

# Education Master Plan Redwoods Community College District

April 28, 2009

## Education Master Plan Committee

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Adopted by the Board of Trustees – \_\_\_\_\_

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## EXECUTIVE SUMMARY

The Education Master Plan (EMP) is an all-inclusive planning document that reviews the Redwoods Community College District's history, achievements and challenges and provides an analysis of external and internal environments of the District. Guiding the institution's direction through the year 2020, the plan provides the framework for approaching all future District planning needs. The education master plan will be fundamentally directed by the District's vision.

The District is engaged in the process of developing a vision statement. The Coordinated Planning Council (CPC), at the request of the Education Master Plan Committee (EMPC), developed an initial vision statement and garnered feedback from all segments of the District community. The EMPC adopted a revised draft vision statement that will be further disseminated to the District for additional feedback. The following is the current vision statement:

**By putting students first, the District will enhance diverse communities with innovative learning opportunities that foster personal success.**

As the all-encompassing blueprint for the District, the education master plan delineates a series of goals created with the intention of evaluating the effectiveness of College of the Redwood's mission, values, and philosophy, to make general recommendations that address current and anticipated obstacles, to inform District decision-making processes, and to evaluate its various educational programs and services. The education master plan was developed through a District-wide collaborative process that engaged, and continues to engage, stakeholders in an ongoing discussion about planning, assessment, and evaluation. The District's education master plan consists of the following six sections:

### Section 1: Introduction and Historical Overview

Section one provides an introduction to the education master plan and a historical overview of the Redwoods Community College District. This exploration of the District's accomplishments and impediments helps provide a better understanding of where College of the Redwoods (CR) has been, and helps inform CR's vision for the future. This section also includes the District's current mission, philosophy and values statements.

### Section 2: Purpose of the EMP and Planning Methodology

Section two outlines the development and function of the District's education master plan and how the plan links all institutional planning processes. This section also details how the District has used planning techniques in the past, how it currently coordinates planning efforts using the District's strategic plan, and how the District will plan for the future.

### Section 3: Environmental Scans

Section three explores the external and internal environments which currently affects the District. External factors include elements peripheral to the District in Del Norte, Humboldt, western Mendocino and Trinity Counties. These factors include population demographics, population

growth, socioeconomic demographics, educational attainment, income and poverty rates, college-going rates, employment industries, geological and environmental variables and the quality of life within the District. Internal factors reviewed include educational, academic and vocational variables affecting the District. The internal scan assesses enrollment history, student socioeconomic factors, number of day and evening sections offered, number of full time students per academic year, number of units taken per academic year, number of degree completions per academic year, transfer rates per academic year, program enrollment rates per academic year, course completion rates for under-prepared students, number of students with disabilities per academic year, entering student survey information, and modes of instructional delivery.

#### Section 4: Vision for the Future

Section four describes how the strategic plan's goals and accompanying objectives inform the District's planning goals for the next two years and how they intertwine with CR's long-term planning document: the education master plan. This section also describes how the District will evaluate, measure and assess the strategic plan goals and objectives, the strategic plan initiatives as well as the education master plan themes. Initially target indicators will be used to measure strategic plan goals and objectives in addition to education master plan themes. Recognizing the diverse and ever-changing needs of the District, it is reasonable to assume that new goals and objectives will be set that may require varying evaluation, measurement and assessment tools.

#### Section 5: Evolving Directions-Planning for the Future

Section five defines the assumptions, trends, projections and planning components for the Districts' future. The key themes which emerged from District's planning processes include student-oriented support services and activities, evaluation and development of curricula and programs, District economic development, and District resources and institutional effectiveness. These broad themes will drive District planning processes for the next decade and will be assessed and updated annually.

## SECTION 1: INTRODUCTION AND HISTORICAL OVERVIEW

### Introduction

The Education Master Plan (EMP) has been developed as the foundation for planning processes at College of the Redwoods (CR). In recent years, the college has embraced planning to improve institutional effectiveness, accomplish the District's mission, and meet the community's needs. The budget planning process has been refined and a budget projection model has been created to ensure integration of the District's planning processes. The District has engaged in strategic planning, enrollment management, technology planning, and facility planning. The EMP strives to connect all these planning efforts. This education master plan discusses specific program and service goals through the year 2015 but also provides general direction for educational programs and services through the year 2020. Most importantly, this education master plan is designed to provide a framework for ensuring that resources and processes support student learning and that planning includes a continuous and systematic cycle of assessment and dialogue to pursue institutional excellence.

The efforts made during 2007-08 by the faculty and staff to correct deficiencies identified by the Accrediting Commission's Visiting Team continue into this year. The numerous college planning committees, with important, but fragmented reporting structures, are being evaluated to improve planning processes and maximize institutional effectiveness.

While CR only recently completed this draft of its long-term education master plan, it has been actively involved in assessment and strategic planning processes for several years. This is evidenced by research included in the *CR 2020* report (June 2006) and in the more recent strategic plan goals and objectives reviewed and approved by the Board of Trustees in April 2008. This report uses, along with other research sources, relevant information in the *CR 2020* report to provide background concerning the District and its service community. The *CR 2020* report also referenced the five strategic plan goals and related objectives as guiding principles.

Starting in July 2008, faculty, staff, and the community have worked collectively to embrace data-driven analysis of its community, programs, and students as it developed the integrated long-term (2020) education, facility, and technology plans. The Student Services Department has completed a step-by-step process review (i.e., re-engineering) of the District's student management practices. The result of these efforts has been the development of measurable outcomes that will be used to monitor the success of student enrollment and retention-related activities.

The core of current planning efforts focuses on what is needed to achieve quantifiable student access and success. The strategic plan goals and initiatives focus on two main measurable outcomes: full-time equivalent student (FTES) targets and Accountability Reporting for Community Colleges (ARCC) indicators. Critical elements of the EMP include acknowledging changing demographics, developing alternate delivery strategies (e.g., distance education, courses at high schools, classrooms in neighborhood/community locations, linking CR courses with remote tribal education centers, providing courses at correctional sites, partnering with Humboldt State University, changing course schedules to attract adult learners), creating new

programs, establishing in-service professional development to help assure sustainable, quality growth, and incorporating program assessment into the ongoing review process. The education master plan draws on the strategic plan goals and initiatives to direct future student access and success. Key to accomplishing EMP objectives, CPC will regularly assess the plan to update goals and initiatives and the methods used to reach those objectives.

This education master plan stands as evidence to the fact that the District is embedding planning into its culture. We are an institution that uses long-term planning to anticipate opportunities and challenges in order for the District to take appropriate action in a timely manner.

### **Historical Overview**

CR is a public community college located on the north coast of California. Serving Del Norte and Humboldt Counties, parts of western Trinity County and coastal Mendocino County, CR has one of the largest service areas in California. Home to nearly 280,000 residents, the District covers almost 10,000 square miles. With a population of over 27,000, Eureka is the largest city in the service area and is home to CR's largest campus. Eureka's nearest metropolitan neighbors are over 260 miles to the south (San Francisco) and 420 miles to the north (Portland, Oregon).

The Redwoods Community College District was formed on January 14, 1964 by an election of Humboldt County voters. A bond issue of \$3,600,000 was passed for initial construction of what is now the District's Eureka main campus.

From 1965 to 1967, the District offered courses and programs on the campus of Eureka High School. Initially 45 degree and certificate programs were offered, 15 of which were technical-vocational. More than 1,800 students registered at the college in 1965-1966. The initial staff of the college consisted of an estimated 31 full-time faculty and 85 part-time faculty and administrative support staff.

In May of 1975, the residents of coastal Mendocino voted for annexation into the Redwoods Community College District. In July of 1978, Del Norte County also joined the District. The District is governed by a nine-member elected board, representing specific areas within this large and dispersed District. College of the Redwoods is a multi-site, single-college District offering instruction at the Eureka main campus, the Mendocino Coast Education Center in Fort Bragg, the Del Norte Education Center in Crescent City, the Klamath-Trinity Instructional Site in Hoopa, the Arcata Instructional Site in Arcata, and the Eureka Downtown Instructional Site in downtown Eureka (nine miles from the main Eureka campus).

### **Mission Statement**

The Redwoods Community College District has a commitment to students and to the community. The District is committed to maximizing the success of each student with the expectation that each student will meet his/her educational goals, will achieve appropriate learning outcomes in his/her courses and programs, and will develop an appreciation for life-long learning. In partnership with other local agencies, the District is also committed to contributing to the economic vitality of the community that it serves.

The following are the three equally important, primary missions of the Redwoods Community College District:

1. **Associate Degrees and Certificate Programs.** The District will offer rigorous, high-quality education programs leading to the Associate in Arts or Associate in Science Degrees, Certificates of Achievement, or Certificates of Completion.
2. **Academic and Transfer Education.** The District will offer rigorous, high-quality core curricula that will satisfy the lower-division general education and major preparation requirements for transfer to four-year colleges and universities.
3. **Professional and Technical Education.** The District will provide rigorous, high-quality professional and technical programs that will allow students to obtain skills necessary to enter or advance in the workforce or to be better prepared for further education. These programs are articulated with the private and public sectors and with other institutions of higher education.

In support of these primary missions, the District will provide the appropriate level of information, programs, and activities to assist students in:

1. Assessing their interests and educational goals and developing plans that will help them achieve these goals;
2. Using current technological resources, innovative instructional resources, personalized tutorial services, and broad-based research tools; and
3. Choosing coursework, as needed, which is preparatory to college-level work—specifically, pre-collegiate math and English courses and courses in English as a Second Language (ESL).

To the extent possible, under state guidelines or with local funding, the District will provide the following life-long learning opportunities, as well as opportunities for enhancing and promoting the general welfare of the community:

1. **Non-Credit Adult Education.** The District will provide state-funded, adult education classes in response to local interests and needs and in cooperation with other local providers.
2. **Community Services.** The District will provide self-supporting avocational, recreational, and professional development classes, as well as cultural and community programs.
3. **Economic Development.** The District will participate with local businesses and industries, government agencies and other educational institutions to foster the economic vitality of the North Coast region.

### **CR Philosophy**

The primary objective of the District is the success of its students. We consider education to be a process of intellectual and physical exploration that rests upon the mutual responsibility of the District and the student.

We recognize the dignity and intrinsic worth of each individual and acknowledge that individual needs, interests, and abilities vary.

With the following objectives and principles, we affirm our intention:

1. To provide the highest possible level of education and counseling to help students realize their personal goals;
2. To provide opportunities for development of moral values and ethical behavior;
3. To enhance self-esteem and a sense of individual responsibility; and
4. To instill an appreciation of the values and contributions of other cultures and increase global understanding among all students.

We will continue to seek and support a dedicated, highly qualified staff that is diverse in terms of cultural background, ethnicity, and intellectual perspective and that is committed to fostering a climate of academic freedom and collegiality. We will encourage and reward professional development for all staff and will all share in the responsibility for student outcomes.

College of the Redwoods affirms its responsibility to address the diverse civic needs of the many communities it serves and to provide leadership in the civic, cultural, and economic development of the North Coast region.

### **CR Values**

A review of the District's mission and philosophy, combined with a focus on the future, leads the District to affirm these values as essential elements of this plan.

1. As a good steward of public trust and public resources, College of the Redwoods is committed to measuring results and to being publicly accountable.
2. College of the Redwoods is committed to responding to the needs of the community by addressing the educational needs of individuals, because education can be a life changing experience. The College believes in sustaining multiple linkages among faculty, staff, students, administration, and the community. The College seeks to build awareness of education as a key to community growth and development.
3. College of the Redwoods is committed to creating and sustaining a welcoming environment that celebrates the diversity of its students, faculty, and staff. The college environment will support behaviors and attitudes that maximize inclusion, personal responsibility, interpersonal respect, and multicultural understanding.
4. The College will always strive for excellence in managing its internal processes for maximum effectiveness and in producing measurable, valued outcomes. We recognize that excellence rests, in large part, in seeking and using broad-based involvement from internal and external constituencies.
5. The District is committed to doing its part towards the improvement of society and the human condition. With this general goal in mind, we are committed to increasing public awareness of education's potential to help make a lasting difference in a person's life. To this end, we recognize that everyone we serve has individual needs and aspirations. Thus, we are committed to helping our students meet their immediate educational goals, such as completing their lower-division education; earning an Associate Degree; ensuring their ability to transfer to a four-year college or university; or obtaining gainful employment. Ultimately, all of our efforts on behalf of helping our students achieve their intermediate and

long-term goals underscore our larger commitment to helping develop an informed, educated, caring citizenry—that is, a citizenry who, in part because of their experiences at College of the Redwoods, could help improve society and elevate the human condition.

### **The District**

The Redwoods Community College District faces a variety of regional socioeconomic challenges. This remote mountainous region is undergoing a major, lengthy economic transition. With the collapse of the area’s traditional primary industries, i.e. timber/lumber and fishing, thousands of jobs have been lost in the region and are not likely to be replaced by unskilled jobs paying comparable wages. Local youth now compete with displaced timber/lumber and fishing workers for semi-skilled or entry-level employment, and regional entrepreneurs struggle to find their way in a new economy. In part because of a long history of high-wage jobs that did not require formal education beyond high school, some families in the four-county region have no history of postsecondary education and do not recognize education’s role in preparing for current and future employment opportunities. Although there are multiple economic development efforts in place, the region is unlikely to develop a major employer anywhere near the scale that timber/lumber and fishing sustained over time. In addition, multi-year declines in public funding are beginning to take a toll in the region’s non-profit sector, one of the major employers and economic drivers, to date.

This region’s population, on average, has higher poverty rates than that of California as a whole or that of the United States. Families in this region struggle with the effects of poverty and isolation; occasionally in the form of substance abuse, domestic violence and low educational attainment. Changes in the community continue to reshape the context in which the District operates.

Although the District has its challenges and barriers, the region is a unique and diverse place to its residents. The North Coast region provides a quality of life that is rare. To illustrate, Humboldt County was described in a recent article as a place “defined by small town atmosphere, access to a beautiful natural environment, quality schools, and the isolated, pastoral landscape which inspires creativity. This quality of life attracts talented people.” (Prosperity, 2007)

The District is also an employer to numerous CR alumni and has provided educational opportunities to their children, and to their children’s children. Others have joined the District community after graduating from Humboldt State University. Not wanting to depart the special environment and community to which they had become accustomed, many District residents are working in fields far-removed from their original area of study, thus satisfying their desire to stay in this unique locale.

The District is also challenged by the change in its facility infrastructure caused, in part, by seismic issues. The District has the challenge of matching prospective growth and significant deferred maintenance issues with already-fully-committed local bond funding. The facilities master plan will provide guidance to the District as it seeks a viable balance between efficient facility utilization, multi-campus growth issues, and new program expansion. CR is establishing

meaningful strategic plan initiatives through its education planning process to address these facility-related issues.

## **SECTION 2: PURPOSE OF THE EMP AND PLANNING METHODOLOGY**

### **Purpose of the EMP**

The purpose of the education master plan is to provide a framework to guide the college in responding to the academic and service needs of the community it serves. The education master plan will function as an evolving, collaborative blueprint for the District to help direct planning and action over the next eleven years.

The objectives of the education master plan are:

1. To produce a flexible visionary planning document for the District.
2. To provide a comprehensive, data-informed plan that will assess the efficiency and effectiveness of the District's programs, services, and decision-making processes.
3. To establish a primary framework to assess and integrate future-oriented solutions for the District.
4. To integrate continuing support for collaborative decision-making processes in all District assessments.

### **Integration of the Education and Facility Master Plan Processes**

Both the education master plan and facility master plan processes began in Academic Year 2008-09. The purpose of the facility master plan was to guide the future physical development of the campuses. Therefore the facility master plan and the education master plan are directly connected. For instance, as future FTES growth is included in the various projected models used while developing the EMP, facility limitations were also considered.

Systematic assessment, planning, implementation, and evaluation are essential in the preparation of both plans. As part of this process, departments and services were asked to look at trends, college and community demographics, and future expectations as plans were developed.

### **Education Master Plan Committee Membership**

The EMPC, with diverse representation of faculty, staff, administrators, and one student, was created to review institutional research data and planning assumptions, solicit additional information as necessary, validate assumptions and enrollment targets, and develop long-term goals.

### **Meeting Schedule and Planning Process**

Meetings of the EMPC began on September 24, 2008, and continued weekly until this draft plan was completed for community review. Beginning with discussion of the scope of work, guidelines, and timelines, the committee assigned various members tasks and responsibilities to support planning assumptions, education planning goals, and a research agenda.

## **Education Master Planning Meeting Schedule**

<b>Date</b>	<b>Start Time</b>	<b>End Time</b>
<b>9/24/2008</b>	<b>1:00 PM</b>	<b>2:00 PM</b>
<b>10/1/2008</b>	<b>1:00 PM</b>	<b>2:00 PM</b>
<b>10/8/2008</b>	<b>1:00 PM</b>	<b>2:00 PM</b>
<b>10/15/2008</b>	<b>1:00 PM</b>	<b>2:00 PM</b>
<b>10/22/2008</b>	<b>1:00 PM</b>	<b>2:00 PM</b>
<b>10/29/2008</b>	<b>1:00 PM</b>	<b>2:00 PM</b>
<b>11/5/2008</b>	<b>1:00 PM</b>	<b>2:00 PM</b>
<b>11/12/2008</b>	<b>12:00 PM</b>	<b>3:00 PM</b>
<b>11/19/2008</b>	<b>12:30 PM</b>	<b>2:30 PM</b>
<b>12/3/2008</b>	<b>1:00 PM</b>	<b>2:00 PM</b>
<b>12/10/2008</b>	<b>1:00 PM</b>	<b>2:00 PM</b>
<b>1/28/2009</b>	<b>1:00 PM</b>	<b>4:00 PM</b>
<b>2/11/2009</b>	<b>2:00 PM</b>	<b>4:00 PM</b>
<b>2/27/2009</b>	<b>9:00 AM</b>	<b>4:00 PM</b>
<b>3/4/2009</b>	<b>1:00 PM</b>	<b>2:00 PM</b>
<b>3/25/2009</b>	<b>1:00 PM</b>	<b>2:00 PM</b>
<b>4/1/2009</b>	<b>1:00 PM</b>	<b>2:30 PM</b>
<b>4/8/2009</b>	<b>1:00 PM</b>	<b>2:30 PM</b>
<b>4/10/2009</b>	<b>11:30 AM</b>	<b>12:30 PM</b>
<b>4/14/2009</b>	<b>4:00 PM</b>	<b>5:00 PM</b>
<b>4/15/2009</b>	<b>1:00 PM</b>	<b>2:30 PM</b>
<b>4/21/2009</b>	<b>4:00 PM</b>	<b>5:00 PM</b>
<b>4/22/2009</b>	<b>1:00 PM</b>	<b>2:30 PM</b>
<b>4/27/2009</b>	<b>4:00PM</b>	<b>5:30PM</b>
<b>4/29/2009</b>	<b>1:00PM</b>	<b>2:00PM</b>

The committee discussed the importance of using the college's mission statement and strategic plan (discussed in the planning methodology below) to guide the development of the education master plan. It also directed the District's CPC to engage the institution in the process of developing a vision statement.

The committee analyzed internal and external data, including District population and student demographics, indicators of student progress and achievement via the ARCC report (provided by the state Chancellor's Office), and regional economic data (as developed by Humboldt County

Workforce Investment Board to address areas of opportunity and workforce development needs for the North Coast region).

This education master plan is focused on better meeting the needs of the District's service community. The plan describes specific initiatives to address community needs, including increasing the number of online courses and programs, providing additional satellite locations to increase access to classes throughout the community, collaborating with high schools and Humboldt State University to provide coordinated educational opportunities for students, improving math and English skills for high school students to better prepare them for college-level courses, partnering with tribal agencies to ensure appropriate access to education for Native American students, developing programs for the increasing population of adults over age 50, and partnering with businesses and other agencies to provide relevant training and experience.

To ensure the ongoing sustainability of the education master planning process and to monitor institutional effectiveness related to implementation, the plan includes a method of evaluation linking District strategic plan goals and objectives to ARCC indicators. Targets related to student access, achievement, and success have been set and include various assessment indicators that will be tracked regularly to monitor progress related to these FTES and ARCC targets and their components (e.g., penetration rates among underrepresented populations, yield rates among high school graduates, improvement in basic skills, and attainment of educational goals). The evaluation process will be updated on a continuing basis and shared with the institution and the Board of Trustees.

By December of 2008, the committee had reviewed targets (measurable, specific, District-wide goals), such as FTES to ensure access and ARCC indicators to ensure quality. These targets guided the development of viable strategies and tactics to meet these proposed targets.

These committee meetings demonstrated the collaborative process of developing an education master plan. Collaborative discussions resulted in target modifications and an elevation of the importance of quality targets as appropriate measures of institutional effectiveness.

#### **Process for Review of the Education Master Plan**

Not intended as a static document, the EMP will be kept current and readily accessible to support District planning and budgeting. The District will regularly evaluate implementation of the plan by reviewing measurable outcomes and by responding to changing conditions affecting the District. The cycle of implementation and evaluation is evidenced by the development and tracking of outcomes related to annual enrollment management plans, ongoing program review (for both academic and non-academic programs), and budget development cycles.

## **Planning Methodology**

### **CR Planning Processes**

The Redwoods Community College District has engaged in coordinated planning activities in recent years, including the development of the strategic plan, program review, student-learning-outcomes assessment, new program development, technology planning, and initiation of an enrollment management process. The purpose of the coordinated planning process is to give each operating unit the opportunity to develop, identify, and state quality improvement plans and priorities for funding, as organized under the strategic planning objectives. This planning cycle is repeated each budget year, with each operating unit setting goals and requesting funds or other District support.

The annual planning process includes all departments, disciplines, and programs within Academic Affairs, Student Services, and Administrative Services, and specific planning groups such as Basic Skills and Outcomes Assessment. The annual plan identifies current needs for faculty hiring, staffing, equipment, supplies, and facilities. The District recognizes the need to evolve this discipline-oriented planning and budgeting process into a program (macro) and cross-divisional process. The following efforts were completed and determine the structure and parameters used to develop this EMP.

### **Strategic Plan**

Recognizing the need to integrate the disparate planning processes at College of the Redwoods, Title III staff began researching institutional effectiveness and planning models in May 2007. In August of that year, several members of the Accreditation Steering Committee volunteered to assist Title III staff in this work. This planning workgroup researched integrated planning models, developed drafts, and reported back to the larger steering committee. After studying the college's existing documents to determine which elements could be incorporated into the new planning framework, the Accreditation Steering Committee realized that the college faced several additional obstacles, i.e., the strategic plan had expired in 2007 and the goals enumerated in the college master plan were neither clear nor measurable.

In late August of 2007, the workgroup invited Scott Epstein, Quality Planning Executive Advisor from Datatel's Center for Institutional Effectiveness, to the college. Mr. Epstein met with the integrated planning workgroup to discuss a provisional model, and the workgroup subsequently shared this initial model with constituent groups on campus. While progress had been made in understanding what the conceptual framework of an institutional planning model might look like and how the components would work together, the workgroup recognized that the college did not have the time, personnel, or expertise to develop a complete plan on its own. Thus, in September of that year, the college contracted with Mr. Epstein to aid in drafting a plan. The Accreditation Steering Committee identified 18 individuals to work with Mr. Epstein in developing a first draft of a new strategic plan for the college. This ad-hoc team, referred to as the Coordinated Planning Team, was chaired by CR's President. The goal of the team was to develop a strategic plan that integrated all functional and unit-level planning processes across the District and to pilot a collaborative process of data-informed, ongoing planning.

The Coordinated Planning Team's first action was to establish a timeline for the development of the three-year strategic plan and a provisional (one-semester) pilot plan. The team also outlined an annual cycle for ongoing planning. In late September of 2007, working with Mr. Epstein, the team reviewed an external environmental scan of current conditions to be used as a framework for planning. In early October, the team reviewed the college mission statement and wrote draft goal statements with corresponding objectives for the strategic plan. The goals were broad statements of what is to be accomplished over the next three-to-five years, while the objectives are measurable statements about the outcomes that services or programs are to accomplish in a given period of time. In October, the team shared four draft goals and their associated objectives with the college community. In November, five draft goals and associated objectives for the strategic plan were developed by the Coordinated Planning Team to be shared with the college community. A final Strategic Plan was developed in the fall of 2007 by a collaborative team of faculty and staff and can be viewed on the District website at <http://inside.redwoods.edu/StrategicPlanning/strategicplan.asp>. Upon completion of the draft strategic plan, the ad hoc Coordinated Planning Team determined, by consensus:

- To continue efforts to pilot the coordinated planning process through spring of 2008.
- A standing Coordinated Planning Council (CPC) would be formalized in the spring of 2008.
- The CPC would meet monthly and would be responsible for an annual strategic planning process (activities include deriving college-wide goals from the college mission, setting annual objectives from analyses of environmental scans, and managing action planning).
- The CPC would be a cross-functional team chaired by the President.
- The CPC would be composed of members who represent all areas of the college.
- Membership on the CPC would include some permanent and some rotating positions.

The performance indicators by which the strategic plan goals and objectives are measured formed the foundation for the education master plan as well as the research agenda for the District.

### **Program Review and Assessment**

Central to the education and facilities master planning processes are program review, student learning outcomes (SLO) and program learning outcomes (PLO), all which provide a measure of academic vitality. The assessment planning process provides the opportunity to bring all programs up-to-date and provides a framework for connecting decisions about programs and services to student learning outcomes.

Following its April 4, 2008 visit to the CR campus, the Accrediting Commission evaluation team offered helpful observations on the processes the college had in place to link program-review data to resource allocation. In response, CR evaluated its program review, planning, and budgeting processes, and revised them to allow program review data to be used in budget development. The revised processes also allow strategic planning objectives to drive long-range resource allocation more directly.

In an effort to use program review data more effectively in the budgeting process, the Program Review Committee focused on specific strategies for linking program review, budgeting, technology, facilities, and personnel planning processes. The level of specificity and detail required by program review documents are central to the planning and budgeting system. Furthermore, specific questions in the program review documents were developed to evaluate progress on the implementation and assessment of student learning outcomes.

The Programs reviewed through the instructional program review process are defined as courses of study that lead to degrees or certificates. Twenty-eight programs (some with multiple degrees or certificates) have been defined, and eighteen of these programs have completed comprehensive program reviews, since the 2007 inception of the new program review process. In addition, twenty discipline areas of the AA Liberal Arts degree have been reviewed through the “annual update” review process. The college intends to conduct an integrated evaluation of these disciplines as part of a comprehensive review of the entire AA degree. While these actions have provided an effective basis for initiating instructional program review, the college is in the process of evaluating and updating the program review process to:

- Improve analyses of student achievement data, including longitudinal data on student needs, success, retention, persistence, and post-completion outcomes (transfer or job placement).
- Provide a means of conducting a comprehensive review of the Liberal Arts AA degree.
- Ensure program review leads to relevant actions to improve student success.

### **Assessment of Student Learning Outcomes**

The CR Assessment Team was convened in February of 2008 to provide oversight and support for assessing institutional, program, and course-learning outcomes. The team began by reviewing and discussing professional assessment literature and developing a staff/faculty-owned assessment philosophy and process. The Nichols and Nichols assessment model, from the *Departmental Guide and Record Book for Student Outcomes Assessment and Intentional Effectiveness (2000)* was adopted for the 2008-09 program review cycle and was used to document program and student assessment activities at the college.

The CR Assessment and Program Review websites (<http://inside.redwoods.edu/Assessment/Mission.asp> and <http://inside.redwoods.edu/ProgramReview/index.asp>, respectively) were created to provide the entire college community with critical information related to outcomes assessment at CR. The websites offer links to the team’s mission and membership, assessment tools and data, assessment resources, and a significant collection of links related to CR’s primary self-assessment tool: Program Review. The site also provides access to all completed annual and comprehensive program reviews, program review guides and schedules, historical data, and information on CR’s program-review-driven integrated planning process.

The day before Convocation of the Fall 2008 semester, the CR Assessment Team invited former Long Beach City College Institutional Research Director, Fred Trapp, Ph.D., to lead a day-long training for the Assessment Team and other members of the college community, including

Division Chairs, administrators, Student Services staff, members from the Program Review Committee, the Curriculum Committee, the Basic Skills Initiative Steering Committee, and the Institutional Research Department. The session focused on the following topics:

- Barriers to Assessment
- Composition and Roles of the Assessment Team
- Matrix to Gauge Progress in Assessment Work/Culture of Evidence
- A Student Learning Outcomes-Based Program Review Process
- Approaches to Assessment
- Developmental Curriculum Assessment
- General Education Assessment
- Program Level Assessment

Since November 2008, the CR Assessment Committee has concentrated on moving the college from the Awareness/Development stage of SLO assessment (WASC) Rubric for Evaluating Institutional Effectiveness) to the Proficiency stage by laying the groundwork for General Education assessment and AA Liberal Arts degree assessment for the 2009-10 academic year. In addition, the CR Assessment Committee is responding to the faculty's request for user-friendly materials to compile and analyze course- and discipline-level assessment results. Although much work and institutional support will be necessary for the college to realize the Assessment Team's ambitious plans, nonetheless, the Team has drawn up a roadmap for large- and small-scale academic assessment that will stand as significant progress toward achieving, first, Proficiency and, ultimately, Sustainable Quality Improvement (as defined by WASC). Even more importantly, the implementation of authentic, faculty-driven SLO/PLO assessment is the only way the college will successfully build a culture in which educators work together in a continuous process of improvement.

The college continues to focus on the implementation of meaningful program review and assessment processes that connect planning to effective student outcomes and program effectiveness. However, the District has neglected to tie program review to planning and budgeting and has not developed a clear process for program revitalization and/or elimination, hampering the District's ability to prioritize the needs of the community and shift resources to meet those needs.

The college is committed to eliminating these deficiencies. In the spring of 2009, members of the President's Cabinet, Academic Senate, and Program Review Committee will review and modify the college's processes for program review, planning, and resource allocation. The goal of this data-driven process is to provide the means to use program review results for resource allocation and student outcomes assessment and improvement; and to provide the means to evaluate program needs and effectiveness.

### **Technology**

The technology planning process developed in the fall of 2007 ensures that technology goals connect directly to the District's strategic plan and EMP goals. Work units and cross-functional groups will be encouraged to use these goals to guide their effort to address program needs

identified in program review. As noted in the financial projection model (in Section 4), the technology plan has become one of the key drivers of the financial plan. The technology plan will be updated regularly as the college considers expanding distance education and adopting 21<sup>st</sup> century technology into the classrooms (i.e., “technology-enhanced” classrooms). The technology plan is available at the following site:

<http://inside.redwoods.edu/StrategicPlanning/TAG/CRTechPlan-DRAFT-040308.pdf>

### **Enrollment Management**

To prepare to meet the challenges of shifting demographics and a rapidly-changing environment, CR is evolving from short-lived enrollment management efforts to a sustainable level of strategic enrollment management planning. This evolution involves establishing enrollment goals and creating action plans to reach these goals. The college understands that strategic enrollment management is not simply recruiting students. It also includes the retention of students so that students are able to meet their goals. Strategic enrollment management involves close collaboration between instruction and student services in the areas of long-range planning, academic program development, marketing and recruitment, retention, and career planning and placement.

#### The Role of Student Support Services Professionals in Enrollment Management

Enrollment management is a process designed to:

- Assist students (and parents) in making appropriate college decisions;
- Facilitate the transition of students to college;
- Reduce student attrition and improve retention; and
- Achieve student outcomes.

To be successful, the college’s enrollment management efforts will require the active coordination of a number of key functions such as Admissions and Records, Financial Aid, Marketing and Communications, the Business Office, Academic Counseling/Advising, Residential Life, Learning Resource Center, the Academic Support Center, Distance Education and faculty.

Student services professionals will oversee institutional effectiveness and quality as measured by ARCC indicators. In September of 2008, student services personnel began a process of self-assessment, process review, and planning to guide the District’s enrollment management practices.

Self-Assessment: Enrollment services staff assessed themselves using a holistic evaluation methodology covering marketing and outreach, recruiting, financial aid, admissions, advising and placement, nontraditional student programs, career counseling, system navigation, student life, and the availability of timely and relevant retention data. This unit level assessment exercise revealed that services designed to serve students through specialized, categorically funded programs, such as Disabled Students Programs and Services (DSPS) and Extended Opportunity Programs and Services (EOPS), are of high quality. Unfortunately, services for the remaining population of students (approximately 50 percent) are inadequate. The self-

assessment revealed that traditional students who are not being served by special programs, services are lacking.

Process Review: Student services staff have continued to meet on a regular basis to develop a flow chart of the current process, to reengineer practices, and to identify barriers and actions needed to make improvements.

Planning: Student services personnel will identify the resources and staffing levels required to achieve acceptable service levels for all students.

Assessment: To assess their progress and the institution's effectiveness related to enrollment management, the student services staff will be expected to monitor the ARCC target indicators on a regular basis. The institution's goal is to be placed in the top quartile, compared to their peer institutions, for each of these student retention and success indicators. Appropriate indicators will also be identified and used to monitor service quality in each area.

The college has a broad array of student support services and these will continue to expand as other initiatives are developed. For example, those programs that serve underrepresented and at-risk students will increase with the success of enrollment management strategies. The need for further integration of these support programs with instructional divisions is also likely to increase.

Similarly, if more nontraditional students are attracted to the college because of enrollment management efforts, the volume of needed support services will increase, especially in the evening hours and on weekends. Added emphasis on term-to-term and year-to-year retention will also spell increased activity in student support services. Student support services are not solely responsible for student retention and student success. The collective focus will continue to be on identifying methods for increasing retention across the entire District and pursuing a collaborative agenda that is benchmarked, trended, and evaluated regularly.

New initiatives will create new opportunities for student services, especially in the areas of distance education, adult learners, and K-12 outreach. To accelerate the use of online course sections, student services will need to develop processes for electronic advising and learning support. This reflects an emphasis on distance education pedagogies and new learner audiences. Development of electronic learning support may also impact traditional student services workload and tracking needs.

In addition to internal efforts, CR is actively engaging the community through reactivated or newly constituted program advisory committees. Already, the Agriculture Program has benefited from this process, as a college transfer program will be reestablished for in the fall of 2009. In response to this program initiative, the Farm Bureau will be asked to use \$2 million in their endowment funds to provide scholarships and grants to attract future high school graduates.

### **New Program Development (NPD)**

College of the Redwoods supports the development of new and innovative academic programs that advance its strategic plan priorities, ensure quality teaching and learning, and respond to industry and student needs. The development of academic programs that address economic and societal needs is a critical factor in the future growth and success of the District. The decision-making process for developing new programs will be transparent, consultative, and evidence-based with an identified accountability framework for implementation.

The NPD planners are also using recently developed regional economic and industry growth data to support the efforts of an innovative new program development committee. The new program development committee is composed of creative thinkers who have been invited to help identify new programs. The NPD Committee is modeled after the “Skunk Works” ® Team formed by Lockheed Martin in 1943 to effectively and efficiently develop a jet fighter by avoiding the bureaucratic process and approaching the work in an unconventional way. The District formed a group made up of community members and leaders to examine the District’s degree gaps and suggest programs for development. We plan to use the same “skunk works” concept to develop viable economic development programs, aggressive “green” strategies, and more effective “senior” initiatives. CR is actively connecting with local economy and regional job markets to help assure that its long-term master plan is relevant to the needs of the community. The NPD Committee is guided by demographic shifts, new technologies, changes in employment trends, global competition, and the development of new student markets. The NPD was guided by regional research developed by the Humboldt County Workforce Investment Board. This research helped to identify six market-driven areas (“Target of Opportunities”) of significant job opportunities, described further in Section 3.

Program proposals are subjected to stakeholders’ internal and external evaluation. Through the external phase, community consultants examine workforce and training needs related to existing programs for enhancement or needed programs for development consideration. Review criteria included economic trends, regional employment projections, and demand for programs or training in high-demand career fields. Through this external phase, program consideration will also be subject to the regional economic development "quality factors" identified by the Workforce Investment Board. Through the internal phase, the program management leader, advisory committees, and members of the collegial consultative process, determine whether the program can be supported by current college budgetary support levels and if the program is aligned with the mission, vision, and values of the college, including the goals of the college's strategic and education plans. Review criteria include: program goals and rationale, curricula, availability of qualified faculty, library resources, responsiveness to community and workforce needs, student learning outcomes, accreditation standards, student demand/projections, space and resource implications, the college's financial viability, program cost and sustainability, program quality assurance, and the college's balance of programs.

Finally, CR is reestablishing collaborative partnerships in the District’s service areas by initiating college credit courses at high schools and new community sites. CR has negotiated with the Hoopa Career and Technical Education Program to provide outreach and operational responsibilities for the eastern Del Norte County and eastern Humboldt County residents. CR’s

President, Dr. Jeff Marsee and Humboldt State University President, Dr. Rollin Richmond have been working together to establish a stronger joint-partnership in program and technology-related initiatives (e.g., distance education). The District is using the planning development process to invigorate and expand upon the current programs, resulting in improved access to the college's programs through more effective partnerships with other educational institutions. Ways in which these and other planning initiatives will improve how the District serves its communities are highlighted in the District's strategic plan in Section 4.

### **Conclusion**

Implementation of EMP: As part of developing a more data-informed and integrated planning process, the college is incorporating information from instructional, student services, and administrative program reviews into all planning efforts. The current integrated planning process has been simplified and streamlined. The CPC now uses subcommittees to review and summarize program reviews for technology, facilities, human resources, and budgeting. The subcommittees analyze program reviews and the needs expressed through program review and rate them based on categories developed by the CPC. This process enables dialogue within and across departmental units to ensure that routine items are handled efficiently and appropriate funding sources are tapped to meet program needs.

The integrated planning process will help to ensure the ongoing success of the implementation of the EMP, relying on an integrated structure that includes Academic Senate, CPC, Budget Planning Committee, administration, and the Board.

## SECTION 3: ENVIRONMENTAL SCANS

### Introduction

This section provides findings from internal and external environmental scans that offer a comprehensive and current overview of the college environment. Conducting an analysis of the setting in which the college functions is crucial to the District's success. An environmental scan provides an accurate and holistic picture of existing conditions and provides the foundation for the planning process.

The community in which the Redwoods Community College District operates is composed of a multifaceted set of geographic, demographic, social, political, and economic conditions that form the unique character of the service areas. Core college processes and functions are greatly affected by its external surroundings and an effective environmental assessment examines the connections between the internal and external environments and the relationship between these variables.

The external environmental scan focuses on population growth, population demographics, educational opportunity and attainment, socioeconomic variables and other environmental factors. Assessment of the internal college elements includes enrollment trends, student demographics, student achievement, student development, programs and services, and college resources.

The information in this section relies on the data provided from the Institutional Research Department, the *CR 2020* Report, the Environmental Scan study completed for Redwoods Community College District in 2005-06, the 2007 State of the Industry Prosperity Report, and a variety of stakeholder groups throughout the District. Additional information that was not part of the District's environmental scan has been added in this report. These include a variety of sources including the U.S. Census Bureau, California Department of Education, California Department of Finance, California Community Colleges Chancellor's Office MIS Data Mart, California Postsecondary Education Commission, and the Redwoods Community College District.

### **External Scan:**

- Population Demographics and Growth Projections: Ethnicity, Gender and Age
- District Populations by Student Category
- Median Household Income
- Per Capita Income
- Poverty Rates
- College-Going Rates
- Educational Attainment
- Mean Commute Time
- Access to Modes of Instructional Delivery
- Employment Industries

### **Internal Scan:**

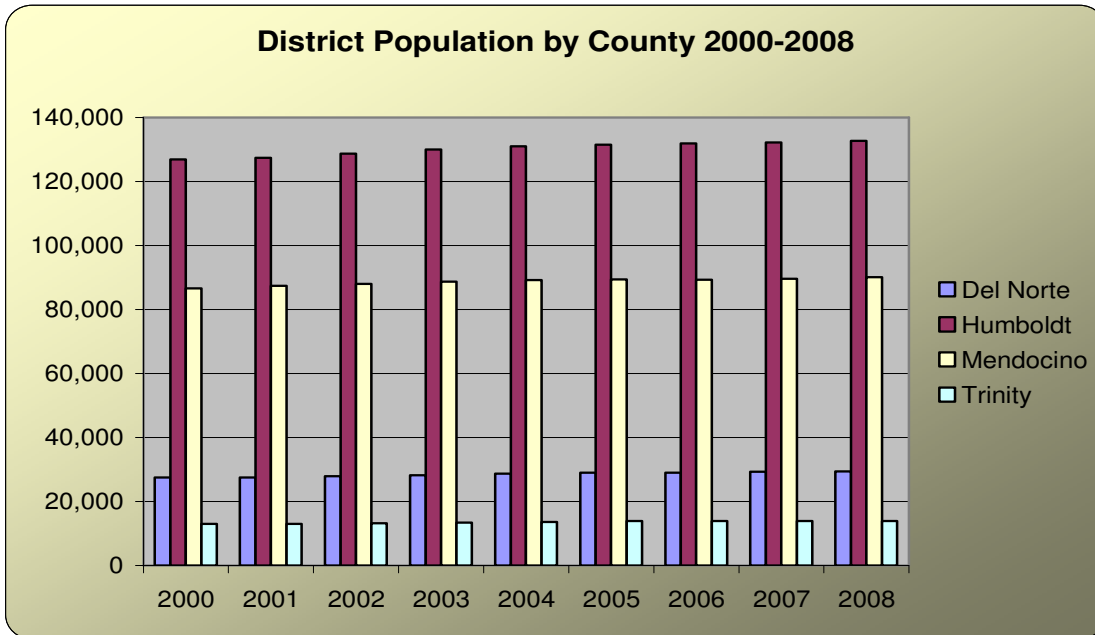
- District Populations and Enrollment History
- Total Headcount
- Headcount by Ethnicity and Gender 2007-2008
- Headcount by Ethnicity
- Headcount by Gender 2004-2008
- Gender by Instructional Site
- Ethnicity by District
- Age by District
- Full-time and Part-time Students
- Total Credit Hours
- Transfer Rates
- Degree Completions
- Students in Academic Programs
- District Penetration Zones
- District Mileage
- Day and Evening Course Enrollment
- Yield Rates by High School
- High School Graduates by District
- Entering Student Survey Results
- ARCC Indicators: Retention, Persistence and Success
- Early College High Schools
- Basic Skills
- ESL/ESOL
- Students with Disabilities
- Financial Aid
- Faculty Breakdown by Gender and Ethnicity
- Distance Education

## External Scan

The District is composed of Humboldt and Del Norte Counties and coastal Mendocino County and western Trinity County. The fact that the District includes only portions of the latter two counties should be taken into consideration when reviewing estimates and projections. As shown in Exhibit 1, the District population figures for the last eight years indicate a slow and stable growth pattern.

**Exhibit 1: District County Populations, 2000-2008**

	2000	2001	2002	2003	2004	2005	2006	2007	2008
Del Norte	27,496	27,573	27,911	28,200	28,665	28,938	29,014	29,301	29,401
Humboldt	126,861	127,392	128,772	129,992	131,041	131,531	131,883	132,184	132,690
Mendocino	86,539	87,331	88,031	88,729	89,201	89,404	89,237	89,612	90,051
Trinity	12,979	12,993	13,207	13,440	13,584	13,889	13,939	13,931	13,898
District	253,876	255,289	257,921	260,361	262,491	263,762	264,073	265,028	266,040
% Change		0.56%	1.03%	0.95%	0.82%	0.48%	0.12%	0.36%	0.38%



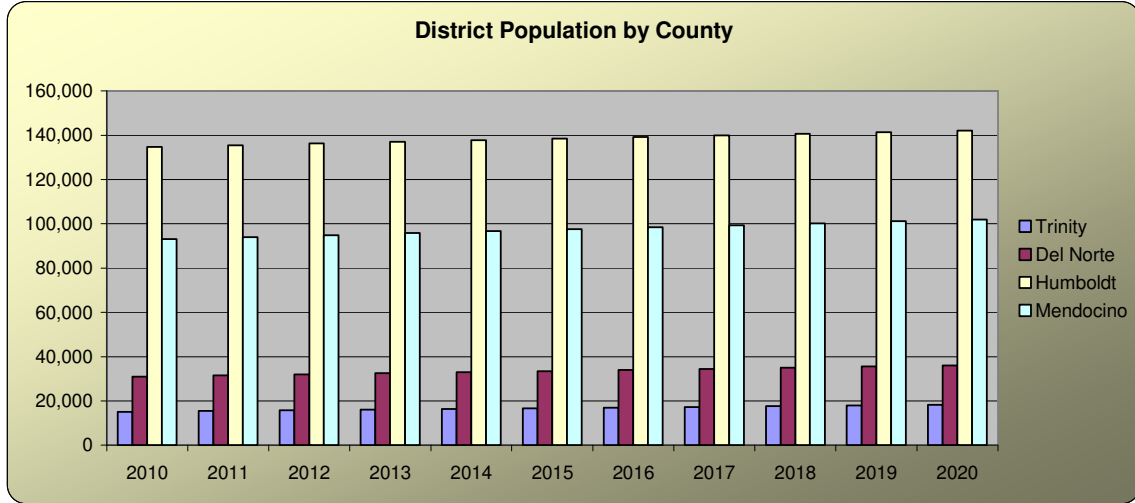
SOURCE: State of California, Department of Finance, California County Population Estimates and Components of Change by Year, July 1, 2000-2008. Sacramento, California, December 2008.

Across the eleven year period shown below, District populations are projected to increase slowly, but steadily as shown in Exhibits 2 and 3.

**Exhibit 2: District County Populations, Projected Annually, 2010-2020**

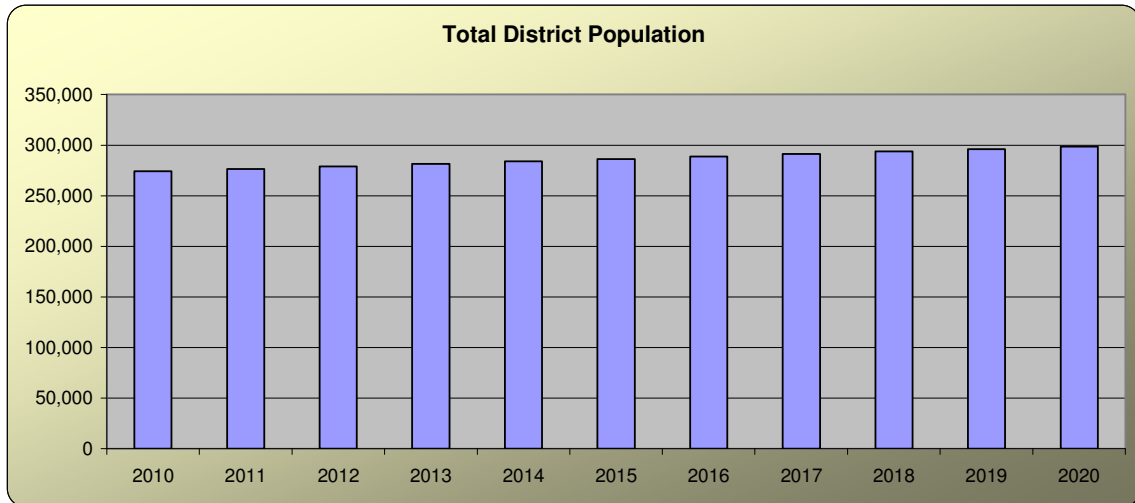
District Population by County

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Trinity	15,172	15,478	15,785	16,091	16,398	16,704	17,010	17,317	17,623	17,930	18,236
Del Norte	30,983	31,492	32,002	32,511	33,021	33,530	34,039	34,549	35,058	35,568	36,077
Humboldt	134,785	135,523	136,261	137,000	137,738	138,476	139,214	139,952	140,691	141,429	142,167
Mendocino	93,166	94,051	94,936	95,821	96,706	97,592	98,477	99,362	100,247	101,132	102,017
Total	274,106	276,545	278,984	281,423	283,862	286,302	288,741	291,180	293,619	296,058	298,497



Source: State of California, Department of Finance, Population Projections for California and Its Counties 2000-2050, Sacramento, California, July 2007.

**Exhibit 3: Total District Populations, Projected Annually, 2010-2020**



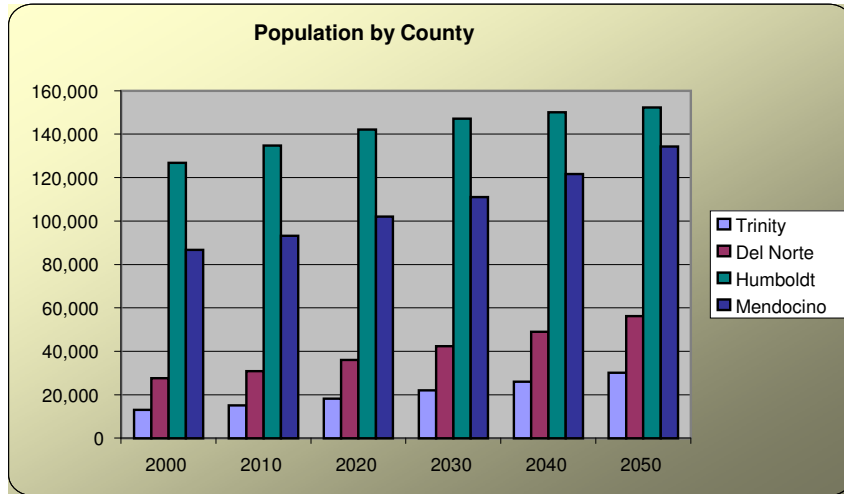
Source: State of California, Department of Finance, Population Projections for California and Its Counties 2000-2050, Sacramento, California, July 2007.

### County Populations for 2000, and Projected by Decade, Through 2050

According to the following projections from the California Department of Finance by decade, the population of Trinity County in 2050 is expected to be about double that of 2010. Del Norte County is expected to increase 81 percent, Mendocino County is expected to increase by about 44 percent, and Humboldt County’s population is expected to grow 13 percent (with 5.5 percent of that growth occurring between 2010 and 2020) from 2000 to 2050. Between 2010 and 2020 (the general timeframe addressed in the EMP), the population of the four-county area, as a whole, is expected to increase by nine percent as shown in Exhibit 4.

#### Exhibit 4: District County Populations for 2000, and Projected by Decade, Through 2050

Historical and Forecast Population by County 2000-2050						
	2000	2010	2020	2030	2040	2050
Trinity	13,155	15,172	18,236	22,136	26,030	30,209
Del Norte	27,680	30,983	36,077	42,420	49,029	56,218
Humboldt	126,839	134,785	142,167	147,217	150,121	152,333
Mendocino	86,736	93,166	102,017	111,151	121,780	134,358
Total	254,410	274,106	298,497	322,924	346,960	373,118
% Change		7.7%	8.9%	8.2%	7.4%	7.5%



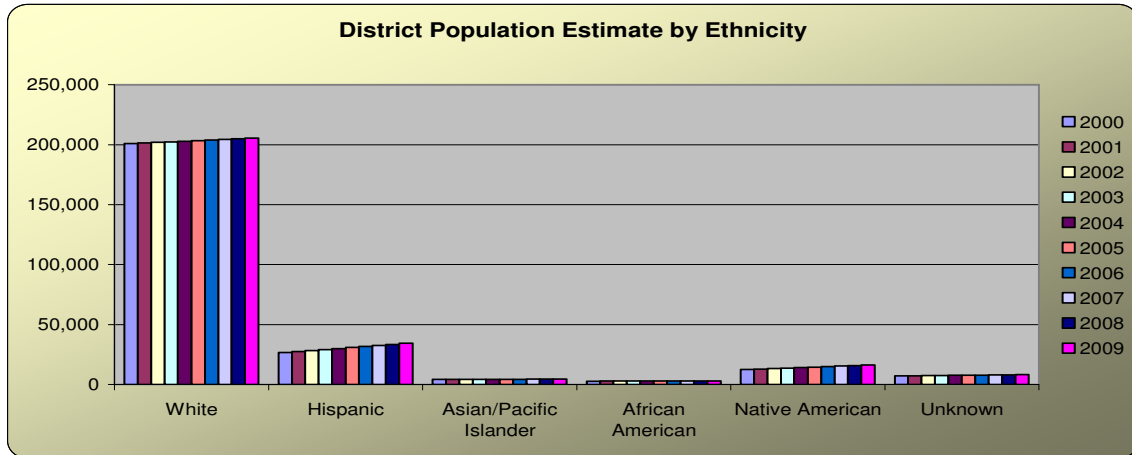
Source: State of California, Department of Finance, Population Projections for California and Its Counties 2000-2050, Sacramento, California, July 2007.

As seen in Exhibit 5, District population estimates by ethnicity for the last eight years also show slow, steady growth, with the largest increases among Whites, Hispanics and Native Americans while African-American and Asian/Pacific Islander populations remained relatively stable.

## Exhibit 5: District County Population Estimates, by Ethnicity, 2000-2009

**District Population Estimate by Ethnicity**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
White	200,796	201,319	201,843	202,366	202,890	203,413	203,936	204,460	204,983	205,507
Hispanic	26,694	27,557	28,420	29,283	30,146	31,009	31,872	32,735	33,598	34,461
Asian/Pacific	4,258	4,307	4,356	4,405	4,454	4,503	4,551	4,600	4,649	4,698
African American	2,826	2,843	2,860	2,877	2,894	2,912	2,929	2,946	2,963	2,980
Native American	12,515	12,935	13,354	13,774	14,193	14,613	15,033	15,452	15,872	16,291
Unknown	7,321	7,419	7,516	7,614	7,711	7,809	7,907	8,004	8,102	8,199
<b>Total</b>	<b>254,410</b>	<b>256,380</b>	<b>258,349</b>	<b>260,319</b>	<b>262,288</b>	<b>264,258</b>	<b>266,228</b>	<b>268,197</b>	<b>270,167</b>	<b>272,136</b>



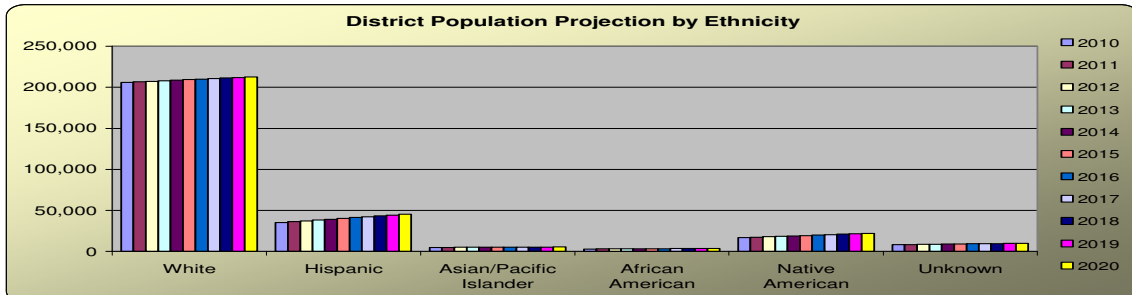
SOURCE: State of California, Department of Finance, Population Projections for California and Its Counties 2000-2050, by Age, Gender and Race/Ethnicity, Sacramento, California, July 2007.

Population projections by ethnicity also reflect a pattern of slow, steady increases over time. As shown below in Exhibit 6, the trend of larger increases among Whites, Hispanics and Native Americans is expected to continue, with only small population increases among African Americans and Asian/Pacific Islanders.

## Exhibit 6: District County Population Estimates, by Ethnicity, Projected Annually, 2010-2020

**District Population Projection by Ethnicity**

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
White	206,030	206,676	207,321	207,967	208,612	209,258	209,904	210,549	211,195	211,840	212,486
Hispanic	35,324	36,309	37,294	38,280	39,265	40,250	41,235	42,220	43,206	44,191	45,176
Asian/Pacific	4,747	4,810	4,874	4,937	5,001	5,064	5,127	5,191	5,254	5,318	5,381
African American	2,997	3,058	3,119	3,181	3,242	3,303	3,364	3,425	3,487	3,548	3,609
Native American	16,711	17,240	17,769	18,297	18,826	19,355	19,884	20,413	20,941	21,470	21,999
Unknown	8,297	8,452	8,607	8,762	8,917	9,072	9,226	9,381	9,536	9,691	9,846
<b>Total</b>	<b>274,106</b>	<b>276,545</b>	<b>278,984</b>	<b>281,423</b>	<b>283,862</b>	<b>286,302</b>	<b>288,741</b>	<b>291,180</b>	<b>293,619</b>	<b>296,058</b>	<b>298,497</b>



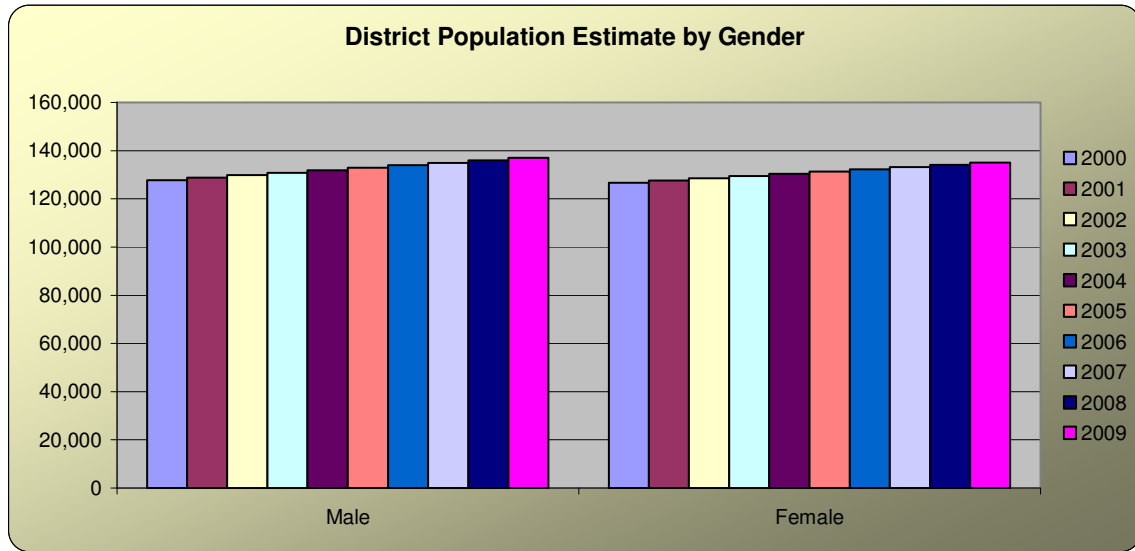
SOURCE: State of California, Department of Finance, Population Projections for California and Its Counties 2000-2050, by Age, Gender and Race/Ethnicity, Sacramento, California, July 2007.

As seen in Exhibit 7, the District population estimates from 2000 to 2008 by gender indicate stable and natural growth. During this period, the District contained slightly more males than females.

**Exhibit 7: District Population Estimates, by Gender, 2000-2009**

**District Population Estimate by Gender**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Male	127,743	128,779	129,815	130,851	131,887	132,923	133,958	134,994	136,030	137,066
Female	126,667	127,601	128,534	129,468	130,402	131,336	132,269	133,203	134,137	135,070



SOURCE: State of California, Department of Finance, Population Projections for California and Its Counties 2000-2050, by Age, Gender and Race/Ethnicity, Sacramento, California, July 2007.

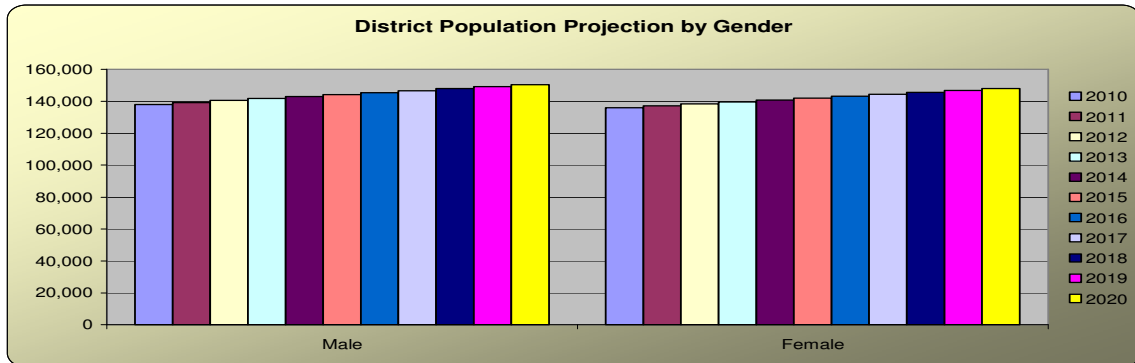
**District Population Estimates, by Gender, Projected Annually, 2010-2020**

According to population projections, the District population is expected to continue to include slightly more males than females over the eleven year period as shown in Exhibit 8.

**Exhibit 8: District Population Estimates, by Gender, 2010-2020**

**District Population Projection by Gender**

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Male	138,102	139,332	140,563	141,793	143,024	144,254	145,484	146,715	147,945	149,176	150,406
Female	136,004	137,213	138,421	139,630	140,839	142,048	143,256	144,465	145,674	146,882	148,091



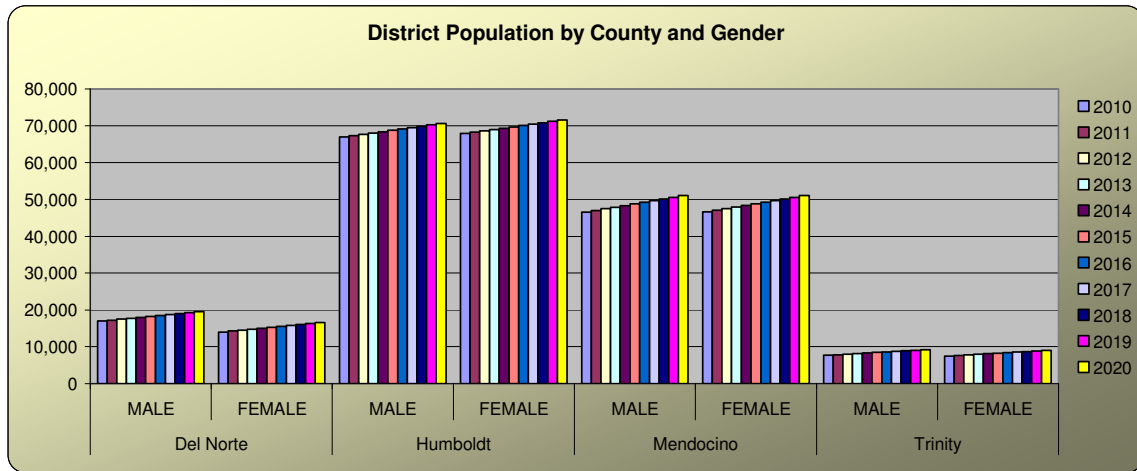
SOURCE: State of California, Department of Finance, Population Projections for California and Its Counties 2000-2050, by Age, Gender and Race/Ethnicity, Sacramento, California, July 2007.

Also shown below in Exhibit 9, Humboldt County is estimated to have more females than males across the period. Del Norte and Trinity Counties have more males than females. And Mendocino County is projected to have nearly equal numbers of females and males.

**Exhibit 9: District Population Estimates, by Gender, 2010-2020**

**District Population by County and Gender**

		2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Del Norte	MALE	16,966	17,224	17,481	17,739	17,997	18,255	18,512	18,770	19,028	19,285	19,543
	FEMALE	14,017	14,269	14,520	14,772	15,024	15,276	15,527	15,779	16,031	16,282	16,534
Humboldt	MALE	66,901	67,274	67,648	68,021	68,394	68,768	69,141	69,514	69,887	70,261	70,634
	FEMALE	67,884	68,249	68,614	68,979	69,344	69,709	70,073	70,438	70,803	71,168	71,533
Mendocino	MALE	46,544	46,990	47,436	47,883	48,329	48,775	49,221	49,667	50,114	50,560	51,006
	FEMALE	46,622	47,061	47,500	47,939	48,378	48,817	49,255	49,694	50,133	50,572	51,011
Trinity	MALE	7,691	7,844	7,997	8,151	8,304	8,457	8,610	8,763	8,917	9,070	9,223
	FEMALE	7,481	7,634	7,787	7,941	8,094	8,247	8,400	8,553	8,707	8,860	9,013



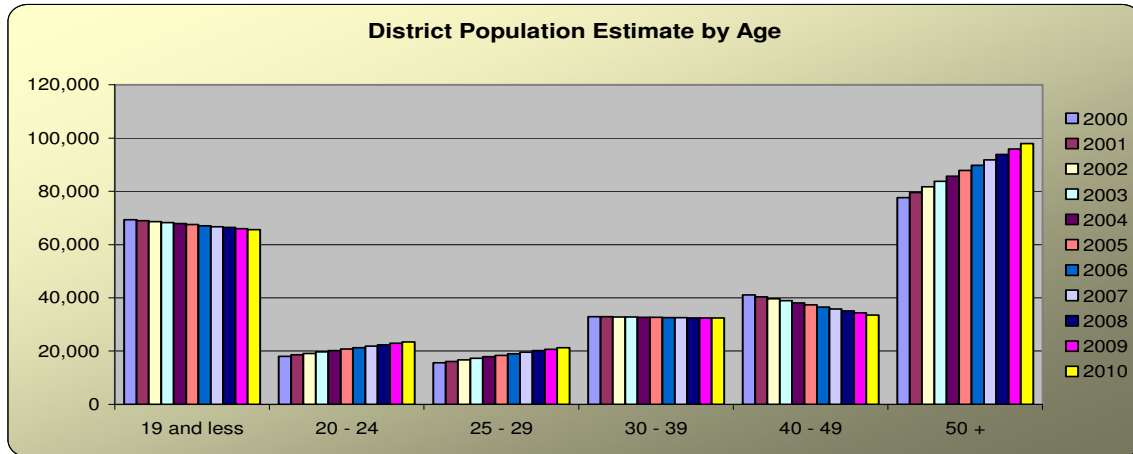
SOURCE: State of California, Department of Finance, Population Projections for California and Its Counties 2000-2050, by Age, Gender and Race/Ethnicity, Sacramento, California, July 2007.

An examination of population estimates by age from 2000 to 2009 shows a “graying” population distribution as seen in Exhibit 10. Figures point to a decline of numbers of residents aged 19 and under and a large increase among those 50 and over. Declines are seen among those aged 40-49, while a slow increase is seen among residents aged 20-29. The proportion of residents aged 30-39 remained relatively stable.

## Exhibit 10: District County Population Estimates, by Age, 2000-2009

District Population Estimate by Age Group

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
19 and less	69,304	68,935	68,566	68,197	67,828	67,459	67,090	66,721	66,352	65,983
20 - 24	17,998	18,542	19,086	19,630	20,174	20,718	21,261	21,805	22,349	22,893
25 - 29	15,541	16,109	16,678	17,246	17,815	18,383	18,951	19,520	20,088	20,657
30 - 39	32,884	32,831	32,777	32,724	32,670	32,617	32,564	32,510	32,457	32,403
40 - 49	41,093	40,339	39,584	38,830	38,075	37,321	36,566	35,812	35,057	34,303
50 +	77,590	79,624	81,658	83,693	85,727	87,761	89,795	91,829	93,864	95,898



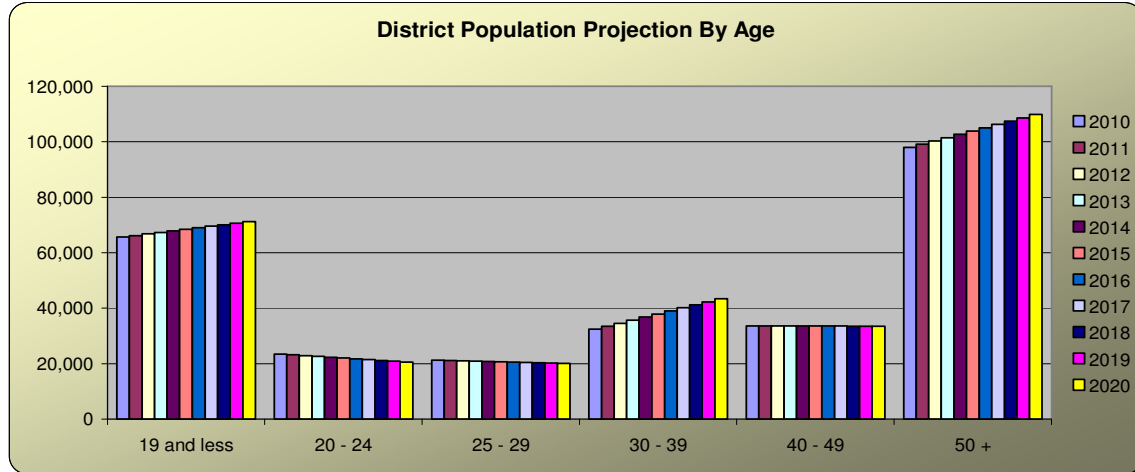
SOURCE: State of California, Department of Finance, Population Projections for California and Its Counties 2000-2050, by Age, Gender and Race/Ethnicity, Sacramento, California, July 2007.

The District population projections by age over the next eleven years show varied growth across age groups as shown in Exhibit 11. While the trend of increasing numbers of residents over 50 continues, the trend among those under 19 is reversed. Slight decreases are projected among residents aged 20-29. The population of residents aged 30-49 remains relatively stable.

## Exhibit 11: District County Population Estimates, by Age, 2010-2020

**District Population Projection by Age Group**

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
19 and less	65,614	66,173	66,731	67,290	67,849	68,408	68,966	69,525	70,084	70,642	71,201
20 - 24	23,437	23,147	22,857	22,567	22,277	21,987	21,696	21,406	21,116	20,826	20,536
25 - 29	21,225	21,114	21,003	20,892	20,781	20,670	20,559	20,448	20,337	20,226	20,115
30 - 39	32,350	33,455	34,559	35,664	36,768	37,873	38,977	40,082	41,186	42,291	43,395
40 - 49	33,548	33,541	33,534	33,526	33,519	33,512	33,505	33,498	33,490	33,483	33,476
50 +	97,932	99,116	100,300	101,485	102,669	103,853	105,037	106,221	107,406	108,590	109,774



SOURCE: State of California, Department of Finance, Population Projections for California and Its Counties 2000-2050, by Age, Gender and Race/Ethnicity, Sacramento, California, July 2007.

### District County Population Estimates, by Student Category, 2007-2015

According to the California Department of Finance, the total population of the District over age 14 will grow approximately one percent per year from 2007-2008 through 2014-2015. Shown in Exhibit 12 are population projections for five demographic groups: high school graduates, Hispanics, Native Americans, adults over age 50, and the remaining population.

The projections illustrate that from the 2007-2008 academic year:

- The population of high school graduates is expected to *decrease* by 18.4 percent over the period.
- The Hispanic population will increase 2.5 percent per year.
- The Native American population will increase by three percent per year.
- The population of adults over 50 will increase at approximately two percent per year.

**Exhibit 12: District Population Estimates, by Student Category, 2007-2015**

	2007 2008	2008 2009	2009 2010	2010 2011	2011 2012	2012 2013	2013 2014	2014 2015
District Population	270500	272136	274106	276545	278984	281423	283862	286302
District Population Rate of Change		0.6%	0.7%	0.9%	0.9%	0.9%	0.9%	0.9%
District Population over 50	72605	75375	78144	79707	81270	82833	84396	85959
District Projected HS Graduates	2674	2579	2411	2329	2352	2311	2206	2181
District Hispanic Population	33324	34324	35324	35424	35524	35624	35724	35824
District American Indian Population	15590	16151	16711	17240	17769	18297	18826	19355
Remaining Population	146307	143708	141516	141845	142070	142358	142710	142983
Remaining Population Rate of Change		-1.8%	-1.5%	0.2%	0.2%	0.2%	0.2%	0.2%

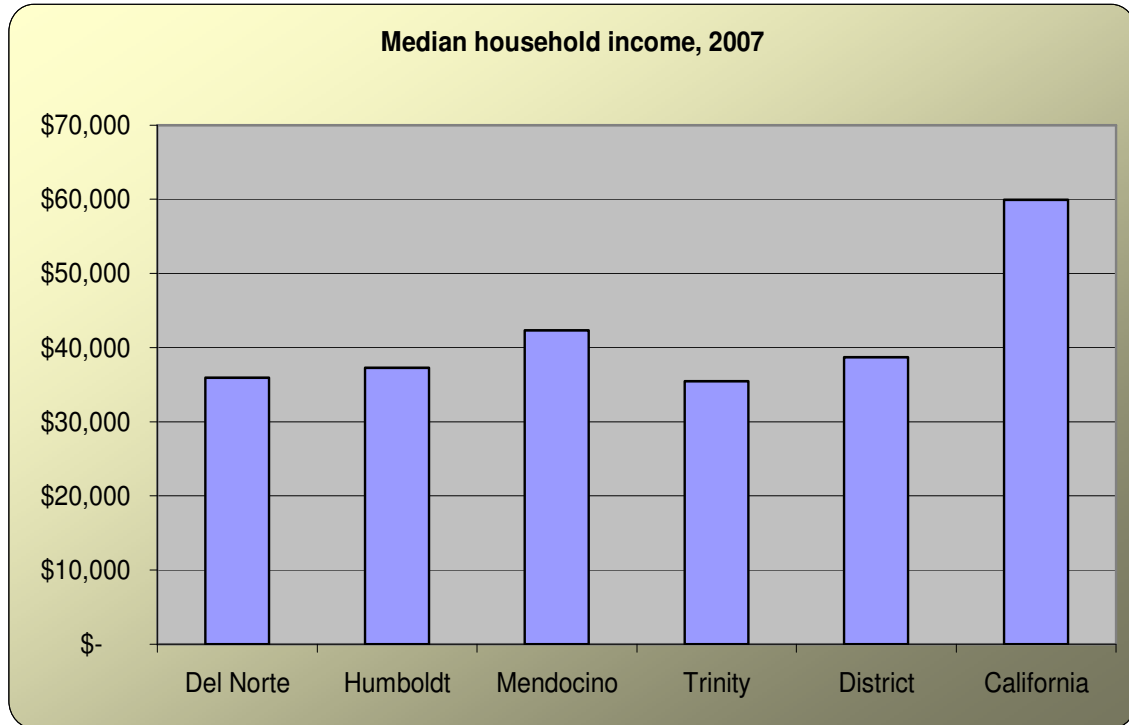
SOURCE: State of California, Department of Finance, Population Projections for California and Its Counties 2000-2050, by Age, Gender and Race/Ethnicity, Sacramento, California, July 2007; State of California, Department of Finance, California Public K-12 Graded Enrollment and High School Graduate Projections by County, 2008 Series. Sacramento, California, October 2008.

Multiple Counts were found to be insignificant

In 2007, the median household income for all four counties within the District was well below the state average as shown in Exhibit 13. Across the District, Mendocino County had the highest median household income followed by Humboldt County, Del Norte County and Trinity County.

**Exhibit 13: Median Income, 2007**

	Del Norte	Humboldt	Mendocino	Trinity	District	California
Median household income, 2007	\$35,910	\$37,281	\$42,329	\$35,439	\$38,698	\$59,928
Housing units, 2007	10,974	58,903	38,868	8,294	117,039	13,308,346

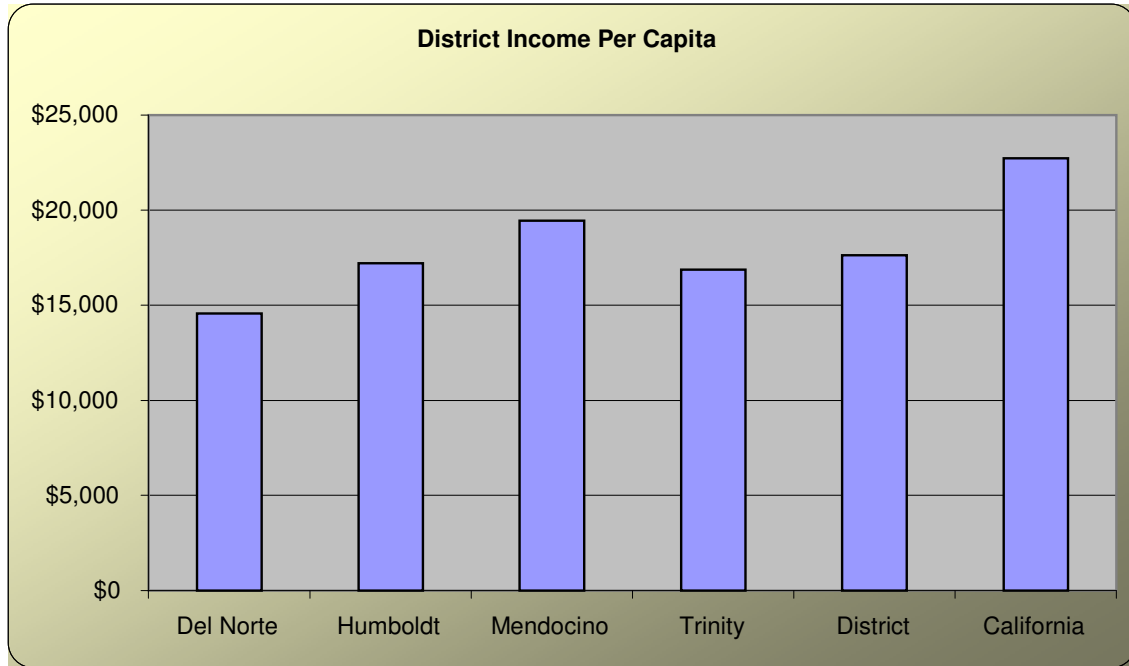


SOURCE: U.S. Census Bureau, Population Division, California Counties Quick Facts Tables

In 1999, the per capita income for counties within the District was below the state average. Again, Mendocino County had the highest per capita income followed by Humboldt County, Del Norte County and Trinity County as shown in Exhibit 14 below.

**Exhibit 14: District per Capita Income, 1999**  
District Per Capita Income

	Del Norte	Humboldt	Mendocino	Trinity	District	California
District Per Capita Income	\$14,573	\$17,203	\$19,443	\$16,868	\$17,637	\$22,711



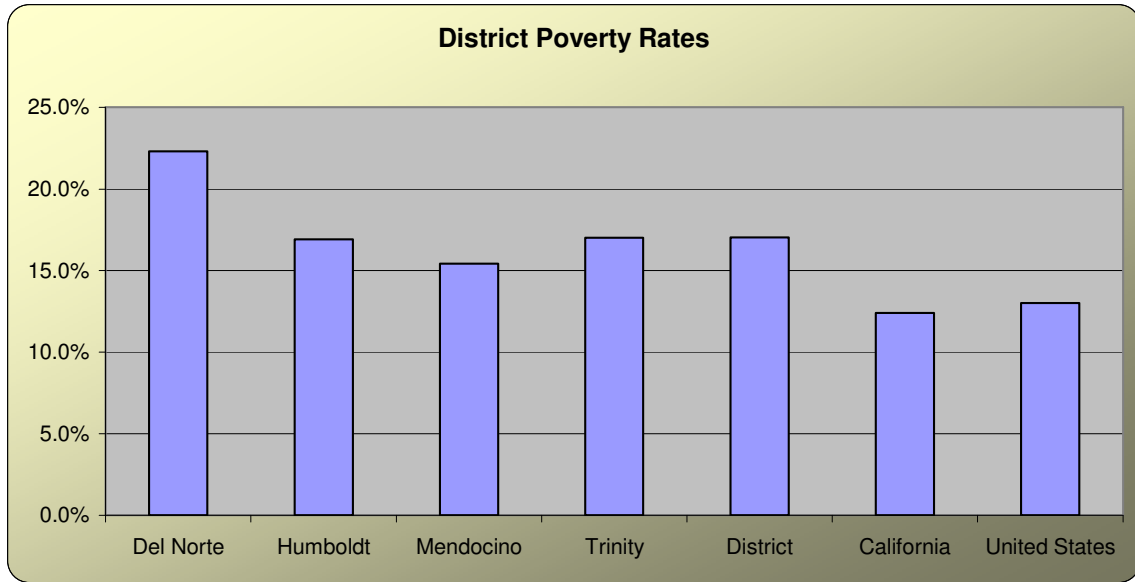
SOURCE: U.S. Census Bureau: State and County Quick Facts 1999. Data derived from Population Estimates, Census of Population and Housing, Small Area Income and Poverty Estimates, State and County Housing Unit Estimates, County Business Patterns, Non employer Statistics, Economic Census, Survey of Business Owners, Building Permits, Consolidated Federal Funds Report

### Poverty Rates

Low median household and per capita incomes reflect the rural nature of the region and the widespread poverty that affects the District. Poverty rates across the District’s counties are much higher than the statewide or national averages. In 2007, the District’s poverty rate was 4.6 percent higher than the state and 4 percent higher than the nation. As shown in Exhibit 15, Del Norte County had the highest poverty rates at 22.3 percent, followed by Trinity County, Humboldt County and Mendocino County.

**Exhibit 15: Poverty Rates, 2007**  
**District Poverty Rates**

	Del Norte	Humboldt	Mendocino	Trinity	District	California	United States
Poverty Rates	22.3%	16.9%	15.4%	17.0%	17.0%	12.4%	13.0%
Population, 2007 estimate	29,022	128,864	86,273	14,177	258,336	36,553,215	301,621,157

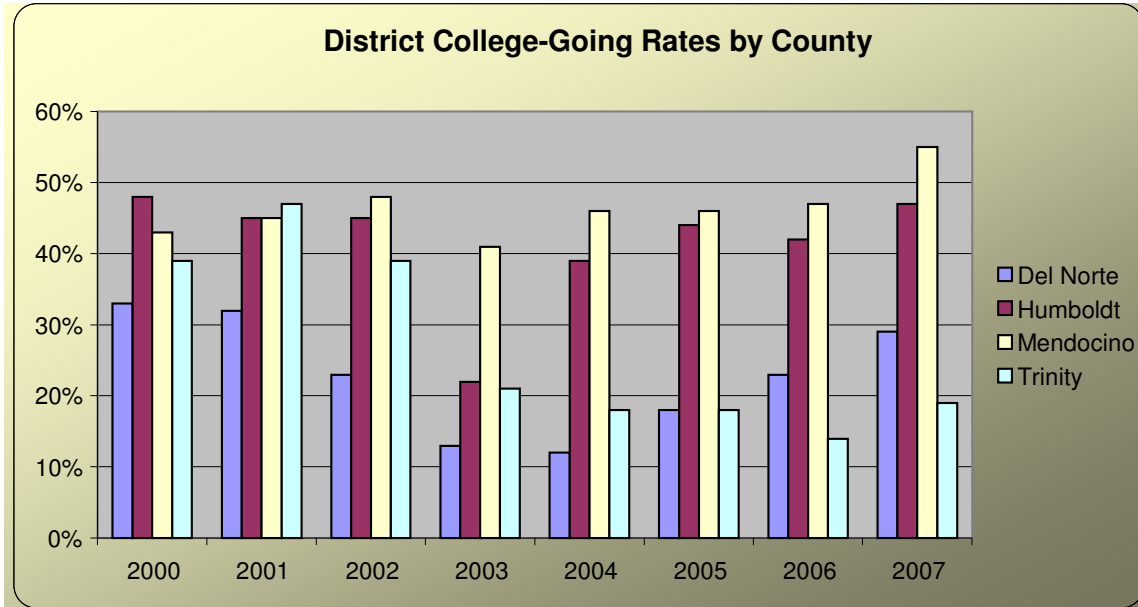


SOURCE: U.S. Census Bureau: State and County QuickFacts. Data derived from Population Estimates, Census of Population and Housing, Small Area Income and Poverty Estimates, State and County Housing Unit Estimates, County Business Patterns, Nonemployer Statistics, Economic Census, Survey of Business Owners, Building Permits, Consolidated Federal Funds Report

College-going rates indicate the number of high school graduates or graduate equivalents that enrolled in college. Analysis of the college-going rates indicates no consistent pattern for the District's counties between 2000 and 2007 as shown in Exhibit 16. While Del Norte County has shown declining college-going rates starting in 2002, this increased to near 2000-levels in 2007. Humboldt, after a decline, has also increased to 2000 levels. Mendocino has trended upward from earlier lower levels, while Trinity has declined considerably from 2000 levels. In 2007, Mendocino had the highest college-going rate in the District, followed by Humboldt. Del Norte's and Trinity's rates were notably lower than the other two counties.

**Exhibit 16: College-Going Rates, 2000-2007**  
**District College-Going Rates by County**

	2000	2001	2002	2003	2004	2005	2006	2007
Del Norte	33%	32%	23%	13%	12%	18%	23%	29%
Humboldt	48%	45%	45%	22%	39%	44%	42%	47%
Mendocino	43%	45%	48%	41%	46%	46%	47%	55%
Trinity	39%	47%	39%	21%	18%	18%	14%	19%

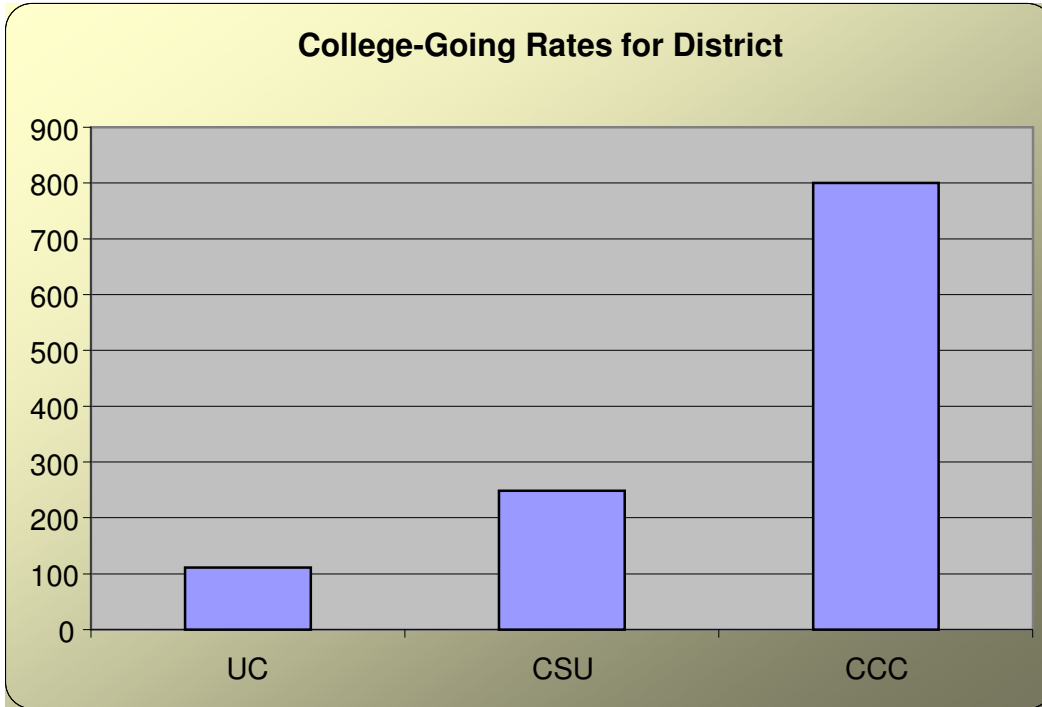


SOURCE: 2007 California Postsecondary Education Commission Quick Data

The following figures in Exhibit 17 display college-going rates for the District as well as where students enrolled. In 2007, less than half (45.9%) of all eligible, college freshmen in the District enrolled in college. Of those college freshmen who enrolled in college, more than two thirds (68.9%) enrolled in a California Community College. A little over one-fifth (21.5%) of District college freshmen enrolled in a California State University and one tenth (9.6%) enrolled in a California University.

**Exhibit 17: District College-Going Rates, 2007**  
**College Going Rates for District**

	UC	CSU	CCC	Total
College Freshmen	111	249	800	1160
College Going Rate	4.40%	9.87%	31.70%	45.90%



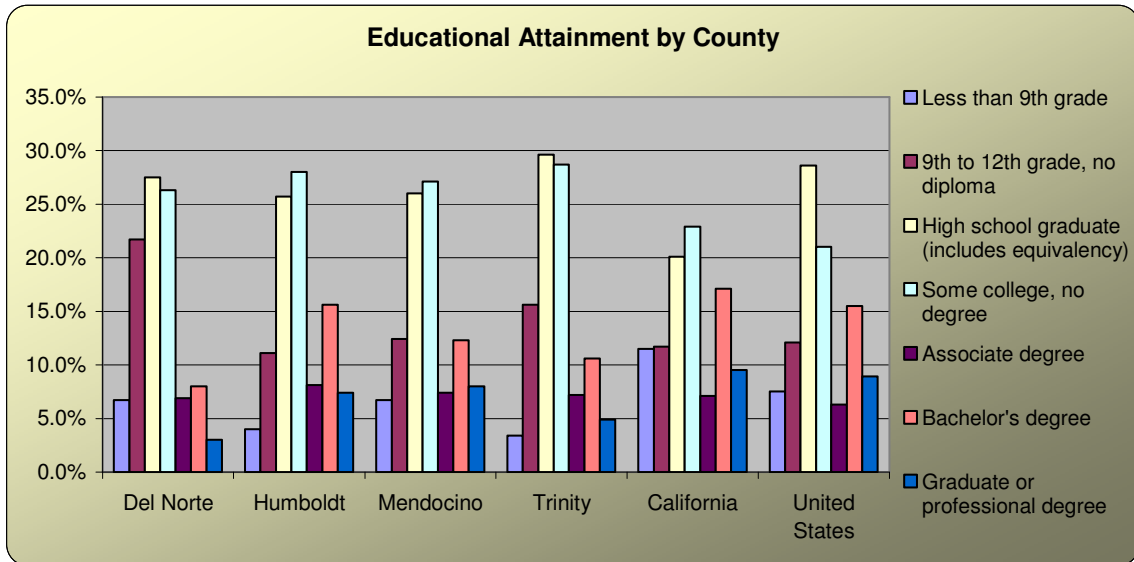
SOURCE: 2007 California Postsecondary Education Commission Quick Data

Educational attainment for the District varies across counties and is different from state and national averages as shown in Exhibit 18. While the District as a whole has fewer residents who with less than a ninth grade education compared to the state and the nation, it also has fewer residents with a postsecondary education. Postsecondary educational attainment varies greatly by county, with Humboldt and Mendocino Counties having higher levels of educational attainment compared to Del Norte and Trinity. And with the exception of Humboldt County, the District's counties have lower rates of postsecondary degree attainment than the state and the nation.

**Exhibit 18: Educational Attainment, 2000**  
**Educational Attainment for Residents 25 Years and Older**

	<b>Del Norte</b>	<b>Humboldt</b>	<b>Mendocino</b>	<b>Trinity</b>	<b>California</b>	<b>United States</b>
Less than 9th grade	1,230	3,287	3,831	322	2,446,324	13,755,477
9th to 12th grade, no diploma	4,005	9,011	7,075	1,468	2,496,419	21,960,148
High school graduate (includes equivalency)	5,070	20,960	14,812	2,791	4,288,452	52,168,981
Some college, no degree	4,848	22,848	15,427	2,711	4,879,336	38,351,595
Associate degree	1,278	6,640	4,236	677	1,518,403	11,512,833
Bachelor's degree	1,474	12,720	6,979	999	3,640,157	28,317,792
Graduate or professional degree	554	6,035	4,526	465	2,029,809	16,144,813
<b>Population 25 years and over</b>	<b>18,459</b>	<b>81,501</b>	<b>56,886</b>	<b>9,433</b>	<b>21,298,900</b>	<b>182,211,639</b>

	<b>Del Norte</b>	<b>Humboldt</b>	<b>Mendocino</b>	<b>Trinity</b>	<b>California</b>	<b>United States</b>
Less than 9th grade	6.7%	4.0%	6.7%	3.4%	11.5%	7.5%
9th to 12th grade, no diploma	21.7%	11.1%	12.4%	15.6%	11.7%	12.1%
High school graduate (includes equivalency)	27.5%	25.7%	26.0%	29.6%	20.1%	28.6%
Some college, no degree	26.3%	28.0%	27.1%	28.7%	22.9%	21.0%
Associate degree	6.9%	8.1%	7.4%	7.2%	7.1%	6.3%
Bachelor's degree	8.0%	15.6%	12.3%	10.6%	17.1%	15.5%
Graduate or professional degree	3.0%	7.4%	8.0%	4.9%	9.5%	8.9%



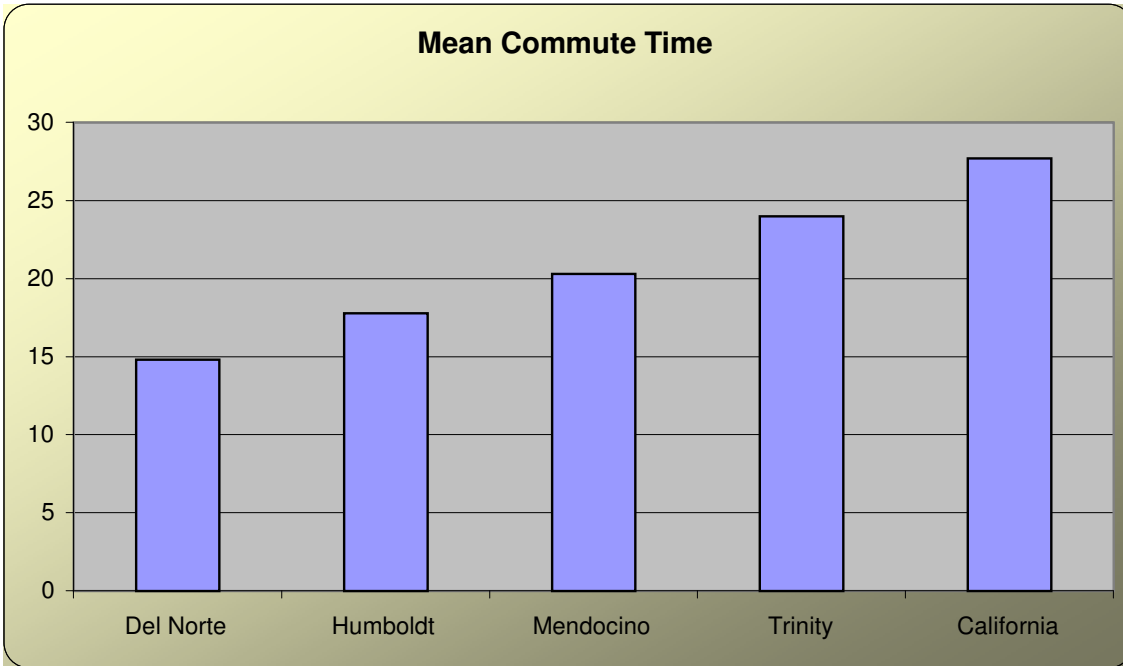
Source: U.S. Census Bureau, Census 2000 Summary File 3, Matrices P18, P19, P21, P22, P24, P36, P37, P39, P42, PCT8, PCT16, PCT17, and PCT19

Understanding the stressed socioeconomic conditions of this service area (median household income, per capita income, poverty rates, college-going rates and educational attainment), the District needs to accommodate student population needs with support programs and services to address the manifold challenges its students face.

Compared to the state, the District has lower average travel times, as shown in Exhibit 19. This is a reflection of the rural nature of the region and the lack of significant vehicle traffic.

**Exhibit 19: Commute Times, 2007**  
**Mean Commute Time by County**

	Del Norte	Humboldt	Mendocino	Trinity	California
Mean Commute Time	14.8	17.8	20.3	24	27.7



SOURCE: U.S. Census Bureau: State and County QuickFacts. 2007 Data derived from Population Estimates, Census of Population and Housing, Small Area Income and Poverty Estimates, State and County Housing Unit Estimates, County Business Patterns, Non-employer Statistics, Economic Census, Survey of Business Owners, Building Permits, Consolidated Federal Funds Report

**Access to Modes of Instructional Delivery**

CR is expanding the variety of modes of instructional delivery. The technological age has expanded educational opportunities and the District must stay abreast of new technologies and technological infrastructures to meet the needs of its service area. Technological infrastructure is more established in the higher population centers of the District than in unincorporated, rural areas. The seven incorporated cities in Humboldt County (Arcata, Blue Lake, Eureka, Ferndale, Fortuna, Rio Dell, and Trinidad) all have widely available access to broadband Internet, as do Crescent City in Del Norte County and Fort Bragg in Mendocino County. Despite widely available access to broadband Internet in the major population centers of the District, the California Center for Rural Policy estimates that 31 percent of residents in CR’s service area report having no Internet access in their home and 23 percent report having no computer in their home. They estimate that:

- 111,306 households (89 percent) live in an area with an A rating (broadband Internet access is widely available)
- 7,859 households (six percent) live in an area with a B rating (limited availability of broadband Internet access)

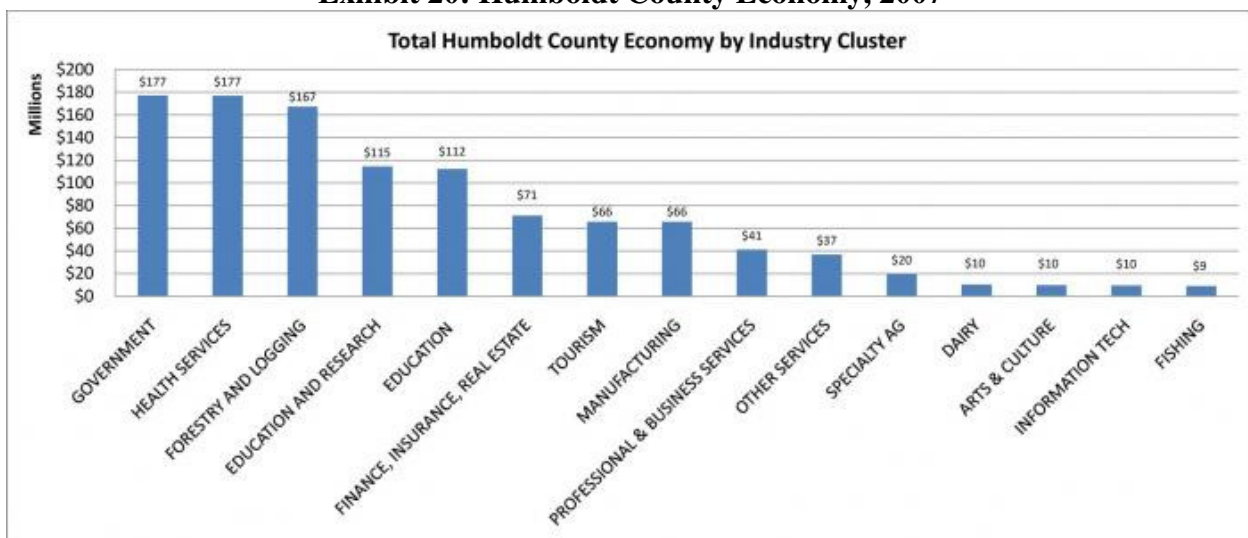
- 297 households (less than one percent) live in an area with a C rating (broadband Internet access is unavailable, but the community is within ten miles of a CR site or public library)
- Five-thousand (four percent) live in an area with a D rating (broadband Internet access is unavailable and the community is *not* within ten miles of a CR site or public library).

The District will continue to address issues related to access by establishing more nontraditional (weekends/evenings) class schedules and community-oriented satellite sites, comprehensive program delivery will occur by providing courses and programs via distance education. While growth in distance education sections will be substantial, the EMP adheres to Carnegie Standards by not exceeding a 20 percent maximum delivery of class sections offered.

### Workforce Development Needs

Over the last 40 years, Humboldt County has experienced a dramatic restructuring and diversification of its economy. Historically, the local economy was built on natural resources that supported timber production and manufacturing, dairy farming, cattle ranching, and fishing. These industries served as the county's export base, importing capital that helped grow the rest of the economy. Exhibit 20 below displays the distribution of Humboldt County's economy by industry cluster in 2008.

**Exhibit 20: Humboldt County Economy, 2007**



Source: Targets of Opportunity Report: Workforce Investment Board, 2007

The contraction of the national resource sectors has leveled off in recent years. While the fishing industry has shrunk by two-thirds, the forest products industry continues to provide approximately 12 percent of the direct payroll in the county today, about equal to the education, research, and healthcare industries. Though the traditional natural resource industries have declined, they still play a vital role in Humboldt County's economy.

To identify potential job-market growth (“Targets of Opportunity”), in 2007, the Humboldt County Workforce Investment Board assembled a team of public, private, and civic leaders to examine employment data covering the entire North Coast economy. They identified six growth

areas, or “Targets of Opportunity” groupings that reflected expanding job market needs. The six Targets of Opportunity identified were, in order of size:

- Diversified Healthcare
- Specialty Agriculture, Food, and Beverages
- Building and Systems Construction and Maintenance
- Investment Support Services
- Management and Innovation Services
- Niche Manufacturing

The college used the Targets of Opportunity report and other regional economic data to identify new options for consideration in the EMP. The Targets of Opportunity report focuses on the highest growth sectors in terms of jobs, wages, and firms since 1990 in Humboldt, Del Norte, Trinity, Mendocino, and Siskiyou counties. Other industry clusters, including the declining but still strong industry clusters, (Forestry and Logging), and public sectors (Government and Civil Services), were also examined. The work of the NPD, guided by demographic shifts, new technologies, and changes in employment trends, along with global competition and the development of new student markets, will provide a foundation for linking academic programs with Targets of Opportunity.

Each target of opportunity includes elements that are export-oriented, population-driven, and offer career potential for local residents. All or most Targets of Opportunity share key characteristics:

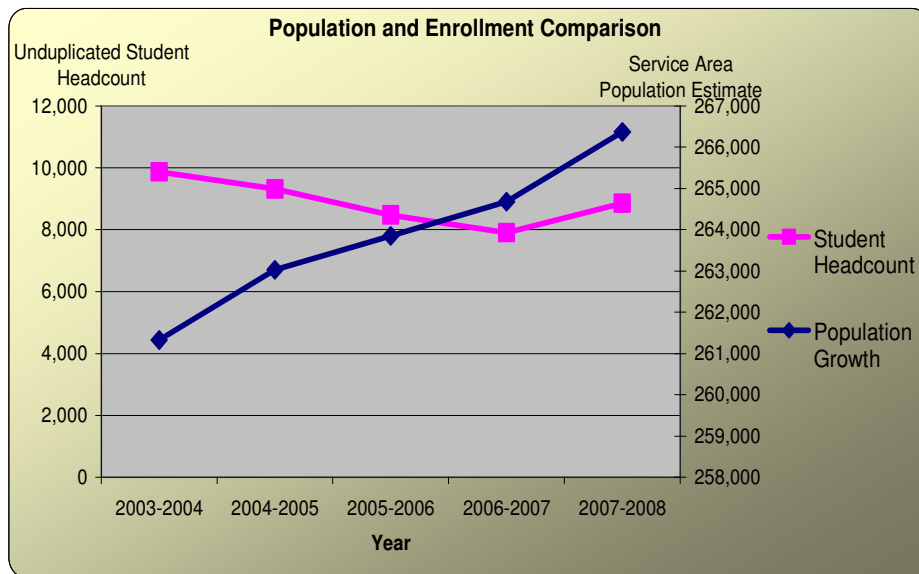
- All six have grown in employment; and, all have grown faster than the region’s total job growth rate of eight percent. The Targets of Opportunity have experienced growth rates ranging from 14 percent to 125 percent during the 1990-2004 period.
- All six have experienced growth in real wages (i.e., wages adjusted for inflation) over the 1990-2004 period: all of them faster than the region’s total wage growth of six percent. The Targets of Opportunity have experienced growth rates ranging from ten percent to 26 percent over this period. Five of them pay an average wage higher than the regional average.
- All six have increased or essentially maintained their employment concentration—a measure of their competitiveness—relative to the state average over this period.
- Five of the six have far outpaced the regional growth rate in establishments. The growth rates in terms of the number of firms in Management and Innovation Services (80 percent), Diversified Health Care (34 percent), Investment Support Services (22 percent), Niche Manufacturing (19 percent), and Specialty Agriculture, Food, and Beverages (11 percent) are all greater than the regional economy as a whole (1.5 percent).
- Five of the six offer employment opportunities at the lower, mid, and higher levels of the occupational spectrum. All of them have people working in occupations that are projected to be among the top 50 fastest-growing regional jobs in the coming decade.
- All of the Targets of Opportunity have not only a track record of growth, but also prospects for future expansion, especially if they can find the skilled talent they need. Employers involved in focus groups in each area identified specific opportunities for future growth, which are described in the Targets of Opportunity report.

## Internal Scan

A comparison of CR's unduplicated student headcount to CR's service-area population estimates for the last five years shows that while the population has increased, CR's student headcount dropped by almost 20 percent between the 2003-04 and 2006-07 academic years. Almost half of this loss was recovered in the 2007-08 year.

The unusual and significant decline in student headcount (and FTES) beginning 2003-04 was largely caused by internal (CR) decisions. Overly restrictive test skills prerequisites created a perceived barrier that discouraged prospective students. Additional procedures, such as the requirement that full payment from students be made before classes commenced, resulted in further declines in attendance. The administration responded to initial declines in enrollment by substantially reducing class sections and programs in an attempt to bring the budget into balance. This resulted in a decline in enrollment (approximately 20 percent) that impacted the District's state revenue stream by nearly \$5 million annually. The population and enrollment comparisons are shown in Exhibit 21 and 22.

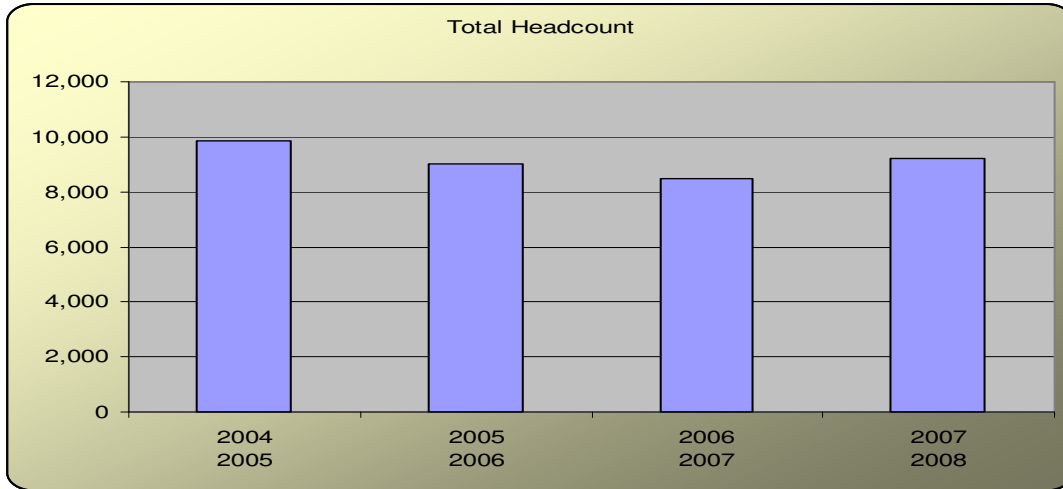
**Exhibit 21: Population and Enrollment Comparisons, 2003-2008**



SOURCE: State of California, Department of Finance, E-4 Population Estimates for Cities, Counties and the State, 2001-2008, with 2000 Benchmark. Sacramento, California, May 2008; CR Headcount Reports 2003-2008.

**Exhibit 22: District Headcount, 2004-2008**  
**Total Headcount**

	2004	2005	2006	2007
	2005	2006	2007	2008
Total Headcount	9,845	9,020	8,456	9,212



In 2007-08, females accounted for 56 percent of the student population and 44 percent are males, as shown in Exhibit 23. Among Hispanics, males are similarly underrepresented, at 42 percent, with females, at 58 percent. 36% of Native Americans students are male compare and 64 percent are females. Overall, the District served more females than males, which is in contrast to the total District population.

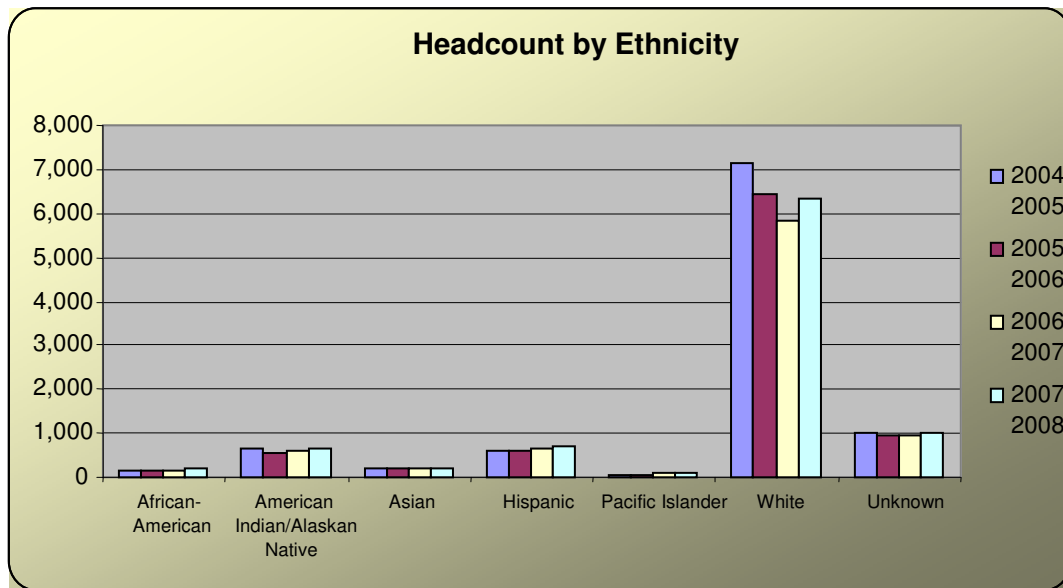
**Exhibit 23: Student Headcount by Ethnicity and Gender, 2007-2008**  
**Headcount by Gender Ethnicity**

		2007-2008	By Gender	By Total
Female	African-A	80	2%	1%
	American	413	8%	4%
	Asian	128	3%	1%
	Hispanic	416	8%	5%
	Pacific Isl	41	1%	0%
	White	3,563	67%	39%
	Unknown	543	11%	6%
	Total	5,184	100.00%	56%
Male	African-A	117	4%	1%
	American	240	6%	3%
	Asian	92	3%	1%
	Hispanic	307	8%	3%
	Pacific Isl	46	1%	0%
	White	2,778	67%	30%
	Unknown	448	11%	5%
	Total	4,028	100.00%	44%
Total		9,212	100%	100%

Reviewing the District’s headcount by ethnicity in Exhibit 24, and taking into account the decline in enrollment from 2003-2007, the headcount by ethnicity has remained relatively stable. Excluding the students for whom ethnicity is unknown, the three largest ethnic groups are Whites, followed by Hispanics and Native Americans.

**Exhibit 24: District Headcount by Ethnicity, 2004-2008**  
**Headcount by Ethnicity**

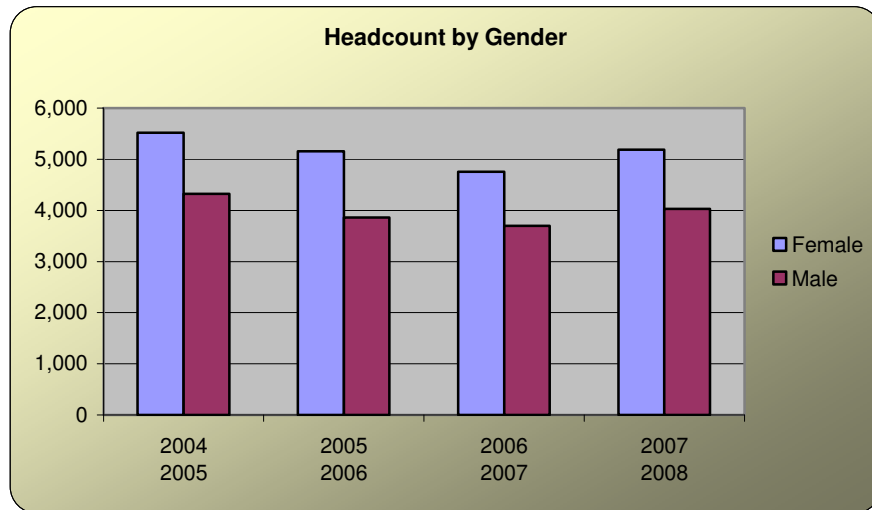
	2004 2005	2005 2006	2006 2007	2007 2008
African-American	170 2.19%	145 2.14%	153 2.40%	197 2.76%
American Indian/Alaskan Native	638 6.89%	562 6.81%	582 7.77%	653 7.38%
Asian	198 2.39%	194 2.62%	197 3.03%	220 2.72%
Hispanic	622 6.60%	614 7.06%	644 7.73%	723 8.10%
Pacific Islander	69 0.82%	75 1.04%	77 1.04%	87 1.13%
White	7,129 70.52%	6,449 69.46%	5,860 67.54%	6,341 66.90%
Unknown	984 10.59%	981 10.87%	943 10.50%	991 11.01%
Total	9,810 100%	9,020 100%	8,456 100%	9,212 100%



As shown in Exhibit 25, examining headcount by gender reveals that the District serves more females than males. Again, taking into account the decline in enrollment from 2003-2007, headcount by gender appears relatively stable over time.

**Exhibit 25: District Headcount by Gender, 2004-2008**  
Headcount by Gender

	2004 2005	2005 2006	2006 2007	2007 2008
Female	5,521 55.92%	5,158 56.08%	4,756 56.03%	5,184 56.03%
Male	4,324 44.08%	3,862 43.92%	3,700 43.97%	4,028 43.97%
Total	9,845 100.00%	9,020 100.00%	8,456 100.00%	9,212 100.00%



Examination of headcount by gender and ethnicity displays similar findings. From 2004-2008, the District served more White, Native American, Hispanic, and Asian females than their male counterparts. However, from 2004-2008, the District served more African-American males than African-American females and more Pacific Islander males than Pacific Islander females. These findings are noted in Exhibit 26.

**Exhibit 26: District Headcount by Gender and Ethnicity, 2004-2008**

**Headcount by Gender & Ethnicity**

		2004 2005	2005 2006	2006 2007	2007 2008
Female	African-American	65	58	61	80
	American Indian/Alaskan Native	400	369	375	413
	Asian	103	106	104	128
	Hispanic	374	360	361	416
	Pacific Islander	36	27	33	41
	White	4,016	3,721	3,311	3,563
	Unknown	512	517	511	543
Male	African-American	105	87	92	117
	American Indian/Alaskan Native	238	193	207	240
	Asian	95	88	93	92
	Hispanic	248	254	283	307
	Pacific Islander	33	48	44	46
	White	3,113	2,728	2,549	2,778
	Unknown	472	464	432	448
<b>Total</b>		<b>9,810</b>	<b>9,020</b>	<b>8,456</b>	<b>9,212</b>

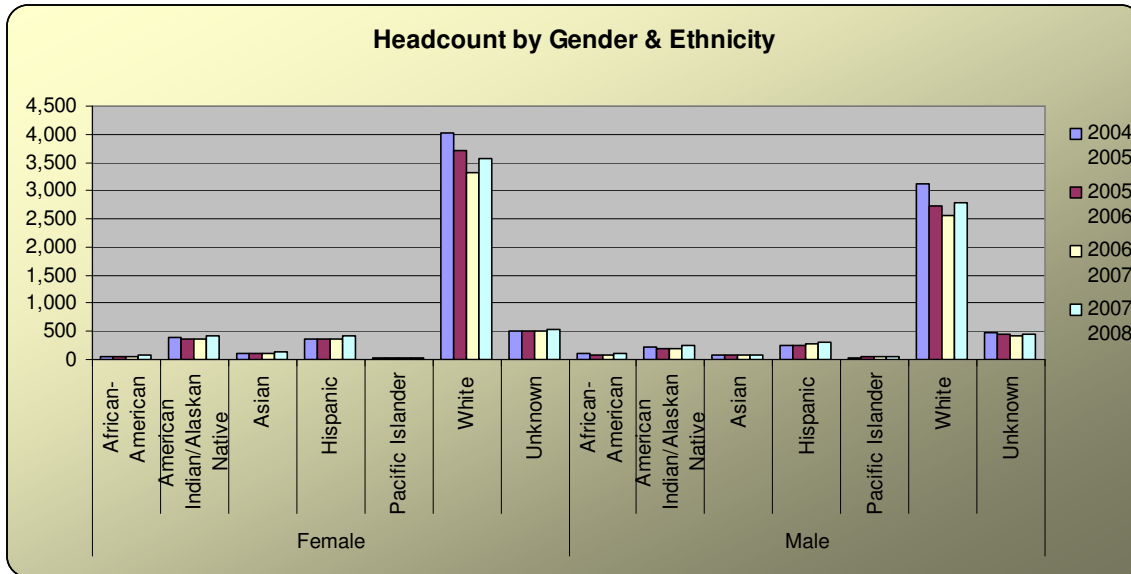


Exhibit 27 displays the number of unduplicated male and female students at each campus or instructional site for the 2007-08 academic year (not including Virtual Campus or Off-Campus locations). This table shows that male participation rates are lowest at the Del Norte Education Center, Klamath-Trinity Instructional Site, and Mendocino Coast Education Center.

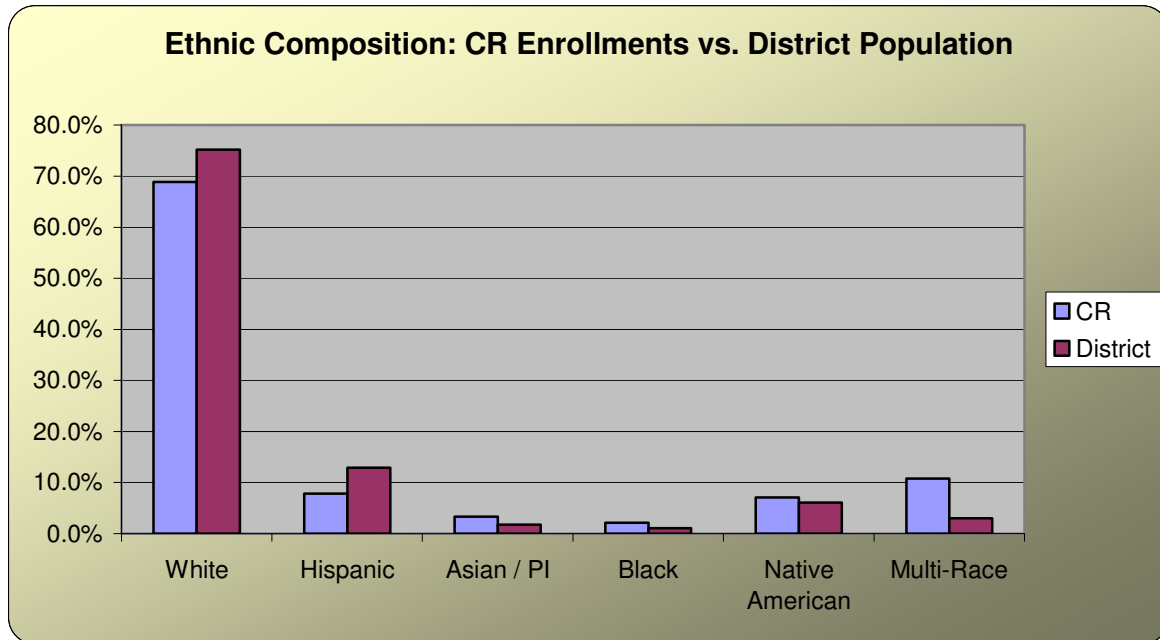
**Exhibit 27: Gender Breakdown by Campus/Site, 2007-2008**

Male Participation Rate by Campus/Site for 2007-08 Academic Year				
Campus/Site	Number of Males	Number of Females	Total Headcount	% Male
Eureka	3,368	3,184	6,552	49%
Del Norte	672	313	985	32%
Mendocino	654	295	949	31%
Klamath-Trinity	137	55	192	29%
Arcata	490	336	826	41%

As shown in Exhibit 28 below, Hispanics are underrepresented in the student population compared to their proportion in the District population.

**Exhibit 28: Student Enrollment by Ethnicity Compared to the District Population, 2007-2008**

	White	Hispanic	Asian / PI	Black	Native American	Multi-Race
CR	68.9%	7.8%	3.3%	2.1%	7.1%	10.8%
District	75.2%	12.9%	1.7%	1.1%	6.1%	3.0%



SOURCE: CR Headcounts by Gender & Ethnicity 2007-2008 school year; State of California, Department of Finance, Population Projections for California and Its Counties 2000-2050, by Age, Gender and Race/Ethnicity, Sacramento, California, July 2007.

Data indicating the race/ethnicity and gender of CR’s full-time faculty are displayed in Exhibit 29. These data suggest that the District should focus efforts on recruiting and retaining faculty from underrepresented groups, particularly female, African-American and Native American faculty.

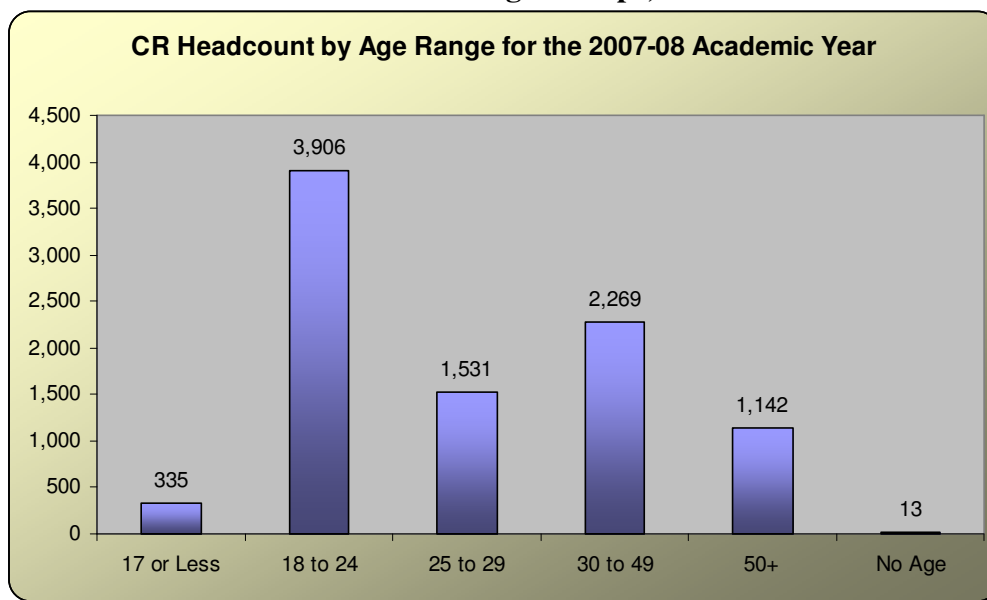
### Exhibit 29: Faculty Headcount by Race/Ethnicity, 2008

CR Full-Time Faculty by Gender and Ethnicity as of November 1, 2008						
	Female		Male		Total	
	Number	Percent	Number	Percent	Number	Percent
Non-resident Alien	1	2.6%	0	0.0%	1	1.1%
Black, non-Hispanic	0	0.0%	0	0.0%	0	0.0%
Native American/Alaska Native	0	0.0%	1	1.8%	1	1.1%
Asian/Pacific Islander	2	5.3%	2	3.6%	4	4.3%
Hispanic	4	10.5%	3	5.5%	7	7.5%
White, non-Hispanic	27	71.1%	48	87.3%	75	80.6%
Race and ethnicity unknown	4	10.5%	1	1.8%	5	5.4%
Total	38		55		93	

SOURCE: Integrated Postsecondary Education Data System (IPEDS) 2008-2009

For the 2007-08 academic year, most students (42 percent) were aged 18-24 and an additional 17 percent were aged 25-29. Older students make up a sizable proportion of students, with one-quarter aged 30-49 and 12 percent aged 50 and older. The following information is displayed in Exhibit 30 below.

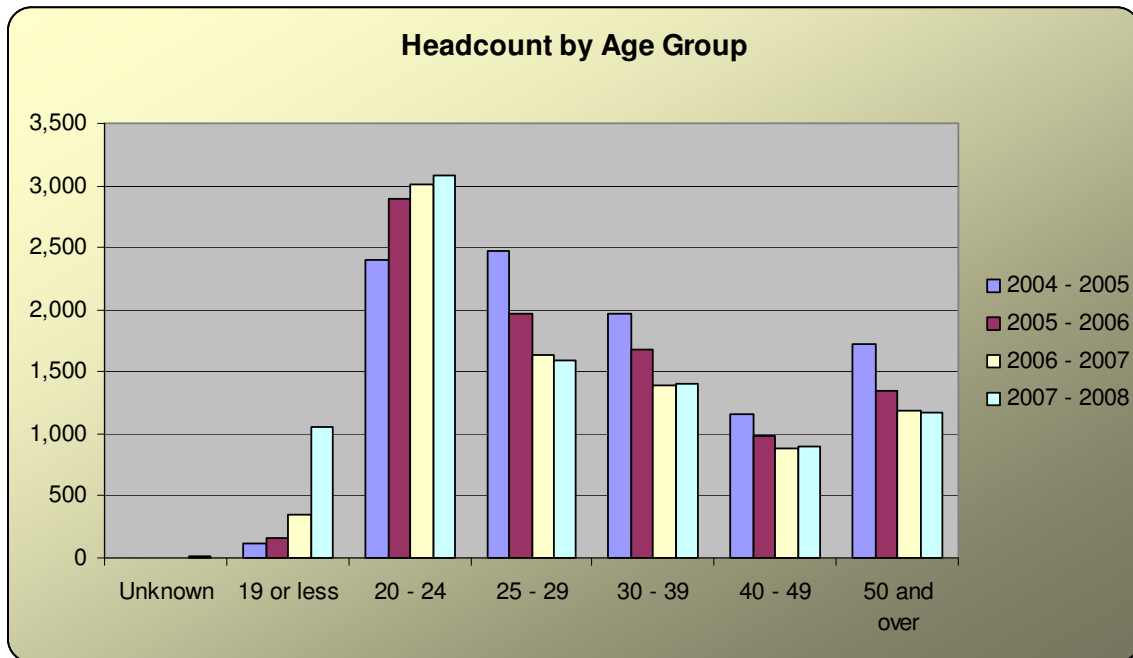
### Exhibit 30: Student Age Groups, 2007-2008



Considering the decline in enrollment from 2003-2007, assessing the District's headcount by age group reveals an interesting trend as shown in Exhibit 31. The proportion of students aged 19 and under and aged 20-24 shows increases in total headcount over the four year period while all remaining age groups show declines in total headcount.

**Exhibit 31: District Headcount by Age Group, 2004-2008**  
**Headcount by Age Group**

	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008
Unknown	3	6	7	13
19 or less	113	164	353	1,056
20 - 24	2,396	2,891	3,011	3,086
25 - 29	2,479	1,964	1,629	1,586
30 - 39	1,971	1,674	1,387	1,407
40 - 49	1,156	978	880	897
50 and over	1,727	1,343	1,189	1,167
Total	9,845	9,020	8,456	9,212

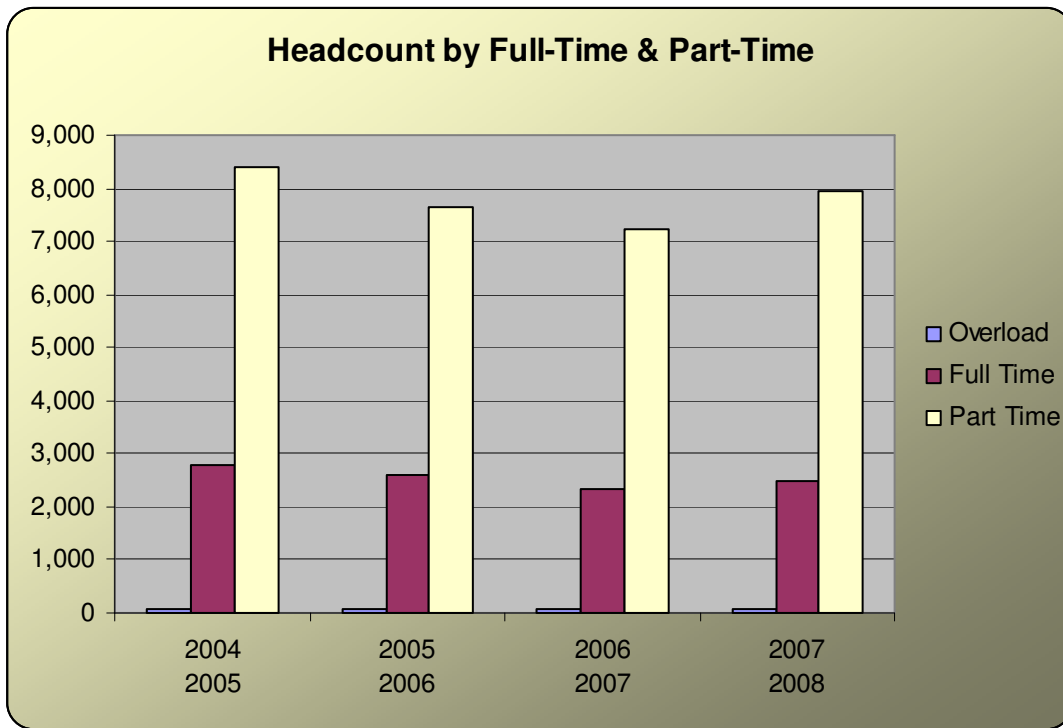


Examining student headcount by enrollment status reveals the District mainly serves part time students. Consistently for the last four years, the majority of the District's students were enrolled part time, as displayed in Exhibit 32.

**Exhibit 32: District Student Enrollment Status, 2004-2008**  
**Headcount by Full-Time & Part-Time**

	2004 2005	2005 2006	2006 2007	2007 2008
Overload	90	76	86	91
Full Time	2,771	2,615	2,335	2,481
Part Time	8,413	7,636	7,232	7,939
<b>Total Student Headcount</b>	<b>9,845</b>	<b>9,020</b>	<b>8,456</b>	<b>9,212</b>

NOTE: These figures are a distinct headcount calculated by Academic Year. In some instances, a student will be Part-Time during one term, then Full-Time in a subsequent term. In such cases, the student will appear in both categories for the given academic year.

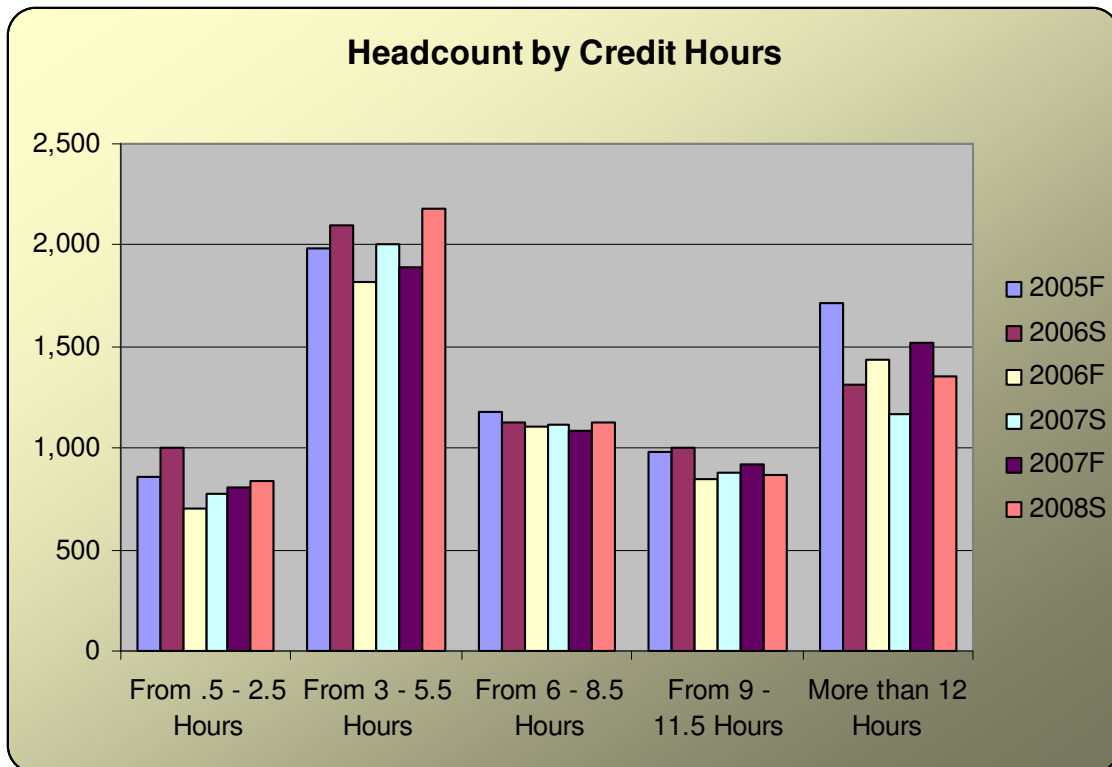


Another way to analyze student enrollment status is by credit hours as shown in Exhibit 33. The following graph correlates with preceding figures, demonstrating that the District serves primarily part-time students.

**Exhibit 33: District Student Credit Hours, Fall 2005-Spring 2008**  
**Headcount by Credit Hours**

	2005F	2006S	2006F	2007S	2007F	2008S
From .5 - 2.5 Hours	855	999	706	778	803	838
From 3 - 5.5 Hours	1,981	2,100	1,823	2,007	1,892	2,176
From 6 - 8.5 Hours	1,177	1,121	1,106	1,115	1,080	1,129
From 9 - 11.5 Hours	977	998	846	879	920	863
More than 12 Hours	1,711	1,313	1,431	1,170	1,517	1,351
<b>Total</b>	<b>6,170</b>	<b>5,597</b>	<b>5,387</b>	<b>5,377</b>	<b>5,719</b>	<b>5,760</b>

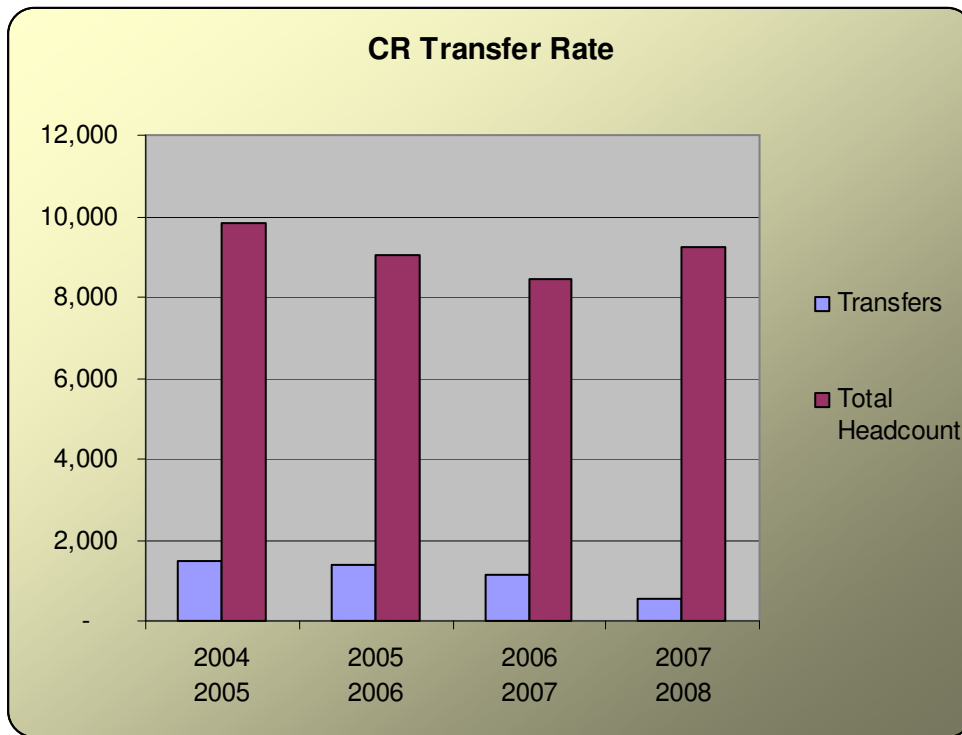
NOTE: These figures do not include students who withdrew after census, therefore they do not match headcount figures elsewhere in this document.



For many residents in the District community, CR is the primary conduit to improve skills and workplace readiness. While the college has many courses and programs that contribute to improving job readiness skills, its primary focus has been on a more traditional transfer-oriented student. Assessing the District's transfer status for the last four years indicates that a relatively low and declining number of students are transferring to colleges or universities as displayed in Exhibit 34.

**Exhibit 34: District Comparison of College Transfers by Total Headcount, 2004-2008**  
CR Transfer Rate

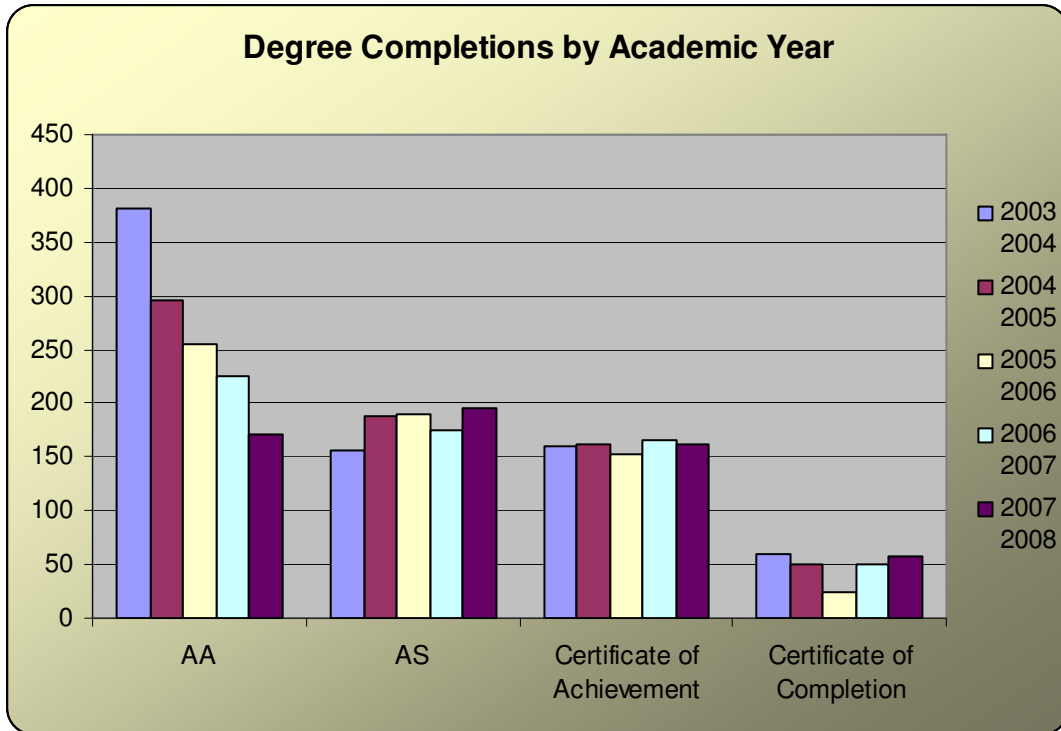
	2004 2005	2005 2006	2006 2007	2007 2008
Transfers	1,494	1,400	1,157	527
Total Headcount	9,845	9,020	8,456	9,212
Transfer Rate	15%	16%	14%	6%



From 2003-2008, the District has provided varied levels of degree achievement and certificates of achievement or completion. The number of students' receiving Associate of Arts degrees over the last five years has declined sharply, while the number of students' receiving Associate of Science degrees has risen modestly. The number of students' receiving certificates of achievement and certificates of accomplishments has remained relatively stable. The following degree information is displayed in Exhibit 35.

**Exhibit 35: District Degree Completion, 2003-2008**  
**Degree Completions by Academic Year**

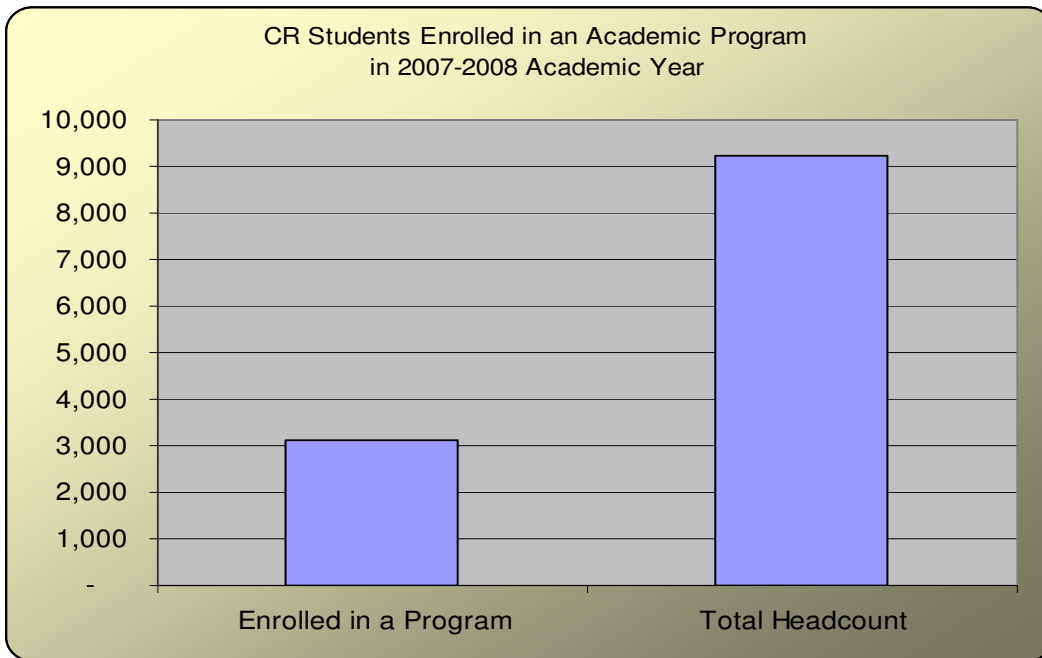
	2003 2004	2004 2005	2005 2006	2006 2007	2007 2008
AA	382	296	255	225	171
AS	156	187	190	174	196
Certificate of Achievement	160	161	153	166	161
Certificate of Completion	60	50	25	51	57
<b>Total</b>	<b>693</b>	<b>629</b>	<b>584</b>	<b>570</b>	<b>543</b>



Reviewing the total number of students enrolled in academic programs for the academic year of 2007-2008 revealed that only one third (34%) of the total student headcount were enrolled in programs as evidenced in Exhibit 36.

**Exhibit 36: District Program Enrollment, 2007-2008**  
CR Students Enrolled in Programs in 2007-2008

	2007 2008
Enrolled in a Program	3,116
Total Headcount	9,212
Program Enrollment Rate	34%



To determine the extent to which the college is providing adequate access to the District's population, an analysis of the 2007-08 student headcount and District population was conducted by zip code. Zones were identified by the areas served by the Board of Trustees as shown in Exhibit 37 and 38. In some zones, the penetration rate of students is close to or exceeds the statewide rate of 6.7%, but in large portions of the District, the penetration rate is lower. Headcounts by Trustee Zone have also remained relatively stable over time.

**Exhibit 37: Penetration Analysis by Zones within the District, 2007-2008**  
CR Penetration Rate by Zone

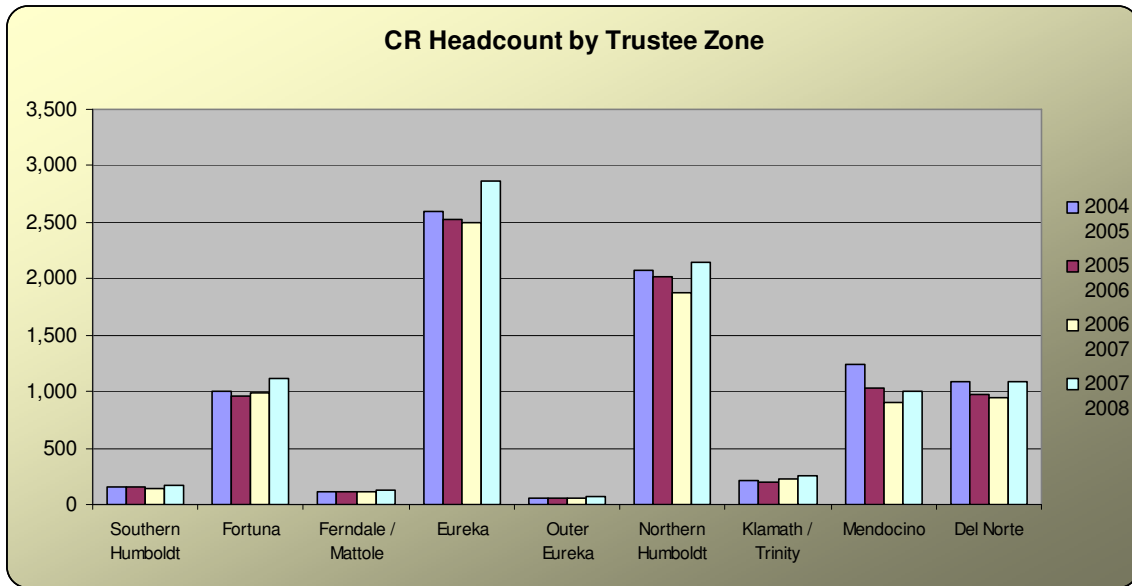
Zone	Population	Population over 18	CR Headcount	% of Population over 18
Outer Eureka	457	337	66	19.6%
Eureka	46939	36203	2867	7.9%
Fortuna	21002	15367	1117	7.3%
Northern Humboldt	41983	33299	2152	6.5%
Del Norte	27507	20611	1086	5.3%
Ferndale / Mattole	3245	2438	126	5.2%
Southern Humboldt	8276	6373	166	2.6%
Klamath / Trinity	17513	13026	260	2.0%
Mendocino	83843	62418	1007	1.6%
Total	250765	190072	8847	4.7%

Source: U.S. Census Bureau, Summary File 1 (SF 1) and Summary File 3 (SF 3), 2000; CR Headcount for 2007-2008 Academic Year

**Exhibit 38: District Headcount by Trustee Zone, 2004-2008**  
**CR Headcount by Trustee Zone**

	2004 2005	2005 2006	2006 2007	2007 2008
01 Southern Humboldt	162	153	135	166
02 Fortuna	1,007	966	994	1,117
03 Ferndale / Mattole	115	112	116	126
04 Eureka	2,597	2,527	2,493	2,867
05 Outer Eureka	53	55	58	66
06 Northern Humboldt	2,070	2,022	1,881	2,152
07 Klamath / Trinity	216	195	229	260
08 Mendocino	1,239	1,026	909	1,007
09 Del Norte	1,082	980	945	1,086
Total	8,541	8,036	7,760	8,847

NOTE: These figures only include students who live within the district and whose city of residence is known. Therefore, the headcount totals do not match the overall CR headcount for each academic year.



The following Exhibits (39-40) provide student headcounts by city and note the cities that are in each Trustee zone (area) [please view the Board of Trustees webpage for unified school district specifications <http://www.redwoods.edu/district/board/> . The information presented in these zone graphs is currently being revised].

The top six zip codes the District serves include the following cities: Eureka, Arcata, Crescent City, McKinleyville, Fortuna and Fort Bragg. The zone with the largest District Headcount is zone four.

**Exhibit 39: Trustee Zones**

Trustee Zone	City
01 Southern Humboldt	ALDERPOINT
	BLOCKSBURG
	GARBERVILLE
	HONEYDEW
	MAD RIVER
	MIRANDA
	MYERS FLAT
	PHILLIPSVILLE
	REDCREST
	REDWAY
	WEOTT
	WHITETHORN
	ZENIA
02 Fortuna	BRIDGEVILLE
	CARLOTTA
	FORTUNA
	HYDESVILLE
	LOLETA
	RIO DELL
	SCOTIA
03 Ferndale / Mattole	FERNDALE
	PETROLIA
04 Eureka	CUTTEN
	EUREKA
05 Outer Eureka	FIELDS LANDING
	KNEELAND
06 Northern Humboldt	ARCATA
	BAYSIDE
	BLUE LAKE
	MCKINLEYVILLE
	ORICK
	SAMOA
TRINIDAD	

Trustee Zone	City
07 Klamath / Trinity	BIG BAR
	BURNT RANCH
	DOUGLAS CITY
	HAYFORK
	HOOPA
	HYAMPOM
	JUNCTION CITY
	KORBEL
	LEWISTON
	ORLEANS
	SALYER
	TRINITY CENTER
	WEAVERVILLE
	WILLOW CREEK
08 Mendocino	ALBION
	BOONVILLE
	BRANSCOMB
	CALPELLA
	CASPAR
	COMPTCHE
	COVELO
	ELK
	FORT BRAGG
	GUALALA
	LAYTONVILLE
	LEGGETT
	MANCHESTER
	MENDOCINO
	NAVARRO
	PHILO
	PIERCY
	POINT ARENA
	POTTER VALLEY
	REDWOOD VALLEY
09 Del Norte	TALMAGE
	UKIAH
	WESTPORT
	WILLITS
	YORKVILLE
09 Del Norte	CRESCENT CITY
	FORT DICK
	GASQUET
	KLAMATH
	SMITH RIVER

### Exhibit 40: District Headcount by City, 2004-2008

#### CR Headcount by City

City	2004 2005	2005 2006	2006 2007	2007 2008
ALBION	58	40	34	36
ALDERPOINT	8	4	8	7
ARCATA	1,078	1,097	1,018	1,164
BAYSIDE	118	106	82	99
BIG BAR	0	1	1	1
BLOCKSBURG	4	6	6	6
BLUE LAKE	59	44	59	52
BOONVILLE	5	4	1	2
BRANSCOMB	1	1	0	0
BRIDGEVILLE	11	4	10	11
BURNT RANCH	7	3	5	5
CALPELLA	1	0	0	0
CARLOTTA	38	37	42	43
CASPAR	15	12	16	18
COMPTCHE	10	11	2	10
COVELO	8	7	3	5
CRESCENT CITY	944	835	816	935
CUTTEN	21	19	18	23
DOUGLAS CITY	1	2	1	0
ELK	14	14	12	13
EUREKA	2,576	2,508	2,475	2,844
FERNDALE	111	108	109	119
FIELDS LANDING	29	31	31	40
FORT BRAGG	797	663	659	672
FORT DICK	19	22	16	13
FORTUNA	647	638	640	728
GARBERVILLE	36	34	25	37
GASQUET	25	25	22	26
GUALALA	11	6	4	5
HAYFORK	2	0	2	4
HONEYDEW	1	1	1	3
HOOPA	126	118	144	180
HYAMPOM	0	1	0	0
HYDESVILLE	37	42	45	54
JUNCTION CITY	3	1	0	1
KLAMATH	35	39	37	49
KNEELAND	24	24	27	26

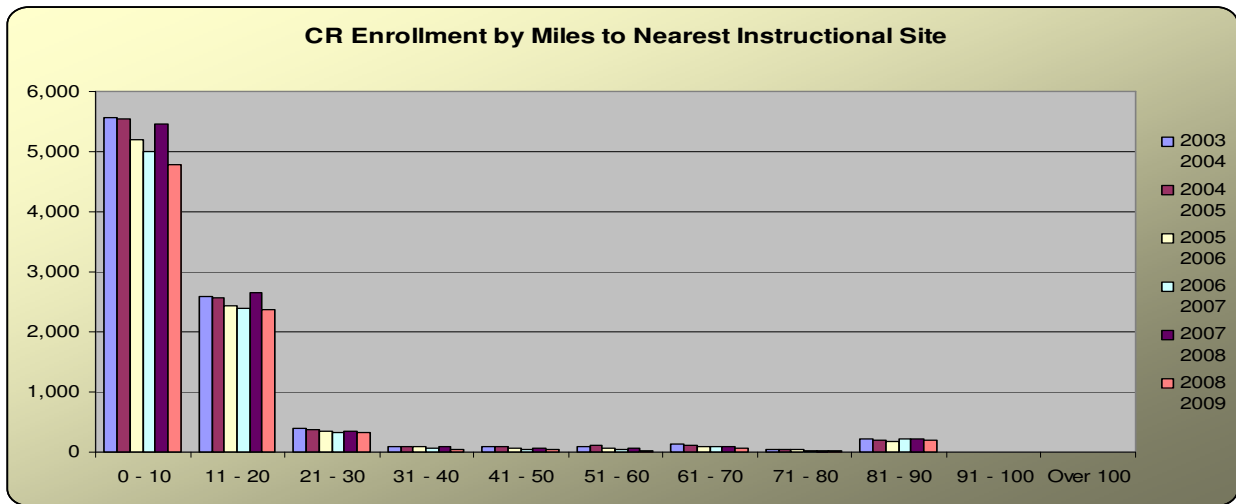
KORBEL	7	6	6	6
LAYTONVILLE	5	5	1	3
LEGGETT	4	3	0	1
LEWISTON	2	2	1	0
LOLETA	76	66	73	79
MAD RIVER	5	3	2	6
MANCHESTER	1	0	1	1
MCKINLEYVILLE	696	674	623	729
MENDOCINO	158	154	125	144
MIRANDA	20	16	16	15
MYERS FLAT	9	9	8	8
NAVARRO	0	0	0	2
ORICK	8	10	7	10
ORLEANS	8	6	8	7
PETROLIA	4	4	7	7
PHILLIPSVILLE	3	5	5	5
PHILO	6	4	2	3
PIERCY	1	4	3	4
POINT ARENA	9	8	3	10
POTTER VALLEY	1	2	1	3
REDCREST	6	8	4	6
REDWAY	46	41	40	42
REDWOOD VALLEY	12	11	5	7
RIO DELL	144	137	146	153
SALYER	13	9	8	8
SAMOA	21	26	26	21
SCOTIA	54	42	38	49
SMITH RIVER	59	59	54	63
TALMAGE	0	0	0	1
TRINIDAD	90	65	66	77
TRINITY CENTER	0	0	1	2
UKIAH	79	47	22	35
WEAVERVILLE	4	3	5	2
WEOTT	5	5	4	11
WESTPORT	9	6	6	6
WHITETHORN	18	19	16	18
WILLITS	33	24	9	26
WILLOW CREEK	43	43	47	44
YORKVILLE	1	0	0	0
ZENIA	1	2	0	2
	8,541	8,036	7,760	8,847

NOTE: These figures only include students who live within the district and whose city of residence is known. Therefore, the headcount totals do not match the overall CR headcount for each academic year.

Because the college serves a large geographical area and the vast majority of students live off-campus (less than two percent of students live in campus housing), service area access is a major concern. Analysis of student enrollment information reveals that the vast majority of students live relatively close to a CR Instructional Site: 61 percent are less than ten miles away and 29 percent are between 10 and 20 miles away. In general, commuting students prefer not to travel more than 20 minutes to class, and enrollment rates sharply decline with increased distance from an Instruction Site as noted in Exhibit 41. District public transportation is very limited; so limiting the District has included increasing transportation options for students into the District's strategic plan. As well, the District is increasing its DE courses to eliminate commute times for the student population.

**Exhibit 41: Enrollment Rates by Mileage, 2003-2009**

	2003 2004	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009
0 - 10	5,568	5,545	5,197	5,001	5,449	4,785
11 - 20	2,582	2,574	2,444	2,388	2,663	2,375
21 - 30	383	373	348	327	348	323
31 - 40	90	91	78	58	77	46
41 - 50	78	87	70	49	66	49
51 - 60	92	109	75	43	63	20
61 - 70	130	106	92	80	96	67
71 - 80	39	41	33	31	28	21
81 - 90	212	200	177	212	225	197
91 - 100	7	5	4	3	7	2
Over 100	0	0	0	1	2	1



As seen in Exhibit 42, the majority of the District's courses are taught during day time hours. This trend has been seen across the District for years, which is true for the majority of community colleges throughout the state. The number of sections taught on evenings and weekends is low, revealing potential opportunities for the District to make more efficient use of its facilities. In addition, the District may have an opportunity to better serve its service population by offering courses at different times.

**Exhibit 42: Enrollment Rates by Time of Day, 2005-2009**  
**Enrollment, Fill Rates, Day/Eve Classes**

Day        Before 6:00PM                      Weekend                      Saturday and Sunday  
 Evening   6:00PM and after                      TBA                              No Scheduled Time

		2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009
Day	Fill Rate	63.32%	58.52%	59.54%	64.66%
	Enrollment	24,853	22,198	24,378	24,280
	Sections	1,288	1,216	1,295	1,245
	FTES	3,852.17	3,645.76	3,896.56	4,024.94
	WSCH	93,560	93,000	95,038	96,433
Evening	Fill Rate	59.70%	59.46%	57.92%	57.53%
	Enrollment	4,115	3,375	2,877	2,892
	Sections	224	188	166	202
	FTES	569.86	473.05	433.04	439.57
	WSCH	14,715	12,336	11,442	13,620
Weekend	Fill Rate	61.17%	57.69%	48.97%	52.07%
	Enrollment	441	300	238	502
	Sections	28	24	22	41
	FTES	126.51	109.57	92.82	92.19
	WSCH	4,490	4,128	3,106	3,395
TBA	Fill Rate	41.09%	30.69%	32.61%	39.41%
	Enrollment	6,944	5,358	5,911	5,538
	Sections	379	327	327	292
	FTES	789.61	594.43	778.20	768.96
	WSCH	28,234	24,962	25,298	23,440
Total	Fill Rate	57.01%	50.71%	51.77%	57.67%
	Enrollment	36,353	31,231	33,404	33,212
	Sections	1,919	1,755	1,810	1,780
	FTES	5,338.15	4,822.81	5,200.62	5,325.65
	WSCH	140,998	134,426	134,884	136,887

Certain sections had multiple meeting ID's. To avoid double-counting sections, we prioritized the meeting times as follows and assigned the sections to the highest weighted categories. For example, a section might meet on Tuesday at 10am, then again on Thursday at 6pm and then again on Saturday at 12pm. In this case, it would be considered a Weekend section.

1. Weekend
2. Evening
3. Late Afternoon
4. Early Morning
5. Prime Time

"TBA" courses did not have an assigned start time or meeting day.

Additional criteria include: assigned section capacity is greater than zero, and the course status is "Active"

To determine how the college can better serve high school graduates, yield rates for each high school represented in the District student population were calculated. According to the California Postsecondary Education Commission, 19.2 percent of all 2006-2007 high school graduates in the District enrolled at College of the Redwoods in the fall of 2007. This compares to 29.6 of high school students statewide enrolling in community colleges. The numbers of graduates from

key District high schools are shown in Exhibit 43 below, as is the number of those graduates who entered CR the subsequent year (Exhibit 44).

**Exhibit 43: Yield Rates by High School**

High School	Grads 2006	CR 2006	Penetration	Grads 2007	CR 2007	Penetration
Arcata High, Arcata	218	57	26%	187	57	30%
Captain John Continuation High, Hoopa	12	0	0%	12	1	8%
Del Norte High, Crescent City	213	35	16%	194	44	23%
East High (Continuation), Fortuna	45	9	20%	32	7	22%
Eureka Senior High, Eureka	305	128	42%	340	163	48%
Ferndale High, Ferndale	31	9	29%	44	17	39%
Fort Bragg High, Fort Bragg	100	25	25%	103	14	14%
Fortuna Union High, Fortuna	195	82	42%	186	84	45%
Hoopa Valley High, Hoopa	46	15	33%	36	7	19%
Humboldt Bay High, Eureka	12	3	25%	13	3	23%
Leggett Valley High, Leggett	8	0	0%	6	1	17%
Mattole Triple Junction High, Petrolia	2	0	0%	5	1	20%
Mattole Valley Charter (#159), Petrolia	96	6	6%	107	2	2%
McKinleyville High, Mc Kinleyville	171	52	30%	156	65	42%
Mendocino Community High (Continuation), Mendocino	N/A*	1	N/A*	N/A*	1	N/A*
Mendocino High, Mendocino	N/A*	4	N/A*	N/A*	2	N/A*
Noyo High (Continuation), Fort Bragg	5	0	0%	8	1	13%
Osprey Learning Center, Miranda	14	0	0%	16	3	19%
Pacific Dunes High, Arcata	28	0	0%	30	1	3%
Pacific View Charter, Eureka	12	1	8%	25	1	4%
Point Arena High, Point Arena	40	0	0%	28	2	7%
Round Valley High, Covelo	12	0	0%	15	1	7%
South Fork Junior - Senior High, Miranda	54	14	26%	63	10	16%
Southern Trinity High, Bridgeville	12	0	0%	11	3	27%
St. Bernard High, Eureka	15	4	27%	22	10	45%
Sunset High (Continuation), Crescent City	37	6	16%	24	0	0%
Trinity High, Weaverville	97	0	0%	94	5	5%
Zoe Barnum High, Eureka	36	8	22%	31	7	23%

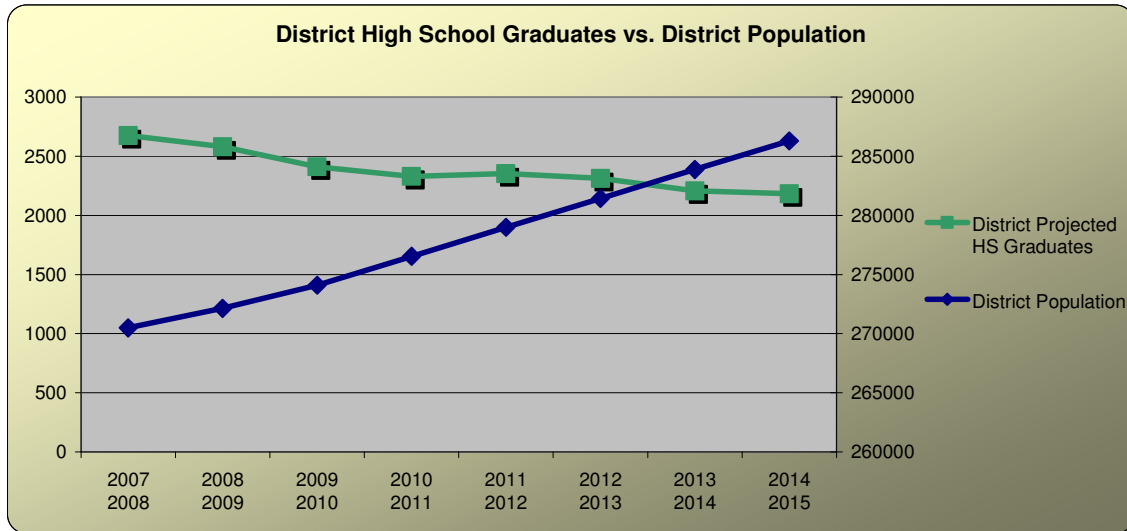
SOURCE: California Basic Education Data System (CBEDS) DataQuest (\*Mendocino High School Graduate information not available); California Postsecondary Education Commission College-Going Rates and Freshman Pathways

(Certain high schools were excluded from the analysis for the reason that the District does not receive students from these subpopulations such as southern Mendocino)

As seen in Exhibit 44, reported by the California Department of Finance, the number of high school graduates in the District is expected to steadily decline by 2.8 percent per year over the next ten years, even as the District population increases.

**Exhibit 44: District Population and High School Graduate Comparison, 2007-2015**

	2007 2008	2008 2009	2009 2010	2010 2011	2011 2012	2012 2013	2013 2014	2014 2015
District Population	270500	272136	274106	276545	278984	281423	283862	286302
District Projected HS Graduates	2674	2579	2411	2329	2352	2311	2206	2181
High School Grads / Population	0.99%	0.95%	0.88%	0.84%	0.84%	0.82%	0.78%	0.76%



SOURCE: State of California, Department of Finance, Population Projections for California and Its Counties 2000-2050, by Age, Gender and Race/Ethnicity, Sacramento, California, July 2007; State of California, Department of Finance, California Public K-12 Graded Enrollment and High School Graduate Projections by County, 2008 Series. Sacramento, California, October 2008.

Even if the college increases the yield rate among high school graduates from 19.2 percent by one percent per year, and the persistence rate of those students is 50 percent for the following fall, the number of high-school students would remain relatively flat.

**Entering Students’ Survey (ESS) Analysis**

The following provides preliminary data from the 2008 Entering Students’ Survey. Basic frequency distributions are available on the District’s Institutional Research website at: <http://www.redwoods.edu/District/IR/Reports/Surveys.asp>

Below are some highlighted findings from the Entering Students’ Survey (ESS)

- The response rate among the Eureka main and Del Norte campuses for 2008 was 54%, with 429 completed surveys out of a total of 791 students.
- Of the 429 respondents, 47% were male and 53% were female.
- Almost two thirds (64%) were 18 years old or younger and more than one fifth (21%) were between the ages of 19 and 25.
- 74% identified themselves as White, followed by 7% Native American/American Indian and 7% Hispanic/Latino.
- Over 93% reported English as their native language.
- 72% reported living with their parents or legal guardians for the most of 2007.
- 90% lived in the CR District prior to enrollment.

- 81 % applied to CR as their only college choice.  
Of the remaining 19%:
  - 26% of those students chose CR as their first choice.
  - 67% indicated CR was not their first choice.
- Regarding reasons for attending CR:
  - 22% came to earn an associate's degree.
  - 45% CR are taking courses needed to transfer to a four-year college.
  - 76% noted deciding on a career goal was an important factor.
  - 73% stated increasing academic skills before transferring to another college was an important factor.
- Important sources of information for attending CR:
  - 26% noted CR advisers/recruiters.
  - 36% indicated a campus visit.
  - 32% stated a high school counselor.
- Number of intended semesters:
  - 40% noted they did not know.
  - 46% indicated they intended to enroll for four or more semesters.
  - 12% stated they intended to enroll for three or fewer semesters.
- Time of courses:
  - 36% intended to enroll in day and evening courses.
    - Among these respondents:
      - 40 percent agreed that the availability of evening classes influenced their decision to attend CR.
- Regarding family educational attainment:
  - 33% were the first in their family to attend college.
  - 62% had a parent, guardian, or sibling who attended CR.
  - 64% have parents with educational attainment levels below some college with certification.
- Regarding skills and preparation for CR:
  - 83% feel they have the skills to succeed.
  - 51% of high school graduate respondents indicated high school prepared them well for college.
  - 60 % indicated that they prepared themselves well for college.
  - 64% stated they will have emotional support while they attend CR.
- Regarding work and family obligations:
  - 74% plan to work during the semester.
    - 40% intend to work more than 20 hours a week.
    - 18% intend to work more than 30 hours a week.
  - 13% have a dependent child living with them, and 50% are single parents.
- Regarding financial aid:
  - 78% indicate they plan to apply for financial aid or scholarships.  
Of the respondents who planned on applying for financial assistance:
    - 80% completed a FAFSA application.
    - 40% applied for a Board of Governor's (BOG) fee waiver.
    - 21% did not know what a BOG fee waiver was.

### **ARCC: Student Retention, Persistence, and Success**

The ARCC Report monitors seven accountability indicators with respect to student progress and achievement. This information is provided by the Chancellor's Office to inform the California State Legislature and the public about the performance of the California Community College (CCC) System.

#### **ARCC Cohorts**

The Chancellor's Office created a series of cohorts consisting of first-time freshmen. These cohorts include students (excluding students concurrently enrolled in the K-12 system) who completed at least 12 units in the community college system over a six-year period.

#### **ARCC Indicators**

The data reported for each of the seven ARCC indicators are reported as a percentage of the cohort who achieved the following outcomes:

- **Student Progress and Achievement:** This indicator counts students who successfully achieve any of the following over the six-year period:
  - Earned an AA or AS
  - Earned a Certificate of 18 hours or more
  - Transferred to a four-year college/university
  - Achieved 'transfer prepared' status (earned 60 transferable units with a 2.0+ Grade Point Average)
  - Achieved 'transfer directed' status (completed transfer level math and English)
- **Students Earning 30+ Units:** This indicator counts the percentage of the cohort of first-time students with a minimum of 12 units who earned a degree, certificate, or transfer threshold within six years of entry.
- **Persistence Rate:** This indicator counts the percentage of first-time students in the fall that return anywhere in the CCC system the following fall.
- **Vocational Course Success:** This indicator counts the percent of students enrolled in credit vocational courses that are retained to the end of the term with a final course grade of A, B, C, or credit.
- **Basic Skills Course Success:** This indicator counts students enrolled in credit basic skills courses (math and English) who are retained to the end of the term with a final course grade of A, B, C, or credit.
- **Basic Skills Improvement Rate:** Students who successfully completed an initial basic skills course were followed across three academic years. The basic skills improvement rate calculated the percentage of students who successfully completed a higher-level course in the same discipline within three academic years of completing the first basic skills course.
- **ESL Improvement Rate:** Students who successfully completed an initial ESL course were followed across three academic years. The ESL improvement rate calculated the percentage of these students who successfully completed a higher-level ESL course or college-level English course within three academic years of completing the first ESL course.

The following indicators from the 2009 Accountability Report from the Chancellor’s Office are displayed in Exhibit 45. CR compares favorably to the peer group on some indicators, such as progress and achievement rate, earning 30 credits as well as improvement rate for ESL, and is on par with basic skills course success and improvement rate for basic skills. CR compares below average to the peer group, such as persistence rate and vocational course success.

**Exhibit 45: ARCC Indicators, 2009**

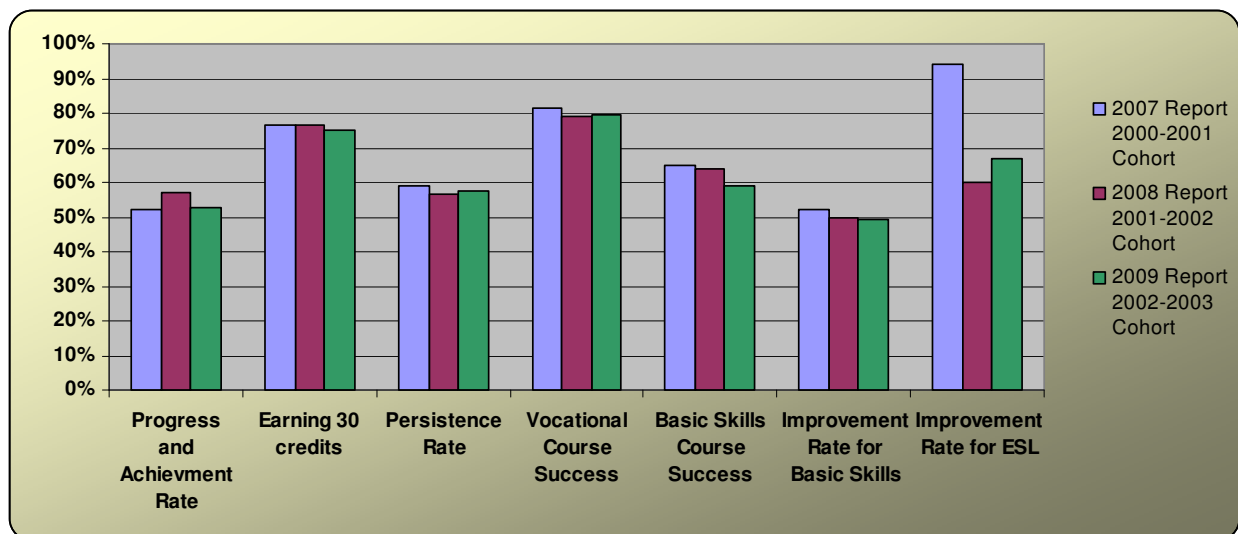
	CR Rate	Peer Group Average	Peer Group Low Average	Peer Group High Average
Progress and Achievement Rate	52.7%	47.4%	36.9%	54.3%
Earning 30 Credits	75.2%	69.6%	61.2%	78.3%
Persistence Rate	57.4%	60.2%	42.8%	77.7%
Vocational Course Success	79.5%	81.4%	79.5%	84.3%
Basic Skills Course Success	59.1%	56.0%	42.8%	65.9%
Improvement Rate for Basic Skills	49.2%	47.9%	30.9%	57.3%
Improvement Rate for ESL	66.7%	41.3%	7.9%	80.5%

With the exception of Improvement Rate for ESL, CR also demonstrates relatively stable performance on ARCC indicators across the three year period reported below in Exhibit 46 (continued on next page).

**Exhibit 46: Historical District ARCC Data, 2007-2009**

2009 CR Trends over the Last 3 Recorded Academic Years			
	2007 Report 2000-2001 Cohort	2008 Report 2001-2002 Cohort	2009 Report 2002-2003 Cohort
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%	64.0%	59.1%
Improvement Rate for Basic Skills	52.0%	49.8%	49.2%
Improvement Rate for ESL	94.1%	60.0%	66.7%

**Exhibit 46: Historical District ARCC Data, 2007-2009 (continued)**



**Special Populations**

The information below describes key findings about CR’s educational programs related to early college high schools, basic skills in math and English, ESL/ESOL, financial aid, students with disabilities and modes of instructional delivery.

**Early College High Schools (ECHS)**

Since the fall of 2005, CR has been home to two early college high schools, Academy of the Redwoods (AR), located on the Eureka main campus, and Klamath River Early College of the Redwoods (KRECR), located in Klamath. Early college high schools are small schools designed to assist underrepresented populations who, historically, have not been successful in making the transition from high school to college.

Both AR and KRECR adhere to the core ECHS principles of closing the participation gap in higher education, especially for low-income youth, first-generation college goers, English language learners, students of underrepresented ethnic/cultural groups, and others who are underrepresented in higher education. The application process for AR students is fairly non-traditional, indicating a high GPA is not required; however a high degree of motivation and personally responsibility is paramount for students to succeed in AR.

Providing support for these groups is a CR challenge, as well as a national challenge. CR is one of more than 20 California community colleges that are working to address part of this issue by partnering with early college high schools. CR will evaluate the successes of both its early college high schools and review program goals and objectives.

For example, for the last academic year, AR students had course success rates of 83.4% (Fall 2008), 90.3% (Spring 2008), and 82.8% (Summer 2008). AR students also had high college acceptance rates. For example, 57.8% of all AR students were accepted to a four-year college and 69.2% were “target” students; noting these AR students met the ECHS criteria. Of these students, 23.1% were accepted to a California University, 84.6% were accepted to a California State University and 26.9% were accepted to a private and/or out-of-state university (these numbers are duplicated; many AR students were accepted to more than one college). Finally, 24

out of 45 AR students will receive an Associate of Art (AA) or an Associate of Science (AS) degree in Spring 2009.

Although AR students are successful, there is a perception among some sectors of the Humboldt community that Academy of the Redwoods serves accelerated learners in preference to “underrepresented” students. This misperception creates conflict between CR and some nearby high-school districts. There is concern that AR is diverting average daily attendance (ADA) funding and that higher caliber students from other districts are transferring to AR in the Fortuna Union High School District. Yet figures show that inter-district transfers occur throughout the 8 regional public high schools, the 7 alternative high schools, the 7 public charter high schools, and the one private high school. Early college high schools like Academy of the Redwoods are unfairly highlighted as the only institution that has inter-district transfers.

### **Basic Skills**

According to the state report *Basic Skills as a Foundation for Student Success in California Community College*, “Basic skills are those foundation skills in reading, writing, mathematics and English as a Second Language, as well as learning skills and study skills, which are necessary for students to succeed in college-level work.” At CR, basic skills students are designated as those who are assessed below transfer-level English (English 1A) or below college-level math (Math 120). The District is just beginning to collect and analyze accurate data about its basic skills students. However, initial research has revealed a number of assessment, enrollment, success, and completion patterns.

*Assessment Patterns:* Not all new students take the assessment tests. For the three fall terms studied in the 2008-2009 academic year, the percentage of incoming students who are not assessed varies from 26 percent to 44 percent. While some students are exempt from assessment, very little is currently known about the students who do not participate in matriculation.

Of the incoming students who do take the placement tests, only 10 percent place into both college-ready Math and English. Approximately 80 percent of the incoming students who take the assessment tests place into the basic skills level in English or in Math, meaning that they do not yet have the skills in reading, writing, and mathematics necessary for college-level courses.

Additionally, of these basic skills students:

- 62 percent are placed at the basic skills level in both Math and English;
- 39 percent are placed two or more levels below transfer-level in English;
- 40 percent are placed two or more levels below college-level in Math.

*Enrollment Patterns:* Although the majority of new students are assessed at the basic skills level, few actually enroll in the appropriate basic skills courses.

- Only 45 percent of students who are placed into basic skills English enroll in a basic skills English course in their first semester; and
- Only 28 percent of students who are placed into basic skills Math enroll in a basic skills Math course during their first semester.

This pattern is unfortunate as CR research, based on several thousand students, indicates that the fall-to-fall persistence rate is substantially higher for basic skills students who enrolled in the appropriate basic skills course during their first term than it is for those who were assessed at the basic skill level but did not take a basic skills course (51 percent compared to 42 percent).

*Success Patterns:* The success rate for students in basic skills classes is low. For example, the average success rates in courses two levels below college level are 56 percent for English and 58 percent for Math. Even when basic skills students successfully complete a course, the progress rate is low. For example, of the students who successfully complete English 350 (two levels below college English), only 41 percent go on to enroll in English 150 (one level below college English), and only 24 percent of these successfully complete that course. The same pattern is true in Math. Of the students who successfully complete Math 376 (three levels below college Math), only 45 percent enroll in the next course in the sequence, Math 380 (two levels below college Math), and only 24 percent successfully complete that course.

Furthermore, the lower the students' initial placement, the less likely they will be to enroll in the next college-level course in the sequence. For example, of new students who were placed at the lowest level of English in the fall of 2005, only 6 percent passed college English within four years. Of new students who were placed at the lowest level of Math in the same term, only 2 percent passed Math 120 within four years.

However, the outlook for students who do complete their basic skills courses is promising. The English 1A success rate is the same for students who started in English 350 as it is for those who initially placed into English 1A (64 percent). In Math, students who started in Math 380 do nearly as well in Math 120 as do those who were placed at that level (54 percent compared to 57 percent).

The success rate for basic skills students in college-level courses varies greatly by discipline, but in general the success rate corresponds to the student's assessment level. This pattern holds true even in courses such as physical education and guidance, perhaps indicating that attitude and behavior play as large a role in student success as do the students' academic skills. As students move through the developmental sequences in English, their success rate in college-level courses increases.

*Completion Patterns:* Accurate information on completion rates requires a longitudinal study. Data covering more years will be added to confirm the trends indicated in the four years studied thus far. The rates are based on students, who were enrolled in the fall of 2004, who passed a basic skills class in fall 2004, and who completed a degree or transferred by the summer of 2008:

- 6 percent earned a certificate;
- 12 percent earned an AA or AS degree;
- 13 percent transferred to a four-year college.

*Outlook:* Students who complete their basic skills courses early on appear to be as successful as their peers who begin their academic career with college-level skills. However, too many students drop out of college before ever completing their developmental course work. Additional research and earlier intervention are needed to address the needs of basic skills students and to help them succeed.

### **English as a Second Language/English for Speakers of Other Languages (ESL/ESOL)**

A site visit to determine the institutional context and support for the development of an ESL/ESOL program was carried out on February 23 – 26, 2009. Members of the Multicultural and Diversity Team, concerned faculty members and administrators met with Dr. Dara Shaw, a member of the team of ESOL consultants hired by the College of the Redwoods, to discuss their views and concerns related to the projected development of a CR-ESOL program.

Information gathered from the site visit demonstrated that there are multiple resources, efforts, connections and talents available at CR that can be built upon to support an expanded ESOL and international student presence. Growth in these areas would certainly lead to increased revenues for the institutions. All CR campuses have different needs and different resources to build on for the development of ESOL classes.

First, the Eureka campus has two ESOL courses, 153 and 353. In addition, the Nursing Program has implemented Guidance Courses that include explicit teaching of study skills, which could easily be expanded to incorporate elements of English for Academic Purposes, one of the most advanced types of ESOL. In this type of class, the vocabulary and content areas of English required for academic success are explicitly taught. Student of diverse backgrounds in the nursing program are already taking advantage of this course, as could international and immigrant students.

Second, the Mendocino campus has a team of faculty and staff who are interested, enthusiastic and ready to establish ESOL courses there, which could develop into an Intensive English Program or English Language Institute. They also have the writing center space which could be shared with ESOL classes.

Finally, Del Norte has strong community connections with the Del Norte Reads Project, and in fact there is a weekly ESOL class held in the learning center taught by Del Norte Reads Project tutors. These classes could certainly feed into CR classes.

Eureka's immediate ESOL challenge is that each semester potential students and even some enrolled students are lost because, after completing their language tests, the appropriate courses may not be offered to them. At times when students test into ESOL 353, only ESOL 153 is being offered. They enroll in the more difficult course, and may drop out because it is too challenging. Once these students drop out of courses, the likelihood of them returning decreases. It is imperative that at a minimum both ESOL 353 and ESOL 153 be offered every semester, so that students can immediately start classes after they test into them. However, there is also a need for a class for advanced beginners which, ideally, should be offered every term. CR's course completion records indicate there is attrition because classes may be too difficult, as they target reading and writing skills rather than listening and speaking skills.

From statistics gathered in the office of Institutional Research, it is clear that though the Hispanic student population is growing slowly. Yet information from the site visit reveals negligible effort on the part of the college to tap minority populations for potential student enrollment. Past efforts seemed to be more proactive, and the District appears to have lost ground in this area. There is a need for bilingual personnel, both Hispanic and Hmong, to work systematically to recruit students from these backgrounds to enroll at CR, and to provide support to these students after they enroll. These populations have not really been tapped and could be a source of considerable growth for the College.

The international student market has also remained unexplored. Active outreach and recruitment of international students could result in a significant increase in college revenue as international students would pay at least the equivalent of out-of-state tuition.

Specialized Program-Specific, Summer-Intensive English Programs could be implemented. International students, who come to improve their English, often stay on to enroll in different degree programs. College of the Redwoods has many characteristics that appeal to many international students and their families, among them are safety in beautiful natural surroundings, a California locale, and comparatively reasonable tuition, and admission requirements.

#### **Students with Disabilities**

Based on Chancellor's Office Data Mart statistics, in 2005-2006, students with disabilities comprised 17% of the total student population at College of the Redwoods. The Categorical funding provided by the California legislature as a result of AB77 has allowed Disabled Students Programs and Services (DSPS) at College of the Redwoods to grow from a program serving 374 students in 1979 to 1,469 students in 2005-06.

In the 2005-06 DSPS Allocation Report from the Chancellor's Office of the California Community Colleges, the college ranked 20<sup>th</sup> out of 110 in its total number of students served with disabilities on a California community college campus. While College of the Redwoods student enrollment shows a decline, DSPS maintains a steady student population.

Students with disabilities at College of the Redwoods are demographically classified into nine major categories. Disability categories are set forth in Title 5 Implementing Guidelines for DSPS, a brief description as written in Title 5 of each category of eligibility is as follows:

Visual Impairment: A total or partial loss of sight that adversely affects a student's educational performance. Includes but is not limited to blindness or partial sightedness. Visual impairment does not apply where the loss is a result of another condition.

Mobility Impairment: A mobility and orthopedic impairment which provides a serious limitation in locomotion or motor function. Includes but is not limited to impairments caused by congenital anomaly, disease or other causes.

Hearing Impairment: Profound deafness or a hearing loss so severe that a student is impaired in processing information through hearing, with or without amplification.

Speech Impairment: One or more speech and language disorders of voice, articulation, rhythm and/or the receptive and expressive processes of language that limits the quality, accuracy,

intelligibility or fluency of producing the sounds that comprise spoken language. (Speech impairment does not apply to language having to do with a foreign accent or ESL.)

**Learning Disability:** A persistent condition of a presumed neurological impairment. The impairment continues despite instruction in standard classroom situations.

**Acquired Brain Injury:** An acquired injury to the brain caused by external or internal trauma, resulting in total or partial, functional disability that adversely affects or limits a student’s educational performance by impairing: cognition, information processing, reasoning, abstract thinking, judgment and/or problem solving; language and/or speech; memory and/or attention; sensory, perceptual and/or motor abilities; psycho social behavior; or physical functions.

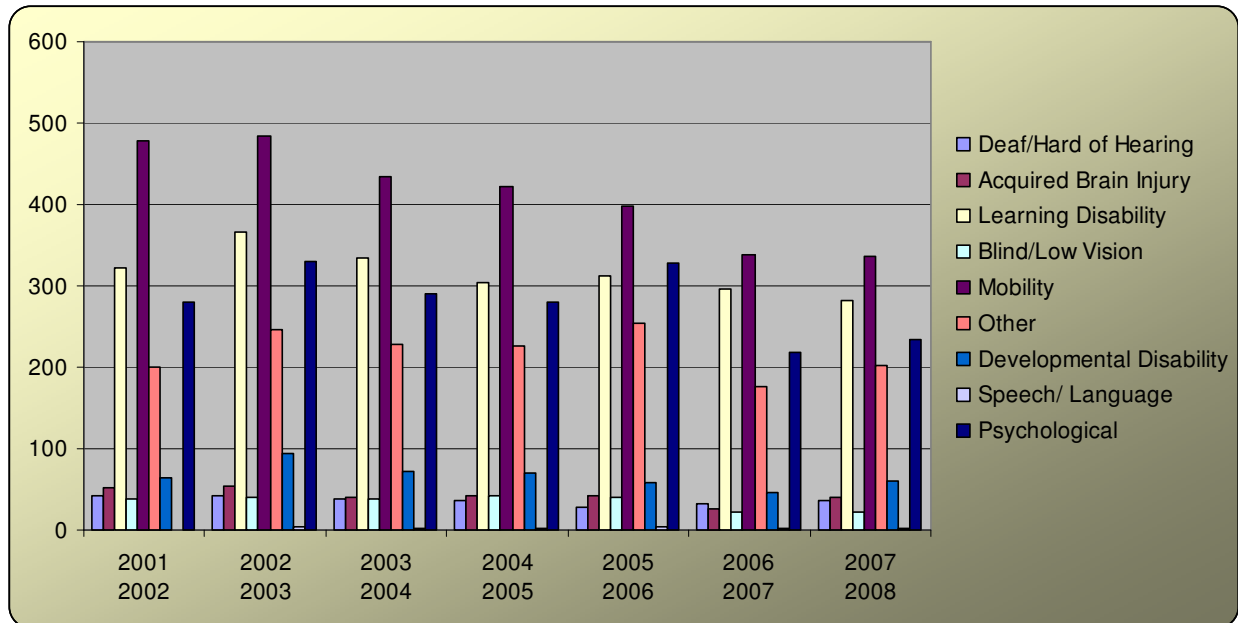
**Developmentally Delayed Learner:** Learning deficits resulting from below average intellectual functioning that adversely affects educational performance, existing concurrently with measurable potential for achievement in educational and/or employment settings.

**Psychological Disability:** A persistent psychological or psychiatric disorder, emotional or mental illness that adversely affects educational performance.

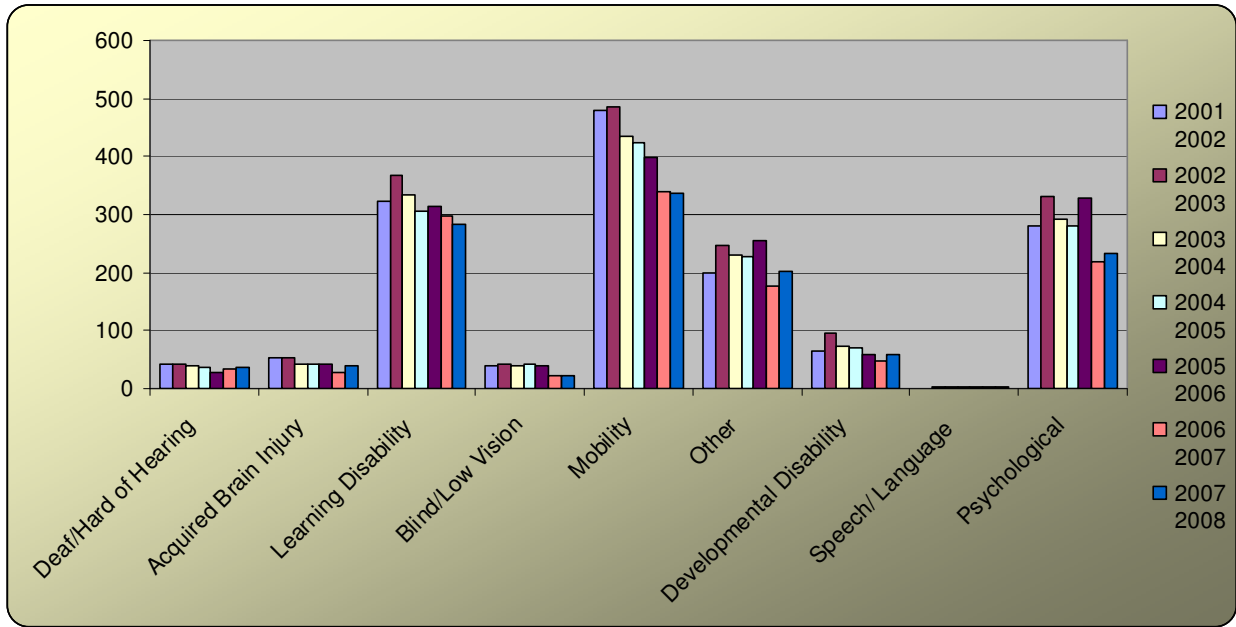
**Other Disability:** This category includes all other verifiable disabilities and health related limitations that adversely affect education performance but do not fall into any of the other disability categories. “Other” includes environmental disabilities, heart conditions, Tuberculosis, AIDS, Leukemia, Epilepsy, Attention Deficit Hyperactivity Disorder to name a few.

The District’s disability statistics, shown in Exhibits 47-49, demonstrate the ongoing need to serve its service population through these integral student services. (Graphs indicate duplicated headcounts- noting students may have more than one disability)

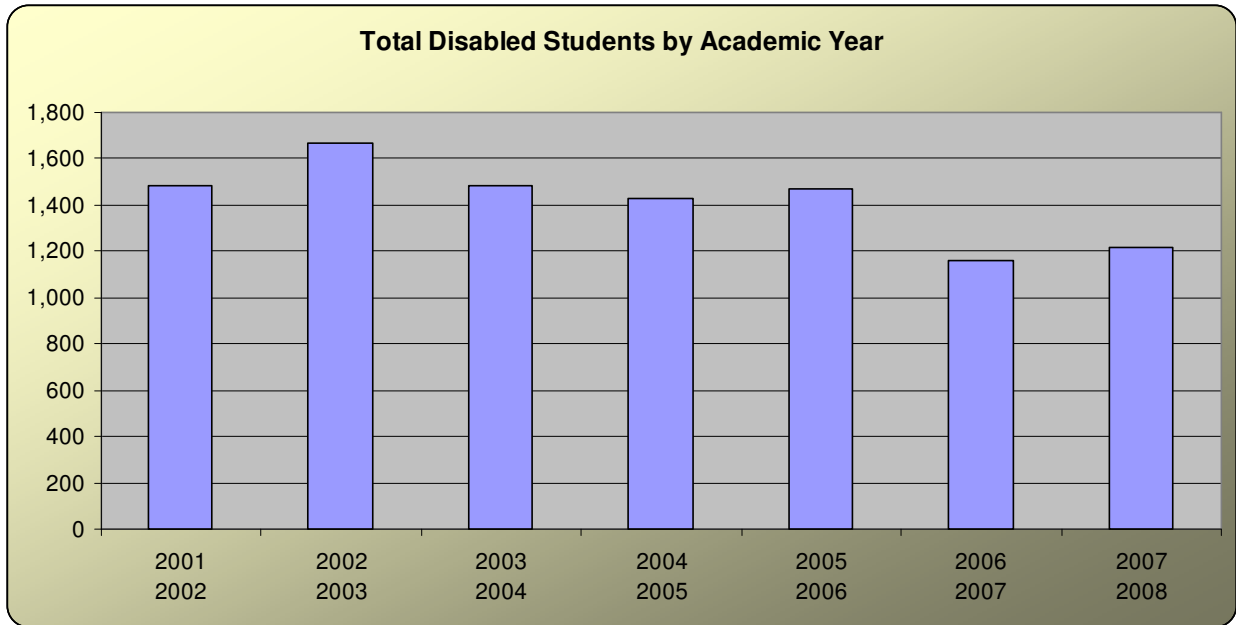
**Exhibit 47: District Students with Disabilities, 2001-2008**



**Exhibit 48: District Students with Disabilities, 2001-2008**



**Exhibit 49: District Students with Disabilities, 2001-2008**



**Financial Aid**

The Chancellor’s Office Data Mart statistics for 2007-2008 indicate that we had a significantly higher percentage of students receiving both the Board of Governor’s fee waiver (BOG) and Pell

Grants than our neighboring California Community Colleges. These data in Exhibit 50 below validate there are a high number of low-income students attending CR District-wide.

**Exhibit 50: District Headcount Receiving Financial Assistance**

<b>Percent of Total District Headcount receiving:</b>		
	Pell Grant	BOG
CR	26%	53%
Siskiyou	15%	35%
Shasta	17%	33%
Mendocino	11%	31%
These data are duplicate headcounts; however Pell Grant's are not allowed to be duplicated.		

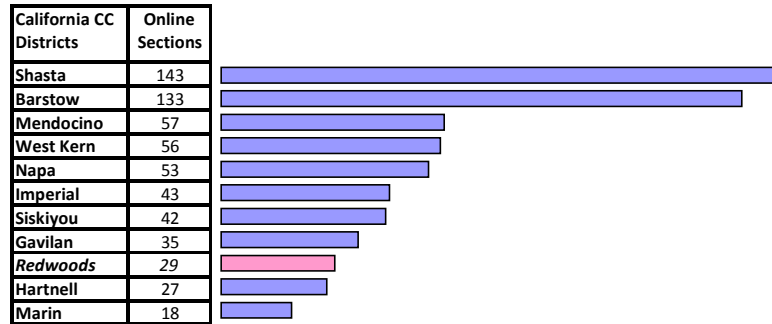
These financial assistance data reflect the high poverty rate among households in our service area, as reported in the external scan of this section.

**Modes of Instructional Delivery**

More than 95 percent of the courses offered at CR are delivered face-to-face in the classroom. Throughout the master planning process there was considerable interest expressed by faculty, staff, and students in expanding the number of nontraditional delivery course offerings to meet the needs of current and potential learners. This mix would include online and hybrid (blended) courses. Hybrid courses mix technological delivery with traditional face-to-face instruction. Distance education mitigates the restriction of available classroom space and provides greater access to the programs where there are no/limited facilities. While distance education is not a total solution to the access issues faced by the college, expanding the types of learning experiences that are offered to communities will positively impact the institution's learning environment.

The number of online offerings at CR lags compared to similar sized California community colleges, measured by number of online section offered each term. The following figure shows how CR's Spring 2008 offerings compare to other California community colleges of similar size. This information was gathered from the 2008 Comprehensive Program Review for Distance Education. While more current distance education sections offered at CR show some improvement in online course offerings compared to other colleges, its relative position has not changed substantially as shown in Exhibit 51.

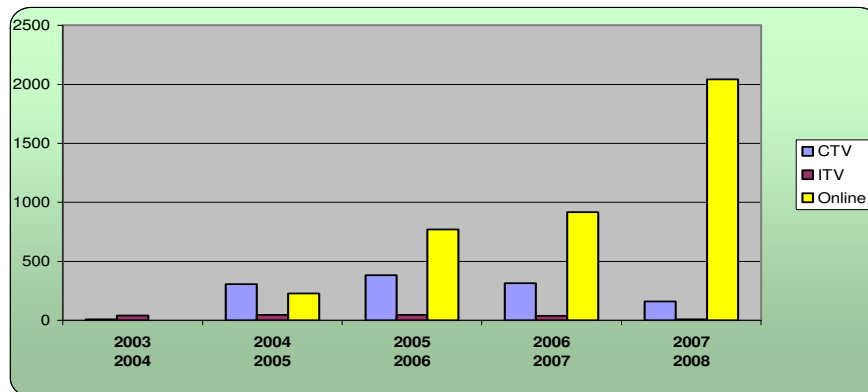
### Exhibit 51: District Online Sections Compared to Other Community Colleges, 2008



To better serve students in the District, CR began offering classes via distance education in three modalities: live-broadcast cable television (CTV); site-to-site, live-interactive television (ITV); and internet or asynchronous online as the Virtual Campus. Live-broadcast cable television (CTV) and site-to-site, interactive videoconferencing courses (ITV) date back as far as 1996. The earliest asynchronous, online class dates back to 2003. From the 2006-07 to 2007-08 academic years, offerings of distance education courses increased 43 percent, from 60 sections to 86 sections, 67 of which were internet courses as shown in Exhibit 52 below.

### Exhibit 52: CR’s Distance Education Enrollments by Year and Modality, 2003-2008

	2003 2004	2004 2005	2005 2006	2006 2007	2007 2008
CTV	8	308	382	316	158
ITV	43	46	46	36	7
Online		228	770	915	2041



Note: Decline in CTV enrollments for 2007-08 was caused by a lack of funding and the District decision to only offer CTV courses in a “closed-captioned” format.

Retention and success rates are a concern in online courses. For 2007-08, 81 percent of online students were retained (finished the course), and 58 percent were successful (passed the course), compared to 89 percent retention and 68 percent success for traditional delivery. Between 2005-06 and 2007-08, success in distance education courses declined from 63 percent to 58 percent as shown in Exhibit 53 below.

### Exhibit 53: DE Course Retention and Course Success, 2005-2008

#### Course Retention (from census day to end of term)

	2005 - 2006			2006 - 2007			2007 - 2008		
	Not Retained	Retained	Total	Not Retained	Retained	Total	Not Retained	Retained	Total
Distance Education	215	1,011	1,226	244	925	1,169	458	1,915	2,373
	18%	82%	100%	21%	79%	100%	19%	81%	100%
Traditional	4,504	33,314	37,818	4,035	27,594	31,629	3,763	30,129	33,892
	12%	88%	100%	13%	87%	100%	11%	89%	100%
Total	4,719	34,325	39,044	4,279	28,519	32,798	4,221	32,044	36,265
	12%	88%	100%	13%	87%	100%	12%	88%	100%

#### Course Success among Students Retained to End of Term

	2005 - 2006			2006 - 2007			2007 - 2008		
	A-C or Credit	D or No Credit	Total	A-C or Credit	D or No Credit	Total	A-C or Credit	D or No Credit	Total
Distance Education	771	455	1,226	703	466	1,169	1,382	991	2,373
	63%	37%	100%	60%	40%	100%	58%	42%	100%
Traditional	26,005	11,813	37,818	21,444	10,185	31,629	23,155	10,737	33,892
	69%	31%	100%	68%	32%	100%	68%	32%	100%
Total	26,776	12,268	39,044	22,147	10,651	32,798	24,537	11,728	36,265
	69%	31%	100%	68%	32%	100%	68%	32%	100%

Despite its geographical challenges and the broad diversity of the communities it serves, College of the Redwoods has a long and remarkable history of providing comprehensive educational opportunities. Effectively meeting the needs of transfer students, the needs of workforce preparation, the demands of education and training in economic development, and the challenges for lifelong learning in this remote section of California is part of the District's mission. Based on the data in this section and previous planning initiatives, CR will continue to strive to meet its students' needs through both strategic plan goals and through education master plan implementation.

## **SECTION 4: VISION FOR THE FUTURE**

### **Introduction**

The education master plan is a guide to provide the District direction in carrying out its mission. To be successful, this guide requires planned management of educational programs and services that address the economic and social needs of our community. Our plan for educational programs and services are grouped under strategic plan goals and objectives that were developed by the College of the Redwoods Coordinating Planning Team for the years of 2008-11 (as described in Section 2). The initiatives described under each objective have been developed based upon the District and community profile described in Section 3, and upon input from the EMP committee as well as upon input received during the Education Master Plan Retreat (2/27/09). While the EMP (2008-2015) extends to the year 2020, the strategic plan goals and objectives below reflect more immediate initiatives required to move and facilitate the long-term goals of the District.

The internal and external scans of Section 3 were used to identify specific targets. These targets were then used to develop the initiatives listed for each goal. The principal targets are FTES growth and improved ARCC scores. The FTES targets are fundamental to ensuring that the necessary resources are provided for expansion of programs and services, and for the effective management of the learning environment described in Goal #2. These growth targets will be achieved through the specific initiatives listed in Goal #5. In order to carry out the District's mission, the projected FTES growth must be accompanied by program quality and student achievement. Initiatives to ensure quality are described for all of the goals, but specifically for Goals #1 and #3. The student achievement described in Goal #1 will be measured by the ARCC indicators of persistence, vocational course success, and basic skills course success. Quality will be measured by attainment of the course and program learning outcomes described in the initiatives of Goal #3.

### **Strategic Plan Goals**

The five Strategic plan goals that were developed by the College of the Redwoods Coordinating Planning Team for the years of 2008-11 include:

1. Enable student attainment of educational goals.
2. Develop and manage human, physical, and financial resources to effectively support the learning environment.
3. Build a culture of assessment.
4. Contribute to the economic, cultural, and social well-being of the North Coast community.
5. Ensure student access.

Developing initiatives is a critical step in the process of achieving strategic plan goals and objectives as well as long term EMP goals. The following initiatives are possible means to achieving the goals of the education master plan.

## **Strategic Plan Goal #1: Enable student attainment of educational goals**

The objectives associated with Goal #1 are:

- a) Reduce barriers to persistence
- b) Improve basic skills (BSI) in math and English as a foundation for student success
- c) Increase number of courses articulated with UC and CSU systems
- d) Increase number of degrees and certificates earned
- e) Increase the number of transfers

All of these objectives can be associated with access. However Goal #5, specifically addresses access and many of the plans associated with increasing student access will be described in that section.

### Objective 1.1, Reduce barriers to persistence

Barriers to persistence include financial, cultural, and academic barriers. Some of these are addressed below and others are addressed under Goals #2 and #4 as part of managing an effective learning environment and the cultural well-being of the North Coast community.

Initiatives:

1. Evaluate availability and effectiveness of current tutoring services for students at main campuses and at remote locations. Develop the resources to provide tutoring at remote sites and/or for distance education students.
2. Evaluate current advising practices and establish faculty advising in coordination with college counselors.
3. Establish proactive advising and early at-risk student intervention procedures for the District (advanced advising). This includes assigning faculty advisors and peer mentors.
4. Evaluate the effectiveness of new and/or current first-year experience programs to increase persistence and identify any necessary improvements which may include peer mentors and/or discipline advisors.
5. Identify and evaluate the effectiveness of current student retention efforts, including early placement testing and follow-up, EOPS support groups, special programs for disability and special students, and honors programs for UC and CSU transfer students.

### Objective 1.2, Improve basic skills (BSI) in Math and English as a foundation for student success

Initiatives:

6. Systematic assessment of basic skills coursework.
7. Provide basic skills remediation and/or entry programs for students unable to come to a campus or instructional site location.
8. Monitor and improve ARCC indicators.

Objective 1.3, Increase number of courses articulated with UC and CSU systems

Initiatives:

9. Appoint an articulation officer and develop a process for establishing and evaluating articulation agreements at both the course and program level.
10. Establish and assess new and current articulation partnerships with UC and CSU systems.

Objective 1.4, Increase number of degrees and certificates earned

Initiatives:

11. Evaluate course-sequencing requirements for each degree and certificate and determine if course offerings are designed to facilitate timely completion while maintaining appropriate academic quality/rigor. Use this information to inform scheduling of program courses.
12. Evaluate course sequencing and scheduling of general education courses or other “non-discipline” courses that are required for degree completion. Use this information to inform the scheduling of program and “non-program” courses.
13. Conduct exit surveys to determine barriers that exist for completing specific programs.
14. Develop cohort registration at centers to assure AA or AS degrees can be obtained in general studies at all locations.

Objective 1.5, Increase the number of transfers

Initiatives:

15. Consider a system of discipline-specific faculty advising for transfer students.
16. Evaluate course sequencing and scheduling to enhance transfers.

**Strategic Plan Goal #2: Develop and manage human, physical, and financial resources to effectively manage the learning environment.**

Objective 2.1 – Improve employment best practices

Initiatives:

1. Create a practice of ongoing development for staff, faculty, administration, and Board of Trustees.
2. Evaluate current methods of determining faculty appointment priorities, and ensure that processes are based on program needs and emerging markets.

Objective 2.2 – Maintain fiscal stability

Initiatives:

3. Ensure fiscal stability by focusing on increasing student enrollment by a total of 1,000 FTES by end of 2009-10 fiscal year. That is to be accomplished by increase enrollment of 250 FTES in 2008-09 and 750 FTES in 2009-10. A specific budget developed for this initiative is provided below (Seven-Year Budget Projection).
4. Develop course scheduling to maximize FTES (establish FTES targets).
5. Provide curriculum and access for nontraditional students (high school students, returning to workplace, changing careers, senior citizens—life-long learning).

Objective 2.3 – Improve technology services and support

Initiatives:

6. Evaluate current practices of technology purchases and support- determine the effectiveness of current practices and the need for additional personnel.
7. Connect the support practices and hiring of new personnel to student enrollment increases, program expansion, and new program development with technology advisory group and an assessment rubric.
8. Coordinate these initiatives with existing initiatives and practices described in the Technology Plan.

Objective 2.4 – Improve facilities services and support

Initiatives:

9. Evaluate current practices for facilities services (work order, repair, etc) and determine the effectiveness of current practices and the need for additional personnel.
10. Connect the facilities practices and hiring to increases in student enrollment, program expansion, and new program development with facilities advisory group and rubric.
11. Coordinate the proposed facilities initiatives with the Facilities Plan.

**Seven-Year Budget Projection (2015)**

The District has improved its budget process to ensure appropriate links from planning to budget development. The following seven-year financial projection model assumes a funded level at a two-year target of 1,000 FTES increase through fiscal year of 2009-2010, and a 250 FTES increase each subsequent year.

REVENUES, EXPENDITURES  AND CHANGE IN FUND BALANCE	Base	Projection Years						
	Year	1	2	3	4	5	6	7
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<b>Full-time Equivalent Students (FTES)</b>	<b>4,923</b>	<b>5,273</b>	<b>5,923</b>	<b>6,173</b>	<b>6,423</b>	<b>6,673</b>	<b>6,923</b>	<b>7,173</b>
<b>Sections</b>	<b>1,816</b>	<b>1,945</b>	<b>2,185</b>	<b>2,277</b>	<b>2,369</b>	<b>2,462</b>	<b>2,554</b>	<b>2,646</b>
Financial Resources	29,271,911	31,282,771	34,637,758	36,812,326	39,080,648	41,451,221	43,928,069	46,507,993
Financial Uses								
Instructional Component	10,033,334	10,776,716	11,961,822	12,846,052	13,678,134	14,382,286	15,100,173	15,840,706
Mandatory Component (Institution-wide)	18,213,114	19,498,136	20,846,059	22,239,332	23,693,443	25,226,709	26,869,686	28,633,827
Discretionary Component	706,974	697,899	732,794	769,434	807,906	848,301	890,716	935,252
Subtotal Uses	28,953,422	30,972,751	33,540,675	35,854,818	38,179,483	40,457,296	42,860,575	45,409,785
Fund Balance Increase (Decrease)	318,489	310,020	1,097,083	957,508	901,165	993,925	1,067,494	1,098,208
Fund Balance Beginning of Year	1,944,182	2,262,671	2,572,691	3,669,774	4,627,282	5,528,447	6,522,372	7,589,866
Fund Balance End of Year	2,262,671	2,572,691	3,669,774	4,627,282	5,528,447	6,522,372	7,589,866	8,688,074
<b>Percent Reserved</b>	<b>7.8%</b>	<b>8.3%</b>	<b>10.9%</b>	<b>12.9%</b>	<b>14.5%</b>	<b>16.1%</b>	<b>17.7%</b>	<b>19.1%</b>

The seven-year projection provides the number of full-time faculty and classified staff required to maintain growth. The projection also provides for \$300,000 per year committed to regular replacement of equipment.

	Base year 2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
FTES	4,923	5,273	5,923	6,173	6,423	6,673	6,923	7,173
Change		350	650	250	250	250	250	250
Percent Change		7.1	12.3	4.2	4.0	3.9	3.7	3.6
State Funded FTES								
Restoration Funding Available		350	150	0	0	0	0	0
Growth Funding Needed		0	500	250	250	250	250	250
New Faculty Hires								
Teaching		(2)	0	5	3	3	3	3
Non-teaching		0	2	2	1	1	1	1
Additional Classified Positions for growth		3	3	3	3	3	3	3
Additional Tech Equipment Replacement		0	300,000	300,000	300,000	300,000	300,000	300,000

### **Strategic Plan Goal #3: Build a culture of assessment**

In recent years accrediting bodies have shifted from a sole focus on resources and processes to a focus that also includes results. Consequently, colleges are required to determine and evaluate results and outcomes, discuss these widely within the college, and to show how these results are being used to improve the programs and the college. This assessment mandate requires that a college set up priorities and timelines for student learning outcome (SLO) and program learning outcome (PLO) development and assessment, including documentation of assessment and documented use of assessment results.

#### Objective 3.1 – Improve student-learning performance through student-learning outcomes (SLOs)

##### Initiatives:

1. Ensure all course outlines are up to date with current student learning outcomes (SLOs).
2. Develop District-wide processes to ensure SLO assessment and record the results.
3. Assessment will provide the basis for college planning and resource allocation.
4. Develop a District-wide method of routinely reporting significant SLO assessment results in program review documents.

Objective 3.2 – Improve performance through program-learning outcomes

Initiatives:

5. Ensure all programs (coherent academic sequences leading to a degree or certificate) have documented program-learning outcomes (PLOs).
6. Develop a District-wide process to ensure PLO assessment and record the results.
7. Develop a District-wide method of routinely reporting significant PLO assessment results in program review documents.

Objective 3.3 – Integrate the budgeting process with Program Review (PR) and planning

Initiatives:

8. Evaluate the current process of linking program review results with annual budgeting and long-term planning.
9. Develop a method of reporting the overall “health” of programs based on program review findings. Link these findings to a District-wide policy for program support, revitalization, or discontinuance.
10. Review existing Action Planning and supplemental budget processes to ensure these processes reflect the results of program reviews.

Objective 3.4 – Increase the number of data-informed decisions

Initiatives:

11. Establish a routine review of the District’s data-acquisition and archival process, including uniform data-reporting for program review documents.
12. Establish consistent and documented methods of data analysis as part of the District’s program revitalization and discontinuance policy, including budget development, and personnel practices.

Objective 3.5 – Improve employee understanding and ability to use best practices in assessment

Initiatives:

13. Establish routine training of employees with regard to the documentation and use of assessment results. This includes recording and utilization of SLO and PLO assessment results and the methods of using data for District decisions.

**Strategic Plan Goal #4: Contribute to the economic, cultural, and social well-being of the North Coast community**

Objective 4.1 – Increase employer satisfaction with CR graduates

Initiatives:

1. Organize existing employer surveys (conducted by faculty in consultation with IR) and develop a plan for routine surveys of employers connected to programs. (Include outreach coordinator and internship coordinator).
2. Involve the community in program development through advisory committees. In some cases, these may need to be established or reestablished.

Objective 4.2 – Educate the community about the importance and value of a college education

Initiatives:

3. Invite high school teachers and counselors to advisory committees and use their input to develop program marketing strategies to attract more high school students to attend college.
4. Review existing marketing efforts to educate the community and evaluate the effectiveness of these efforts.

Objective 4.3 – Increase the number of community relations with those for whom English is a second language

Initiatives:

5. Update the student equity plan and use this as a guide for aligning college programs and services with the multicultural makeup of the community.
6. Review campus life opportunities and institute specific activities to engage ESOL students.

Objective 4.4 – Increase the number of students who enter the workforce in jobs paying higher than minimum wage

Initiatives:

7. Integrate community “Target of Opportunities” into District programs.
8. Establish economic and workforce development program.
9. Investigate and initiate programs identified by the New Program Development (NPD) process.

Objective 4.5 – Enhance the cultural richness of the community

Initiatives:

10. Work with the Academic Senate’s Multicultural and Diversity Committee and the CR Foundation to review current college-related cultural activities and develop a plan to augment existing activities and initiate activities that better enhance the cultural richness of the community.

Objective 4.6 – Improve partnerships with area employers

Initiatives:

11. Evaluate the effectiveness of current career placement activities and initiate funded and non-funded (course credit) internships (through aggressive solicitation of employers).
12. Use program advisory committees to develop employer partnerships for each program. These partnerships may include internships, resources for campus activities, and other student-related opportunities.

**Strategic Plan Goal #5: Ensure student access**

Student access requires that courses be offered in an accessible format, time, day, and location. Therefore, this goal requires a general increase in the number of sections offered and specifically, that these sections are offered throughout the day and evening at a variety of locations, and in formats that can be accessed by students with a variety of scheduling needs. This includes distance education formats, evening and weekend formats, and at sites that accommodate the demographic distribution of our District. Additionally, access requires that course sequencing be provided so that students can access not only sections, but also the specific courses required to achieve their academic goals. In addition, access must be provided in a way that does not diminish the quality of instruction. Therefore expansion into new times, days, and locations, must be accompanied by regular, documented evaluation of instructional quality (faculty and student service evaluations) and appropriate instructional resources (e.g., technologically equipped classrooms, access to supplies and printing facilities) to ensure that there are no “second class” course sections being offered. Student support services must also accommodate appropriate access to make student success available for every student and every educational goal.

Objective 5.1 – Improve curriculum offerings in ESOL

Initiatives:

1. Several initiatives related to ESOL instruction were provided in the school’s 2005 Student Equity Plan. The District must review and update this plan to create and assess specific measurable initiatives to increase and improve ESOL offerings.
2. Teach ESOL courses at locations accessible by ESOL students (Fortuna, Eureka, Arcata, Del Norte, Klamath-Trinity, and Mendocino), to include a means to provide courses to students unable to come to a campus or instructional site location.

### Objective 5.2 – Enable degree and certificate completion in a timely manner

#### Initiatives:

3. As part of the program review process, each program will evaluate course sequencing for their degrees and certificates. Specifically, this evaluation will assess if courses are routinely scheduled so a student can achieve these degrees during specific time blocks (morning, day, evening), and at specific locations. Proposed scheduling changes and additions will be implemented as part of program quality improvement plans.
4. Programs will identify required degree and certificate courses that are scheduled outside of their program. They will initiate a regular consultation with these outside disciplines and make this part of the course scheduling process.
5. Integrate the efforts of initiatives #2 and #3 to ensure that appropriate courses for specific degrees are routinely offered throughout the day and evening, and at each general geographic region (Eureka main campus, Downtown/Arcata, McKinleyville, Mendocino, Del Norte, and Klamath-Trinity). The catalog and schedule will be used to communicate which degrees and certificates can be completed at each of the geographic locations and within specific time blocks (morning, mid-day, evening). This will also be done for degrees and certificates that can be obtained in an online format (see initiative #14 below).

### Objective 5.3 – Reduce transportation barriers for students

#### Initiatives:

6. To provide access by developing and expanding instructional sites and delivery systems.
7. Improve public and shared transportation opportunities for the District.

### Objective 5.4 – Improve K-12 outreach

#### Initiatives:

8. Evaluate current outreach, recruitment and advising services.
9. Introduce classes at local high schools for afternoon and evening schedules.

### Objective 5.5 – Increase the number of programs for senior citizens (age 55+)

#### Initiatives:

10. Develop a series of enrichment courses that are routinely offered at all sites and specifically at the Eureka Downtown site. Consider offerings in English, Art, Science, History, and Physical Education.
11. Evaluate current enrollment trends by age to determine appropriate courses for 55+ students.
12. Investigate 55+ programs developed at other schools.
13. Institute a pilot program to determine if enrollment opportunities exist.

### Objective 5.6 – Increase distance and online education opportunities

#### Initiatives:

As distance education (DE) has not been a strategic area of development in the past, it is necessary to present a draft strategic plan specifically for distance education that matches the needs of this Education Master Plan. The plan is available at:

<http://www.redwoods.edu/departments/distance/>

14. Expand distance education degree programs and online course offerings.
15. Degrees and certificates that can be obtained in an online format will be identified and communicated to student through use of the CR web page, the catalog, and schedule.

### Objective 5.7 – Reduce or remove financial barriers for students

#### Initiatives:

16. Provide more financial aid, scholarship, etc seminars, classes, and informative sessions.
17. Coordinate Enrollment Management, Special Programs, Advising and Counseling to provide students with financial guidance.
18. Increase scholarships opportunities.

### Objective 5.8 – Increase the number of program opportunities in public safety and healthcare

#### Initiatives:

19. Create committees with Public Safety Programs and Health Occupation Programs.

### Objective 5.9 – Increase student participation in campus life and promote importance of campus life and educational/social/ethical benefits it will provide

#### Initiatives:

20. Conduct a student survey to determine their interest in campus life opportunities, the times and days they would prefer to participate, and ideas of additional clubs and activities. Ask them to identify current barriers to campus life opportunities.
21. Connect faculty advising to campus life events (clubs, advising tables at an event, etc.).
22. Connect orientation and registration (for first time students) to campus life opportunities.
23. Create Campus Life week coordinated with Associated Students.

## **SECTION 5: EVOLVING DIRECTIONS- PLANNING FOR THE FUTURE**

This section derives from the information and assessments that have been identified in earlier sections into a summation of how CR intends to serve its community through the year 2020. In determining the District's future, CR understands that transitioning demographics and economies are a factor in its evolutionary development. Repositioning services and programs will be a significant challenge for the District as it meets new demands while simultaneously closing identified gaps in existing expectation-to-outcome issues. Why the District should grow and how growth will be monitored to preserve the quality of its programs is also provided. The reader should find that this section is a guide for describing the impetus behind the strategic plan initiatives that will begin the drive toward successful implementation of its education master plan.

### **EMP Themes**

- Student Oriented Support Services and Activities
- Evaluation and Development of Curricula and Programs
- District Economic Development
- District Resources
- Institutional Effectiveness

#### **1. Student Oriented Support Services and Activities**

The District will strive to provide high-quality and accessible student-learning-support programs, services, and resources to meet student needs. The District will review programs, services, and resources regularly, and incorporate data from reviews into ongoing improvement of student support services and activities. In addition to academic support services and activities, the college should establish collaborative working relationships with local community resources to ensure adequate support for such issues as emotional-health needs, family-support needs, or other socioeconomic areas of concern that impact a student's academic success.

College of the Redwoods is an open-access institution and will continue to serve a diverse population of students, including many disadvantaged, first-generation college students with a wide range of support-service needs. These support services provide a key component of access to academic programs and to the resources, tools, instruction, guidance, and information necessary to succeed in those programs. As such, programs and services must be carefully built and routinely evaluated to ensure access for all students. A close working connection between the academic programs and all services designed to support student success is essential. Carefully designed relationships with a full range of community service providers can enhance the support network necessary to foster learning success.

The District's array of student support services and activities are extensive and will expand over the next several years as other support service initiatives are developed. For example, those programs that serve at-risk students, underrepresented students, and basic skills students will increase in volume with the success of enrollment management strategies. The need for further

integration of these support programs with instructional divisions—already a District strength—is also likely to increase.

Similarly, if more nontraditional students are attracted to the District because of enrollment management efforts, the volume of needed support services will increase, especially in the evening hours and on weekends. Added emphasis on term-to-term and year-to-year retention will also spell increased activity in student support services. Note that retention cannot be solely the responsibility of student support services; rather, the focus should continue to be on identifying the roles for increasing retention across the entire campus and pursuing a collaborative agenda that is benchmarked and evaluated regularly.

New initiatives will create new opportunities for student support services especially in distance education and K-12 outreach. If the decision is made to accelerate the use of online only course sections, for instance, student services will need to think through processes for electronic registration, advising, and learning support in conjunction with instructional divisions. The K-12 agenda will provide opportunities for student services, for example, to expand outreach to secondary and middle schools, to provide data on student success at the college of former students to secondary schools, and to help secondary schools to understand the factors that accompany CR student success.

Six critical issues will drive the resources of student support services and activities:

Assessment and Excellence:

- Measure excellence through planned assessment using recognized standards.

Collaboration:

- Initiate and enhance partnerships in the Division and across the District community.

Communication:

- Improve communication within departments and across the Division.

Community:

- Foster pride and ownership through involvement.

Diversity:

- Demonstrate respect and support for diversity.

Technology:

- Promote thoughtful use and continued integration of technology.

## **2. Evaluation and Development of Curricula and Programs**

*In this discussion programs are defined as courses of study that lead to a degree or certificate and curricula refers to the content of individual courses that comprise a course of study or allow for personal enrichment.*

Curricula and programs are at the core of the college and are essential to our mission of providing students with course work to achieve their educational goals. Evaluating existing curricula and programs and developing new curricula and programs is essential to achieving several of our strategic plan goals (discussed in Section 5): developing and maintaining a culture

of assessment, insuring that students attain their educational goals, and contributing to the economic, cultural, and social well-being of the community.

Evaluation of curricula includes the routine process of updating course outlines and providing pedagogy that meets the needs of an evolving student body and complex delivery system. However, it also requires a broader assessment of how course content meets the goals of individual programs and the emerging needs of the work force, transfer studies and the needs of life-long students who come to the college for personal enrichment. The more routine evaluations will continue to be established in accordance with System Office recommendations and through the collaborative efforts of discipline experts, the curriculum committee and administrative review. It is essential that this process allows timely adjustments of courses so that they keep pace with changes in both content and the evolving needs of students.

The broader evaluation of how courses meet the goals of programs and life-long learners is tied to an effective process of assessing student and program learning outcomes and evaluating how the assessment results are being used to modify curricula and achieve outcomes. This requires that course outline updates and pedagogical changes are linked with program reviews and that feedback from post-program surveys (after students enter 4-year programs and/or the work force) is used in the evaluation process. In addition, feedback from advisory groups in career-technical, transfer, and enrichment areas need to be incorporated into an effective evaluation process that guarantees that curricula is meeting the changing needs of the community.

Program review will continue to be an essential element in evaluating the effectiveness of programs. However, this process requires a routine and successful method of determining the viability of a program and the need for continued support, revitalization, or discontinuance. These decisions must be transparent and tied to the changing needs of students, including the work force, transfer, technological, and cultural requirements needed for students to succeed in future endeavors.

Curricula and program development is essential to meet the needs that will emerge and evolve over the next several years. Development of both curricula and programs require the initial and continued involvement of discipline experts to ensure that curricula and programs contain appropriate content and teaching methods to achieve intended outcomes. As important is that development be responsive to rapidly changing economic conditions, work force needs, and student demographics. Consequently, the District must create a standardized system of curricula and program development that requires input of pedagogical and discipline experts, when they exist within the college, and the ability to provide that expertise from outside the college, when it is absent. And, this process must be consistent with requirements of the System Office and the best practices of collegial collaboration.

### **3. District Economic Development**

The relationship between a community college and its service area is an indicator of institutional health. College of the Redwoods should remain closely connected to its service areas in order to establish and maintain the kind of partnerships necessary for institutional support.

Many community members believe that the District should become a major choice for training the present and future workforce. The District will play a key role in assisting business and industry in the counties to create high paying jobs. Noncredit and contract education is one vehicle to accomplish this and there is more potential than is currently used in this area to increase service to the workforce. Another way to achieve this goal is through new program development.

Developing new programs is neither easy nor inexpensive. The foregoing data and information in this EMP point to potential programs that CR will want to consider in the future. It is beyond the scope of this plan, however, to recommend when and if these programs should be made available. All of these suggestions require further development and should be used only as a starting point in a rational process of program development. The District should also prepare for the introduction of future programs not in this plan but that may emerge as new opportunities occur. As the work of academic planning unfolds at the District level, it is important that new program development be focused on several programs each year while attention is also given to strengthening or eliminating unproductive programs.

Local partnering is seen as one way of overcoming the North Coast's problems inherent in the diseconomies of small scale operations. For CR, the opportunities of partnering are numerous, including both public and private agencies and organizations, local and outside the area as well. Overall, the District will strive to align its degrees with industry needs, form community partnerships with industries and create new programs based on community need.

#### **4. District Resources**

The District is committed to the application of data to ensure the best use of all resources (student and academic, human, fiscal, and physical) and to continue to monitor student success for the purpose of improving student learning. It is the District's desire to be publicly accountable for the resources entrusted to the District and to be able to account for the outcome of their expenditures. The accountability of resources also extends to the service community.

#### **5. Institutional Effectiveness**

The District will evaluate its effectiveness as an institution through data-informed decisions and District-wide dissemination of data affecting the institution. The District will provide accurate reports on all programs and services, on their effectiveness, based on accurate data and agreed-upon indicators that are routinely measured and reported. Institutional Research, guided by faculty and staff, should help to inform decision-making at all District levels, including program development and evaluation, strategic plan goals and objectives, program review, program learning outcomes, student learning outcomes, placement assessments, budget development and management, cultivation of external resources, and planning.

The District will also make communication, collaboration and District-wide exchanges of information an integral component of institutional effectiveness. Only with effective leadership, management, communication and consensus building can the District effectively evaluate its progress. With the involvement of the whole District and its students, advisory committees and community groups, the institution will function at an optimal level.

## LIST OF ACRONYMS

ACCJC	Accrediting Commission for Community and Junior Colleges
ADA	Average Daily Attendance
ADCT	Addiction Studies
ARCC	Accountability Report for Community Colleges
ASC	Academic Support Center
BOG	Board of Governor's Grant
BSI	Basic Skills Initiative
BSSC	Basic Skills Steering Committee
CCC	California Community College
CCCCO	California Community College Chancellor's Office
COLA	Cost-of-Living Allowance
CR	College of the Redwoods
CPC	Coordinated Planning Council
CTV	Cable Television
DE	Distance Education
DOF	Department of Finance
DSPS	Disabled Student Program and Services
EMP	Education Master Plan
EMPC	Education Master Plan Committee
EOPS	Extended Opportunity Program and Services
ESL	English as a Second Language
ESOL	English Speakers of Other Languages
ESS	Entering Student Survey
DSPS	Disabled Students Program and Services
FMPC	Facility Master Plan Committee
FTES	Full Time Equivalent Student
HS	High School
IR	Institutional Research
ITV	Live-interactive Television
ITS	Information Technology Services
MIS	Management Information Systems
NPD	New Program Development
PLO	Program Learning Outcomes
RCCD	Redwoods Community College District
SLO	Student Learning Outcomes
SWC	Skunks Works Committee
WASC	Western Association of Schools and Colleges
WpLRC	Workplace Learning Centers

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## GLOSSARY OF TERMS

**Attrition.** When a student withdraws after maintaining enrollment through census day, but withdraws before the last day, this is measured as attrition. Attrition is the opposite of Course Retention.

**Course Completion.** When a student maintains enrollment in a course until the final day. When a student receives any grade other than a 'W'.

**Course Enrollment.** Student is enrolled in a course and receives a valid grade notation at the time the college MIS (Management Information Systems) data tape is submitted to the State Chancellor's Office. Valid grade notations include: A, B, C, D, F, CR (Credit), NC (No Credit), W (Withdrawal), I (Incomplete).

**Course Retention.** The percentage of students who completed a course (enrolled on last day of course) who were enrolled on census day. Also called Course-Persistence.

**Course Success.** Percent of students successful in courses out of total enrolled in courses. Students succeed in the courses with grade notations of: A, B, C, or CR

**Discretionary Spending.** Any funds not associated with salaries, contractual obligations and operational requirements.

**Distance Education.** Students take academic courses by accessing information and communicating with the instructor asynchronously over a computer network. Teachers and students may communicate at times of their own choosing by exchanging printed or electronic media, or through technology that allows them to communicate in real time and through other online ways.

**Enrollment management.** Processes, activities and issues involving student college choice, transition to college, student attrition and retention, and student recruitment and outcomes. (Hossler, Bean and Associates, 1990) Enrollment management is also the "coordinated effort of a college or university to influence the size and characteristics of the institution's student body" (Clagett, 1992) All from: {Knight pp 79}

**Enrollments.** The number of filled seats in a section. A single student can count for several enrollments, if they register for several courses.

**Goals.** A broad statement to what is to be accomplished. A goal is not actionable. Goals are derived and synthesized from the sum total of activity and analysis related to external and internal factors and performance on key indicators.

**Headcount.** The number of unique students that enroll in an institution or campus or department. A single student who enrolls in several courses only counts as one for the headcount.

**Indicator.** A quantifiable measurement that reflects and evaluates progress toward achieving goals.

**Instructional Spending.** Funding for all full-time and part-time faculty. First dollar emphasis on classroom instruction is equal to the primary college mission.

**Integrated Planning Model.** The major goal of an Integrated Planning Model is to link planning and effectiveness together; connecting the multiple planning processes into a single, cohesive plan. This action has the benefit of clarifying the institutional vision, avoiding duplication of effort, and improving utilization of staff time.

**Mandatory Spending.** All non-faculty full-time salaries, contractual obligations and operational requirements.

**Mission Statement.** Defines the core purpose of the organization – why it exists.

**Nichols and Nichols assessment model.** From the *Departmental Guide and Record Book for Student Outcomes Assessment and Intuitional Effectiveness (2000)*

**Objective.** A measurable statement about the end result that a service or program is expected to accomplish in a given period of time. Operational intents that flow from an analysis of the college's goals.

**Persistence.** The percentage of students who completed a course (enrolled on last day of course) who were enrolled on census day. Sometimes used when a student-centric viewpoint is needed, otherwise Course Retention appears to be the standard definition.

**Planning Assumptions.** An explanation that describes the parameters under which certain strategies are created. Typically utilized in the development of models that describe future scenarios in the planning process such as number of sections, revenue projections and FTES growth.

**Program Review.** A discipline based evaluation covering technology, staffing, facilities, budget, student services and others to review the performance.

**Retention.** Student is retained in the course to end of term with the following grade notations: A, B, C, D, CR, I. Retention is used for comparing colleges to each other and for comparing departments between colleges.

**Retention Rate.** Percent of students retained in courses out of total enrolled in courses. The retention rate is calculated by dividing the numerator by the denominator and multiplying by 100.

Numerator

Number of students (duplicated) with A, B, C, D, F, CR, NC, I

Denominator

Number of students (duplicated) with A, B, C, D, F, CR, NC, W, I

**Sections.** Offering of a course in a specific term with start and end times, an instructor of record and a location.

**Skunks Works.** A group made up of ‘out-of-the-box’ community members and leaders willing to examine CR’s programmatic gaps and suggest programs for development. The Skunks Works Committee (SWC) is guided by demographic shifts, new technologies, changes in employment trends, global competition, and the development of new student markets.

**Strategy.** A statement of an approach that will contribute to accomplishing a goal.

**Student Learning Outcomes.** Learning outcomes are defined in higher education assessment practice as something that happens to an individual student as a result of attendance at a higher education institution. Student learning outcomes are the specific measurable goals and results that are expected subsequent to a learning experience. These outcomes may involve knowledge (cognitive), skills (behavioral), or attitudes (affective) that provide evidence that learning has occurred as a result of a specified course, program activity, or process. (Bakersfield)

**Target.** Specific, operational statement of a desired level of performance that is validated by students or other stakeholders.

**Target indicators.** The expected outcome of a good, overall strategic initiative. A macro measurement of district wide/college goals and outcomes.

**Vision Statement.** A present-tense statement that communicates where an organization believes it will be within a stated period of time.