

College of the Redwoods
7351 Tompkins Hill Road, Eureka, CA 95501

Focused Midterm Progress Report

October 15, 2008

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Statement of Report Preparation

On July 3, 2008, College of the Redwoods (CR) received the ACCJC's June, 30, 2008 letter notifying the college that its probation status was removed and the college had been returned to warning status pending a focused midterm progress report.

Subsequently, President/Superintendent Jeff Marsee, after assuming leadership of CR on July 1, named Keith Snow-Flamer, Vice-President of Learning and Student Development; Dave Bazard, Professor of Geology and Math/Science Division Chair; and John Johnston, Professor of English and Curriculum Committee Chair, as the Accreditation Core Team. The Core Team has worked with college functional teams to assemble a complete and accurate collection of data to include in this report. The report that follows has been distributed and reviewed district-wide, and reviewed by the Board of Trustees. We are confident it offers an accurate description of the college's response to the ACCJC's remaining recommendation.

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| Jeff Marsee, President/Superintendent College of the Redwoods | <u>October 10, 2008</u> Date |
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| Progress report provided to the Redwoods Community College Board of Trustees | <u>October 8, 2008</u> Date |
|---|--------------------------------|

Accreditation Core Response Team

Keith Snow-Flamer, Vice President, Learning and Student Development
Dave Bazard, Professor of Geology and Math/Science Division Chair
John Johnston, Professor of English and Curriculum Committee Chair

Preamble

As documented in the progress reports and addenda submitted during the 2007-08 academic year, College of the Redwoods (CR) has transformed itself from a college that simply reacts to ACCJC sanctions to an institution that routinely evaluates its goals, programs, and resource needs in a deliberate and sustainable manner. During the last five months, CR has continued to use and refine the data analysis, program review, and planning processes developed last year, resulting in further integration of institutional planning and budgeting.

The college's work is evidence of two important aspects of CR's emerging culture: 1) the college is sustaining its commitment to continuous improvement and to sensible, integrated planning processes; 2) this commitment and these processes are strong enough to withstand the inevitable turnover of staff, faculty, and administrators. Evidence of this is CR's continued engagement in meaningful program review and planning as the college transitions to the management style and direction of a new president. While this transition has caused the college community to contend with differences in perspective regarding shared governance and organizational structure, the college has continued using data analysis, program review, and assessment to link planning with budgeting and to develop and modify both long-term plans and short-term goals. The willingness of faculty, staff, and management to engage in college planning processes; their continued participation in workshops, committees, and town hall meetings; and even their spirited debates about how best to develop longer-range plans are evidence of an institutional culture that embraces and operationalizes the principles underlying accreditation standards. Moreover, the motivation for much of the work during the summer and this fall is a college-wide realization that our current planning mentality will lead not only to achieving accreditation-related goals but more importantly to ensuring that our resource allocation and planning result in effective student learning. To paraphrase the standards, our institution-wide dialogue remains at the heart of our self-evaluation process so that the CR community continues to shape and renew a comprehensive perspective of the college.

Response to Team Recommendations and the Commission Action Letter

The Accreditation Commission's letter of June 30, 2008 removed the college from probation but kept CR on warning with a requirement to complete a focused midterm report by October 15, 2008. The focused midterm report will concentrate on the college's progress toward addressing the following final recommendation:

That the district improve its planning processes to include: the development of a long range educational plan; the development of a facilities master plan; and the development of an information technology plan. It is further recommended that the district develop a long range financial planning process to provide early notice of structural imbalances between revenue and expenditures; to identify resources needed to adequately support changes in technology systems, facilities, and enhancement to student support systems; and to regulate the pace of changes consistent with available funds.

Integrating Program Review into Budget Processes

Following its April 4, 2008 visit to the College of the Redwoods campus, the ACCJC visiting evaluation team offered helpful observations of the processes the college had created to link program review data to resource allocation. The team indicated that the college's program review process effectively generated resource requests that will strengthen each program's ability to meet its specific objectives, and it noted that the "use of action plans is the first step toward establishing this critical link to resource allocation decisions" (May 6, 2008 Evaluation Team Report, page 5). CR continues to use action planning as a vehicle for implementing the integrated planning process and allocating resources; it also continues to strengthen the links between program review, functional work groups, planning committees, and budget units.

The visiting team also noted in its report that action planning "is where the process ends as the resource requests do not yet drive the budget development process" (May 6, 2008 Evaluation Team Report, page 6). College of the Redwoods recognized this deficiency. In response, CR evaluated its program review, planning, and budgeting processes and revised them to allow program review data to be used in budget development and to allow strategic planning objectives to drive long-range resource allocation more directly.

In an effort to use program review data in the budgeting process more effectively, the Program Review Committee (PRC) focused on specific strategies for linking program review, budgeting, technology, facilities, and staff planning processes. Based on conversations with the Coordinated Planning Council and feedback from 2007-08 program review participants, the PRC added several elements to program review forms in order to improve the quality and usability of program review data for planning and budget development (Appendices A: Instructional Comp/Annual Program Review Update Forms and B: Student Services/Administrative Services Program Review Form). These include:

- specific line-item descriptions of each program's discretionary budget;

- “check box” areas to allow for efficient, consistent evaluation of student services and library/academic support needs;
- a separate facilities form to provide descriptions of each program’s specific classroom technology and facilities needs and the connections between these upgrades and enhancement of educational outcomes;
- detailed explanations of specific equipment and equipment repair requests and their relationship to achieving educational outcomes;
- specific descriptions of work done to assess student and program learning outcomes; and
- reports of action plan implementation and the subsequent impact of these plans on programs and student learning.

The level of specificity and detail required by the revised program review documents are central to the planning and budgeting system described below. Furthermore, the specific references in program review questions to achieving student learning outcomes and the linking of program goals to CR’s strategic plan ensure that this system results in resources being allocated to efforts that support college-wide goals and articulated program outcomes.

The results of CR’s revisions to its planning and budgeting process are the following:

1. Every instructional and non-instructional area undergoes both a comprehensive program review every five years and an annual update each year.
2. The detailed program review responses (tied to learning outcomes and the strategic plan) are reviewed and analyzed by functional groups and work teams dedicated to facilities, technology, staffing, budget, and student services (see Appendix C: Program Review Committee/Coordinated Planning Council 2008-2009 Calendar). These functional groups will prioritize requests based on the ability of the request to achieve educational outcomes and goals tied to the strategic plan.
3. These functional groups and teams are required to report out to the newly-created Planning Support Team. This group collates and analyzes the actions of the functional groups and work teams into a master planning document for Coordinated Planning Council (CPC) analysis and budget development.
4. The CPC is charged with analyzing and evaluating the long-range plans and goals of each program and developing any necessary action plans that address issues that span more than one program or discipline or allow for more effective achievement of educational outcomes and college-wide goals. These plans are integrated into the master planning document described above.
5. The Program Review Committee and CPC provide feedback to the program to highlight areas of program progress and areas that require improvement.

6. The master planning document is forwarded to the President for analysis, revision, funding, and implementation.

CR deployed this revised planning and budgeting process on September 22, 2008, with the first cycle of program review documents submitted to the Program Review Committee. The process will continue through the fall as CPC analysis deadlines are met, and it will continue through April 2009 when the college's 2009-2010 budget is developed and finalized. The timeline of this process is shown in detail in Appendix C, "Program Review Committee/Coordinated Planning Council 2008-2009 Calendar."

CR has also taken steps to strengthen the infrastructure that supports all college planning efforts by establishing a focused Planning Support Team led by the Title III Activities Director. This team will facilitate all college planning processes by managing document flow and communications between the Coordinated Planning Council, its subcommittees, and other planning teams.

In order to ensure that these processes are implemented and continued, the college reengineered its Institutional Effectiveness Committee (IEC) to provide broad oversight of the college's planning processes and its compliance with the Standards of Accreditation of the WASC/ACCJC. The IEC is charged with ensuring that our planning and resource allocation processes are effective and ongoing. The IEC systematically reviews all parts of the planning and budgeting cycle, including communication between the program review process, functional teams, the CPC, the Cabinet, and institutional research. Additional duties of the IEC are included in Appendix D, "Institutional Effectiveness Charge."

CR's planning and budget processes rely upon input from all college programs. This allows for evaluation of trends, resource needs, educational outcomes assessment, and the ability of programs to achieve strategic plan goals. The use of functional groups to evaluate program review requests and the web-posting of program reviews in a consistent and systematic manner allows all appropriate constituents to evaluate how their actions are supporting the larger college-wide goals.

Long-Range Financial Planning

CR's newly-appointed president presented a revised budget model to the Board of Trustees (BOT) on September 8, 2008, in order to strengthen CR's ability to engage in long-range financial planning. This budget development model has also been presented to the Academic Senate and the Coordinating Planning Council. This financial planning process allows the college to establish predictable short- and long-range budgeting strategies by

- utilizing full-time-equivalent student (FTES) targets to measure the necessary funding to meet goals and objectives;
- creating "set-aside" funds to meet ongoing institutional expenditures such as deferred maintenance, technology upgrades and replacements, and other

mandatory obligations and commitments that support the systems and functions needed to help assure quality instruction is delivered; and

- incorporating zero-based budgeting with all remaining “discretionary” funds at the department and area/division level.

This approach identifies the financial support required to meet the needs identified through the program review, CPC planning analysis, and enrollment management processes.

By projecting future targets (FTES) and related costs, the college can now assess how its operational decisions will impact its financial assets. Establishing multi-year budget scenarios will further enhance the ability of the college to anticipate and adjust to positive and negative financial swings.

Significantly, the planning and budget development model requires each funding decision to account not only for the impact on the area(s) being considered but also for the financial impact on all other areas of the budget. For instance, the decision to increase the number of funded course sections must be off-set by reductions in discretionary funds that would otherwise be distributed to departments. Also, the model provides the ability to identify and implement efficiency-enhancing actions, such as comprehensive energy-conservation efforts to reduce utility costs, to provide additional funds to other parts of the budget—e.g., instructional (course sections) or department (discretionary) accounts. Planning thus becomes an integral and realistic part of the budget by not only identifying program improvements and/or changes, but also by delineating how these changes and/or improvements will be funded and how they will impact other areas of operation if adequate funds are not available. It also allows the college to prioritize funding decisions using a cost-benefit rationale and thereby create achievable “big picture” and long-term goals.

Planning & Budget Development Calendar

| Dates | Activity | Responsible |
|---------------------|--|--|
| September – January | Establish Planning Priorities Budgeting and Planning Committee action plans prioritized Develop/revise five-year financial forecast | Budget Planning Committee |
| January—February | Determine preliminary revenue estimates Identify Budget Development Assumptions Begin Assessment of Key Budget Issues—Including the Funding of High Priority Planning Initiatives Present the Preliminary Budget to | Vice President of Administrative Services Budget Planning Committee |

| | | |
|-------------|--|---|
| | Cabinet—i.e., revenue and expenditure assumptions. | |
| April | <p><u>Instructional Costs</u>--Vice President L&SD determine enrollment targets, sections to be taught, and full-time/adjunct FTEF</p> <p><u>Institutional Costs</u>—Planning and Budget Committees identify mandatory institutional costs including:</p> <ul style="list-style-type: none"> • Full-time salaries • Benefits • Utilities • Legal and contract obligations • GASB • Department & Operating Costs • Vice Presidents Develop Line Item Budgets for Operational Areas • Continue Assessment of Key Budget Issues | <p>Vice President and Enrollment Management Committee with Cabinet approval</p> <p>Budget Planning Committee; Vice President of Administrative Services</p> <p>Cabinet for full-time positions</p> <p>Vice Presidents</p> |
| April/May | <p>All budget information is input into a draft (Datatel) statement</p> <p>Proposed tentative budget is reviewed for approval</p> <p>All planning and budget assumptions are finalized</p> | <p>Campus Business Offices</p> <p>President’s Cabinet</p> |
| May | President submits tentative budget to Board of Trustees for first reading presentation. | President |
| June | Tentative Budget is Presented To Board | President |
| July | Tentative Budget is Rolled Into Active File | Accounting |
| July/August | Final Revenue and Expenditure Adjustments are Made to Budget | Budget Planning Committee; Cabinet |
| August | Final Budget is Reviewed for Approval | Budget Planning Committee; President |
| September | Final Budget Submitted to Board | President |

Master Planning

As described in CR’s April 1, 2008 Accreditation Progress Report and May 13, 2008 Accreditation Progress Report Addendum, the development of high-quality, usable facilities and educational master plans has proven the most challenging of accreditation-related tasks the college has faced. Determined to complete these tasks, the college contracted in spring 2008 with the Datatel Center for Institutional Effectiveness for the development of both of these master plans and completed important work on these plans, including the formation of master

planning committees, the development of planning frameworks, the creation of master planning activity timelines and draft deadlines, and the preliminary gathering of internal and external data. Evidence submitted with the May 2008 progress report addendum clearly shows that CR was taking the charge of master planning seriously and making progress.

However, it became clear to master planning committee members early in the process that the assistance provided by the contracted consultants was neither effective nor efficient, and by June 2008 committee members viewed sessions with the consultants as extremely unfocused and largely unproductive, and the committees began to see the consultants as obstacles to the process rather than as assets. These concerns were communicated to CR president Dr. Jeff Marsee during his first week of employment at the college. Dr. Marsee, recognizing the importance of these plans, immediately called for a cessation of master planning work in order for the college to contract with consulting firms that would more ably lead CR to its master planning goals.

Technology Master Planning

As described in CR's May 13, 2008 progress report addendum, the Technology Advisory Group has completed CR's technology plan, *Technology Assessment and Planning 2008-2011*. The plan, in addition to establishing technology goals that support the college's mission and align with CR's *Strategic Plan 2008-2011*, identifies specific baseline measurements and targets for all technology objectives and includes a district-wide PC hardware survey that will serve as the foundation for an ongoing computer replacement program. CR's completed technology plan will be revised as education master planning work is completed to ensure that these key planning documents are integrated and coherent.

Educational Master Planning

In September 2008, College of the Redwoods entered into a contract with the California Collegiate Brain Trust (CCBT) to work with the broadly representative Educational Master Planning Committee to efficiently develop a five-year educational master plan that will help the college realize its goals.

This collaboration included an analysis of CR's institutional research data previously gathered for educational master planning work and interviews with the director of Institutional Research, Title III staff, the Academic Senate, Institutional Technology staff, Distance Education Committee members, the Education Master Plan Committee, faculty and classified union representatives, the accreditation core team, and leadership of the Del Norte and Mendocino Coast Education Centers. The analysis and interviews culminated in a forum to discuss master planning activities, ideas, and schedules. This process resulted in a progress review/gap analysis that outlines the specific needed steps for the college to produce a usable education master plan, increase FTES, expand distance learning offerings, and maximize opportunities for grants.

Significantly, CR has created and committed to an educational master plan work calendar that describes specific tasks, weekly meeting schedules, deadlines, and responsibilities. This calendar ensures that a final draft of the CR educational master plan will be presented to the Board of Trustees for approval at the April 2009 meeting.

Educational Master Plan Calendar

| | |
|---|-------------|
| The President identifies the Educational Master Plan consultants | Complete |
| The administration, in consultation with the Academic Senate co-presidents, identifies the Educational Master Plan Committee | Complete |
| The Board of Trustees approves personal services agreement with Community College Brain Trust as facilitators of the educational master planning processes | Complete |
| The data analysis task force reviews data elements that include: occupational targets of opportunity; class schedule analysis; enrollment management; high school and zip code penetration; student and community demographics and trends; facilities overview; five-year financial overview; distance learning | October 29 |
| The data analysis task force presents key planning performance indicators and targets to the Educational Master Plan Committee | October 29 |
| The Coordinated Planning Council uses strategic planning goals to develop an educational master plan vision statement | November 5 |
| The Educational Master Plan Committee either accepts or rejects, cross references against the strategic plan, and/or adds to the key planning performance indicators and targets presented by the data analysis task force | November 5 |
| The Educational Master Plan Committee validates vision statement | November 12 |
| Roll out key planning performance indicators and targets to Coordinated Planning Council, Enrollment Management Committee, and operational units | November 12 |
| Complete first draft of chapters three through eight: 3 (Introduction); 4 (Development of College Master Plan); 5 (CR Mission, Values and Strategic Goals); 6 (Integration of College Master Planning); 7 (Profile of Campus and Community); and 8 (Goals and Objectives) of the Educational Master Plan | December 12 |
| Operational units use key planning performance indicators and targets to build planning short and long term strategies | January 30 |
| Coordinated Planning Council incorporates key planning performance indicators and targets into the planning document | January 30 |
| Complete first draft of chapters 1 and 2 of the Educational Master Plan: Executive Summary; and President's Introduction | February 11 |
| Release complete draft of the Educational Master Plan to the campus for review | February 18 |
| Revise the draft of the Educational Master Plan with the facilitators | March 11 |
| Final Educational Master Plan given to the President and the Coordinated Planning Council | March 18 |
| Program Review Committee revises the program review forms to address key planning performance indicators and targets | March 31 |
| The Board of Trustees reviews and approves the Educational Master Plan | April (TBD) |

Facilities Master Planning

On October 7, 2008, College of the Redwoods entered into a contract with HMC Architects to provide consulting services to guide the district in developing a Facilities Master Plan. The work will be completed in collaboration with the development of the Educational Master Plan.

The new Facilities Master Plan will include an assessment of existing buildings. The master planning committee will review projected space needs; develop replacement, alteration, and repair plans for buildings; and create an operating plan. The plan will be based on the college's strategic and educational plans which include the college's mission and goals, forecasted instructional and non-instructional programs, and forecasted FTES.

As it did for educational master planning work, CR has created and committed to a Facilities Master Plan work calendar that describes specific tasks, weekly meeting schedules, deadlines, and responsibilities. This calendar ensures that a final draft of the CR Facilities Master Plan will be presented to the Board of Trustees for approval at its July 2009 meeting.

Facilities Master Plan Calendar

| | |
|---|-------------|
| The President identifies the Facilities Master Plan consultant(s) | Complete |
| The administration, in consultation with the Academic Senate co-presidents, identifies the Facilities Master Plan Committee | Complete |
| The Board of Trustees approves the personal services agreement with HMC Architects as the facilitator of the facilities master planning processes | Complete |
| The Facilities Master Plan facilitator collects and reviews planning information for the college | October 31 |
| The Facilities Master Plan facilitator coordinates actions with CCBT | October 31 |
| The Facilities Master Plan Committee reviews process, schedule, and define goals | October 31 |
| The Facilities Master Plan facilitator visits and analyzes current site | November 30 |
| The Facilities Master Plan Committee reviews and validates analysis and defines key planning issues | November 30 |
| The Facilities Master Plan facilitator analyzes educational planning data and develops facilities space program for the district and sites | December 31 |
| The Facilities Master Plan Committee reviews space programs options and selects preferred option | February 27 |
| The Facilities Master Plan facilitator develops master plan recommendations and prepares a draft report | March 31 |
| The Facilities Master Plan Committee prepares the final report with assistance from the facilitator | April 30 |
| Final document formally forwarded to the President and the Coordinated Planning Council | May 29 |
| The Board of Trustees approves the Facilities Master Plan | July (TBD) |

College of the Redwoods Master Planning Calendar

College of the Redwoods Master Planning Calendar

| | Budget | Educational Master Plan (EMP) | Facilities Master Plan (FMP) | Enrollment Management | Coordinated Planning Council (CPC) |
|---------------------|---|---|--|---|---|
| September 08 | <p>Board approves final budget for 2008-09</p> <p>Establish budget model format for development of multi-year financial forecasting</p> | <p>Contracted with CCBT</p> <p>EMP Committee formed</p> | <p>Preliminary review of Eureka campus facilities planning completed by consultant</p> | <p>Initial enrollment management diagnostic assessment completed:</p> <ul style="list-style-type: none"> • marketing brochures • message effectiveness • website clarity • recruiter effectiveness • identifying target populations • campus coordination • campus visits • financial aid • identifying at-risk populations • advising at-risk students • timely remediation • early-warning process • special student advising • transfer students | |

College of the Redwoods Master Planning Calendar

| | Budget | Educational Master Plan (EMP) | Facilities Master Plan (FMP) | Enrollment Management | Coordinated Planning Council (CPC) |
|-------------------|---|--|---|--|---|
| | | | | <ul style="list-style-type: none"> • weekend and evening students • integrated advising • alumni interface • process format • student development efforts • monitoring institutional “kick points” | |
| October 08 | <p>Sept/Jan: Budget Planning Committee establishes planning priorities, determine budgets for highest-priority action plans</p> <p>Develop five-year financial budget</p> <p>Complete subcommittee assignments to prepare for preliminary budget in January</p> | <p>Data analysis task force will review data elements that include: occupational targets of opportunity; class schedule analysis; enrollment management; high school and zip code penetration; student and community demographics and trends; facilities overview; five-year financial overview; distance learning</p> | <p>FMP Committee formed</p> <p>Contracted with HMC Architects</p> | <p>Enrollment Management Committee formed</p> <p>Follow-up enrollment management diagnostic assessment planning session</p> <p>Begin developing enrollment management indicators and targets</p> <p>EMC will work with</p> | <p>Begin processing technology, facilities, staffing requests, enrollment management, goals, and assessment information from program reviews</p> <p>CPC will develop a vision statement from which education master plan action plans will be developed</p> |

College of the Redwoods Master Planning Calendar

| | Budget | Educational Master Plan (EMP) | Facilities Master Plan (FMP) | Enrollment Management | Coordinated Planning Council (CPC) |
|--------------------|---|---|--|--|--|
| | Identify measurable institutional performance indicators | Data analysis task force will present key planning performance indicators and targets to the EMP Committee Community Advisory Committee formed | | Enrollment management work group to develop enrollment projections | |
| November 08 | Sept/Jan: Establish planning priorities, determine budgets for highest-priority action plans Complete five-year budget | The EMP Committee will accept/reject, cross reference against the strategic plan, and/or add to the key planning performance indicators and targets presented by the data analysis task force Begin developing instructional and administrative goals/objectives EMP Committee validates vision statement | Facilitator collects/reviews planning information Facilitator coordinates with EMP Committee Committee reviews process, schedule, and defines goals Facilitator visits/analyzes current sites | Establish performance indicators and targets using agreed-upon quantifiable indicators Begin developing recruiting and retention strategies and action plans Begin developing marketing strategies | CPC will begin evaluating action plans awarded last year |

College of the Redwoods Master Planning Calendar

| | Budget | Educational Master Plan (EMP) | Facilities Master Plan (FMP) | Enrollment Management | Coordinated Planning Council (CPC) |
|--------------------|--|--|--|--|---|
| | | Roll out key planning performance indicators and targets to CPC, Enrollment Management Committee, and operational units | | | |
| December 08 | Sept/Jan Establish planning priorities, determine budgets for highest-priority action plans | Complete first draft of chapter 3, 4, 5, 6, 7, and 8 of the EMP: Introduction; Development of the Master Plan; CR Mission, Values and Strategic Goals; Integration of College Master Planning; Profile of Campus and Community; and Goals and Objectives | FMP Committee reviews and validates analysis and defines key planning issues Facilitator analyzes educational planning data and develops facilities space program | Reference program review to action plans | |
| January 09 | Jan/Feb Determine preliminary revenue estimates Identify budget assumptions | Operational units will use key planning performance indicators and targets to build planning indicators CPC incorporates key | | Confirm FTES targets Begin implementation of action plans Develop historical | Forward planning documents with recommendations and prioritizations to for budget development CPC incorporates key |

College of the Redwoods Master Planning Calendar

| | Budget | Educational Master Plan (EMP) | Facilities Master Plan (FMP) | Enrollment Management | Coordinated Planning Council (CPC) |
|--------------------|--|--|--|--|---|
| | Begin assessment of key budget issues Present preliminary budget | planning performance indicators and targets into the planning document | | data to determine targets for each indicator | planning performance indicators and targets into the planning document |
| February 09 | Jan/Feb Determine preliminary revenue estimates Identify budget assumptions Begin assessment of key budget issues Present preliminary budget | Complete first draft of chapters 1 and 2 of the EMP Release complete draft of the EMP the campus for review and input | The FMP Committee reviews space programs options and select preferred option | Split enrollment management efforts into three distinct categories for oversight: <ul style="list-style-type: none"> • Recruitment • Operations/ Student Processes • Retention/ Placement | Announce “Call for Action Plans” Assess the integrated planning model with division chairs, program directors, academic senate, and college council to assess integrated planning process Conclude processing annual program review information Review planning documents received from the support team |
| March 09 | Departments begin developing budgets (zero-based budgets) | Revise the draft of the EMP with the facilitators Program Review | The FMP facilitator develops master plan recommendations and prepares draft report | Continue February implementation efforts | Consider revising the integrated planning process Continue forwarding |

College of the Redwoods Master Planning Calendar

| | Budget | Educational Master Plan (EMP) | Facilities Master Plan (FMP) | Enrollment Management | Coordinated Planning Council (CPC) |
|-----------------|---|---|---|---|--|
| | | <p>Committee revises program review forms to address key planning performance indicators and targets</p> <p>Final EMP formally given to the President and the CPC</p> | | | <p>planning documents with recommendations and prioritizations for budget development</p> |
| April 09 | <p>Determine enrollment targets, course sections, and staffing</p> <p>Identify mandatory instructional costs</p> <p>Develop line-item budgets for operational areas</p> <p>Continue assessment of key budget issues</p> <p>Input budget into Datatel</p> <p>Review tentative budget</p> | <p>Board approval of EMP</p> | <p>The FMP Committee prepares the final report with assistance from the facilitator</p> | <p>Continue February implementation efforts</p> | <p>Forward final planning documents with recommendations and prioritizations for budget development</p> <p>Award 2009-2010 Action Plan funding</p> |

College of the Redwoods Master Planning Calendar

| | Budget | Educational Master Plan (EMP) | Facilities Master Plan (FMP) | Enrollment Management | Coordinated Planning Council (CPC) |
|------------------|--|--------------------------------------|-------------------------------------|--|--|
| | Planning and budget assumptions finalized | | | | |
| May 09 | Input budget into Datatel Review tentative budget All planning and budget assumptions finalized Tentative budget to Board of Trustees for first reading | EMP Completed | Final FMP to President and CPC | Continue February implementation efforts | Post planning documents on the CPC website |
| June 09 | Board approval of tentative budget | | | Continue February implementation efforts | |
| July 09 | Tentative budget rolled into active file July/Aug Final budget adjustments | | Board approval of FMP | Continue February implementation efforts | |
| August 09 | July/Aug Final budget adjustments | | FMP Completed | | |

College of the Redwoods Master Planning Calendar

| | Budget | Educational Master Plan (EMP) | Facilities Master Plan (FMP) | Enrollment Management | Coordinated Planning Council (CPC) |
|---------------------|---|--------------------------------------|-------------------------------------|------------------------------|---|
| | Final budget reviewed for approval by FAC/President | | | | |
| September 09 | Final budget approved by Board | | | | |

Response to Self-identified Issues

The following describes specific self-identified issues and indicates actions completed and scheduled for completion.

| Planning Agenda | Date Due |
|---|-------------|
| The Vice President of L&SD ensures that 100% of student services programs will undergo program review in 2006 | Complete |
| The Program Review Committee develops a multiyear program review calendar for all instructional, student services, and administrative services programs | Complete |
| The Program Review Committee and college administration ensures that 100% of instructional and administrative programs are reviewed in 2007 and 100% of student services programs complete their second cycle of review | Complete |
| The Coordinated Planning Team develops a strategic plan with key performance indicators identified | Complete |
| The college administration ensures that an integrated planning model is developed | Complete |
| The Director of Facilities and Grounds convenes a Facilities Planning Committee to develop the facilities planning process | Complete |
| The Director of Institutional Technology Systems develops a technology plan based on needs identified from program reviews | Complete |
| The Program Review Committee, Title III, and Institutional Research assesses program review process | Complete |
| The co-chairs of the Program Review Committee revises the program review forms so they: 1) can be translated into budget development, 2) have specific line-item information describing the program's discretionary budget, 3) have specific "check box" areas to evaluate student services and library/academic support needs, 4) have a separate facilities form to provide descriptions of specific facilities needs and the connection between these upgrades and enhancement of educational outcomes, 5) have a tabulation of specific equipment and equipment repair requests and their relationships to achieving educational outcomes, 6) have a tabulation of student and program learning outcomes assessment work, 7) document action plans and the subsequent impact of these plans, and 8) align instructional and student/administrative services forms | Complete |
| The Coordinated Planning Council develops an integrated planning process that directly links the program review processes to the institution's planning processes | Complete |
| The Coordinated Planning Council assists work units in developing action plans | Complete |
| The Coordinated Planning Council develops specific planning council timelines for processing program review data and using it for planning (calendared planning process to provide specific dates when each program review element will be reviewed by subcommittees dedicated to facilities, technology, staffing, budget, assessment, and enrollment management) | Complete |
| The college administration formalizes the membership and the responsibilities of the Institutional Effectiveness Committee. The IEC will provide oversight of the college's continuous improvement efforts in meeting accreditation standards | Complete |
| The Coordinated Planning Council's Support Team begins processing technology, facilities, staffing requests, enrollment management, goals, and assessment information from program reviews | In Progress |

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| The Coordinated Planning Council begins dialogue with the division chairs, program directors, the academic senate, and the college council to assess the integrated planning process | February 11 |
| The Coordinated Planning Council reviews planning documents received from the Support Team | February 27 |
| The Coordinated Planning Council concludes gathering input on the integrated planning process | March 4 |
| The Coordinated Planning Council considers revising the integrated planning processes | March 13 |
| The Coordinated Planning Council forwards planning documents to the budget planning committee | March 13 |
| The budget planning committee prioritizes the Coordinated Planning Council's planning recommendations for inclusion into the annual tentative budget | April 30 |
| The Coordinated Planning Council forwards a revised integrated planning process model to the College Council for review and approval, if warranted | April 30 |

Conclusion

College of the Redwoods believes that this focused midterm report indicates clearly that the entire college district remains committed to educational, facilities, and budget planning. In addition to continuing to improve its existing planning processes and developing a long-range financial plan, CR has created and committed to realistic action calendars that ensure the completion of both the education and facilities master plans by April 2009. The CR community looks forward to the opportunity to submit evidence of its ongoing commitment to these activities and its accomplishments through December 2008. This report and the evidence that will follow over the next two months should make clear that College of the Redwoods continues to work toward excellence and full compliance with ACCJC standards.

Appendix A

Instructional (Comp/Annual) Program Review Update Forms

Program/Discipline: _____

Annual Program Review Update

Instructions

The Annual Update is conducted district-wide by each program/discipline and consists of a) analysis of general changes, staffing, resources, facilities, equipment and other needs, as well as b) reporting of curricular changes and outcomes assessment.

The questions on the subsequent pages are intended to assist you in planning for your program or area. **Input should be sought from all campuses.** It should be **submitted or renewed every year by the designated date** in anticipation of budget planning for the next fiscal year.

Institutional data used to document program/discipline statistics and trends will be provided by Institutional Research.

Please include pertinent documents such as student learning outcomes assessment reports and data analysis to support any requests for new faculty, facilities, equipment, etc. Retain this information for your discipline's use.

Submit an electronic copy of your Annual Update Document and supporting data to the Program Review Committee. Also submit a copy of these documents to your Division Chair, Director, or Campus Lead Faculty.

Annual Program Review Update

***Be sure to include information from all three campuses.**

Program/Discipline: _____

Submitted by (names): _____

Contact Information (phone and email): _____

Date: _____

1. Program/Discipline Changes

Has there been any change in the status of your program or area since your last Annual Update? (Have you shifted departments? Have new degrees or certificates been created by your program? Have activities in other programs impacted your area or program? For example, a new nursing program could cause greater demand for life-science courses.)

Note: curricular changes should be addressed under **12 (Curriculum)**.

- No (go to next question)
 Yes Describe the changes below:

2. Program/Discipline Trends

Refer to the data provided (data link is located at <http://inside.redwoods.edu/Assessment/ProgRev/InstructionalProgramReviewData.asp>) and describe the trends in enrollment, retention, success rates, and student demographics. If applicable, describe how changes in these areas are impacting your discipline and describe efforts within your area to address these impacts.

3. Labor Market Review (for occupational programs)

Occupational programs must review their labor market data. Links to various reports and information, as well as instructions on how to create program-specific reports, can be found at <http://www.redwoods.edu/District/IR/Reports/LaborMarket.asp>. Institutional Research (IR) is available to help with surveys and reviews. All survey data (whether collected by your program or the institution) should be sent to IR to be kept on record.

- a. Meets a documented labor market demand,
- b. Does not represent duplication of other training programs (in the region), and
- c. Is of demonstrated effectiveness as measured by the employment and completion success of its students.

4. Budget Resources

List your area’s budget for the following categories in the table below. Restricted funds have a sponsor/grantor/donor (federal, state, local government, etc). The funds are restricted by the sponsor/grantor/donor. Everything else is unrestricted.

| Category | Unrestricted Funds | Restricted Funds |
|---|--------------------|------------------|
| Supply and printing budget | | |
| Equipment replacement and repair budget | | |
| Professional Development | | |
| Work-study funding | | |
| Additional budget Items | | |

Is the funding for these areas adequate? Yes No

If not, describe the impact of unaddressed needs on your discipline or program.

5. Learning Resource Center Resources

Is the level of resources provided by the Academic Support Center and Library (Learning Resource Center) adequate? Yes No

If not, explain.

6. Student Services Resources

Complete the following grid concerning Student Services Areas.

Student Services Area

Does the area satisfy the needs of your discipline?

There is a connection to this discipline/program and YES the student services area does satisfy the needs of the discipline.

There is a connection to this discipline/program and NO the student services area does not satisfy the needs of the discipline.

Uncertain about the student service area provided or how it connects to this discipline/program

| | | | |
|---|--------------------------|--------------------------|--------------------------|
| Admissions and Records | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Counseling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Financial Aid | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Career Services | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Disabled Student Programs and Services (DSPS) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | |
|---|--------------------------|--------------------------|--------------------------|
| Extended Opportunities Programs and Services (EOPS) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| CalWorks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Residence Halls | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Upward Bound Student Conduct | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If a lack of support was indicated in the table above, describe your program/discipline need.

7. Faculty Resource Needs

Complete the Faculty Employment Grids below (data link is provided at <http://www.redwoods.edu/District/IR/Reports/EnrollmentFTES.asp>).

| Faculty Load Distribution in the Program | | | | | | |
|---|---|---|--|-------------------------|-------------------------|--|
| Discipline Name (e.g., Math, English, Accounting) | Total Teaching Load for fall 2007 term | % of Total Teaching Load by Full-Time Faculty | % of Total Teaching Load Taught by Part-Time Faculty | % Change from fall 2006 | % Change from fall 2005 | Explanations and Additional Information (e.g., retirement, reassignment, etc.) |
| | | | | | | |

| Faculty Load Distribution in the Program | | | | | | |
|---|--|---|--|---------------------------|---------------------------|--|
| Discipline Name (e.g., Math, English, Accounting) | Total Teaching Load for spring 2008 term | % of Total Teaching Load by Full-Time Faculty | % of Total Teaching Load Taught by Part-Time Faculty | % Change from spring 2007 | % Change from spring 2006 | Explanations and Additional Information (e.g., retirement, reassignment, etc.) |
| | | | | | | |

- a. Describe the status of any approved, but unfilled **full-time** positions.
- b. If you are requesting a **Full-Time Faculty** position, develop an attachment to this report that addresses the following criteria (as listed in AR 305.03)
- The ratio of full-time to associate faculty
 - Current availability of associate faculty
 - Relation to program review recommendations
 - Effect on diversity of the faculty
 - Effect on academic offerings and ability to serve students and the community
 - Effect on the vitality and future direction of a program and/or the college
 - Effect on student learning
- c. If your **Associate Faculty** needs are not being met, describe your efforts to recruit Associate faculty and/or describe barriers or limitations that prevent retaining or recruiting Associate Faculty

8. Staff Resources

Complete the Classified Staff Employment Grid below (please list full- and part-time staff). This does not include faculty, managers, or administration positions. If a staff position is shared with other areas/disciplines, estimate the fraction of their workload dedicated to your area.

| Staff Employed in the Program | | | | |
|--|--|----------------------------------|--------------------------|--|
| Assignment (e.g., Math, English) | Full-time (classified) staff (give number) | Part-time staff (give number) | Gains over Prior Year | Losses over Prior Year (give reason: retirement, reassignment, health, etc.) |
| | | | | |

Do you need more full-time of part-time classified staff? yes no
If yes, explain why.

9. Facilities and Classroom Technology

Are teaching facilities adequate for achieving the educational outcomes of this discipline/program? Yes No

If No was checked, complete and attach a Facility Form (*facilities.form*) for each instructional space that does not meet the needs of this discipline/program:

10. Equipment

Is the available equipment (other than classroom specific equipment described in the facilities section) adequate to achieve the educational outcomes of your program/discipline?

Yes No

If No was checked, complete the following grid for each piece of equipment being requested for this area/discipline:

| Equipment | Approximate Price | Number of students using equipment each semester | Describe how the equipment allows achievement of program/discipline educational outcomes |
|-----------|-------------------|--|--|
| | | | |

Equipment Repair

Is the equipment used for your discipline/program in need of repair, which is outside your current budget allotment? *This does not include classroom specific equipment repair described in the facilities section.* Yes No

If Yes was checked, provide the following information to justify a budget allotment request:

| Equipment requiring repair | Repair Cost / Annual maintenance cost | Number of students using equipment each semester | Describe how the equipment allows achievement of program/discipline educational outcomes |
|----------------------------|---------------------------------------|--|--|
| | | | |

11. Learning Outcomes Assessment Update

List all expected program-level outcomes, whether you have completed the assessment loop (use of results) or not. For each outcome, identify the means of assessment and the criteria for success. Summarize the data that have been collected in the ‘Assessment Results’ column. If no data have been collected and analyzed for a particular outcome, use the ‘Assessment Results’ column to clarify when these data will be collected and analyzed. In the fourth column, indicate how the assessment results are being used to improve the program.

| Program Outcomes (Not all disciplines have program-level outcomes) | Means of Assessment and Performance Criteria | Assessment Results Summary | Use of Results |
|--|--|----------------------------|----------------|
| | | | |
| | | | |
| | | | |

List all course-level student learning outcomes for which some assessment activity (assessment, analysis, or use of results) has taken place since the most recent program review, and complete the table below as appropriate

| Student Learning Outcomes (course-level) | Means of Assessment and Performance Criteria | Assessment Results Summary | Use of Results |
|--|--|----------------------------|----------------|
| | | | |
| | | | |
| | | | |

Discuss the extent to which part-time faculty (if applicable) have been involved in the dialogue about assessing student learning outcomes:

12. Curriculum Update

Identify curricular revisions and innovations undertaken

- a. in the last year.
- b. planned for the coming year.

Complete the grid below. The course outline status report can be located at:

http://www.redwoods.edu/District/IR/Reports/Curriculum/Curriculum_Course_Outlines.htm

| Course | Year Course Outline Last Updated | Year Next Update Expected |
|--------|----------------------------------|---------------------------|
| | | |

If the proposed course outlines updates from last year’s annual update (or comprehensive review) were not completed, please explain why.

13. Communication

Are the current lines of administrative, faculty, and staff communication adequate to meet the needs of this discipline/program? Describe representative example of effective or ineffective communication.

14. Action Plans

List any action plans submitted since your last annual update. Describe the status of the plans. If they were approved, describe how they have improved your area.

15. Goals and Plans

If you have recently undergone a comprehensive review, attach your Quality Improvement Plan (QIP) if applicable.

QIP Attached

If you do not have a QIP, refer to the goals and plans from your previous annual update. For each goal and/or plan, comment on the current status. List any new goals and plans your area has for the coming year, and indicate how they are aligned with the goals/objectives in CR's Strategic Plan. (CR's strategic plan is located on the web at <http://inside.redwoods.edu/StrategicPlanning/strategicplan.asp>).

Facilities and Classroom Technology Form
Program/Disciplines:
Year:
Submitted by:

List classroom or instructional space name/number:

Check if any of the following are not adequate:

Ventilation / room temp ADA access Number of seats / work stations Technology (computers, projectors, internet)

Other (briefly describe):

Describe the specific action and estimated cost (if available) to make this space adequate for your instructional needs:

List the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections.

Sections:

Students:

Quality Improvement Form

Program:

Year:

Submitted by:

| Category | Descriptions |
|---|---------------------|
| Recommendation Number and Title | |
| Planned Implementation Date | |
| Estimated Completion Date | |
| Action/Tasks | |
| Measure of Success/Desired Outcome | |
| Estimated Cost(s) | |
| Who is responsible? | |
| Consequence if not funded | |
| External Accreditation Recommendations (if applicable) | |

Comprehensive Instructional Program Review

Overview of the Process

The normal time frame for the **Comprehensive Program Review** self study is one academic year. The process consists of three major steps:

1. Form a self-study group or individual
2. Initial Planning and Training
3. Comprehensive Review Process and report writing

The Self-Study Group or Individual

A group of individuals (or individual) will be identified (by the unit, department, and/or division) to be responsible for the review.

This group (or person) will:

- Develop detailed task list and timeline
- Review data packet from Institutional Research
- Gather any additional information the program deems necessary
- Update course outlines and submit to Curriculum Committee if needed
- Prepare a draft report resulting from dialogue within the program
- Review and finalize the Comprehensive Review Report
- Submit Comprehensive Program Review Report to the Program Review Committee
- Make report revisions based upon the Program Review Committee's recommendations
- Submit revised Comprehensive Program Review Report to the Program Review Committee

Initial Planning & Training

The initial orientation/training meeting will:

- Familiarize instructional programs with ACCJC/WASC accreditation standards, the program review process, student learning outcomes assessment, and the role of strategic planning.
- Allow programs to begin the comprehensive program review with hands-on training in data interpretation and assessment techniques.
- Assist programs in the development of a project plan with timelines and assignment of responsibilities.
- Generate discussion about the discipline/self-study process, including:
 1. Look at the data provided by Institutional Research that have informed your document, discuss it with your colleagues, and identify major changes or trends you expect to be of particular relevance to your discipline in the next five years.

2. What will the implications of these trends be for your discipline and what changes will your discipline need to make to respond to these issues?

3. Comment on the enrollment trends and indicate plans as a result of that analysis. What trends, if any, exist in the data by gender, ethnicity, night vs. day, traditional vs. non-traditional, age, etc.? Why might these trends be occurring? Are there additional data that would assist your discipline in analyzing these trends?

As many members of the program as possible, including the discipline/area coordinator and the division chair, should attend the training. Each program should select **program representatives** who will communicate with Institutional Research and the Program Review Committee and provide organizational leadership for completion of the comprehensive review.

Programs are advised to review their prior Program Review submission (if one exists) and utilize those portions that remain relevant and appropriate to the current format.

Comprehensive

Instructional Program Review Document

Program: _____
Submitted by (names): _____
Contact Information (phone and email): _____
Date: _____

A. Mission and Relationship to the College

Describe how the activities and goals of your program relate to the mission statement and strategic plan of the college.

B. Program Description, Curriculum, and Information

1. Provide official program description and list program student learning outcomes. Use the following table to align program student learning outcomes with courses in which each student learning outcome is addressed. Provide additional information relevant to your discipline.
 - a. Official Program Description
 - b. Develop a two-column matrix which presents:
 - i. Program-Level Student Learning Outcomes (left-hand column)
 - ii. Course(s) where these program-level SLOs are presented (right-hand column)

**Program Student Learning
Outcome Statements SLO**

Course (s) Addressing SLO

2. Are there specific admissions guidelines for this program? yes No
If yes, list the guidelines

3. Outline the curriculum as it is being implemented for a full-time student completing a degree or certificate in this program. The outline should include course number, course title, units, lecture hours, and lab hours for each semester for the complete curriculum.

4.

| Semester | Course Number | Course Title | Units | Lecture Hours | Lab Hours |
|----------|---------------|--------------|-------|---------------|-----------|
|----------|---------------|--------------|-------|---------------|-----------|

As part of your self-study, review and summarize the development of curriculum in the program. Use the grid below to report recent additions, deletions, or revisions of courses.

| Semester | Course | Year Course Outline Last Updated | Year Next Update Expected |
|----------|--------|----------------------------------|---------------------------|
| | | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> |
| | | <input type="checkbox"/> | <input type="checkbox"/> |

- a) With respect to updating course outlines of record, list any relevant trends in your discipline with regard to:
1. Knowledge requirements
 2. Skills/student learning outcome requirements
 3. Instructional methods
- b) Evaluate the timing, frequency and coordination of course offerings to determine the adequacy of course offerings relative to a transfer degree (articulation), vocational/occupational certificates, and other appropriate aspects of the district's/educational centers'/college's mission
- c) Describe the various educational delivery methods currently being utilized by the program. Examples include but are not limited to traditional in-person classroom delivery, in-person lab, field studies, online, interactive television, telecourses, clinical instruction, etc.
- d) Identify curricular revisions, program innovations, and new initiatives planned for the next five years.

5. If applicable, indicate the program external accreditation/approval status. Either attach a copy of the most recent notification of accreditation/approval status from the appropriate agency, or indicate where the document exists within the college (e.g., division office). If external accreditation is available but the program has chosen not to seek accreditation status, please explain.

C. Program History

1. History (**update**) since last review:
What have been the major developments, activities, changes, and/or projects in your discipline over the past 2 to 4 years (longer if no recent review exists)? (This does not need to include curriculum updates, addressed above.)
2. What were the recommendations from your last program review (if any) and how has your discipline responded to those recommendations?
3. If you have goals from your previous program review, please list them along with the objectives related to your goals, the strategies being used to achieve objectives, and the documentation or evidence that demonstrates success. If no prior program review exists, skip #3.
4. If goals were not achieved, please explain.
5. Discuss any collaborative efforts you have undertaken with other programs (instructional or non-instructional) at RCCD and offer an assessment of success and challenges, and potential changes in collaborative efforts.
6. Discuss any activities or projects you have undertaken with other educational institutions, the community, or business/industry.

D. Measures of Effectiveness

1. Quality of Education

- a. If applicable, use an appendix to list the results of certifying, licensing, or registry examinations for each of the last five years.
- b. Faculty Qualifications:
 - (1) Is there one full-time faculty member whose primary assignment is responsibility for this program? Yes No
If not, explain.
 - (2) Are minimum faculty qualifications according to standards set by accrediting/approval bodies met?

State Chancellor’s Office? Yes No

External Accrediting/approval organizations Yes No

If “No” for either response, explain.
- c. Student Outcomes Assessment: Attach course- and program-level outcomes and assessment reports for each of the last four years. Program-level outcomes should include information from graduate/alumni and employer surveys.

2. Vitality

- a. Students Enrolled in the Program:
Use the grid below to enter the number of students enrolled in the program during the last two academic years. This data will be provided by the Institutional Research Office:

| | | |
|--------------------|-----------|-----------|
| | 2006-2007 | 2007-2008 |
| Number of students | | |
- b. List the retention and success data for students enrolled in program specific courses. List courses that are primarily populated by students enrolled in this program.

| Course | 2006-2007 % Retention | 2006-2007 Success, V1 | 2006-2007 Success, V2 | 2007-2008 % Retention | 2007-2008 Success, V1 | 2007-2008 Success, V2 |
|--------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| | | | | | | |

c. Have there been any significant changes in enrollment, retention, success rates, or student demographics that impact your discipline? Yes No
 If so, describe the changes and include the specific numeric changes that have occurred (a data sheet may be attached if necessary).

d. Enter program graduation data in the table below. Use the last column to project the number of enrollments and graduates expected for the coming year. Describe how the projection was made.

| | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
|---|------------------|------------------|------------------|------------------|
| Total Enrollment (unduplicated headcount) | | | | |
| Graduates | | | | |

e. Total number of 2006-2007 graduates by ethnic group and gender.

f. Indicate the number and percent of graduates from the most recent graduating class who are employed in positions related to the program major or continuing in a higher degree program.

NOTE: Indicate sources of information and provide any explanation as necessary. If needed, use an appendix to document data sources

| g. Year | Total Number Of Graduates | Employed in Related Field % | Continuing Education % |
|----------------|----------------------------------|------------------------------------|-------------------------------|
| | | | |

Indicate the average beginning salary for graduates of the program employed full-time. Sources of this information may include Department of Labor statistics, local employer surveys, graduate surveys, or advisory groups. Attach your source data as an appendix.

3. Efficiency

- a. Describe **current** student population in terms of enrollment by ethnic group and gender.
- b. If applicable, provide the composition of enrollment for selective admissions programs in the table below:

| Selective Admission Programs | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 | Fall 2007 |
|-------------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Number of Applicants | | | | | |
| Number of Acceptances | | | | | |
| Number of Entries | | | | | |

- c. **Faculty Staffing Pattern**
Provide the full- and part-time faculty load units for this program in the table below. Use courses that are specific to this program and are taught by program faculty.

| | 2005-2006 | 2006-2007 | 2007-2008 |
|----------------------|--------------------------|--------------------------|--------------------------|
| a) Full-time faculty | Teaching Load Units= | Teaching Load Units = | Teaching Load Units = |
| b) Part-time faculty | Teaching Load Units = | Teaching Load Units = | Teaching Load Units = |

Describe the status of any approved, but unfilled **full-time** positions.

- d. Rate the resources indicated in the table below with respect to how they support this program. Feel free to supplement the resource categories in the extra space provided. The four rating categories are defined as follows:

Adequate: This one resource is adequate to permit the program to function effectively.

Minimally Adequate: Program functioning at minimally effective level.

Inadequate: The limitations imposed by this one resource render the program marginal and will require immediate review for program improvement or continuation.

Not Applicable: Does not apply to this program.

| Resources | Rating | | | |
|------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | Adequate | Minimally Adequate | Inadequate | Not Applicable |
| i) Faculty | | | | |
| Full-time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Associate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ii) Support Staff | | | | |
| Clerical | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Technical | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Instructional Support | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other Personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iii) Current Expenses | | | | |
| Office Supply Expenses | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Instructional/lab supply Expenses | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| iv) Library Resources | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| v) Professional Development | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If any component in the table above is rated *Inadequate* or *Minimally Adequate*, please explain. Include recommendations for reducing or eliminating the limitations.

If a **full-time** faculty position is being requested for this program, develop an attachment to this report that addresses the following criteria (as listed in AR 305.03)

- The ratio of full-time to associate faculty
- Current availability of associate faculty
- Relation to program review recommendations
- Effect on diversity of the faculty
- Effect on academic offerings and ability to serve students and the community
- Effect on the vitality and future direction of a program and/or the college
- Effect on student learning

e. Facilities and Classroom Technology

Are teaching facilities adequate for achieving the educational outcomes of this discipline/program? Yes No

If No was checked, complete and attach Facility Form (*facilities.form*) for each instructional space that does not meet the needs of this discipline/program:

f. Equipment

Is the available equipment (other than classroom specific equipment described in the facilities section) adequate to achieve the educational outcomes of your program/discipline? Yes No

If No was checked, complete the following grid for each piece of equipment being requested for this area/discipline:

| Equipment | Approximate Price | Number of students using equipment each semester | Describe how the equipment allows achievement of program/discipline educational outcomes |
|-----------|-------------------|--|--|
|-----------|-------------------|--|--|

Equipment Repair

Is the equipment used for your discipline/program in need of repair, which is outside your current budget allotment? *This does not include classroom specific equipment repair described in the facilities section.* Yes No

If Yes was checked, provide the following information to justify a budget allotment request:

| Equipment requiring repair | Repair Cost / Annual maintenance cost | Number of students using equipment each semester | Describe how the equipment allows achievement of program/discipline educational outcomes |
|----------------------------|---------------------------------------|--|--|
|----------------------------|---------------------------------------|--|--|

g. List your area's budget for the following categories in the table below for the previous four years. Replicate this table for each year. Restricted funds have a sponsor/grantor/donor (federal, state, local government, etc). The funds are restricted by the sponsor/grantor/donor. Everything else is unrestricted.

| Category | Unrestricted Funds | Restricted Funds |
|---|--------------------|------------------|
| Supply and printing budget | | |
| Equipment replacement and repair budget | | |
| Professional Development | | |
| Work-study funding | | |
| Additional Budget Items | | |

Is the funding for these areas adequate? Yes No

If not, describe the impact of unaddressed needs on your discipline or program.

Summary, Goals, and Recommendations

Summary

- Program Strengths (Consider how these strengths can be marketed to the community and provide suggestions to PR department)

- Program Weaknesses

Vision and Goals

Based upon data from Institutional Research and the goals and objectives described in the Strategic Plan, briefly describe how you would like your discipline to evolve in the next five years. In what ways does your current state differ from your desired state? Indicate how your vision (and the goals described in the following questions) is aligned with the goals/objectives in CR's Strategic Plan. (CR's strategic plan is located on the web at <http://inside.redwoods.edu/StrategicPlanning/strategicplan.asp>).

- 1.
2. **What specific goals and objectives would you like to achieve to move you toward your vision?**
3. **What support from the college or district is needed to help you achieve your goals and objectives?**
4. **What documentation/evidence will demonstrate that you are making progress toward achieving your goals, objectives, and vision?**
5. **What changes will make the self-study process more helpful to you?**

Recommendations

List recommendations for program improvement generated by this report. List these by number and use these numbers in the Quality Improvement Plan described below.

- 1.
- 2.

Quality Improvement Plan

Completing the Quality Improvement Plan (QIP)

The *Quality Improvement Plan (QIP)* is intended to assist the program in thinking and planning for a minimum of the next three years. The purpose of the *QIP* is to provide a format for translating both the comprehensive and annual review report recommendations into actions for improving or maintaining the quality of the program; it is also a mechanism for administrators to determine input to the planning process. Because this document will be used to inform planning processes, it is very important that all the requested information be provided.

Complete a Quality Improvement Plan form for each of the numbered recommendations cited in the Recommendations section above. You will need to complete a separate form for each recommendation. Describe how each action is aligned with the goals/objectives in CR's Strategic Plan. (CR's strategic plan is located on the web at <http://inside.redwoods.edu/StrategicPlanning/strategicplan.asp>).

Appendix B

Student Services /Administrative Services Program Review Form

Student and Administrative Services Annual Program Review Update

Instructions

The Annual Update is conducted district-wide by each program and consists of a) analysis of general changes, staffing, resources, facilities, equipment and other needs, as well as b) reporting of curricular changes and outcomes assessment.

The questions on the subsequent pages are intended to assist you in planning for your program or area. **Input should be sought from all campuses.** It should be **submitted *or* renewed every year by the designated date** in anticipation of budget planning for the next fiscal year.

Please include pertinent data analysis to support any requests for new staff, facilities, equipment, etc.

Submit an electronic copy of your Annual Update Document and supporting data to the Program Review Committee. Also submit a copy of these documents to your Vice President.

Annual Program Review Update

***Be sure to include information from all three campuses.**

Program: _____ Date: _____

| | |
|----------------|-------------|
| Name | Email/Phone |
| (Lead Contact) | |

1. State your program's mission and it's relation to the mission of the college.

2. Program Changes

Have there been any changes in your program or area since your last Program Review?

No ____ (go to next question)

Yes ____ Describe the changes below:

3. Program Trends

If applicable, describe how external or internal changes are impacting your program and describe efforts within your area to address these impacts. Include supporting data from Institutional Research or other sources in your discussion.

4. Budget Resources

List your department's budget for the following categories in the table below. Restricted funds have a sponsor/grantor/donor (federal, state, local government, etc). The funds are restricted by the sponsor/grantor/donor. Everything else (including action plans) is unrestricted.

| Category | Unrestricted Funds | Restricted Funds |
|---|--------------------|------------------|
| Supply and printing budget | | |
| Equipment replacement and repair budget | | |
| Professional Development | | |
| Work-study funding | | |
| Additional Budget Items | | |
| Other (i.e. Collections) | | |

Is the funding for these areas adequate?

If not, describe the impact of unaddressed needs on your program outcomes and ability to serve students and the community.

5. Staff Resources

Complete the Classified Staff Employment Grid below (please list full- and part-time staff). This does not include faculty, managers, or administrative positions. If a staff position is shared with other areas, estimate the fraction of their workload dedicated to your area.

| Staff Employed in the Program | | | | |
|-------------------------------|---|-------------------------------|-----------------------|--|
| Assigned Area | Full-time staff (classified and management) (give number) | Part-time staff (give number) | Gains over Prior Year | Losses over Prior Year (give reason: retirement, reassignment, health, etc.) |

Do you need more full-time or part-time classified staff? If yes, explain why.

6. Work Study Resources

| Work study students employed in the program | | | | |
|---|-------------------------|--|-----------------------|------------------------|
| Assigned Area | How many? (give number) | “Type” of work study (federal, CalWorks, EOPS) | Gains over Prior Year | Losses over Prior Year |

Do you need more work study student help? If yes, explain why.

7. Facilities and Technology

Are facilities adequate for achieving the outcomes of this department/program? () Yes () No

If No was checked, complete the following grid for each space that does not meet the needs of this department/program:

| | | | | |
|--|-------------------|--|---|----------------------------------|
| List space (classroom, instructional, office) name/number: | | | | |
| Check if any of the following are not adequate: | | | | |
| () Ventilation / room temp | () ADA access | () Number of seats / work stations | () Technology (computers, projectors, internet) | () Other (briefly describe): |
| Describe the specific action and estimated cost (if available) to make this space adequate for your needs: | | | | |
| If applicable, list the average number of discipline/program sections scheduled in this room each semester, and the total number of students enrolled in these sections. | | | | |
| Sections: | | | Students: | |

8. Equipment

Is the available equipment adequate to achieve the outcomes of the department/program?
 Yes No

If No was checked in Item 8, complete the following grid for each piece of equipment being requested for this department/program:

| Equipment | Approximate Price | Number of students using equipment each semester (if applicable) | Describe how the equipment allows achievement of program outcomes |
|-----------|-------------------|--|---|
| | | | |
| | | | |

Equipment Repair

Is the equipment used for your department/program in need of repair which is outside your current budget allotment? *This does not include classroom specific equipment repair described in the facilities section.* Yes No

If Yes was checked, provide the following information to justify a budget allotment request:

| Equipment requiring repair | Repair Cost / Annual maintenance cost | Number of students using equipment each semester (if applicable) | Describe how the equipment allows achievement of program outcomes |
|----------------------------|---------------------------------------|--|---|
| | | | |
| | | | |

9. Faculty Resource Needs (If applicable)

If applicable, complete the Faculty Employment Grids below (please list full- and part-time faculty numbers in separate rows):

| Faculty Load Distribution in the Program | | | | | | |
|---|--------------------------------------|--------------------------------------|--------------------------------------|-------------------------|-------------------------|--|
| Discipline Name (e.g., Counseling, EOPS, Library) | Total Load for fall 2007 term | % of Total Load by Full-Time Faculty | % of Total Load by Part-Time Faculty | % Change from fall 2006 | % Change from fall 2005 | Explanations and Additional Information (e.g., retirement, reassignment, etc.) |

- a. If you are requesting a **full-time** faculty position develop an attachment to this report that addresses the following criteria (as listed in AR 305.03)
 - The ratio of full-time to associate faculty
 - Current availability of associate faculty
 - Relation to program review recommendations
 - Effect on diversity of the faculty
 - Effect on academic offerings and ability to serve students and the community
 - Effect on the vitality and future direction of a program and/or the college
 - Effect on student learning
- b. If your **part-time faculty** needs are not being met, describe your efforts to recruit part-time faculty and/or describe barriers or limitations that prevent retaining or recruiting part-time faculty

10. Learning Outcomes Assessment Report

List all expected program-level outcomes, whether you have completed the assessment loop or not. For each outcome, identify the means of assessment and the criteria for success. Summarize the data that have been collected in the ‘Assessment Results’ column. If no data have been collected and analyzed for a particular outcome, use the ‘Assessment Results’ column to clarify when these data will be collected and analyzed. In the fourth column, indicate how the assessment results are being used to improve the program.

| Program Outcomes (may be operational for some student service and administrative areas) | Means of Assessment and Performance Criteria | Assessment Results Summary | Use of Results |
|--|---|-----------------------------------|-----------------------|
| | | | |
| | | | |

List all course-level student learning outcomes for which some assessment activity (assessment, analysis, or use of results) has taken place since the most recent program review, and complete the table below as appropriate

| Student Learning Outcomes (course-level) | Means of Assessment and Performance Criteria | Assessment Results Summary | Use of Results |
|---|---|-----------------------------------|-----------------------|
| | | | |
| | | | |

Discuss the extent to which part-time faculty (if applicable) have been involved in the dialogue about assessing student learning outcomes:

11. Curriculum Update (if applicable)

Identify curricular revisions and innovations undertaken

- c. in the last year.
- d. planned for the coming year.

Complete the grid below

| Course | Year Course Outline Last Updated | Year Next Update Expected | Was the course added or deleted? |
|--------|----------------------------------|---------------------------|----------------------------------|
| | | | |
| | | | |

If the proposed course outlines updates from last year’s annual update (or comprehensive review) were not completed, please explain why.

12. Communication

Are the current lines of administrative, faculty, and staff communication adequate to meet the needs of this department/program? Describe representative example of effective or ineffective communication.

13. Action Plans

List any action plans submitted since your last annual update. Describe the status of the plans. If they were approved, describe how they have improved your department/program.

14. Department Goals Report

List goals the department will attempt to accomplish in the next three years. Each year, you will be asked to update the Goals Report to make adjustments to the goals the program enters this year.

| | | |
|-----------------------------|---------------|-----------------------------|
| College Strategic Plan Goal | Division Goal | Department Goals FY 2008-11 |
| | | |

15. Quality Improvement Plan (QIP)

The QIP is intended to assist the program in thinking and planning for a minimum of the next three years. Many factors that influence the implementation of the department’s/program’s plans can and do change over time. Each year, you will be asked to update the QIP to make adjustments to the plans the program enters this year.

Because this document will be used to inform planning processes, it is very important that all the requested information be provided. The form has been designed to elicit the information needed for this process. Each “block” on the form is for a single recommendation; thus, the department/program should complete all the fields for each of the recommendations.

Quality Improvement Plan

| Category | Descriptions |
|--|---------------------|
| Department Goal and the Action Plan is Connected | |
| Recommendation Number and Title | |
| Planned Implementation Date | |
| Estimated Completion Date | |
| Action/Tasks | |
| Measure of Success/Desired Outcome | |
| Estimated Cost(s) | |
| Who is responsible? | |
| Consequence if not funded | |
| External Accreditation Recommendations (if applicable) | |

Appendix C

Program Review/Coordinated Planning Council Calendar

| | Review Due | PRC Review Meeting | Revisions Due to PRC | PRC meets to summarize results | PRC sends reviews to CPC | CPC support group collates technology, facilities, staffing, student services, assessment, and goals/QIP planning information. | CPC support group sends planning information to facilities, technology, staffing, and student services subcommittees for review and prioritization. Subcommittees send planning prioritizations to CPC support group and budget planning committee. Requests for supplemental information sent if needed. | CPC support group collates the planning information into master planning document and forwards to CPC. | CPC reviews planning document and clarifies information with subcommittees and areas. Information communicated back to PRC and areas under review. | CPC forwards planning document with recommendations and prioritizations to Cabinet for budget decision. CPC contacts areas with recommendation on action plans. Copies posted to website. | College develop tentative budget | CPC call for 2009-2010 Action Plans | CPC review and awards Action Plans |
|---|------------|--------------------|----------------------|--------------------------------|--------------------------|--|---|--|---|--|----------------------------------|-------------------------------------|------------------------------------|
| Group III – Annual Update | | | | | | | | | | | | | |
| Hum/Com Division Reviews: | 10/27/08 | 11/14/08 | 11/19/08 | 11/21/08 | 11/24/08 | 11/25/08 | 11/26/08 | 12/15/08 | 1/9/09 | 3/27/09 | 4/09-5/09 | 2/1/09 | 4/15/09 |
| English General Studies History-Cinema Philosophy Speech-Journalism | | | | | | | | | | | | | |
| Health Occupations | 10/27/08 | 11/14/08 | 11/19/08 | 11/21/08 | 11/24/08 | 11/25/08 | 11/26/08 | 12/15/08 | 1/9/09 | 3/27/09 | 4/09-5/09 | 2/1/09 | 4/15/09 |
| Dental Assisting LVN-HO Registered Nursing | | | | | | | | | | | | | |
| Group IV – Annual Update | | | | | | | | | | | | | |
| BTech Division Reviews: | 11/17/08 | 12/5/08 | 12/10/08 | 12/12/08 | 12/19/08 | 12/22/08 | 12/30/08 | 1/15/09 | 1/23/09 | 3/27/09 | 4/09-5/09 | 2/1/09 | 4/15/09 |
| Economics Computer and Electronics Technology Hospitality, Restaurants, and Culinary Arts Industrial Technology Real Estate Welding Technology Business Technology Business Computer Information | | | | | | | | | | | | | |

| | | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Systems Digital Media Automotive Technology Drafting Technology Manufacturing Technology Diesel Heavy Equipment Technology Construction Technology | | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|--|--|

| | Review Due | PRC Review Meeting | Revisions Due to PRC | PRC meets to summarize results | PRC sends reviews to CPC | CPC support group collates technology, facilities, staffing, student services, assessment, and goals/QIP planning information. | CPC support group sends planning information to facilities, technology, staffing, and student services subcommittees for review and prioritization.. Subcommittees send planning prioritizations to CPC support group and budget planning committee. Requests for supplemental information sent if needed. | CPC support group collates the planning information into master planning document and forwards to CPC. | CPC reviews planning document and clarifies information with subcommittees and areas. Information communicated back to PRC and areas under review. | CPC forward planning document with recommendations and prioritizations to Cabinet for budget decisions. Copies posted to website. | College develop tentative budget | CPC call for 2009-2010 Action Plans | CPC review and awards Action Plans |
|---|------------|--------------------|----------------------|--------------------------------|--------------------------|--|--|--|---|--|----------------------------------|-------------------------------------|------------------------------------|
| Group V – Annual Update | | | | | | | | | | | | | |
| Administrative Reviews: (Send resource requests directly to support group) | 12/29/08 | 1/23/09 | 1/28/09 | 1/30/09 | 2/02/09 | 2/03/09 | 2/6/09 | 2/16/09 | 2/27/09 | 3/27/09 | 4/09-5/09 | 2/1/09 | 4/15/09 |
| Food Service Institutional Research Business Office Human Resources Honors Distance Education Marketing Arcata Instructional | | | | | | | | | | | | | |

| | | | | | | | | | | | | | |
|---|----------|--------|---------|---------|---------|---------|--------|---------|---------|---------|-----------|--------|---------|
| Site Bookstore Maintenance/Facilities ITS Security Klamath-Trinity Site Child Development Center Eureka Downtown | | | | | | | | | | | | | |
| Group VI – Annual Update | | | | | | | | | | | | | |
| Student Services Reviews: (Send resource requests directly to support group) | 12/29/08 | 2/6/09 | 2/11/09 | 2/20/09 | 2/23/09 | 2/24/09 | 3/4/09 | 3/11/09 | 3/13/09 | 4/30/09 | 4/09-5/09 | 2/1/09 | 4/15/09 |
| Admissions & Records Residential Life EOPS Counseling/Advising DSPS Career Development Library ASC Judicial Affairs CalSOAP Upward Bound Athletics Student Health Financial Aid | | | | | | | | | | | | | |

Calendar of Comprehensive Review Activities, Spring '09

| Group A – Comprehensive (Send resource requests directly to CPC support group) | Review Due | PRC Review Meeting | Revisions Due to PRC | PRC meets to summarize results | PRC sends reviews to CPC | CPC support group collates technology, facilities, staffing, student services, assessment, and goals/QIP planning information | CPC support group sends planning information to facilities, technology, staffing, and student services subcommittees for review and prioritization. Subcommittees send planning prioritizations to CPC support group and budget planning committee. Requests for supplemental information sent if needed. | CPC support group collates the planning information into master planning document and forwards to CPC. | CPC reviews planning document and clarifies information with subcommittees and areas. Information communicated back to PRC and areas under review. | CPC forward planning document with recommendations and prioritization to Cabinet for budget decisions. Copies posted to website. | College develop tentative budget | CPC call for 2009-2010 Action Plans | CPC review and awards Action Plans |
|--|------------|--------------------|----------------------|--------------------------------|--------------------------|---|---|--|---|---|----------------------------------|-------------------------------------|------------------------------------|
| | 3/2/09 | 3/13/09 | 3/24/09 | 3/27/09 | 3/30/09 | 3/2/09 ((Prelim info) 4/2/09 (Final) | 4/16/09 | 4/30/09 | 5/12/09 | 5/12/09 | 4/09-5/09 | 2/1/09 | 4/15/09 |
| Agriculture Forestry-Natural Resources Marine Science Technology Natural History Science Transfer Prep Medical Assisting | | | | | | | | | | | | | |

Appendix D

Institutional Effectiveness Charge

Charges:

1. Ensure that College of the Redwoods is continually monitoring its compliance with the Standards of Accreditation of the WASC/ACCJC.
2. Facilitate development and adjustment of assessment measures.
3. Monitor the College's achievement on its quantitative and qualitative performance indicators.
4. Work with the Curriculum Committee, PRC, and Assessment Team to ensure that the three important components of institutional effectiveness—Curriculum, Program Review, and Assessment—are linked in a comprehensive process of evaluation, planning, and curriculum/program change.
5. Make annual recommendations to the President.
6. Review mission every 5 years.
7. Facilitate the review, update and revision of the long-range strategic plan and goals every 2-3 years.
8. Review indicators of institutional effectiveness and prepare annual report on successes, opportunities, and areas of concern.

Institution-wide Accreditation Information

By maintaining an updated inventory of documents and archives of information that support compliance, the Institutional Effectiveness Committee will provide the evidence needed for the next WASC reaffirmation process. The Institutional Effectiveness Committee works with faculty, staff, and administrators across the district to record evidence of meeting the standards.

Program Review and Assessment

The Academic Senate and Administration have established a policy that program review and assessment are institutional priorities. The Institutional Effectiveness Committee assists the Curriculum Committee, Program Review Committee and the Assessment Team to support the efforts of the college to integrate curriculum development/revision, continuous program review and analysis, and student/program learning assessment.

Program-Specific Accreditation Assistance

While the Institutional Effectiveness Committee is not an expert about every accrediting agency, it can work with program faculty and staff to understand the accrediting agency standards, involve the right people, create a plan of action, review documents for accuracy and thoroughness, and participate in site visits.

Strategic Planning Support

College of the Redwoods engages in ongoing, integrated, and institution-wide planning and evaluation processes that demonstrate that the institution is effectively accomplishing its mission. The Institutional Effectiveness Committee assists the Coordinated Planning Council in this process by recording strategic planning activities, compiling Strategic Plan Updates and Strategic Actions, and logging Coordinated Planning Committee actions.

Appendix E

College of the Redwoods Educational Plan Outline

College of the Redwoods Educational Plan Outline

| Tasks | Responsibility | Timeline |
|--|--|---|
| Chapter 1. Executive Summary | K. Snow-Flamer, A. Keppner, C. Tucker | March 2009 |
| Chapter 2. President's Introduction | J. Marsee | March 2009 |
| Chapter 3. Introduction <ul style="list-style-type: none"> i) Purpose of the Ed Master Plan <ul style="list-style-type: none"> (1) Philosophy: Quality and Growth (2) Linkages to resource allocation, budget, planning (3) Based on the Culture of Evidence <ul style="list-style-type: none"> (a) Program Review (b) SLOs and assessment (4) Relationship to college goals and priorities ii) Summary of CR's strengths, commitments, and evolving directions (using chapter 7 campus and community data) <ul style="list-style-type: none"> (1) High Quality Programs/subject areas (2) Opportunities based on the data (3) Distance Education (4) Assessment of instructional programs <ul style="list-style-type: none"> (a) New and innovative programs based on interdisciplinary work, targets of opportunity, co-curricular programs, basic skills development, learning communities, and technology (b) Strengthening existing programs (c) Discontinuing programs (d) Integration of instruction and student services (e) High School Initiatives and Collaborations: Reactivation of courses in the high schools and Academy of the Redwoods programs (5) Integration of technology into all aspects of the College <ul style="list-style-type: none"> (a) Summary statement on instructional, student services, administrative services uses of technology, including distance education initiatives and directions | <ul style="list-style-type: none"> J. Marsee J. Marsee K. Snow-Flamer & M. Green C. Tucker & S. Nordlof R. Metz M. Davis M. Davis & A. Fielding M. Winter M. Davis, A. Fielding, M. Green, J. Hinman, S. Hall, J. Ramirez, P. Blakemore, C. Gaines, & C. Tucker M. Davis & A. Keppner M. Davis & A. Keppner K. Snow-Flamer & M. Green J. Morrison & M. Malkus S. Stratton, K. Goodlive, J. Leppaluoto, L. Thiesen, J. Brewer | 1 st draft November 2008 Rewrite March 2009 |

| | | |
|--|---|---------------------------|
| iii) Budget planning process and resource allocation | R. Cox | |
| Chapter 4. Development of College Master Plan i) Role of Participatory Governance in Ed Master Planning (1) Ed Master Plan Committee Membership (2) Meetings and Timelines (3) Processes for development, review, and revision ii) Related CR planning processes and culture of evidence [appendices] (1) Program Review (2) Curriculum development (3) SLOs (4) Staffing (5) IT | K. Snow-Flamer K. Snow-Flamer K. Snow-Flamer & A. Keppner K. Snow-Flamer J. Johnston C. Tucker & S. Nordlof B. Studt S. Stratton | October 2008 |
| Chapter 5. CR Mission, Values and Strategic Goals i) Mission and Values Statement ii) CR Strategic Goals iii) Vision of the Education Plan iv) Planning Key Performance Indicators and Targets v) Annual Planning Activities (diagrams) (1) Program Reviews (2) SLOs (3) Research Agenda | Coordinated Planning Council Coordinated Planning Council Coordinated Planning Council M. Davis, R. Metz, C. Tucker, M. Green, M. Wells, J. Sylvia Coordinated Planning Council Coordinated Planning Council R. Metz | October- November 2008 |
| Chapter 6. Integration of College Master Planning i) Educational Master Plan and Facilities Master Plan ii) Relationship between enrollment growth and staffing levels (500 FTES increments) iii) Summary of demographic data, trends and impact on college planning | A. Keppner & T. Sartori R. Metz, B. Studt, & CCBT M. Davis & R. Metz | January 2009 |
| Chapter 7. Profile of Campus and Community i) Student Demographics and trends (CR 2020 and current information) ii) Student Success iii) Remedial/at risk students High School and zip code penetration iv) Enrollment, FTEF, FTES trends and targets v) Community demographics (CR 2020 and current information) vi) Workforce development needs—Targets of Opportunity (CR 2020) | M. Davis & R. Metz M. Davis & R. Metz M. Davis M. Davis M. Davis M. Davis A. Fielding | October 2008 |

| | | |
|---|---|---------------------------------------|
| <p>and current information)</p> <p>vii) Faculty and staff demographics</p> <p>viii) Five Year Financial Overview (including program/academic program cost analysis; classified positions needed to restore services at 500 FTE increments)</p> <p>ix) Distance Learning</p> <p>x) Class Schedule Analysis</p> <p>xi) External policies/trends that will affect college planning</p> <p>(1) Basic Skills policies</p> <p>(2) CA initiatives to increase student readiness/graduation rates</p> <p>(3) Others.</p> | <p>A. Fielding M. Davis</p> <p>R. Cox J. Leppaluoto D. Cunningham</p> <p>J. Hinman V. Peloso M. Regan, K. Goodlive, T. Thomas, R. Moon</p> | |
| <p>Chapter 8. Goals and Objectives</p> <p>i) Individual Instructional Division Goals and Objectives (derived from planning key performance indicators and targets)</p> <p>(1) ALSS</p> <p>(2) MSE</p> <p>(3) HUMCOM</p> <p>(4) BTECH</p> <p>(5) HO</p> <p>(6) AJ</p> <p>(7) PE</p> <p>(8) Resources needed</p> <p>ii) Academic Support and Co-Curricular Programs ((derived from planning key performance indicators and targets)</p> <p>(1) Honors</p> <p>(2) Learning Communities</p> <p>(3) General Studies</p> <p>(4) International Student Program</p> <p>(5) Tutoring</p> <p>(6) Student Activities</p> <p>(7) Resources needed</p> <p>(8) Basic Skills</p> <p>(9) Etc.</p> <p>iii) Student Services Department Goals and Objectives (derived from planning key performance indicators and targets)</p> | <p>J. Shaw D. Bazard M. Thomas C. Gaines P. Girzyc M. Wells, G. Sokolow J. Hash, J. Sylvia All</p> <p>G. Potamianos B. Morrison B. Morrison M. Green M. Green J. Hash All J. Hinman All</p> | <p>November- December 15 2008</p> |

| | | |
|--|--|---------------|
| <ul style="list-style-type: none"> (1) Admissions/Records (2) Counseling/Advising (3) Library (4) Special Programs (5) DSPS (6) Athletics (7) Residential Life (8) CalSOAP/Upward Bound (9) Assessment Center (10) Financial Aid (11) Resources needed <p>iv) Administrative Services Department Goals and Objectives (derived from planning key performance indicators and targets)</p> <ul style="list-style-type: none"> (1) Business Office (2) Facilities (3) Human Resources (4) Bookstore (5) Foodservice (6) Resources needed <p>v) Site/Community Education Goals and Objectives ((derived from planning key performance indicators and targets)</p> <ul style="list-style-type: none"> (1) Non credit programming (2) Eureka/Arcata Sites (3) Community Education programming <p>vi) Scenarios for projected growth</p> <ul style="list-style-type: none"> (1) impact on staffing (2) impact on facilities (3) impact on department budgets | <p>K. Goodlive M. Green J. Leppaluoto C. Tucker T. Thomas J. Hash R. Ekholdt D. Bixler M. Green L. Thiesen All</p> <p>V. Adams T. Flanagan B. Studt B. Studt B. Studt All</p> <p>A. Fielding A. Fielding A. Fielding</p> <p>CCBT T. Flanagan & Facilities Planning Consultant R. Cox</p> | |
| Chapter 9. Status Report on Commission recommendation and response | K. Snow-Flamer | March 2009 |
| Chapter 10. Process for Regular Review and Updating of the Educational Master Plan | R. Metz | November 2008 |

Appendix F

Educational Master Plan Committee Minutes

REDWOODS COMMUNITY COLLEGE DISTRICT
Meeting of the Educational Master Planning Committee

Wednesday, October 1, 2008, 1:00 p.m.

Boardroom

Minutes

Meeting called to order at 1:02

Present:

| | |
|----------------|-------------------|
| Allen Keppner | Keith Snow-Flamer |
| Justine Shaw | Dave Bazard |
| Chris Gaines | Michael E. Thomas |
| Mike Wells | Pat Girczyc |
| Joe Hash | Jason Leppaluoto |
| Melissa Green | Geisce Ly |
| Carol Matthews | Jim Sylvia |
| Martha Davis | |

- Guests: Jeff Marsee, Cheryl Tucker, Roxanne Metz, Paul Demark
- representatives from student government and HUS yet to be identified

Preliminary Discussion-

- Look at Mesa College's draft Ed Master Plan and Planning Priorities as a format guide, see link:
Education Master Plan: <http://www.sdmesa.edu/instruction/accreditation/emp.cfm>
The Mesa College Strategic Planning Priorities and Goals can be found starting on p. 23 (or 9 of 16 in the PDF document) at <http://www.sdmesa.edu/instruction/accreditation/pdf/emp-section-b.pdf>
- Committee will have assignments and report back after every meeting, will be task oriented

1.1 Discussion on the planning model/timelines

- A. This is a draft model with rough time-lines
- Week 1: Analyzing data of planning assumptions and looking at the general education goals using our strategic planning goals as a base. We will assign this task today and hear results a week from today
 - Week 2-5: After general education goals and planning assumptions are set, division heads can take general ed goals back to their division and look at developing divisional goals and objectives timelines and responsibilities
 - Week 6-7: Synthesize general goals and divisional goals into a document, share this document with the campus, get feedback
 - Week 8-10: Go back through divisions with feedback and come up with a refined set of goals and objectives and timelines
 - Week 11-12: Develop a revised master plan document to send to CPC

- Week 13-15: CPC receives and reviews Ed master plan
- Week 16-20: CPC feeds the educational master plan pieces through the requisite four areas: Tech plan, Budget plan, Facilities plan, and Staffing plan
- Week 21-25: Refined Plan is sent to cabinet and college council for review
- Week 26: Plan goes on to Board of Trustees

Questions and discussion on the Planning Model and Timeline

1. Chris Gaines- “Program reviews are due Nov 15th, ed master plan division goals due Nov 12. Do these two work together or outside of each other?”
 -- Keith Snow-Flamer “The program review info that is being developed should fit right into the ed master plan goals and strategies. Program Review (PR) documents may not address all planning assumptions, so PR data will have to be augmented to fit into ed master plan
2. Justine Shaw- “We probably don’t need so long on the division goals stage. This stage could be shortened so it didn’t extend into finals week. We could submit division goals by 10/29.”
 --- Consensus to shorten divisional goal stage
3. Dave Bazard “Are we creating ed master plan goals by the slices that the program reviews are sliced into? Or do we create goals by broad division?”
 ---- Martha Davis “Data is by division.”
 ---- Keith “Mesa looked at goals by division and linked the departments that would have ownership of that goal.”
4. Keith “Am I hearing that we need to set up a training time so everyone defines goals, objectives, responsibilities, strategies the same?”
 ---- Roxanne Metz- “Fri Oct 3 at 11 here in board room we will repeat Jan 25 training where we went over strategic planning framework, approach to planning, definitions of terms.”
 ---- Keith “Is there a way to put on the website a sample goals and objectives form so people can see how its done if they can’t make the meeting Friday?”
 ----- Roxanne “I would recommend that folks contact me directly for a one on one training if they can’t make the meeting Friday.”
5. Melissa Green “The date for the division goals will be Oct 29?”
 -- “Yes”
6. Melissa Green “Do we define our goals and tie them to the strategic planning goals similar to the Mesa document?”
 --“Yes, I would encourage you not to re-invent but to utilize the work we’ve already done.”
7. Dave Bazard “The planning timeline states “Revise Document” on 12-20. At what point is the document put together that we are revising?”
 --- Keith “Martha, Roxanne, and Cheryl will have the upfront piece detailing the assumptions and broad strategic planning goals. We are looking for a support team to synthesize division goals and provide language to provide a coherent, cohesive document. I stress that we all provide as much input as possible into the planning framework because once we codify this into the accreditation report we are held accountable for every stage and every timeline we set. “

8. Melissa Green “Do we create 8-12 goals per division?”
 --- “Yes. With more goals we increase the likelihood we will see common themes.”
9. Jeff Marsee “I recommend that you get a driver and focus on the driver. We are a recovering institution. Our theme needs to be ‘what does it take us to get back to full operational function?’ The master plan should focus on what growth looks like and how do we position ourselves through each stage of the growth process? How do we adjust our operations to meet these growth demands in FTES? We should think not of how to do program review, but the driver needs to be ‘what do we do by department, by division, by area of responsibility, in order to plan this organization forward?’ The thought process I want to see is ‘what do we need to do to grow this organization?’”
 ---- Martha- “Yes, as you look the strategic goals, the divisional objectives can focus on increasing enrollment.”
 ---- Jeff- “We will use the Strategic goals to define the educational master plan. The work is done. Our task now is pushing it out. We need to focus on ‘what do we need to do to grow your department as well as make it better, so that we can recover?’”
 --- Dave Bazard- “As I look at the college wide goals . . .

College-wide Goals for CR 2008-2011

- 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

---Dave Bazard, continued “. . . we all may interpret these goals differently. I don’t know if growth would be how I interpret these goals. It would be helpful if we all understood the goals the same.”

10. Pat Girzyc “Can Roxanne come to the divisions and help faculty with the work of setting up the conversation and also writing some of the goals by division and department?”
 --- Roxanne- “We can work with Keith and Allen to come up with a plan for training people in different areas on the framework.”
 --- Pat- “I would like training *and* facilitation in helping getting it done.”
 --- Melissa Green- “The training and facilitation will vary by division.”
11. Allen- “I’m still trying to understand what exactly is our target we’re trying to hit.”
 --- Jeff Marsee- “Our prime directive is to recover.”
 --- Allen- “We’ve got to get some common language together. I’ll be here’ Friday.”
12. Mike Thomas- “I’m hearing that our primary goal is to reach a number, and if we happen to

improve along the way, that's nice. I don't feel the growth goal is what many people outside of the meeting think is our main goal. I think when I take the growth message back to my division, enthusiasm may be dampened."

---Jeff Marsee- "Growth is not a mutually exclusive process. Growth will generate funds so that we can address the issues that are impacting our quality. Growth precedes us fixing those issues that are badly broken. We have to stay focused on growth so we can get back to a well financed operation."

---Mike- "In my division, there is a lot of work in figuring out how we meet people's basic skills. As we try to meet those needs, growth is a potential outcome. To put the number in the fore changed the focus. If I go back to my division and tell them we want to increase persistence and help people to finish the semester, it is a far more tangible task this semester in class than trying to figure out how our actions relate to 7500 FTES. The difference makes a difference."

--- Jeff- "And absolutely make that difference, as long as we understand the prime directive."

--- Justine- "To me serving the students and community's needs is our goal and the numbers are a good indicator of progressing towards that goal. I feel better framing FTES as an indicator and not necessarily as a goal in itself."

13. Dave Bazard- "In response to Allen's question, I would say the prime directive is not necessarily growth, but serving the community, with growth right behind it. The best way we can serve the community is to get enough financial resources to offer the programs we had before, and beyond. We need to say 'we want to serve the community as best as possible'. It is partly semantics. It will be more effective when we go back to our divisions. Then they will understand that 'OK, this is the way we do all the neat things we want to do.'

---Jeff- "The bottom line is that growth has to be part of the process, but not the only part. In this process growth will help us frame the report, otherwise you'll have a mish-mash."

14. Mike Wells- "Out in the community, people's perception is that we're becoming an non-entity. The reality is that if we grow, it is going to make this place vibrate and people will be attracted to it."

14. Allen- "Will you all commit to get up to speed on planning orientation before we meet next time?"

All- "Yes"

Allen- "We have to have discussion and a common understanding of what our vision is before we take it back to our divisions. It would be very hard to fix at the end."

--- Keith- "We will add a week in the front end, and extra step, to reach a common foundation for what we are doing."

1.2 Discussion of Guidelines for development of division goals

- A. We will postpone 1.2 until next meeting so we can have a common understanding of framework

1.3 Assignment of initial work: Planning Assumptions, Education Planning Goals,

Research Planning Agenda

- A. Assigning a core group to work on goals and planning assumptions.

Keith recommends:

- Martha Davis
- Roxanne Metz
- Cheryl Tucker
- Mike Wells
- Jim Sylvia

1.4 Reporting Out: Who, How, Timing?

- A. Who- All

- B. How- Linkages, division meeting, posting to CR website through new EMP site, and updating through emails.

Dave Bazard--- “We have minutes from so many committees; we should have all minutes from all groups in a central location.”

1. Web page will be created by support team to house agendas and minutes. Support team will report back at next meeting on progress

1.5 Muddiest Points

- A. How do we build assessment into the planning process?

1. Institutional Assessment Team will discuss the EMP at their next meeting and decide how they can be effective

- B. Roxanne- “The timeline between 1/30 and 2/27 related to facilities plan; I’m unclear about that.”

- C. Cheryl Tucker-“Where can we include the business office and administrative services in this plan, considering their connection to the facilities plan and technology plan. It would seem we would want to have their division’s input more in the front end.”

- D. Need to work on getting classified staff and students on the EMPC. In process

- E. How do we get the centers involved in the process? Division heads need to communicate across campuses

Meeting adjourned at 2:00 PM

Minutes taken by Doug Edgmon- (707) 476-4148 or doug-edgmon@redwoods.edu

REDWOODS COMMUNITY COLLEGE DISTRICT
Meeting of the Educational Master Plan Team

Wednesday, October 8, 2008, 1:00 p.m. – 2:00 p.m.

Boardroom

Minutes

Present:

| | |
|------------------------------|--------------------------|
| Keith Snow-Flamer (Co-Chair) | Allen Keppner (Co-Chair) |
| Jason Leppaluoto | Justine Shaw |
| Mike Wells | Michael E. Thomas |
| Chris Gaines | Pat Girczyc |
| Dave Bazard | Jim Sylvia |
| Joe Hash | Martha Davis |
| Carol Mathews (Phone) | |

Not Present: Geisce Ly, Melissa Green

Guests: Paul Demark, Cheryl Tucker, Ahn Fielding, Michael Viera (Phone)

Meeting Chair: Allen Keppner

1. Announcements & Additions/Adjustments to Agenda

- Draft Mid- term report is out via email, Keith needs comments back by 4 p.m. of the 9th; the document must be in the mail by Saturday. Timely feedback is important
- Council has not yet received any names of classified staff or student representation as possible EMPC members, we will hopefully have those members by next meeting so those groups can be full fledged partners in the EMPC process

2. Approval of Minutes of October 1st

- Motion made and seconded to approve 10-1 minutes
- Jim Sylvia will receive his minutes via mail box on campus

3. Review Proposed Educational Master Plan Outline with Associated Tasks, Responsibilities, and Timelines

- This new outline may be a better way to approach our task. This outline doesn't reflect another layer that routes all tasks and outcomes through the proper communication systems, various committees and constituencies, so adequate collaborative planning and feedback can take place

- This is our first step in assigning sections of the final plan to particular people. This outline describes who will address each section and when they will submit that section to the writing team
- Keith Snow-Flamer- “Does anyone have feedback on the organization of this outline? Does anyone want to volunteer to complete a section? Do you know anyone not listed who would be qualified to complete a section not yet assigned?”
 1. Mike Wells would like to see collaboration from Gary Sokolow on completing Ch. 8, i, (6), AJ Goals and Objectives
- Dave Bazard- “I believe it would be helpful to have a concurrent outline to this one organized by the sequence of events we need to accomplish.”
 1. Doug Edgmon from the planning support team will re-format this outline into a date sequence and distribute it with the next meeting agenda
- Keith- “We’re looking to complete all of Ch. 7 and 4, as well as part of 5, this month. We will begin on chapter 8, (indicators and goals by division) during the first and second week of Nov. We want get all the research and planning assumptions and indicators done first, then use that foundation to springboard into developing divisional goals and objectives.”
 1. Dave Bazard “BSI should be added to Ch. 8, section ii.”
 2. Allen Keppner “Should we add basic skills to our mission?”
 - Martha Davis “Instead of changing the mission statement, we should make sure addressing basic skills is incorporated into the goals and objectives as they are set”
- Allen Keppner “ As Cheryl noted at our last meeting, we should get the business office involved and connected in the educational master planning process. How do we accomplish this?”
 1. Keith “If you look under Ch. 8, (iv), you will see that administrative services has been added as part of the planning process.”
- Allen Keppner “Would it be more effective to have input of campus community as these planning pieces are created, or would it be better to let them see the document as a whole after it is a completed product?”
 1. Martha “I feel the EMPC is a thoroughly representative group and can speak for constituencies across the campus.”
 2. Dave “I think there will be a balance. Departments will contribute to planning through their division heads, and will also review and provide feedback on the finished product.”

4. Chapter Task Discussion: Section 5.iii and 5.iv, Chapter 7 (Martha Davis)

- Martha “Ch. 7. I have been assembling info related to student demographics and trends, student success, and remedial data. This and other data is now out on the web.
- “My purpose today is to show you how I’m integrating my work into the strategic plan”
- “I have been compiling data that explains market penetration by zip codes and zones, which relates to trends”

- “When addressing Ch. 7, I will be explaining in words; detailing many tables that will be in the addendum”
- “In IR, we are providing data down to the section level. This data should help with objective level planning”
- Allen “We should look at the IR data and see if we notice any anomalies before we use the data in our planning”
- Dave “I thought IR would provide a list of indicators and objectives based on hitting targets, such as ‘we need to improve retention’, and then we could go back to our divisions and ask ‘what can we do to improve retention.’ I thought IR would provide a list of objectives to address, as opposed to access to data. If we just look at a big pile of data in our own divisions and formulate goals, I think planning across groups will be very inconsistent.”
 1. Michael Thomas “If we leave interpretation of data to individuals, we all may come to different conclusions on the same data. Will IR provide data only, or an interpretation of what the data is saying?”
 2. Keith “I would ask that IR, at the end of this month, bring to this group, IR’s 11 or 12 findings based on the data. Those findings will help us focus on where we should be heading.”
- Ahn Fielding “‘Targets of Opportunity’ identify 6 key areas of occupational growth in this region. I have started going through our programs and identifying where we fall in these areas of opportunity.”
 1. Dave “Individuals writing program reviews are asked to address external factors. Could you share your analysis and collaborate with program review authors? I think they would find your information extremely useful.”
- Allen “We need a report out next meeting about planning assumptions. Cheryl and Roxanne will be on the agenda next meeting to report regarding planning assumptions.”
- Keith “We will also have an agenda item next week detailing research on Ch. 7 that Martha has already put together. That will inform planning indicators and targets from 5.

Conclusion

- Allen “For the agenda next meeting, we have:
 1. linear projection of ed plan tasks by time
 2. a report out on planning indicators
 3. report out on Ch. 7 from the ed plan outline
 4. Report out from assessment team on planning assumptions
 5. Report out on updated EMP web site. What progress have we made in dispersing information?

Minutes compiled by Doug Edgmon, ext 4148 or doug-edgmon@redwoods.edu