

REDWOODS COMMUNITY COLLEGE DISTRICT

*Committed to maximizing the success of each student
Committed to enriching the economic vitality of the community
—CR Mission Statement*

SPECIAL MEETING OF THE BOARD OF TRUSTEES

Wharfinger Building
One Marina Way, Eureka, CA 95501

AGENDA

Friday, February 27, 2009

8:30 a.m.

Board of Trustees

George Truett, President

Bruce Emad, Vice President

Dr. Colleen Mullery, Clerk

Rick Bennett, Sally Biggin, Tracy Coppini

Richard Dorn, Tom Ross, Will Smith

Roxanne Estela, Student Representative

Dr. Jeff Marsee, President/Superintendent, Secretary to the Board

The Board of Trustees welcomes you to its meetings. Most regular meetings are scheduled on the first Tuesday of each month. For the most current information, please check this year's meeting calendar, agendas, and supporting documents at www.redwoods.edu/district/board/. You can call (707) 476-4170 to arrange for agendas or agenda packets to be mailed to you.

IT IS EASY TO MAKE A PUBLIC COMMENT Comments are usually limited to no more than three minutes. If you intend to submit a document at the meeting, please bring a minimum of 15 copies for distribution, if possible.

Your public comments on agenda item #1.1 are invited after any staff report on the item and trustee questions regarding the staff report and before the start of board discussion of the item.

The Speaker's Request Card contains additional board guidelines for those who want to comment. Also see board policies BP 2345, BP 2350, and BP 2355 and Administrative Procedure AP 2345 at www.redwoods.edu/district/board/new/chapter2/index.asp or contact the President's Office at (707) 476-4170.

-
- | | |
|------------|---|
| 8:30 a.m. | OPEN SESSION Call to Order, Wharfinger Building, One Marina Way, Eureka, CA. |
| 8:32 a.m. | Flag Salute |
| 8:35* a.m. | Introductions |
| 8:45 a.m. | Review of Education Master Plan
<i>Facilitated by Michael Viera, Consultant, California Collegiate Brain Trust</i> |
| 9:45 a.m. | Break |

*After convening the meeting, all times are approximate.

- 10:00 a.m. Introduction to Scorecard and Scorecard Exercise
Martha Davis and Ahn Fielding
- 10:45 a.m. ARCC Report *Accountability Reporting for the Community Colleges*
Martha Davis [Page 3](#)
- 11:15 a.m. Driver Indicators/Quality Target Indicators
Exercise
- 12:00 p.m. Lunch
- 12:30 p.m. Report Out - Driver Indicators
- 1:45 p.m. Facilities Master Plan
Presented by Deborah Shepley, HMC Architects
- 3:30 p.m. Wrap Up

NEXT MEETING

March 3, 2009

Eureka Campus Board Room (AD 201)
7351 Tompkins Hill Road, Eureka, CA

Public Notice—Nondiscrimination:

College of the Redwoods does not discriminate on the basis of ethnicity, religion, age, gender, sexual orientation, color, or disability in any of its programs or activities. College of the Redwoods is committed to providing reasonable accommodations for persons with disabilities. Upon request this publication will be made available in alternate formats. Please contact Roxanne Metz, Assistant to the President, 7351 Tompkins Hill Road, Eureka, CA 95501, (707) 476-4170, 8:30 a.m. to 5:00 p.m., Monday – Friday.



ARCC
(Accountability Reporting for the
Community Colleges)

**ARCC 2009 Report:
An Introduction to the College Level Indicators for the January Draft**

The Accountability Reporting for the Community Colleges (ARCC) framework specifies that community college performance data should be aggregated, analyzed, and reported at two levels: the individual college level (college level indicators) and across the community college system (systemwide indicators). We issue two drafts of the ARCC report. The first draft (issue date October 2008) included initial performance data for the college level indicators. Colleges use the October draft to check the data for their indicators and correct these data as necessary. This second draft, issued in January 2009, includes data for the college peer groups. Colleges use the January draft to prepare their self-assessments in response to performance data and peer grouping. The final version of the report (issue date March 2009) will include these self-assessments.

The following section of the January draft of the 2009 ARCC report presents results for the performance indicators chosen for **college level** accountability reporting. Colleges and schools of continuing education are organized alphabetically (by college name). However, colleges that have “College of the...” in their titles will be found under “C.”

Results for each college are presented in Tables 1.1 to 1.11. The methodology for performance indicators and college profile demographics is found in Appendix B. In the current draft, Tables 1.1 to 1.11 are organized under three main categories: College Performance Indicators, College Profiles, and College Peer Groups.

This year, we extracted demographic data for the college profiles from the Chancellor’s Office DataMart. Therefore, the labels for Table 1.10 now match the Data Mart’s labels.

College Performance Indicators are further categorized as Degree/Certificate/Transfer, Vocational/Occupational/Workforce Development, and Pre-Collegiate Improvement (Basic Skills, ESL, and Career Development and College Preparation).

The tables present the following draft data for each college:

1. Student Progress and Achievement Rate
2. Percent of Students Who Earned at Least 30 Units
3. Persistence Rate
4. Annual Successful Course Completion Rate for Credit Vocational Courses
5. Annual Successful Course Completion Rate for Credit Basic Skills Courses
6. Improvement Rates for Credit ESL Courses
7. Improvement Rates for Credit Basic Skills Courses
8. Career Development and College Preparation Progress and Achievement Rate
9. College profile summaries, (e.g., headcounts, percentages of student enrollments by various demographics) obtained from the CCCCO Data Mart for the 2009 report; prior ARCC report demographics came from the Chancellor’s Office MIS
10. Summary of the college’s peer groups for each indicator

An Introduction to the College Level Indicators for the January Draft

This college level section includes data for each of the colleges in the system at the time of this report, although data for some earlier time periods may be missing for the newer colleges. Most of the college level tables include data for the three most recent academic years (2005-06, 2006-07, and 2007-2008); however, the time periods may differ for a few of the indicators. Thus, it is important to note the years specified in the titles or column headings for the tables.

Because analysts of state level policy often need to know how the entire system has performed on specific indicators, we report the total system rates on the ARCC college level indicators in the table below.

College Level Performance Indicator	State Rate
1. Student Progress & Achievement (2002-03 to 2007-08)	51.8%
2. Completed 30 or More Units (2002-03 to 2007-08)	71.2%
3. Fall to Fall Persistence (Fall 2006 to Fall 2007)	69.2%
4. Vocational Course Completion (2007-08)	77.7%
5. Basic Skills Course Completion (2007-08)	60.5%
6. Basic Skills Course Improvement (2005-06 to 2007-08)	51.2%
7. ESL Course Improvement (2005-06 to 2007-08)	50.1%

The rates in this table use the total number of students in the state that qualified for a specific cohort as the denominator. The numerator likewise uses the total number of outcomes in the state. Analysts should avoid using the rates in this table to evaluate the performance of an individual college because these overall rates ignore the local contexts that differentiate the community colleges. Evaluation of individual college performance should focus upon the college level information that appears on the separate pages that follow. On those pages, Tables 1.1 to 1.11 for each college explicitly enable analysts to evaluate a college in an equitable manner.

A Note About The Career Development and College Preparation Progress and Achievement Rate (CDCP)

The Career Development and College Preparation Progress and Achievement Rate (Table 1.6), known as the Enhanced Noncredit Progress and Achievement Rate in the 2008 ARCC report, was added to the ARCC report in 2008 as a result of legislation (SB 361, Scott, Chapter 631, Statutes of 2006) that increased funding for specific noncredit courses (see Appendix F).

College of the Redwoods

Redwoods Community College District

College Performance Indicators**Student Progress and Achievement: Degree/Certificate/Transfer****Table 1.1:**
Student Progress and
Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	52.2%	56.9%	52.7%

Table 1.1a:
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	76.8%	76.7%	75.2%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	58.9%	56.8%	57.4%

NA: This performance indicator is not applicable for schools of continuing education



College of the Redwoods

Redwoods Community College District

College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3:
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	81.3%	78.9%	79.5%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	65.1%	64.0%	59.1%



Table 1.5:
Improvement Rates for ESL
and Credit Basic Skills Courses

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	94.1%	60.0%	66.7%
Basic Skills Improvement Rate	52.0%	49.8%	49.2%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date

NA: This performance indicator is not applicable for schools of continuing education



College of the Redwoods

Redwoods Community College District

College Profile

Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	8,974	8,341	8,907
Full-Time Equivalent Students (FTES)*	4,928	4,495	4,755

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

*FTES data for 2005-2006 and 2006-2007 are based on the FTES recalculation. FTES data for 2007-2008 are based on the FTES annual data. The 2007-2008 recalculation data were not available at the time of this report.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	23.1%	22.7%	23.5%
20 - 24	27.5%	27.7%	26.2%
25 - 49	38.4%	38.1%	38.5%
Over 49	11.0%	11.4%	11.7%
Unknown	0.1%	0.1%	0.2%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	56.6%	56.4%	55.8%
Male	42.3%	43.5%	44.1%
Unknown	1.1%	0.1%	0.1%

Source: Chancellor's Office, Management Information System



College of the Redwoods

Redwoods Community College District

College Profile**Table 1.10:**
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	1.6%	1.8%	2.2%
American Indian/Alaskan Native	6.2%	6.8%	6.8%
Asian	2.4%	2.3%	2.4%
Filipino	0.2%	0.2%	0.3%
Hispanic	6.8%	7.6%	7.6%
Other Non-White	1.1%	1.2%	1.4%
Pacific Islander	0.6%	0.8%	0.7%
Unknown/Non-Respondent	10.1%	10.1%	9.4%
White Non-Hispanic	71.0%	69.3%	69.2%

Source: Chancellor's Office, Management Information System



College of the Redwoods

Redwoods Community College District

College Peer Grouping**Table 1.11: Peer Grouping**

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	52.7	47.4	36.9	54.3	<i>A3</i>
B	Percent of Students Who Earned at Least 30 Units	75.2	69.6	61.2	78.3	<i>B3</i>
C	Persistence Rate	57.4	60.2	42.8	77.7	<i>C1</i>
D	Annual Successful Course Completion Rate for Credit Vocational Courses	79.5	81.4	79.5	84.3	<i>D5</i>
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	59.1	56.0	42.8	65.9	<i>E4</i>
F	Improvement Rate for Credit Basic Skills Courses	49.2	47.9	30.9	57.3	<i>F4</i>
G	Improvement Rate for Credit ESL Courses	66.7	41.3	7.9	80.5	<i>G2</i>

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.



ARCC
College of the Redwoods
Self-Assessment
February 23, 2009

The College of the Redwoods District has served Humboldt, Del Norte, Western Trinity and Coastal Mendocino Counties on the north coast of California since 1964. An integral part of the educational and workforce development fabric of our district, College of the Redwoods (CR) provides a comprehensive university transfer program and extensive vocational and health care programs. With six instructional sites, Eureka, Arcata, Del Norte, Eureka Downtown, Klamath-Trinity, and Mendocino Coast, College of the Redwoods offers 123 programs of study, providing educational opportunity to the diverse population of the north coast of California.

In July 2008, CR welcomed a new President. In January 2009, the College was removed from warning status and is fully accredited by the Accrediting Commission for Community and Junior Colleges. The 2009 ARCC report reflects College performance during the 2007 – 2008 academic year. This self assessment, reviewed by the President and the Board of Trustees, will discuss the 7 performance indicators in the context of a changing college profile and initiatives to improve performance.

For 2007 – 2008, enrollment increased 7% compared to 2006-2007 and FTES increased 6%. Declining job opportunities and the continued economic downturn, encouraging a return to school, coupled with focused marketing helped fuel the increase in enrollment and FTES. There was a 1% increase in students, 19 or less, from area high schools. CR has launched new initiatives to increase enrollment of high school graduates. The average age of students decreased from 29 in 2006-2007 to 28 in 2007-2008.

Over the last 3 years, CR improved in 3 of the 7 performance indicators, but experienced a decrease in the remaining 4 indicators. Improvements included a 1% increase for fall to fall persistence, a 1% increase for vocational course success, and an 11% improvement rate for English as a second language. Declining indicators were progress and achievement (-7%), earning 30 credits (-2%), basic skill course success (-8%), and basic skills course improvement (-1%).

CR performance was ahead of in 5 out of 7 system wide indicators. CR lagged behind for persistence, ranking in the 4th or lowest quartile and in both basic skills course completion and improvement, ranking in the 3rd quartile. Presently, CR is addressing the persistence problem by: increasing the counseling staff with 2 positions and strategies developed by the Enrollment Management Committee to provide academic guidance from the time applications are received until students complete their educational goal. Assessment to determine how to increase performance in basic skills is ongoing.

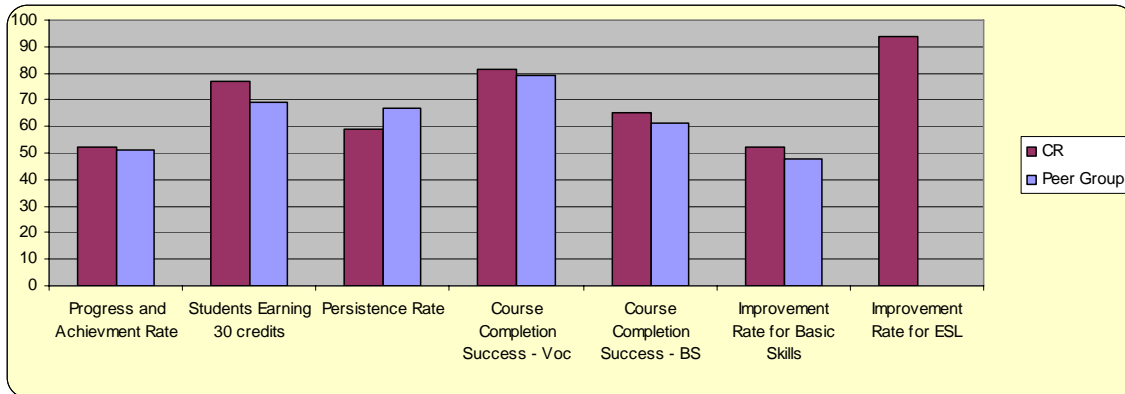
For 2008, CR ranked higher than its peer groups in 5 of 7 indicators. CR was below the peer group in persistence, in which CR ranks 14th out of 22 colleges, and vocational course completion, in which CR ranked 3rd out of 3 colleges.

In the last 2 years, College of the Redwoods has reorganized, completed a strategic plan, program review of every discipline, an education master plan and reaffirmed accreditation, all of which will benefit student success, increase course completion and persistence.

2009 ARCC Report Rates

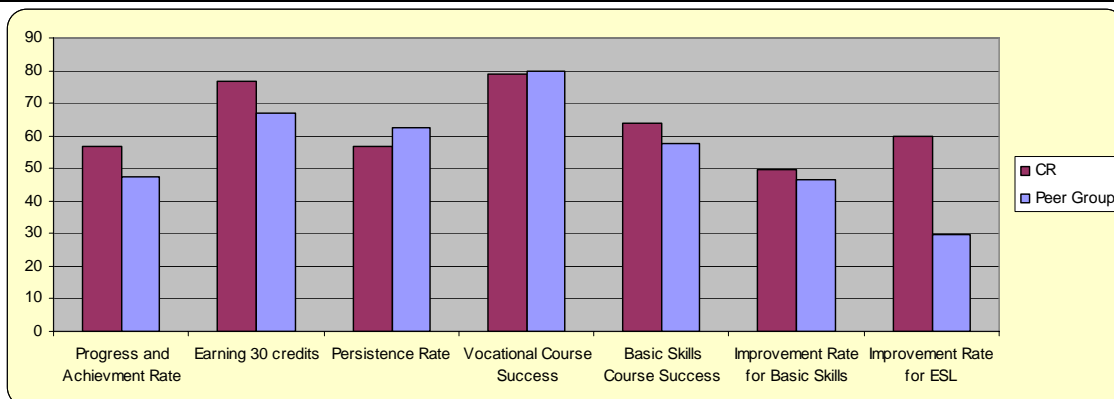
2007 Peer Comparison

	CR	Peer Group
Progress and Achievement Rate	52.2	51.3
Students Earning 30 credits	76.8	69.3
Persistence Rate	58.9	66.6
Course Completion Success - Voc	81.3	79.4
Course Completion Success - BS	65.1	61.4
Improvement Rate for Basic Skills	52	48
Improvement Rate for ESL	94.1	



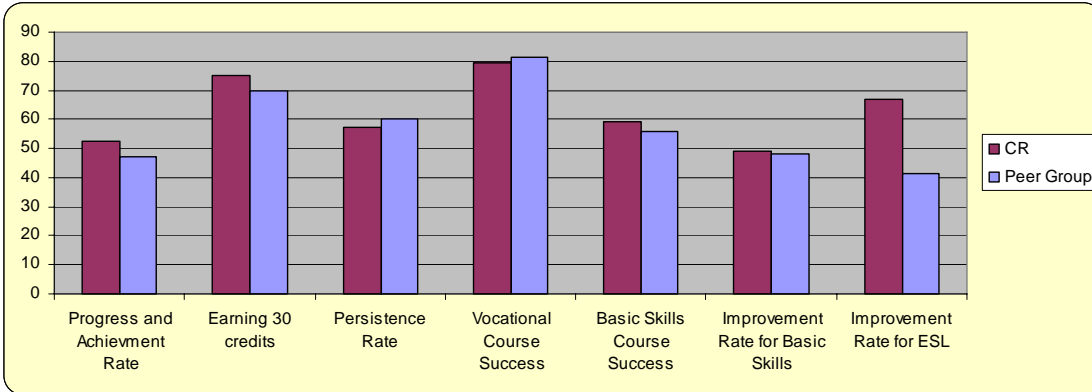
2008 Peer Comparison

	CR	Peer Group	# in Peer Group	Rank
Progress and Achievement Rate	56.9	47.3	7	1
Earning 30 credits	76.7	67.1	21	1
Persistence Rate	56.8	62.4	18	16
Vocational Course Success	78.9	79.9	3	3
Basic Skills Course Success	64	57.8	12	6
Improvement Rate for Basic Skills	49.8	46.6	23	6
Improvement Rate for ESL	60	29.7	0	N/A



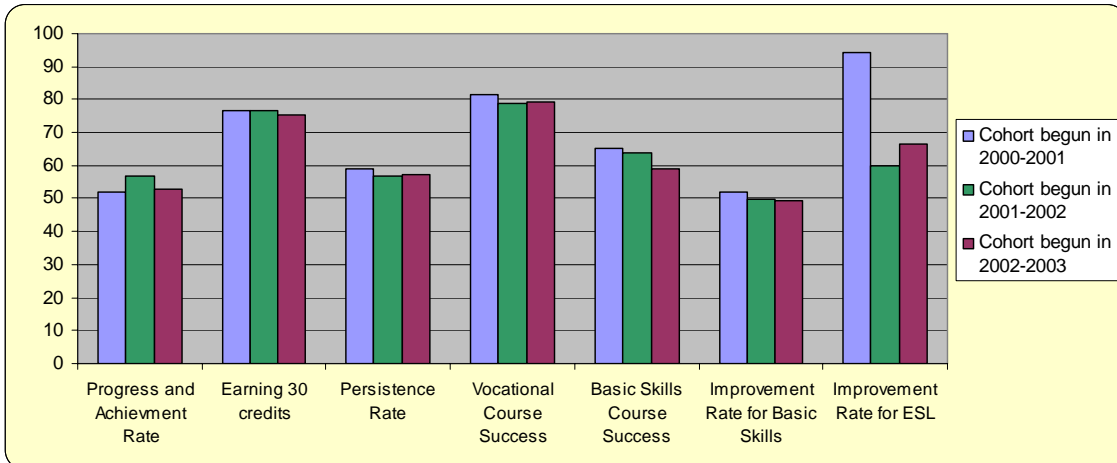
2009 Peer Comparison

	CR	Peer Group	# in Peer Group
Progress and Achievement Rate	52.7	47.4	7
Earning 30 credits	75.2	69.6	12
Persistence Rate	57.4	60.2	22
Vocational Course Success	79.5	81.4	3
Basic Skills Course Success	59.1	56	22
Improvement Rate for Basic Skills	49.2	47.9	15
Improvement Rate for ESL	66.7	41.3	29



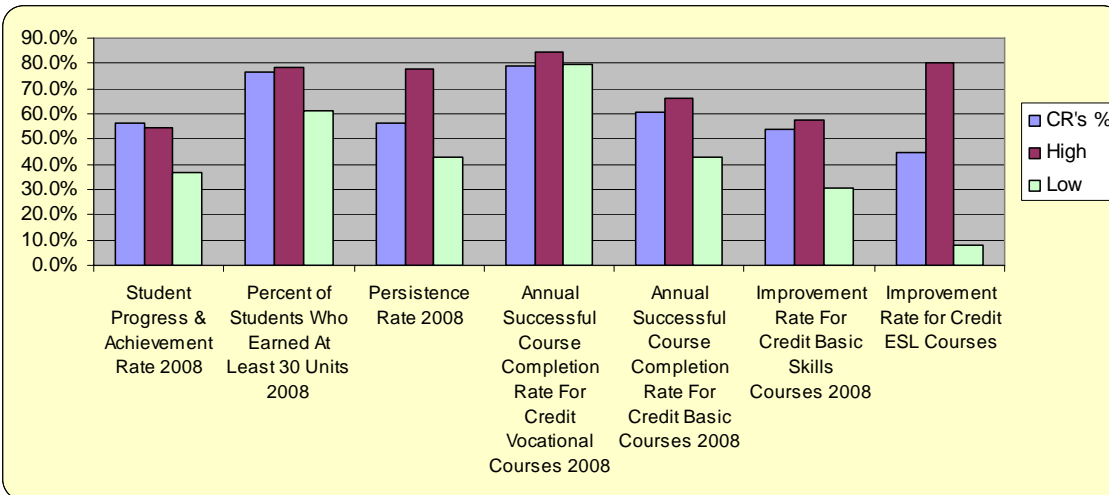
2009 CR Trends over the Last 3 Recorded Academic Years

	Cohort begun in 2000-2001	Cohort begun in 2001-2002	Cohort begun in 2002-2003
Progress and Achievement Rate	52.2	56.9	52.7
Earning 30 credits	76.8	76.7	75.2
Persistence Rate	58.9	56.8	57.4
Vocational Course Success	81.3	78.9	79.5
Basic Skills Course Success	65.1	64	59.1
Improvement Rate for Basic Skills	52	49.8	49.2
Improvement Rate for ESL	94.1	60	66.7



2009 Peer Group Highs and Lows

Indicator	CR's %	High	Low
Student Progress & Achievement Rate 2008	56.2%	54.3%	36.9%
Percent of Students Who Earned At Least 30 Units 2008	76.5%	78.3%	61.2%
Persistence Rate 2008	56.5%	77.7%	42.8%
Annual Successful Course Completion Rate For Credit Vocational Courses 2008	78.9%	84.3%	79.5%
Annual Successful Course Completion Rate For Credit Basic Courses 2008	60.4%	65.9%	42.8%
Improvement Rate For Credit Basic Skills Courses 2008	53.8%	57.3%	30.9%
Improvement Rate for Credit ESL Courses	45.0%	80.5%	7.9%



2009 Peer Groups

Indicator	Peers
Progress and Achievement Rate	Chabot; Copper Mountain; Desert; Gavilan; Imperial Valley; Redwoods; Southwestern
Earning 30 credits	Butte; Compton; Copper Mountain; Crafton Hills; Feather River; Imperial Valley; Porterville; Redwoods; Sequoias; Shasta; West Hills Coalinga; Yuba
Persistence Rate	Alameda; Allan Hancock; Barstow; Columbia; Compton; Contra Costa; Copper Mountain; Cuyamaca; Feather River; Hartnell; L.A. City; L.A. Trade-Tech; Laney; Lassen; Mendocino; Merced; Porterville; Redwoods; San Bernardino; Siskiyou; Southwestern L.A.; West L.A.
Vocational Course Success	Lassen, Redwoods, Siskiyou
Basic Skills Course Success	Alameda, Antelope Valley, Barstow, Berkeley City College, Cerro Coso, Columbia, Copper Mountain, Crafton Hills, Desert, Feather River, L.A. Mission, Lake Tahoe, Laney, Lassen, Mendocino, Merritt, Palo Verde, Redwoods, San Bernardino, Siskiyou, Victor Valley, Yuba
Improvement Rate for Basic Skills	Butte, Coalinga, Copper Mountain, Feather River, Fresno City, Glendale, Merced, Porterville, Redwoods, Reedley, San Joaquin Delta, Sequoias, Siskiyou, Victor Valley, Yuba
Improvement Rate for ESL	Alameda, Antelope Valley, Butte, Cabrillo, Chabot, Copper Mountain, Cosumnes River, Crafton Hills, Cuesta, Diablo Valley, Grossmont, Las Positas, Los Medanos, Mira Costa, Moorpark, Mt. San Jacinto, Ohlone, Oxnard, Redwoods, San Bernardino, San Diego Miramar, San Mateo, Shasta, Sierra, Skyline, Solano, Ventura, Victor Valley, Yuba