

Cosumnes River College

Midterm Report

Submitted by:

Cosumnes River College
8401 Center Parkway
Sacramento, CA 95823

Submitted to:

Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

February 13, 2019



Certification Page

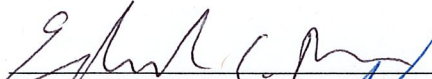
To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

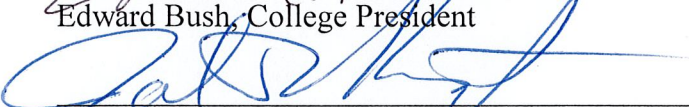
From:


Edward Bush, College President
Cosumnes River College
8401 Center Parkway
Sacramento, CA 95823

I certify there was broad participation/review by the campus community and believe this Report accurately reflects the nature and substance of this Institution.


Signatures:

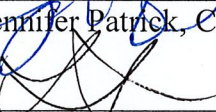

Edward Bush, College President



John Knight, Board of Trustees President


Brian King, Los Rios Community College District Chancellor


Shannon Mills, Academic Senate President


Jennifer Patrick, Classified Senate President


Ahriana Levingston, Associated Student Government President


Robert Montanez, Vice President of Instruction, Accreditation Liaison Officer (ALO)


Emily Bond, Faculty Accreditation Committee Tri-Chair



Julie Olson, Classified Accreditation Committee Tri-Chair

Table of Contents

- Report Preparation 4
- Plans Arising out of the Self-Evaluation Process 6
- Institutional Reporting on Quality Improvements 15
 - Response to Team Recommendations for Improvement 15
 - Data Trend Analysis 22
- Appendix A: Titles & Names..... 25
- Appendix B: Evidence 26
 - Report Preparation 26
 - Plans Arising out of the Self-Evaluation Process 26
 - Institutional Reporting on Quality Improvements 27

Report Preparation

Responsible parties:

The Accreditation Steering Committee, including the Accreditation Liaison Officer (ALO), the Dean of Institutional Effectiveness, the Faculty Tri-chair of Accreditation, and the Classified Professional Tri-chair of Accreditation, wrote this report with the consultation of the Participatory Governance Council (PGC).

Writing and vetting process:

In February 2016, Cosumnes River College (CRC) received the Accreditation Commission's findings related to the October 2015 site visit. The Visiting Team had [two recommendations](#)¹ for improvement, which the College began to address in spring 2016. At the same time, the College began addressing several [self-identified planning agenda items](#)² reported in its 2015 Institutional Self-Evaluation Report (ISER). This document is the College's required Midterm Report, responding to the two 2016 recommendations for improvement and describing progress made on the College's self-identified planning agenda items.

Preparation of this report began in Spring 2018 and was coordinated by the Accreditation Steering Committee. Report preparation followed the timeline listed below.

Midterm Report Timeline:

| Tasks | |
|--------------------|--|
| Spring 2018 | |
| February | Evidence collection, midterm report preparation. |
| March | Annual Report due to ACCJC, review of institutional goals |
| April | Data report to Participatory Governance Council (PGC) Accreditation Institute debrief/update (send updates to major constituent groups) |
| May | Complete draft of midterm report (with additional data collection over the summer) |
| Summer 2018 | |
| June – July | Data collection, documentation, and editing |
| Fall 2018 | |
| August | Data collection, documentation, and editing completed |
| September | Midterm report draft distributed to constituency groups for review and feedback. |
| October | Feedback process completed. Report vetted and approved by the Participatory Governance Council |
| November | By Nov. 30, final drafts submitted to District Accreditation Coordinating Committee (DACC) |

¹ [External Evaluation Team Report - 2015](#)

² [CRC's 2015 Self Evaluation Report of Educational Quality and Institutional Effectiveness p. 425](#)

| | |
|--------------------|--|
| December | College Presidents' approval; DACC approval of Midterm Report draft |
| Ongoing | Update new programs and final data throughout the process |
| Spring 2019 | |
| January | Send final draft to District Office, Vice Chancellor of Educational Technology and Board of Trustees by 1/2/19 |
| February | Feb. 1 preparation for Board of Trustees presentation |
| March | Final report completed, signed report submitted to ACCJC |

Titles & Names:

Since the College's last Institutional Self-Evaluation Report (ISER), the College has renamed or revised several official titles and names of entities. The following Midterm Report refers to all persons, committees, and offices using the title in effect when referenced. Appendix A provides a table to find all correlating titles to reference when reading related documents and evidence.

Plans Arising out of the Self-Evaluation Process

| | | |
|---|----------------------|---|
| 1 | Planning Item | In order to enhance College-wide understanding of its integrated planning and resource allocation process, results of the ranking processes that inform its resource allocation decisions will be communicated with a description of the ranking process, including the criteria (or factors) used to prioritize the requests. (Standard I.B.4) |
| | Status | In progress |
| | Progress Description | <p>In the 2015 Institutional Self-Evaluation Report (ISER), the College found that although institutional planning processes are generally understood by the college community, decision-making surrounding resource allocation remained opaque at times (2015 Self-Evaluation p. 131). In order to increase transparency and understanding, the College took a variety of steps including surveying the college community to understand concerns surrounding the budget process. Survey results were discussed at Budget Committee meetings and the committee identified necessary actions including clearly communicating the budget and resource allocation processes with all constituency groups. The College also clarified procedures relating to resource allocation such as the Faculty Prioritization Process and the Capital Outlay Budget (COB) process. Finally, the College embedded resource allocation request details into Program Review planning and distributed the screening criteria used for ranking COB resource requests. These efforts have led to increased transparency of resource allocation at the College.</p> <p>As the College entered a planning and resource allocation cycle in 2017-18, the Vice President of Administrative Services & Student Support (VPAS) sent regular updates regarding the resource request processes to all members of the campus community. Forms to request materials through the COB allocation process were embedded within the College Integrated Planning System (CIPS) and streamlined by including information added during Program Review. The COB request forms included the four criteria employed by Budget committee members when ranking resource requests so that faculty and staff would be aware of the priorities of the College when submitting requests. These criteria are: program significance, urgency, Strategic Plan impact, and overall cost/benefit of the requested resource. Faculty and staff also indicate whether needed resources might be eligible for</p> |

| | | |
|---|----------------------|--|
| | | <p>restricted funds, aiding in the effective distribution of these funds.</p> <p>Upon completion of Program Review and the COB resource allocation processes in 2017-18, the Office of Institutional Effectiveness in collaboration with the College Planning Committee, surveyed the college community to assess whether efforts to improve transparency of planning and allocation processes yielded desired results. Further improvements were identified and the Institutional Effectiveness Committee is developing procedural recommendations in the 2018-19 academic year. In 2017-18, the Budget Committee charge was revised and name changed to the Resources Committee in order to reflect the role of this committee in reviewing and recommending improvements to all college resource allocation processes. In 2018-19, the Resources Committee will continue to review the College’s Resource Allocation Guide and communicate changes to the college constituencies. Overall, the College has improved communication and transparency of resource allocation and continues to prioritize these in ongoing efforts.</p> |
| | Evidence | <ul style="list-style-type: none"> • Budget Survey Summary- spring 2016 • Budget Committee discussion of budget process survey (agenda item 3) • VPAS Communication to College regarding resource allocation & COB/ITMB combined processes • Process for Prioritization of Faculty Positions • Resource requirements integration Program Review (example) • Example of COB request form showing ranking criteria. • Program Review follow-up survey 2018 • College Planning Committee minutes 05-11-18 |
| 2 | Planning Item | The College will more effectively integrate, communicate, and document the planning processes for College wide categorical programs, such as BSI, SSSP and SEP (I.B.4). |
| | Status | In progress |
| | Progress Description | Prior to the last Institutional Self-Evaluation Report (ISER), the College completed an initial cycle of planning for categorical funding opportunities through the California Community College’s State Chancellor’s Office (CCCCO). The Student Success and Support (SSSP), Basic Skills Initiative (BSI) and Student Equity (SE) plans identified measures to improve student access, success, and equity including program improvements, necessary resources, and |

| | |
|--|--|
| | <p>goals to measure progress in student outcomes. Although the initial planning processes included representation from all constituency groups and communication across the College, in the ISER it was noted that ongoing planning for resource allocation using these categorical funds had yet to be folded into institutional planning (2015 Self-Evaluation p. 131). The College has since proceeded through two additional SSSP, SEP, and BSI planning cycles and integrated these plans into resource allocation and strategic planning processes</p> <p>The College reviewed and updated the SSSP, SE, and BSI plans in 2015 and again in 2017. In each planning cycle, task groups were appointed including constituency representation including a wide cross-section of faculty and staff throughout the College. In 2017, the plan was developed using a new integrated format required by the CCCCCO. This updated format allowed the committee to find areas of overlap, identify related goals, and address the full range of student needs through one Integrated Student Success Plan. The planning processes were thorough, inviting communication and feedback from faculty, professional staff, and administrators through forums and constituency input.</p> <p>Categorically funded student success efforts have been embedded into the College’s integrated planning processes with the development of the new Strategic Plan, the implementation of Guided Pathways, the ongoing improvements to Program Review, and the adoption of “Improve” software for goal tracking. The Strategic Plan, developed in 2016-17 through a robust and representative process, prioritizes Access, Success, and Equity (Areas 1 & 2), with specific action items to further these goals.</p> <p>In 2017-18, the College increased the transparency of the allocation of categorical funds by embedding questions related to SSSP, SE, and BSI (as well as other categorically funded programs) into the Program Review and Resource Allocation Process. This change allowed faculty, professional staff, and administrators to indicate and request funding for needed resources for program planning. As the College adopts Improve as a system for goal-tracking and coordination, Integrated Planning goals have been cross-referenced with all related college-wide goals including the Strategic Plan, Accreditation, and Guided Pathways to ensure that efforts are complementary.</p> |
|--|--|

| | | |
|---|----------------------|---|
| | | The College publicized an executive summary , goals , accounting of expenditures , and assessment of progress towards goals to increase awareness of the Integrated Student Success Plan and resource allocation. Overall, the College has prioritized student success through robust, representative, and integrated planning processes and increased the transparency of resource allocation in support of these plans. |
| | Evidence | <ul style="list-style-type: none"> • Integrated planning timeline, membership, activities • Strategic Plan 2017-2021 • Guided Pathways CRC Website • Strategic Plan Development website • Program Review Resource Requests examples • Excerpt from Improve Alignment of Integrated Planning • Integrated Student Success Plan Executive Summary • Integrated Student Success Plan Goals • Integrated Student Success Plan Expenditures • Integrated Student Success Plan Assessment |
| 3 | Planning Item | The College will continue to conduct regular audits of all courses to ensure every course has been assessed effectively and that assessment information is integral in curriculum revisions and program planning and in improving instructional outcomes. (II.A.2.a) |
| | Status | In progress |
| | Progress Description | <p>Since 2015, the College has improved assessment practices for courses and developed processes to integrate assessment results into program review and planning. In an effort to ensure effective assessment of all courses, the College has improved training, program review structure, and curriculum review processes. This has been achieved through the efforts of the Student Learning Outcomes (SLO) Assessment Coordinator, the Curriculum Committee, and the College Planning Committee.</p> <p>In 2016, the Curriculum Committee developed an appraisal process to review courses not being offered or assessed within the past four years. This process provides a formal, ongoing mechanism to ensure the College Catalog remains up-to-date and ensure all offered courses are regularly assessed. The process was piloted and reviewed in the 2017-2018 academic year with feedback and improvements from the Academic Senate.</p> <p>In Spring 2017, the College completed a full cycle of assessment for all courses offered, and in the following fall,</p> |

| | | |
|---|----------------------|--|
| | | <p>the College completed Program Review. The College Planning Committee with the support of the SLO Assessment Coordinator and the College’s Educational Media and Web Design Specialist integrated course and program assessment results directly into the program review template. This allowed faculty, staff, and administrators to review assessment findings in order to inform program improvements. This new template was used for the Fall 2017 Program Review.</p> <p>Finally, from 2016-2018 the faculty SLO Assessment Coordinator has performed ongoing training and one-on-one consultation with faculty across the College to enhance course assessment practices. Faculty leaders have adopted outcomes-based grading in our new learning management system, Canvas, and in fall 2018, the Institutional Effectiveness Committee is working to further these efforts.</p> <p>Through these measures, the College has made lengthy strides ensuring the effective assessment of all courses. Improvements in curriculum review and program planning processes reinforce assessment, and the College is committed to ongoing improvements in this realm.</p> |
| | Evidence | <ul style="list-style-type: none"> • Appraisal process for courses • Assessment results in Program Review example of form • Assessment results in Program Review example of completed PrOF • CPC end of year report |
| 4 | Planning Item | In 2015-16, the Institutional Research Office will continue its formal assessment of the College’s assessment tests. (II.B.3.e) |
| | Status | Completed |
| | Progress Description | <p>Prior to the last ISER, the College completed periodic reviews of the assessment tests used to place students in appropriate course levels. In 2015, the College convened a Student Placement Taskforce with the goal of reviewing alternative assessment measures, which would more effectively position students to successfully complete courses in a timely manner. The Taskforce researched and reviewed alternatives and recommended assessment improvements including the use of students’ high school records when determining course placement. Following the work of this taskforce, the Governor of California signed Assembly Bill 705 (AB 705), which went into effect in January 2018. Among other things, this bill</p> |

| | | |
|---|----------------------|--|
| | | <p>required community colleges in California to utilize high school transcript data and phase out the use of assessment tests when placing students in course tracks.</p> <p>The implementation of AB 705 dovetailed with the work initiated by the Student Placement Taskforce as well as the college’s initial implementations of Guided Pathways. Ultimately, the College has departed from the assessment tests mentioned in the 2015 ISER and is employing multiple measures, including a combination of students’ high school course information, high school GPA, and new Accuplacer assessment tests. The College has initially evaluated multiple measures placement for the 2017-2018 academic year. The College will continue to review assessment and placement practices to ensure the appropriate course placement to support student success.</p> |
| | Evidence | <ul style="list-style-type: none"> • Student Placement Taskforce Website • Research Documentation of the Student Placement Taskforce • Initial work of the Student Placement Taskforce • Report on AB 705 Implementation and use of Multiple Measures assessment to the Guided Pathways Steering Committee 02-05-18 • Re-Evaluation policies aligned with AB 705 and Multiple Measures • 2017 - 2018 Evaluation of Multiple Measures Placement |
| 5 | Planning Item | Evaluate District wide processes for the funding of eBooks and other shared electronic resources and explore options that promote sustained District wide funding and purchasing equity. (II.C.1) |
| | Status | Completed |
| | Progress Description | The Los Rios Libraries provide shared electronic resources for all students throughout the District using a combination of college and district-allocated funds. During the last ISER, the College identified the need for further collection development of these resources, yet at that time, it was unclear where the funding for increased electronic resources would be found. The College had recently implemented an annual operating budget for physical library resources, which was in its initial year. Concern existed whether funding strategies would allow the Los Rios Libraries to meet the needs of students and faculty for electronic resources. |

| | | |
|---|---------------|--|
| | | <p>In 2016, Library faculty collaborated with district colleagues including deans and Distance Education Coordinators to thoroughly assess faculty needs for media in the classroom and to identify potential solutions to meet those needs. Through this process, the taskforce determined a substantial need existed for streaming media, which integrated with the Learning Management System (LMS), and the group reviewed potential services to address this need. The result of this assessment and review was a proposal to the District for a new subscription to a streaming media database to allow faculty to easily access media to use in both physical and virtual classrooms. The Los Rios Community College District office approved this proposal and dedicated new funding to support this resource on behalf of all colleges in the district on an ongoing basis. This new subscription followed past precedent of the District supporting the Colleges for core, shared electronic resources.</p> <p>Further, the Library, along with district colleagues, explored additional purchasing models for electronic resource acquisition using local, college-allocated funding through Demand-Driven Acquisition (DDA) and single-college electronic resource purchasing agreements. The Colleges researched vendor solutions, which allowed for continued shared resources at a reasonable rate, and the libraries updated electronic collection development policies to institutionalize practices, which benefit the collection health of the College Library. Furthermore, the ongoing allocation from the College of an annual operating budget for the Library has ensured that the College is able to plan for and implement new electronic resources as requested by faculty.</p> <p>Through a combination of district library policies and procedures, consistent college-allocated annual budgeting, and district office support of critical new streaming media resources, this planning agenda item has been addressed to ensure ongoing collection growth in support of curriculum and student learning.</p> |
| | Evidence | <ul style="list-style-type: none"> • Streaming media research findings • Demand Driven Acquisition pilot • Electronic Resource Collection Development Policy |
| 6 | Planning Item | <p>Explore further formal methods for gathering discipline faculty input on the Library collection on a regular, systematic basis in order to ensure the Library collection</p> |

| | | |
|---|----------------------|---|
| | | continues to support student achievement of learning outcomes. (II.C.1.a) |
| | Status | Completed |
| | Progress Description | <p>The Library collection is developed in support of the curricular needs of the College. Library faculty review new curriculum, consult with faculty, engage with courses through library instruction, and monitor curricular developments in order to select materials relevant to the academic needs of students. In 2014, the Library developed a new material request process as a mechanism to invite purchase requests from discipline faculty throughout the College. When the ISER was completed, this form was new and used only by a few disciplines so further assessment of this tool as a method for gathering faculty input was needed.</p> <p>In order to ensure that the Library collects new materials addressing the needs of disciplines, Library faculty publicized the material request process and surveyed faculty directly to determine whether collection and related services improvements were needed. Survey results indicated that overall discipline faculty were satisfied with the collection. Additionally, since 2014, over 145 discipline faculty purchase requests were given the highest priority in library purchasing and fulfilled. As discussed in the 2015 ISER, discipline faculty input is also invited when reviewing new resources and identifying collection needs through email, in-person conversations, and department visits. These strategies coupled with the new purchase request form have provided clear opportunities for discipline faculty input into the collection. The Library will continue to assess the collection and collection development processes to ensure that they remain responsive to the needs of faculty and students.</p> |
| | Evidence | <ul style="list-style-type: none"> • Collection Development Policy- Faculty Requests • Faculty survey results • Faculty purchase requests |
| 7 | Planning Item | Conduct a thorough review and analysis of the adequacy of the theft detection gate. (II.C.1.d) |
| | Status | Completed |
| | Progress Description | The theft detection gate was significantly repaired in 2015 with no further issues. Although this gate was obtained second-hand and does not employ the newest technology, it provides a necessary level of security and reduces library material theft. Since the 2015 repair, ongoing maintenance has been sufficient to adequately maintain the gate. Further review will be completed when the technology reaches its end |

| | | |
|----------|---|--|
| | | of life cycle, but at this time, the planning agenda item is complete. |
| 8 | Planning Item | Research and explore methods to more effectively assess the needs and outcomes of students who use Library services independently and/or remotely. (II.C.2) |
| | Status | Completed/Ongoing |
| | Progress Description | <p>The Library provides a variety of electronic resources including research databases, a discovery platform, ebook collections, and streaming media. These electronic resources are shared across the Los Rios Community College District and are available to students 24/7 to use independently or with assistance both on campus and remotely. It is challenging yet essential to gauge the success of students who interact with library resources independently and remotely to ensure that they are able to successfully navigate, locate and access needed materials.</p> <p>In order to address this planning agenda item, in fall 2015 Library faculty partnered with district colleagues to create a Library User Experience (LUX) workgroup aimed at assessing and improving the user experience of our students as they utilize electronic resources provided by the Library. Since this workgroup was formed, it has assessed the independent and remote experiences of students through a variety of measures including employing Google Analytics to map student search patterns, convening student focus groups, and completing usability testing.</p> <p>Results from these assessments have allowed the LUX workgroup to make large and small-scale revisions of library interfaces to improve the search experience of students. Assessment results including those gathered through reference and instructional interactions indicate overall ease of access with navigating library services. The Library and LUX workgroup will continue ongoing assessment and improvements in order to ensure that students are able to engage independently with all electronic resources.</p> |
| Evidence | <ul style="list-style-type: none"> • District Librarian meeting minutes 11- 7-15 and establishment of LUX workgroup • Example LUX improvement based on Google Analytics • Example LUX improvement based on usability testing | |

Institutional Reporting on Quality Improvements

Response to Team Recommendations for Improvement

Recommendation 1

While the team recognizes the progress made in the provision of disaggregated data for use in program review, institutional effectiveness, and integrated planning, in order to improve institutional effectiveness, the team recommends the College complete a regular cycle of integrated planning and assessment and consistently document dialogue demonstrating the use of the data for assessment results. Integrated planning includes strategic planning; management goals and objectives; shared governance plans; unit plans; educational master planning; distance education planning; technology planning; facilities master planning, and resource allocation alignment.

Since the last Accreditation visit in 2015, the College has engaged in a cycle of integrated planning including most significantly Strategic Planning (2016-17), Program Review (2017-18), and implementation of Guided Pathways (2017-present). Additionally, the College completed a full cycle of program and course outcomes assessment, and the College has tackled a variety of critical issues arising from local and legislative demands. Throughout these activities, the Office of Institutional Effectiveness regularly supplies disaggregated data to inform decision-making. Over the past three years, the College has improved the documentation of the dialogue surrounding the use of data within our assessment and planning processes, and this progress is clearly demonstrated in the improved format and documentation of Program Review, the implementation of multiple measures for placement, the evaluation of the Supplemental Instruction program, and the implementation of Guided Pathways.

Program Review

The use of data for assessment has been implemented directly into the Program Review process. Following the 2015 Midterm Program Review (PrOF), the College Planning Committee [assessed the planning process](#)³ identifying areas where improvements were necessary. The Committee prioritized changes to ensure program review was well organized, integrated with resource allocation, and [clearly tied program assessment into the planning process](#)⁴. In advance of the latest Program Review cycle in 2017, the College Planning Committee instituted [two significant assessment changes to the planning template](#)⁵.

The first was the addition of HawkDash, a data dashboard created by the Office of Institutional Effectiveness. HawkDash provides disaggregated data regarding course and program outcomes directly to faculty allowing them to critically evaluate their programs and plan accordingly. The HawkDash has been embedded in the online Program Review system with questions that prompt

³ [College Planning Committee Minutes 02-23-16 with PrOF Issues List](#)

⁴ [College Planning Committee Minutes 05-10-16 PrOF Improvements](#)

⁵ [Program Review Template: Data & Assessment](#)

reviewers to evaluate general trends in quantitative data and guide reviewers in thinking about equity across student groups.

Second, the College has improved the integration of program assessment results within the review and planning process. This has provided qualitative data to inform program planning. Although assessment information was incorporated into Program Review, the [College Planning Committee and Student Learning Outcomes \(SLO\) Coordinator](#) noted⁶ that the connection between program assessment and program review could be strengthened while removing excess or redundant information. The SLO Coordinator worked with the College's Web Developer to [streamline the language and organization of the assessment section](#)⁷. In the revised Assessment section of Program Review, faculty were reminded of the results of course and program assessments completed throughout the 6-year cycle. This section identified significant changes implemented as well as resources needed for future improvements, allowing faculty to thoughtfully review accomplishments and measure the impact of changes which had been instituted. This improved Assessment section supported holistic planning for program improvements to increase student success and program health.

In fall 2017, the College engaged in Program Review using the new HawkDash tool and revised Assessment section for the first time. Departments and areas reviewed disaggregated data regarding enrollment, course placement, completion, and success rates, and discussed this data when determining future planning priorities. Two examples of this can be seen in the Architecture and English Program Reviews. In the [Architecture Program Review](#)⁸, faculty noted declining enrollments overall and identified several underrepresented groups. Based on this data, the department planned for strategic marketing to increase enrollments.

In the English Program Review, faculty examined HawkDash to understand program outcomes and [additional data from the Office of Institutional Effectiveness](#)⁹ to evaluate student assessment, placement, and progression through the English course track. With these data tools, the department was able to identify factors affecting specific student groups and plan for long-term changes to increase student success. The [dialogue included in the English Program Review](#)¹⁰ exemplifies the use of data by departments for assessment and program planning.

Multiple Measures

Data has informed and facilitated the dialogue and implementation of multiple measures for student placement. In the beginning of fall 2015, the College President [presented disaggregated data regarding student persistence and completion to degree and transfer goals](#)¹¹ when students placed below college level English or math. As one measure to address the poor success rates,

⁶ [College Planning Committee Minutes 03-08-16](#)

⁷ [PrOF and Assessment Reporting Improvements- Spring/Summer 2016](#)

⁸ [Architecture Program Review 2017](#)

⁹ [CRC- Data Request # 989: EGUSD Graduates Performance in ENGWR 300](#)

¹⁰ [English Program Review 2017: Data Review Excerpt](#)

¹¹ [President Bush's Convocation Address Fall 2015](#)

the College convened a [Student Placement Taskforce](#)¹² with the goal of reviewing alternative assessment measures, which would more effectively position students to complete courses in a timely manner. The [Taskforce researched and reviewed alternatives](#)¹³ and [recommended assessment improvements](#)¹⁴ including the use of students' high school records when determining course placement. Discussions surrounding assessment continued within the English and Math departments and in Fall 2016 [both departments piloted changes](#)¹⁵ using elements of the Multiple Measures Assessment Project (MMAP), which uses high school transcripts for placement in transfer-level courses. This pilot led to [incremental changes in the system for placing students into math](#)¹⁶. Additionally, the College validated placement into transfer-level English with high school GPA using [an evaluation study conducted in spring 2018](#)¹⁷. As a result, the College has institutionalized high school GPA as a method for placement.

Supplemental Instruction

Data is used not only by the College to identify where institutional changes are needed, but it is also tracked in order to understand the impact of improvements, which have been implemented. For example, the College has employed Supplemental Instruction (S.I.) to support students in certain Math and English courses for many years. Upon [seeing initial success of the S.I. program](#)¹⁸ in learning communities, the College expanded the support to a greater number of sections. To assess the impact of the expanded S.I. program, the Office of Institutional Effectiveness reviewed the [data regarding program participation and correlating student outcomes](#)¹⁹. Math faculty also [evaluated the planning and implementation processes for the S.I. program](#)²⁰ to identify necessary improvements for ongoing sustainability. The College employs careful evaluation of programs and processes such as Supplemental Instruction using both qualitative and quantitative data in order to ensure improvements have lasting and desired outcomes.

Guided Pathways

The College employs data to inform decision-making in all institutional assessment and planning processes. The College's implementation of [Guided Pathways](#)²¹ is a prime example. The adoption of the Guided Pathways framework has been spurred by both external and internal data regarding student success. In order to implement Guided Pathways, the College is carefully reviewing its structures from the perspectives and needs of students. Committees assessing each

¹² [Student Placement Taskforce Website](#)

¹³ [Research Documentation for Student Placement Taskforce](#)

¹⁴ [Student Placement Taskforce Spring 2016 Report](#)

¹⁵ [Student Placement Taskforce Meeting Minutes 04-15-16](#)

¹⁶ [Evaluation of MMAP Placement at CRC](#)

¹⁷ [Evaluation of the Multiple Measures Assessment Project \(MMAP\) at Cosumnes River College](#)

¹⁸ [Basic Skills Transformation Grant Application Cosumnes River College](#)

¹⁹ [Evaluation of Math Supplemental Instruction, Fall 2017](#)

²⁰ [Math Program Review 2017](#)

²¹ [Guided Pathways Webpage CRC Website](#)

of the [four Guided Pathways Pillars](#)²² have reviewed disaggregated data to understand the student experience. They have used this information to plan improvements creating clear pathways, effective onboarding, and academic guidance and support to increased student success. This can be seen in the work of the Entering the Path Pillar group which carefully [reviewed the onboarding process for students](#)²³ and identified barriers preventing students from enrolling in classes. Similarly, the Staying on the Path Pillar [studied the College's at-risk students to identify trends](#)²⁴ or possible interventions to assist students in successfully completing their educational goals. Additionally, evaluation data was [used in the development of a measure for counting students on Guided Pathways](#)²⁵. The use of data to inform planning is central to the implementation of this framework at the College.

Conclusion

The above examples of Program Review improvements, adoption of multiple measures for student placement, Supplemental Instruction expansion and assessment, and Guided Pathways implementation are illustrative of the College's commitment to learn from our data and use it to inform innovations which reduce barriers and increase student success.

Recommendation 2

While the team recognizes the progress the College has made since 2009 in developing the tools to conduct outcomes assessment, program review, and integrated planning, in order to improve institutional effectiveness, the team recommends that the College establish, implement, and document a regular and systematic cycle of evaluation of the effectiveness of all processes including planning, training, decision-making, communication, resource allocation, and governance practices.

As referenced above, the College has engaged in substantial planning processes since 2015, most significantly for Strategic Planning, Program Review, and the implementation of Guided Pathways. In addition to these activities, the College also participated in the [Institutional Effectiveness Partnership Initiative \(IEPI\)](#)²⁶ to reflect on institutional practices and to identify areas for improvement, and the College has addressed critical issues through internal assessment and planning. Throughout these endeavors, the College has taken the time to reflect on the effectiveness of the planning processes as well as the institutional structures surrounding them to identify and implement improvements. The College has completed these actions with the intention of furthering transparency, efficiency, and effectiveness of our structures, tools, and

²² [4 Pillars of Guided Pathways CRC Website](#)

²³ [Entering the Path Workgroup Meeting Notes 04-30-18](#)

²⁴ [Staying on the Path Workgroup Meeting Notes 04-24-18](#)

²⁵ [Guided Pathways Steering Committee Meeting Notes 03-13-18](#)

²⁶ [Institutional Effectiveness Partnership Initiative \(IEPI\) Partnership Resource Team Visit](#)

processes, and these assessments have resulted in changes to participatory governance organization, program review forms & training, and resource allocation procedures.

Strategic Planning & Participatory Governance Reorganization

The [strategic planning process](#)²⁷ (2016-17) provided a significant opportunity for the College to reflect upon, evaluate, and improve our institutional structures and activities. This process began with thorough data-gathering including a survey of stakeholders and internal and external data scans which informed about changes in the environment, community needs, student demographics, and student success statistics. The Strategic Planning process was furthered by two college-wide forums, which allowed members of the college community to openly discuss priorities of the college and brainstorm areas for improvement.

Through the assessment and dialogue of the Strategic Planning process, one of the identified areas for improvement was [integrating student success planning efforts](#)²⁸ and improving communication channels of the [participatory governance structure](#)²⁹. The current structure seemed to perpetuate communication silos where groups worked in isolation, at times duplicating efforts when tackling common issues. In order to address this organizational issue, the [Participatory Governance Committee proposed a restructuring of participatory governance at the College](#)³⁰ in spring 2017 to align participatory governance committees with other college structures to improve organizational effectiveness, address accreditation standards, and efficiently improve communication and accountability. This restructuring created [four branches of participatory governance](#)³¹ under which existing committees were organized. The goals of the reorganization were to improve communication among related committees, address strategic planning, integrate planning for student success, align accreditation priorities, and streamline work where possible. Additionally, a tri-chair model was adopted providing a greater degree of participation by all constituency groups. The tri-chairs for each participatory governance branch are members of the Participatory Governance Council to ensure effective communication between the branches.

In the 2017-18 academic year, [participatory governance committees](#)³² discussed the proposed restructuring, reviewed committee charges, and planned for change. This process was flexible, allowing each branch to determine a suitable organizational outcome, and in fall 2018, the branches began to operate under the newly designed structure. For example, the Budget Committee proposed a name change to the Resource Committee to recognize its broad responsibility to review and provide input in the College's resource allocation processes. The responsibility for issues related to facilities transferred to the Resources Committee from the Health and Facilities Committee. This redistribution of responsibilities more effectively aligned

²⁷ [Strategic Plan Development Website](#)

²⁸ [Cosumnes River College Internal Scan p. 37-40](#)

²⁹ [Strategic Planning Steering Committee Minutes 03-01-17](#)

³⁰ [Participatory Governance Committee Minutes 05-09-17](#)

³¹ [Participatory Governance Structure Diagram](#)

³² [Example conversation regarding PG restructuring in Budget Committee Minutes 09-18-17](#)

each committee with its charge and membership. The [Resources Committee](#)³³ has broad representation from departments across the college. While the reestablished Health and Safety Committee members have operational roles overseeing health and safety issues (e.g. police, nurse, operations staff, etc.).

The College is revising the Participatory Governance Handbook to reflect and codify the updated organizational structures and roles of participatory governance committees, and the College remains committed to assessing these changes and adapting the structure further to meet the goals of increased communication, transparency, and efficiency.

Program Review Improvements

A second example of the College's regular, systemic review of all processes is observed in the improvements to Program Review completed from 2016-present. Following the last Program Review cycle completed in 2015, the [College assessed the effectiveness of the planning processes](#)³⁴ by surveying faculty, professional staff, and administrators. A list of [recommended Program Review improvements](#)³⁵ was created, and in the 2016-17 year, the College Planning Committee implemented changes to the structure and format of Program Review.

The Program Review template was substantially revised addressing the [findings of the College Planning Committee](#)³⁶ by integrating course assessment data into the planning process and aligning the Program Review forms with resource requirement information necessary for budget requests. Additionally, the Office of Institutional Effectiveness developed a data dashboard to allow programs to complete a thorough assessment of student outcomes. Finally, prior to the start of Program Review in fall 2017, training was provided to all divisions by members of the College Planning Committee. The training was intended to help faculty and professional staff become familiar with the Program Review form and to understand the goals of the planning process.

In fall 2017, the College completed Program Review, and in the following spring, the Office of Institutional Effectiveness surveyed the College community to assess how well the training and Program Review template revisions improved the planning process. [Survey results indicated](#)³⁷ further room for improvement particularly in engaging more faculty and staff in the review and planning activities. The Institutional Effectiveness Committee has reviewed the survey feedback and is determining further structural and process revisions to continue to improve Program Review. The Office of Institutional Effectiveness will continue to survey the College community after each program review cycle in order to facilitate continuous improvement.

Reassign Time Process

³³ [Resources Committee Charge](#)

³⁴ [College Planning Committee Annual Report 2015-16](#)

³⁵ [2015 Midterm PrOF Issues](#)

³⁶ [College Planning Committee Minutes 05-10-16](#)

³⁷ [College Planning Committee Annual Report 2017-18](#)

Review of college processes and structures has not been limited to large-scale activities such as participatory governance or program review. Rather, the College is establishing a habit of self-reflection and has identified areas for improvement in many processes. For example, during campus conversations, several individuals raised questions over the allocation of reassign time to faculty. Some expressed a lack of transparency regarding how reassign time was granted, while some were concerned that opportunities for reassign time were exclusive. In order to address these concerns, [a workgroup was formed in fall 2017³⁸](#) including faculty and administrators to review activities requiring reassign time and to establish a fair, open, and transparent process for faculty to be selected for these opportunities. In spring 2018, this workgroup created a [Reassign Time Proposal³⁹](#), which established standard processes for awarding such time to increase opportunity and transparency.

Conclusion

Since 2015, the College has steadily worked to improve both outcomes for students and the institutional structures, which provide the framework for all of the College's functions. The efforts to improve participatory governance, Program Review, and processes such as the awarding of reassign time have been iterative and at times challenging. As we proceed, the College will undoubtedly make further adjustments to these institutional structures. However, these examples illustrate the regular, systemic, and continuous commitment to evaluating and improving the processes of the College.

³⁸ [Academic Senate Minutes 11-17-2017](#)

³⁹ [Reassign Time Proposal](#)

Institution Set Standards

CRC's institution set standards focus efforts towards increasing student success, and the stretch goals are ambitious yet achievable. Progress towards goals are monitored by the Office of Institutional Effectiveness and through participatory governance structures. As goals are met or exceeded the set standard is adjusted and a new stretch goal is established to foster ongoing, upward progress. Stretch goals for job placement and licensure rates are adjusted when set standards are changed; job placement set standards are based on Carl Perkins negotiated rates for California. The Office of Institutional Effectiveness investigates impactful changes leading to increases in student success, and the Institutional Effectiveness Committee monitors ongoing progress, recommending institutional practices and intervening should any metric fall below the set standard.

Student Course Completion

Course completion rates have steadily increased, and in year two of the accreditation cycle the College met the stretch goal for course completion. As a result, the College set a new stretch goal of 70.5% and a new set standard of 64.2%. In year three, course success increased again to 69.4% - only 1.1% below the new stretch goal. In order to continue the upward trend in the upcoming year, new stretch goals and set standards will be established using the method outlined below⁴⁰. Improvements in course completion are attributable to interventions the College has focused on during the last three years. The College has implemented and scaled high-impact strategies such as supplemental instruction in math and English and first-year experience (FYE) for incoming students. The College has encouraged students to take math and English during their first or second semester in order to obtain foundational skills necessary to support success in other disciplines. Through the implementation of Guided Pathways, the College intends to continue to scale these and other activities leading to increased student success.

Degree Completion

The number of students earning degrees has increased at Cosumnes River College over the last three years. In year three of the accreditation cycle, the number of earned degrees surpassed the College's stretch goal by 118 degrees. In order to continue the upward trend in the upcoming year, new stretch goals and set standards will be established. The increase in degree completion is a result of several strategies including direct outreach to students within credit range of degree achievement, ongoing support of students by counseling and discipline faculty, development of

⁴⁰ Method for calculating set standards and stretch goals: First calculate the standard deviation for a five-year period. Then for the *Set Standard* - Subtract 1.96 standard deviations from the average for the five-year period. For the *Stretch Goal* - Add 1.96 standard deviations to *the most recent year* in the five-year period.

student educational plans (SEP) for students at CRC, and the offering of several associate degrees for transfer (AA-T/AS-T).

Certificate Completion

The number of students earning certificates increased at Cosumnes River College over the last three years. The number of students earning certificates surpassed the College's stretch goal by 29 in year three of the accreditation cycle. In order to continue the upward trend in the upcoming year, new stretch goals and set standards will be established. Similar to degree completion, the increase in certificate completion is due to interventions including support from counseling and discipline faculty, outreach to students with a high number of credits, and development of student educational plans (SEP).

Transfer

The number of students transferring to four-year colleges or universities increased from year one to year two of the accreditation cycle. A significant factor in this increase is the development and offering of several associate degrees for transfer (AA-T/AS-T). These degrees offer guaranteed priority admission to a California State University, and CRC offers twenty-five AA-T/AS-T degrees. Other interventions include support from counseling and discipline faculty, outreach by Transfer Center professional staff, and development of student educational plans (SEP). In the third year of the cycle, transfer rates varied by institution type, with some data pending publication by University of California Admissions and California Community College Chancellor's Office⁴¹.

Student Learning Outcomes Assessment

Assessment of student learning outcomes (SLOs) on the institutional, programmatic, and course levels has been a priority of this accreditation cycle. The College began the cycle with a concerted effort to complete assessment of all courses and programs currently offered. This was achieved in June 2017, with a new assessment cycle beginning the following fall 2017 semester.

During the process of completing course assessments, the College identified areas for clean-up in the course assessment reporting system. These included duplicated assessments for cross-listed courses and courses not offered during the assessment cycle. From 2016-2017, the College updated course assessment records, resulting in the decrease in total number of courses in year two. With the implementation of Guided Pathways, the College is reviewing and revising institutional learning outcomes and aligning program outcomes within the revised pathways framework.

⁴¹ Transfer data for year three is incomplete due to pending data not yet reported by University of California (UC) Admissions and CCCCO Datamart. Reported data does not include spring 2018 transfers to UC institutions and out of state or private transfers in 2017-18. As a result, year three transfer totals are reduced due to the missing information from outside sources. Complete transfer data will be updated as it becomes available.

Annual Fiscal Data

General Fund Performance

In 2018, Unrestricted General Fund Revenues increased by \$16 million, offset by an increase in expenditures of \$30.4 million. Increased expenditures are primarily the result of increases in salaries and benefits from both mandatory and discretionary salary improvements, coupled with increasing employer pension contributions required by PERS and STRS. The surpluses generated in 2016 and 2017 were also due to an influx of one-time funding dollars that were recognized as revenues in those years but spent in the subsequent period, resulting in the observed 2018 general fund deficit. The Primary Reserve Ratio remains robust and reflective of the District's focus on prudent fiscal management.

Other Post-Employment Benefits

The District's Other Post-Employment Benefits (OPEB) plan remains in an overfunded status. The increase in the Actuarial Accrued Liability (AAL) and corresponding decrease in the funded ratio, beginning in 2017, is primarily due to an increase to the District's retiree medical premium benefit approved by the Board of Trustees. Effective July 1, 2017, the monthly benefit was increased from \$256 to \$280. The District's OPEB plan remains in an overfunded status, and any additional increases will be carefully considered to ensure that the plan remains fully funded.

Enrollment

Similar to other districts within the California Community College System, the Los Rios District has been experiencing flat and declining enrollment over the last few years. The increase in FTES for 2017 was due to allocating more Summer FTES to that year in order to capture available growth funding. Although outreach efforts to stabilize and grow enrollment continue to be a priority, the District's analysis indicates that any decrease in our FTES-derived funding will be fully offset by an increase in the Supplemental and Student Success Incentive Allocations under the new funding formula for California Community Colleges.

Financial Aid

While the College's Federal Student Loan Default (FSLD) cohort rates rose slightly in 2014, a similar average was maintained throughout the period. FSLD rates are impacted by several factors including communication to students and entrance/exit loan counseling. In 2017-18, the College contracted a loan default intervention service to reach out to students providing information and reminders regarding student loan repayment and responsibilities. This intervention was a pilot program, and the College is reviewing ongoing strategies to assist students in financial planning at they obtain their college education.

Appendix A: Titles & Names

| Former Name or Title | Current Name or Title |
|--|--|
| Associate Dean of Equity | Dean of Equity |
| Budget Committee | Resources Committee |
| College Planning Committee | Institutional Effectiveness Committee |
| Health & Facilities Committee | Health & Safety Committee |
| Instructional Technology & Media Budget (ITMB) | COB – IT & Technology-based AV equipment |
| Office of Planning & Research | Office of Institutional Effectiveness |
| Participatory Governance Committee | Participatory Governance Council |
| PrOF (Program Overview and Forecast) | Program Review |

Appendix B: Evidence

Report Preparation

[External Evaluation Team Report - 2015](#)

[CRC's 2015 Self Evaluation Report of Educational Quality and Institutional Effectiveness p. 425](#)

Plans Arising out of the Self-Evaluation Process

Planning Item 1

[Budget Survey Summary- spring 2016](#)

[Budget Committee discussion of budget process survey \(agenda item 3\)](#)

[VPAS Communication to College regarding resource allocation & COB/ITMB combined processes](#)

[Process for Prioritization of Faculty Positions](#)

[Resource requirements integration Program Review \(example\)](#)

[Example of COB request form showing ranking criteria.](#)

[Program Review follow-up survey 2018](#)

[College Planning Committee minutes 05-11-18](#)

Planning Item 2

[Integrated planning timeline, membership, activities](#)

[Strategic Plan 2017-2021](#)

[Guided Pathways CRC Website](#)

[Strategic Plan Development website](#)

[Program Review Resource Requests examples](#)

[Excerpt from Improve Alignment of Integrated Planning](#)

[Integrated Student Success Plan Executive Summary](#)

[Integrated Student Success Plan Goals](#)

[Integrated Student Success Plan Expenditures](#)

[Integrated Student Success Plan Assessment](#)

Planning Item 3

[Appraisal process for courses](#)

[Assessment results in Program Review example of form](#)

[Assessment results in Program Review example of completed PrOF](#)

[CPC end of year report](#)

Planning Item 4

[Student Placement Taskforce Website](#)

[Research Documentation of the Student Placement Taskforce](#)

[Initial work of the Student Placement Taskforce](#)

[Report on AB 705 Implementation and use of Multiple Measures assessment to the Guided Pathways Steering Committee 02-05-18](#)
[Re-Evaluation policies aligned with AB 705 and Multiple Measures](#)
[2017 - 2018 Evaluation of Multiple Measures Placement](#)

Planning Item 5

[Streaming media research findings](#)
[Demand Driven Acquisition pilot](#)
[Electronic Resource Collection Development Policy](#)

Planning Item 6

[Collection Development Policy- Faculty Requests](#)
[Faculty survey results](#)
[Faculty purchase requests](#)

Planning Item 7

Not Applicable

Planning Item 8

[District Librarian meeting minutes 11- 7-15 and establishment of LUX workgroup](#)
[Example LUX improvement based on Google Analytics](#)
[Example LUX improvement based on usability testing](#)

Institutional Reporting on Quality Improvements

Recommendation for Improvement 1

[College Planning Committee Minutes 02-23-16 with PrOF Issues List](#)
[College Planning Committee Minutes 05-10-16 PrOF Improvements](#)
[Program Review Template: Data & Assessment](#)
[College Planning Committee Minutes 03-08-16](#)
[PrOF and Assessment Reporting Improvements- Spring/Summer 2016](#)
[Architecture Program Review 2017](#)
[CRC- Data Request # 989: EGUSD Graduates Performance in ENGWR 300](#)
[English Program Review 2017: Data Review Excerpt](#)
[President Bush's Convocation Address Fall 2015](#)
[Student Placement Taskforce Website](#)
[Research Documentation for Student Placement Taskforce](#)
[Student Placement Taskforce Spring 2016 Report](#)
[Student Placement Taskforce Meeting Minutes 04-15-16](#)
[Evaluation of MMAP Placement at CRC](#)

[Evaluation of the Multiple Measures Assessment Project \(MMAP\) at Cosumnes River College](#)

[Basic Skills Transformation Grant Application Cosumnes River College](#)

[Evaluation of Math Supplemental Instruction, Fall 2017](#)

[Math Program Review 2017](#)

[Guided Pathways Webpage CRC Website](#)

[4 Pillars of Guided Pathways CRC Website](#)

[Entering the Path Workgroup Meeting Notes 04-30-18](#)

[Staying on the Path Workgroup Meeting Notes 04-24-18](#)

[Guided Pathways Steering Committee Meeting Notes 03-13-18](#)

Recommendation for Improvement 2

[Institutional Effectiveness Partnership Initiative \(IEPI\) Partnership Resource Team Visit Strategic Plan Development Website](#)

[Cosumnes River College Internal Scan p. 37-40](#)

[Strategic Planning Steering Committee Minutes 03-01-17](#)

[Participatory Governance Committee Minutes 05-09-17](#)

[Participatory Governance Structure Diagram](#)

[Example conversation regarding PG restructuring in Budget Committee Minutes 09-18-17](#)

[Resources Committee Charge](#)

[College Planning Committee Annual Report 2015-16](#)

[2015 Midterm PrOF Issues](#)

[College Planning Committee Minutes 05-10-16](#)

[College Planning Committee Annual Report 2017-18](#)

[Academic Senate Minutes 11-17-2017](#)

[Reassign Time Proposal](#)

ACCJC Midterm Report Data Reporting Form

ANNUAL REPORT DATA INSTITUTION-SET STANDARDS

STUDENT COURSE COMPLETION

(Definition: The course completion rate is calculated based on the number of student completions with a grade of C or better divided by the number of student enrollments.)

| Category | Reporting Years since Comprehensive Review | | |
|---|--|----------------------|----------------------|
| | Year 1 | Year 2 | Year 3 |
| Institution Set Standard | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Stretch Goal | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Actual Performance | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Difference between Standard and Performance | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Difference between Stretch Goal and Performance | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Analysis of the data: | <input type="text"/> | | |

DEGREE COMPLETION

(Students who received one or more degrees may only be counted once.)

| Category | Reporting Years since Comprehensive Review | | |
|---|--|----------------------|----------------------|
| | Year 1 | Year 2 | Year 3 |
| Institution Set Standard | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Stretch Goal | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Actual Performance | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Difference between Standard and Performance | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Difference between Stretch Goal and Performance | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Analysis of the data: | <input type="text"/> | | |

CERTIFICATE COMPLETION

(Students who received one or more certificate may only be counted once.)

| Category | Reporting Years since Comprehensive Review | | |
|---|--|----------------------|----------------------|
| | Year 1 | Year 2 | Year 3 |
| Institution Set Standard | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Stretch Goal | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Actual Performance | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Difference between Standard and Performance | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Difference between Stretch Goal and Performance | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Analysis of the data: | <input type="text"/> | | |

TRANSFER**Category****Reporting Years since Comprehensive Review****Year 1****Year 2****Year 3**

Institution Set Standard

Stretch Goal

Actual Performance

Difference between Standard and Performance

Difference between Stretch Goal and Performance

Analysis of the data:

STUDENT LEARNING OUTCOMES ASSESSMENT**Year 1****Year 2****Year 3**

Number of Courses

Number of Courses Assessed

Number of Programs

Number of Programs Assessed

Number of Institutional Outcomes

Number of Outcomes Assessed

Analysis of the data:

ANNUAL FISCAL REPORT DATA

Category

Reporting Years since Comprehensive Reviews

General Fund Performance

| | Year 1 | Year 2 | Year 3 |
|---|----------------------|----------------------|----------------------|
| Revenue | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Expenditures | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Expenditures for Salaries and Benefits | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Surplus/Deficit | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Surplus/Deficit as % Revenues (Net Operating Revenue Ratio) | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Reserve (Primary Reserve Ratio) | <input type="text"/> | <input type="text"/> | <input type="text"/> |

Analysis of the data:

Other Post-Employment Benefits

| | | | |
|---|----------------------|----------------------|----------------------|
| Actuarial Accrued Liability (AAL) for OPEB | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Funded Ratio (Actuarial Value of Plan Assets/AAL) | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Annual Required Contribution (ARC) | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Amount of Contribution to ARC | <input type="text"/> | <input type="text"/> | <input type="text"/> |

Analysis of the data:

Enrollment

Actual Full-Time Equivalent Enrollment (FTES)

Analysis of the data:

Financial Aid

USED Official Cohort Student Loan Default Rate (FSLD - 3 year rate)

Analysis of the data: