	Distance Education	Fall 2020	What is the percentage increase in number of online course offerings and online enrollment? How has this affected overall degree and certificate completion?
11	3	Completions Transfers	Investigate and improve Transfer Center effectiveness.	VPISS	Spring 2021	How many students has our Transfer Center assisted? Did this increase our transfer numbers?
12	3	Completions Transfers	Investigate ways to automate unit milestone completion notification.	VPISS	Spring 2021	Describe the plan.

Goal: Community Partnerships & Workforce Training

Objectives

- 8) Effectively respond to regional workforce needs through workforce training
 9) Effectively partner with community stakeholders to respond to the needs of the community
 10) Serve as a hub of cultural, social, and economic activities
 11) Establish partnerships that enhance success by supporting the safety, health, and wellness of our students

Annual Planning Actions

Annual Plan Item #	Ed Master Plan Goal	Vision for Success Goals	Actions to be taken	Responsible Persons	Semester	Evaluation Prompt
13	8,10	Workforce	Investigate re-establishing a career center.	VPISS CE Dean	Spring 2021	What are the results of the inquiry?

Goal: Institutional Effectiveness & Planning

Objectives

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

Annual Planning Actions

Annual Plan Item #	Ed Master Plan Goal	Vision for Success Goals	Actions to be taken	Responsible Persons	Semester	Evaluation Prompt
14	12		Identify strategies for equipment replacement.	IT	Fall 2020	Has a plan been presented?
15	12		Identify strategies to fund the budget for capital repairs and maintenance.	FPC	Fall 2020	Has a plan been presented?
16	12/13		Pilot Assessment in eLumen product.	Assessment Committee	Spring 2021	How many assessments have been created? How many instructors reported?
17	13		Align the budget with the annual and Ed Master Plan.	IEC BAC	Spring 2021	Has the budget plan been published?
18	13		Transition admin and student services assessment into Program Review	Assessment Committee	Spring 2021	Describe the process by which assessments are done in Program Review.

Emergency Operations

- ❖ **Overview**

In the early spring of 2014, College of the Redwoods enrolled in an emergency notification system that would alert all students and employees by text message, of any emergency in the district. This seemed especially prudent given the rise in school shootings over the years. Over the next several years, the RAVE program was used to send messages about mountain lions and bears on campus and a bomb threat. Additional measures were implemented to improve safety; telephones were equipped with a panic feature, many offices adopted protocols to keep their doors locked, and many staff and faculty attended ‘active shooter’, de-escalation techniques, and other emergency preparedness trainings held at the college.

In October 2019, PG&E announced it would implement a Public Safety Power Shutoff (PSPS) due to high winds that could potentially ignite wildfires. The message to customers was vague, the power may go off at some point during the day and remain off for an undetermined number of days. The confusion that followed revealed the need for a task force that could quickly and accurately gather information and send out a consistent and comprehensive message to students, staff, faculty, and the community.

The task force was made up of executive cabinet members, and the leads for public relations, safety, and infrastructure. Plans were put in place to keep critical functions operating and communications channels open to students, staff & faculty, and the public. RAVE was replaced with EverBridge and quickly implemented, and avenues of communication were established within the task force to promote clear and consistent updates out to the appropriate communities. IT infrastructure components were relocated and critical power needs like refrigeration were identified, allowing facilities to quickly bring portable generators to essential buildings.
- ❖ **2nd PSPS Event**

In late October, PG&E announced a 2nd PSPS event. The EOC quickly assembled, messages went out closing the campus to all but essential employees, generators were put in place, and with only one exception, necessary functions continued to operate. The remaining debate was how to get the required school days in for the semester if we have to continue shutting the campus down.
- ❖ **Utilities Infrastructure Redesign**

In May of 2019 the college embarked on a \$36.5 million dollar state funded project to replace all of the utility infrastructure in order to meet the Alquist-Priolo Earthquake Fault Zone Act and the Seismic Hazards Mapping Act requirements. This construction caused numerous interruptions throughout the 2019-2020 academic year. Several power outages were scheduled and the EOC was able to quickly enact plans to keep the college operational. Completion is anticipated by summer of 2021. Once completed, all communications and computer network infrastructure will be able to switch over to generated power without the need of portable generators. This milestone could be achieved as early as winter 2020 through the efforts already made. This infrastructure upgrade will play an important role in helping the college to keep communications open and essential business functions operating in any emergency.
- ❖ **COVID-19 Virus**

In March of 2020, it became clear that the college was not going to escape the global pandemic caused by the Corona COVID-19 virus. During the week of March 9th, the college, following the direction of state local health officials began practicing ‘social distancing’. The EOC began meeting to determine immediate, semester, and long term

plans for the college. On March 17th during spring break, a shelter-in-place order had been made, and the EOC was able to communicate a clear and consistent message that no classes would be held on campus the following week. On Monday of that week, after much deliberation, it was determined that the remainder of the semester would be held via Distance Education. Throughout the week of March 23rd administration and faculty worked collaboratively to determine how best to serve students remotely. Nearly 200 laptops were issued to faculty and staff to enable to continue their work. Messaging went out to students offering numerous resources to help them through this difficult time. Despite these efforts Spring 2020 saw approximately 1,000 more withdrawals than the previous spring. As the spring semester rolled into April, plans were made to limit summer classes to online and to be prepared to only offer Fall 2020 semester classes online with the possibility that restriction might be loosened before the semester begins. An instructional task force was made up from the VPISS, Admissions & Records office, instructional deans, and IT to enact this transition.