



Friday, February 29, 2008

"I have discovered in life that there are ways of getting almost anywhere you want to go, if you really want to go." --Langston Hughes

Where the Action Is

- Academic Senate
Fri, 3/7 1:00-3:00 Board Room
- Academic Standards and Policies
Fri, 3/14 3:00-5:00 LRC 107
- Academy of the Redwoods Advisory
Fri, 3/14 1:00-3:00 PS 119
- Accreditation Steering Committee
Wed, 3/5 3:30-5:00 Board Room
- Assessment Team
Fri, 3/14 1:00-3:00 LRC 107
- Board of Trustees
Tues, 3/4 2:00-5:00 Board Room
- Coordinated Planning Council
Fri, 3/7 9:00-11:30 Lakeview
- Curriculum Committee
Fri, 3/14 1:00-3:00 Lakeview
- Facilities Committee
Fri, March 7 Time/Location TBA
- Institutional Effectiveness
Wed, 3/5 12:00-1:00 Board Room
- Multicultural and Diversity Committee
Fri, 3/7 11:30-1:00 LRC 107
- Program Review Committee
Fri, 3/7 9:00-11:00 Board Room
- Technology Advisory Group
Thurs, 3/6 8:30-9:30 Board Room

Integrated Planning



The **Institutional Effectiveness Committee** has engaged in a pilot project that takes CR's integrated planning model for a test drive. The IEC began by summarizing data connected to needs expressed in the Business/Technology Division comprehensive instructional program review, checking this summary for accuracy with Division Chair Helen Edwards, and then distributing the summary to appropriate **Functional Group Interview Teams**. The **Facilities and Technology Interview teams** then conducted follow-up interviews with Helen using a new data-collecting interview form developed by **Institutional Research**. The goals of the interviews are to clarify the nature of the needs, to estimate the cost of satisfying the needs, to determine whether or not satisfying the needs will resolve existing health & safety or ADA compliance issues, and to describe Helen's and B-Tech Division faculty members' perceptions of the relative importance of satisfying the needs. Information from these interviews has been fed directly into a database that generates reports that will soon be reviewed by **Functional Groups** for additional information. Reports that indicate needs that can be addressed through normal, day-to-day operations or addressed via Action Plan requests or Instructional Support Block Funding requests will be sent to the appropriate action teams for action. Reports that indicate needs that carry a significant fiscal impact or needs that cannot be addressed through other mechanisms will be sent to the **Coordinated Planning Council** and will ultimately serve as key components of CR's planning and will direct resource allocation.

Data Watch

From the 2008 CR Accountability Report
for Community Colleges (ARCC)
CR Students Compared to Students at Peer Colleges



	CR Students	Peer College Students
Progress and achievement Rate	56.2%	47.3%
Earning 30 Credits	76.5%	67.1%
Persistence Rate (Fall to Fall)	56.5%	62.4%
Vocational Course Success	78.9%	79.9%
Basic Skills Course Success	60.4%	57.8%
Improvement Rate for Basic Skills	53.8%	46.6%

Did you know...

Vinnie Peloso, **General Studies/Reading**, and Marcy Foster, **CalWORKS/EOPS** are developing an Action Plan for a one-year pilot program that begins Fall 2008 to better serve those students enrolled in **GS 361: Basic Skills for Life, Work, and College** and **Reading 360: Basic Academic Literary**. Inspired by both the **English 350/GS 150** cohort for EOPS students and the "best practice" of linking Student Services with developmental course offerings, this Action Plan will provide additional counseling/advising support for students in these courses.

In collaboration with IR, they also will analyze and evaluate the success, retention, and persistence rates of students enrolled since the inception of these classes in **F04**. Additional partners include Research Analyst **Steve Grimes**, Executive Director, Student Development & Retention, **Melissa Green** and Director, Special Programs, **Cheryl Tucker**. Directly addressing two of the four "Goals and Plans" cited in the latest (10/07) **GS/Reading Program Review** report, this Action Plan also addresses four of the five 2008-2011 College-wide Goals for CR as well as many of the effective practices cited in **Basic Skills as a Foundation for Student Success in California Community Colleges**, the 2007 report driving the Basic Skills Initiative (BSI).

"We know we're doing some things right." Vinnie says. "Of course, there's always room for improvement. The data from IR will go a long way toward explaining what has worked and what has not. We anticipate increased Student Services involvement will make a big difference for many students. We plan to have an EOPS counselor and an EOPS peer mentor imbedded in each course with all books and materials covered by the program."

You need to know...

- ◆ CR's next progress report to the **Accrediting Commission for California Community and Junior Colleges** is due **April 1, 2008**. The report will describe CR's continued work toward resolution of **recommendations #1 (Program Review), #5 (Integrated Planning), and #7 (collaborative, data-driven decision making)**. A rough draft of the report will be sent to the entire college community the week of **March 10** for review, and the Board of Trustees will review a final draft the week of **March 24**.
- ◆ CR has entered into a contract with the **Data Tel Center for Institutional Effectiveness** for consulting assistance as CR coordinates the development of a District-wide master facilities plan. Consultants **Scott Epstein and Bert Peachy** will be on campus on **March 7, March 25, & March 26**. Additionally, **Accreditation consultant David Wolfe** will be on campus **March 11** to meet with key action groups and the Accreditation Steering Committee to help CR assess its accreditation actions and plans.



- ◆ After May 2008, CR will no longer offer the **AA University Studies** and the **AA/AS General Studies** degrees. In place of these degrees, the **Curriculum Committee** recently approved the new, Chancellor's-Office-compliant **Associate in Liberal Arts degree**. The degree offers seven areas of emphasis (Science Exploration; Mathematics; Science; Fine Arts; Social and Behavioral Science; Humanities and Communications; and Business) and provides efficient pathways for students transferring to CSU and/or UC as well as options for students with no plans to transfer. Many students who earn the degree will be able to complete all their lower-division major preparation before transferring. To review this pending degree, go to **Public Folders>Curriculum>Degree and Certificate Programs>Pending AA Liberal Arts>Final Assoc in Liberal Arts Degree**.



★ To **Ana Maria Mease and Pat Padilla**, **Modern Languages** faculty, who have updated **100%** of the Languages course inventory.★

★ To the faculty of **DSPS**, **Trish Blair, Virginia Snodgrass, Todd Zeigler, Jan Rader-Carroll, Susan Larkin, Celeste Phelps, and Patti Breed**, who have updated **100%** of the DSPS Special Class course inventory.

★ To **Roxanne Metz, Title III**, who consistently demonstrates exceptional clarity of thought, patience, expertise, helpfulness, and dedication in her various integrated planning roles at CR.★

Point and Click: Websites Worth Visiting

Title V: Online Access (follow the link and click on "Title 5")
<http://government.westlaw.com/linkedslice/default.asp?Action=TOC&RS=GVT1.0&VR=2.0&SP=CCR-1000>

California Education Code Online
<http://www.leginfo.ca.gov/cgi-bin/calawquery?codesection=ed&codebody=&hits=20>

Community College League of Calif. (for news, data, and resources)
<http://www.ccleague.org/i4a/pages/index.cfm?pageid=1>

Have an item or idea you'd like to see included in the next *Linkages*? Send a note to **John-Johnston@redwoods.edu**

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