College of the Redwoods

7351 Tompkins Hill Rd, Eureka, CA 95501

Follow-Up Report

April 1, 2009

Table of Contents

Statement of Report Preparation…….. 3

Background……... 4

Response to Team Recommendation 1…… 5
Description of Steps Taken to Resolve the Recommendation…… 5
Conclusion…….. 7
Analysis…….. 8
Evidence…… 8
Additional Plans…… 8

Appendix A: New administrative organizational charts…….. 9

Appendix B: Program review inadequacies identified…… 12

Appendix C: Revised program review forms/templates……. 13

Appendix D: Proposed program review guidelines…….48

Appendix E: Flowchart for improved program review processes…….. 42

Appendix F: New calendar and timelines for program review…….. 53

Appendix G: Annual planning priorities flowchart…… 56

Appendix H: Program review responses team activity calendar…… 57

Statement on Report Preparation

In a letter dated February 3, 2009, the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges reaffirmed College of the Redwoods' accreditation with the requirement that the College submit a Follow-Up Report by April 1, 2009. The report was to focus on the institution's resolution of a recommendation from the Evaluation Report of December 5, 2008.

President/Superintendent Jeff Marsee appointed a task force to complete the report consisting of Keith Snow-Flamer, Vice President of Student Development; Martha Davis, the Director of Institutional Research; and Cheryl Tucker, the Director of Special Programs. This task force worked with individuals from the Program Review Committee, the Assessment Team, and consultant Fred Trapp to gather relevant information and ensure that collaboration and inclusive dialogue with related functional groups was employed to address the recommendation

_____ _____

Jeff Marsee, President/Superintendent Date
College of the Redwoods

Accreditation Core Response Team
Keith Snow-Flamer, Vice President, Chief Student Services Officer and acting Chief Instructional Officer
Cheryl Tucker, Director of Special Programs
Martha Davis, Director of Institutional Research

Professional Consultant
Fred Trapp

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Background

College of the Redwoods has been actively engaged in work to meet ACCJC standards in the areas of planning, program review and student learning outcomes for the past two years.

The December 2008 Accreditation Special Visit Team found a college community enthusiastic and hard at work refining planning processes developed during the prior year. When it was learned in February that the college was removed from warning status and its accreditation reaffirmed there was excitement. There was also acknowledgement that there was still a great deal of work to be done, particularly in the areas of program review, assessment, and formal adoption of the Education and Facilities Master Plans.

More than 75 participants from the college and community attended a planning retreat on February 27th to review draft Education and Facilities Master Plans. Feedback on the documents continues to be generated and revisions completed according to a rigorous schedule that will ensure that the final drafts are presented to the Board of Trustees for approval at the May 2009 meeting.

It has been noted in past reports that the college has made positive strides in initial development and implementation of the program review process. As a result, every instructional and non-instructional area completed an annual program review update and 18 of 29 instructional areas completed a comprehensive program review. The recent visiting team found the college's program reviews to be rich in narrative and descriptive information. Currently, comprehensive reviews include an evaluation of course sequencing, program goals and budgets, learning outcomes, as well as some student success and completion data.

During a recent examination of program review, it became evident that the following deficiencies must be addressed if the process is to be used as a key function to inform planning:

- No administrative accountability
- Inadequately expressed student achievement data
- Lack of critical analyses and meaningful dialogue about data that leads to improved student learning
- No program evaluation process

It is recognized that in order to move from the "development" to the "proficiency" level in terms of institutional effectiveness these gaps must be acknowledged and removed. There is a firm commitment to achieving full compliance with the ACCJC standards and realizing the state of sustainable continuous quality improvement in the areas of planning, program review and student learning outcomes.

Recommendation 1 (2008):

The college should determine a template for student achievement data and related analyses that is to be included in all program reviews, and should use the institutional research staff and others knowledgeable about data analyses to guide the faculty and ultimately the college in discussions of what these data show about student success; these discussions should become part of the culture and practice of the institution. (Standards II.A.1a and c, II.A.2.a, II.A.2.e)

Description of Steps Taken to Resolve the Recommendation

To ensure the deficiencies outlined in the Special Visit Report of December 5th, 2008 are completely resolved, a new administrative structure will be in place by summer 2009. The incoming administrative team includes Vice President and Dean level responsibility related to program review, assessment and evaluation (Appendix A).

To address the recommendation for further improvement of the college's program review and assessment efforts, the Institutional Research Director, in consultation with Fred Trapp, worked with existing functional groups as well as temporary work groups to evaluate efforts of the current processes and make recommendations for change. Faculty, administrators and staff from the program review Committee, Assessment Team, Basic Skills Committee and Student Services participated in this work.

The following topics were discussed in depth: operationally defining programs of study; the focus and purpose of program review; the process for change and feedback; and the program review cycle and schedule. Process mapping and flow charts of the current process were utilized to further identify issues of concern. As a result of this work, three key areas of program review were targeted for transformation: the template, process and evaluation.

Program Review Template:
It was determined that the flow of information in the current format does not lead to an analysis of trends and data driven conclusions. Additional quantitative data will allow for more meaningful dialogue leading to improvement in student learning. Information will include longitudinal data on student retention, persistence, and course completion. Program and student learning outcomes need to be provided as well as benchmarking. In addition, program review will benchmark CR programs compared to other similar institutions in northwest California. Program review data will provide alignment with the Education Master Plan by providing access and success data related to Full Time Equivalent Students (FTES) and Accountability Report for the Community Colleges (ARCC) measures. IR is currently examining the viability of utilizing CalPASS with internal data to provide enhanced information.

CR will perform three distinct types of program review: instructional, administrative, and student services.

Instructional program reviews will include the following measures:

- Student Learning Outcomes (SLOs)
- Program Learning Outcomes (PLOs)
- Faculty to student ratios
- Access (FTES) and success (ARCC) measures
- Enrollment by course
- Benchmarking

- Staff development participation
- Financial Assessment

Administrative program reviews will include measurements of:

- Efficiency
- Customer satisfaction
- Expected versus delivered services
- Benchmarks of similar functions with other institutions
- Financial Assessment

Student Development program review measures will provide a combination of learning outcome and process review that include:

- Effectiveness
- Student satisfaction
- Employee satisfaction
- Student Learning Outcomes
- Program Learning Outcomes
- Staff to student ratios
- Enrollment by course
- Benchmarking
- Trends
- Efficiency
- Financial Analyses

Program Review Process:

Currently, every discipline within instruction, student development and administrative services completes either an annual or comprehensive program review each year that are similar in many respects. This method has placed a strain on the abilities of the IR department to provide assistance in extracting and analyzing the program review data provided on the web for faculty and staff.

To strengthen the program review process, it is proposed that the following will undergo a comprehensive review every four years:

- Every course of study leading to a degree or certificate
- Basic Skills
- General Education grouped by division

Administrative Services and Student Development programs will complete comprehensive reviews every three years.

The revised program review calendar alternates units in a structure that allows for an even division of labor. Programs will be uniformly reviewed on multiple dimensions to ensure that relationships between instructional and support services that are vital to student success are evaluated and improved upon.

Annual unit planning documents are under revision to promote more effective use for monitoring progress towards goals, addressing resource requests and providing a venue for communicating concerns as needed.

Another deficiency is the lack of administrative review, follow-up, and responsibility related to program review. The role of the Program Review Committee as it relates to accountability is unclear. This will be addressed by the new administrative structure and new procedures being implemented.

Evaluation:
The college lacks a clear administrative and consultative process of program evaluation for the purpose of program support, revitalization or elimination. It is recognized although the process of program evaluation is separate from program review, there are opportunities provided by the program review process for recognizing needs related to program vitality.

It is proposed that the Program Review Committee provide bi-annual reports to identify programs that required further evaluation based on data driven criteria related to student access and success. Once the criteria have been identified and administrative support structure established, the process will be linked to planning and budget development.

Assessment Work:
In addition to the focused work on improving program review, the college has also continued to make progress in the development of student learning outcomes and use of assessment for the improvement of learning and institutional effectiveness. Recent Enrollment Management Retreats were engaged in process mapping and flowcharts that resulted in the creation and implementation of action plans related to program and student learning outcomes.

The Assessment Team has communicated with faculty about the importance of adhering to the 2002 ACCJC Accreditation standards requiring that student learning outcomes be assessed at the course, program, and degree level. Faculty who were unable to document completion of the assessment loop (conduct assessment, summarize the results, use results to improve the teaching-learning process) on their program review forms in the Fall 2008 have been strongly encouraged to conduct authentic assessment during Spring 2009 to comply with ACCJC standards.

A half day faculty flex activity was provided on January 16th to facilitate work sessions for the new liberal arts associate degrees. Another retreat facilitated by Fred Trapp on March 27th concentrated on developing learning outcomes for general education.

An Assessment Software Task Force with members from Institutional Research, Instructional Technology, Title III and the Assessment Team was directed to review learning outcomes assessment software, communicate their findings to the college community, assess feedback and make a final recommendation by May 31st.

Conclusion

A major function of Program Review will be to ensure alignment between the goals and priorities of the college and the actual practices within programs and services. To support this effort, program review will include quantifiable targets and analysis of trends related to student achievement, access (FTES), and success (ARCC).

Institutional Research redesigned instructional and non instructional program review templates to include student achievement data and department efficiency measures which will provide alignment with the Educational Master Plan (Appendix C). In addition to accessible data, guidance and training

will be provided to program review participants to promote dialogue for the purpose of improving the quality of learning.

The College is completing the Education and Facilities Master Plans. The plans will be forwarded to the Board of Trustees for a final reading at their May meeting.

Analysis:

Implementation of the revised program review process will provide a framework for district wide discussion related to the improvement of learning. Further collaboration and ongoing progress related to program review, assessment and planning will occur to fully resolve the recommendation. The college leadership is committed to improving structures for communication and positive dialogue for this purpose.

Evidence

Appendix A: New Administrative Organizational Charts
Appendix B: Program review inadequacies identified
Appendix C: Revised program review forms/templates
Appendix D: Proposed program review guidelines
Appendix E: Flow chart for improved program review process
Appendix F: New calendar and timelines for program review
Appendix G: Annual Planning Priorities flow chart
Appendix H: Program Review Response Team Activity Calendar

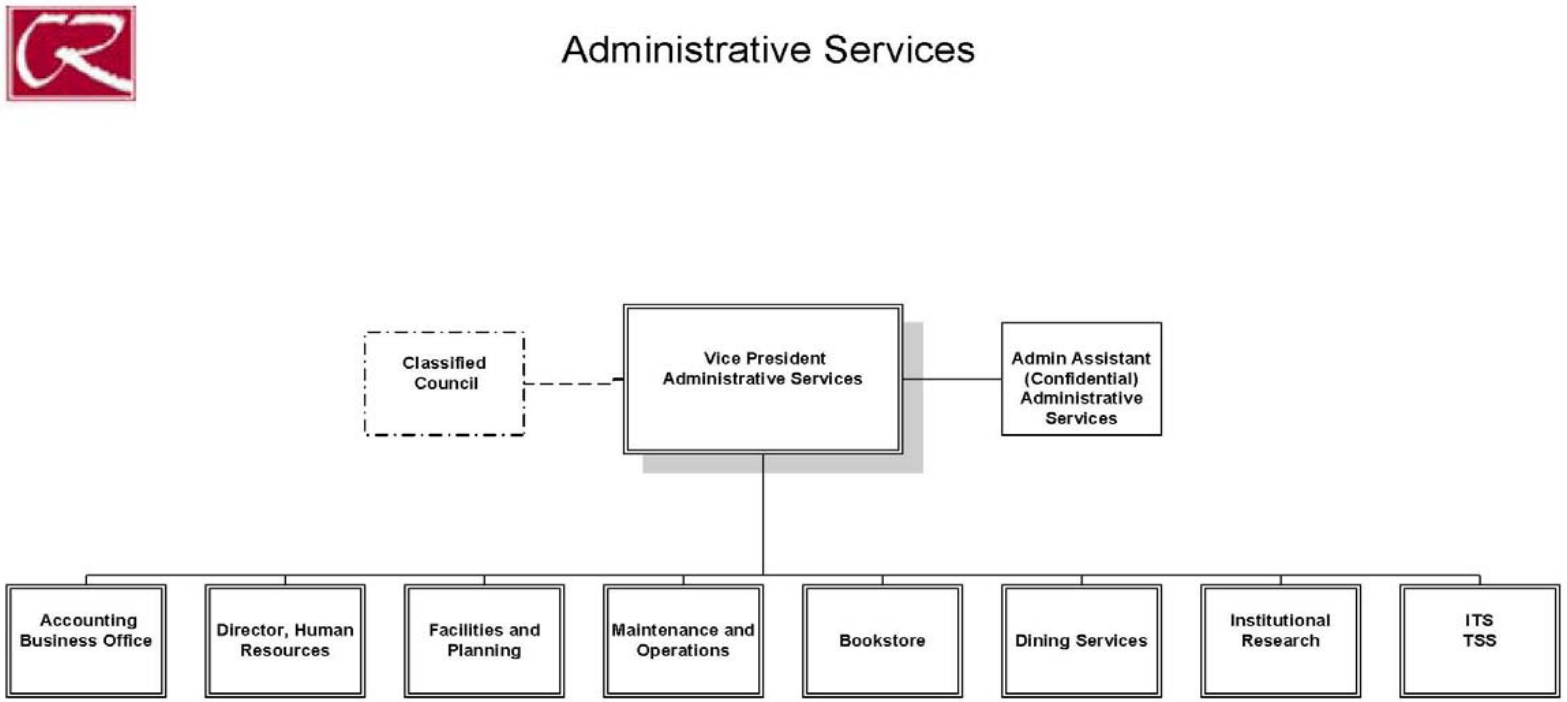
Additional Plans

District wide communication and collaboration on the proposed changes to program review will occur through the Spring 2009 semester. Feedback will be incorporated into the final revisions during the summer for further review and pilot testing of the process in September 2009.

A significant effort is also underway to improve the process of accurately placing students into program of study. In addition to the recent purchase of E-Advising Suite for the institutions Colleague Datatel database, four advisors and two faculty counselors will be added to the Counseling Department by the Fall of 2009 to ensure that data related to student achievement in programs is current, accurate and complete.

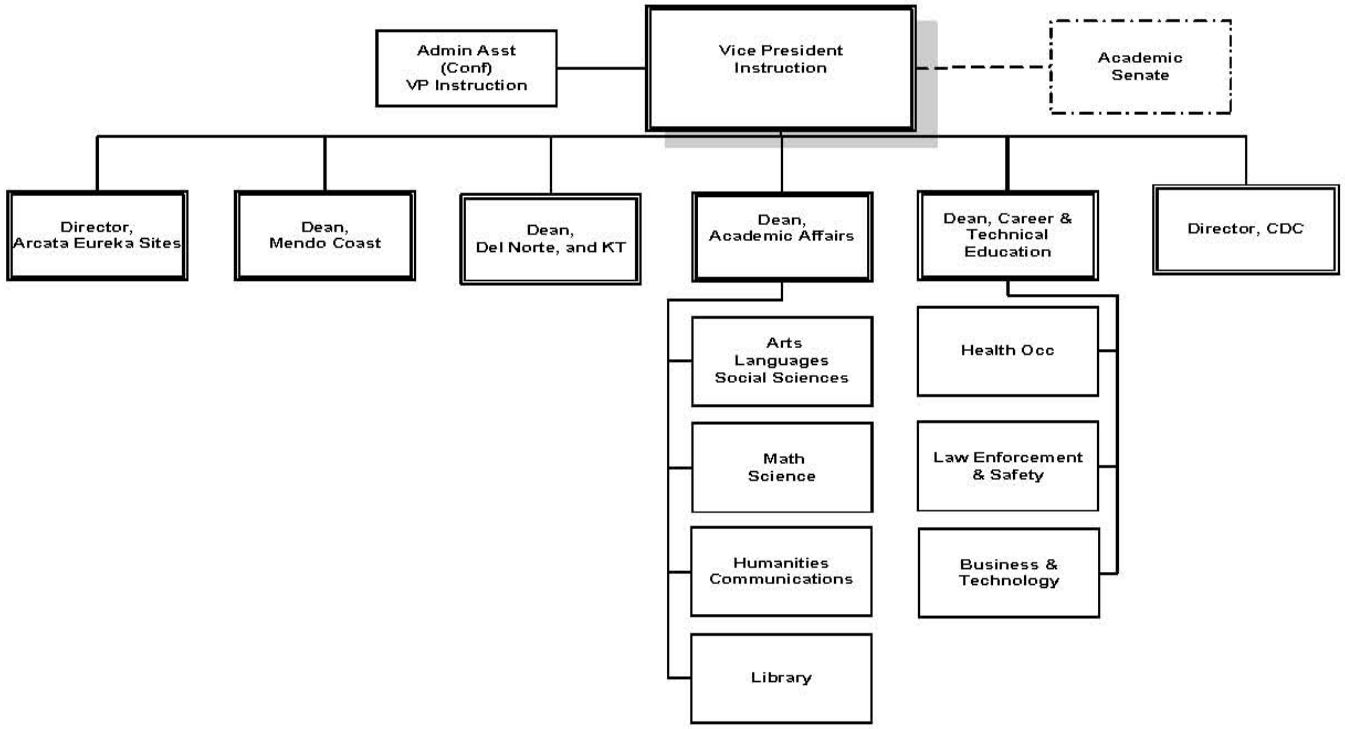
Fred Trapp will continue to work with the college on long term planning through 2012 with the goal of reaching the stage of sustainable continuous quality improvement in the areas of planning, program review and assessment

Appendix A: New Administrative Organizational Charts



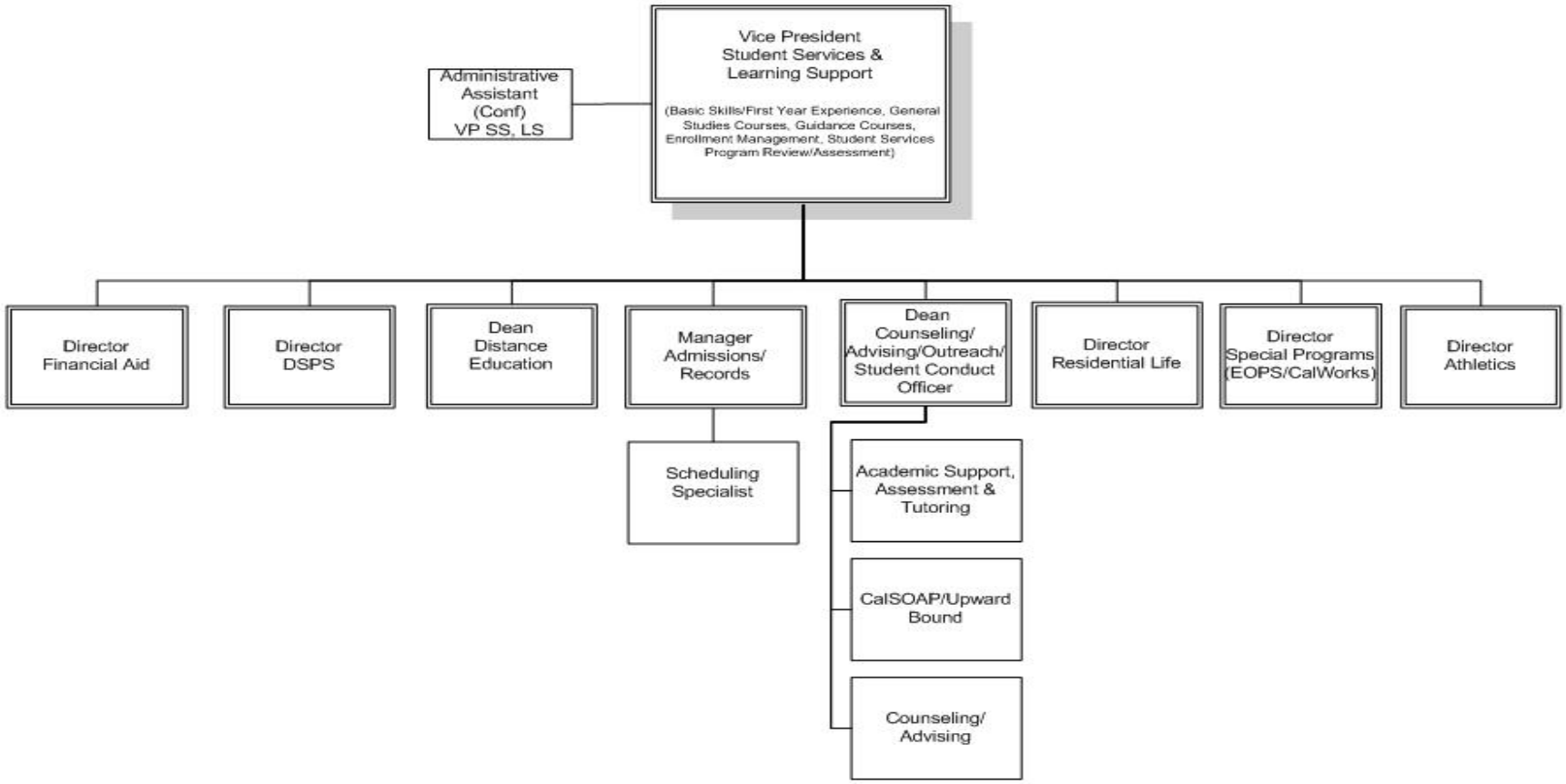
1/28/09

Academic Affairs



1/27/09

Student Services and Learning Support



1/28/09

Appendix B: Program Review Inadequacies Identified
Redwoods Community College District
Program Review Commission Response
Process Inadequacies Identified
03-17-2009

Template/Forms

1. Program reviews are not completed by all programs leading to transfer or AA/AS
2. Schedule needs to be revised
3. Flow of form does not lead to analysis of trends and data driven conclusions
4. No link between program review and educational master plan
5. Success (FTES) and access (ARCC) measures
6. Distinction between program review and resource requests

Process

1. Currently reviewing discipline, should review programs
2. Identification of Programs
3. Putting student into programs
4. Program review schedule
5. Data population in forms- data fields
6. Initial analysis of data
7. No administrative review, lack of responsibility and accountability, clarify role of PRC
8. Separation of program review and resource allocation process
9. Non- instructional review too tied to instructional
10. Move from qualitative reviews to quantitative reviews
11. Separate Instructional from non- instructional evaluation process
12. Pre-review process, support and communication
13. Sequencing, what is evaluated and when
14. No linkage addressing indicators in Ed Plan (Access and Success)
15. Annual plan (budget and resource request) needs to be separate

Evaluation

1. Lack of clear process of how program reviews are evaluated
2. Needs to be administrative and consultative
3. need to identify criteria used to evaluate reviews
4. Process for developing planning priorities and budget development
5. Identify timeline of when important decisions are made
6. Identify evaluation criteria and how those trigger further actions
7. Who makes decision that program needs more or less resources?
8. No teeth in program review process, who evaluates and makes recommendations?
9. Ensure that program reviews have integrity
10. Link between program review evaluation and program discontinuance
11. SLO and PLO, What they are, how they're measured, how its embedded into program review
12. ARCC data not identified (Access and Success), including scorecard
13. Planning horizon outlined in program review should be focused on long term, where as resource allocation process should outline short term needs

Appendix C: Revised Program Review Forms/Templates

College of the Redwoods

Comprehensive Instructional Program Review

Signature Page

<Program>

Programs of Study _____

Degrees: _____

_____

_____

Certificates : _____

_____

_____

_____

Subject Areas Reviewed : _____

_____

_____

_____

We certify that this program review document represents the plans, goals, and critical analysis of this instructional program. Please enter name and signature

Author(s): _____ Date: _____

_____

_____ Date: _____

_____

Division Chair: _____ Date: _____

_____

Dean / V. P.: _____ Validation: _____

_____

Responding to Questions

The document includes questions to which programs respond. After each question is an answer box. If you type your response in the answer box, it will expand to contain your complete answer. Any kind of formatting can be included in the answer box, including different typefaces. Some formatting (such as bulleted lists) can affect the borders of the answer box, but this can be cleaned up using the usual Word formatting commands.

For information on Program Review:

If you have questions about the College of the Redwoods Program Review process or the Program Review Word document, contact:

Martha Davis
Director, Institutional Research
707-476-4364
martha-davis@redwoods.edu

Table of Contents

The table of contents allows access to all pages of the document.

Overview

Program Overview 17

Section 1. Demand, Success, and Retention

Section 1.01. Demand, Fill Rates & Success 18
Section 1.02. Degrees and Certificates Awarded 23
Section 1.03 Benchmarking Completions 24

Section 2. Learning Outcomes and Curriculum

Section 2.01. Program & Student Learning Outcomes 25
Section 2.02. Prerequisites, Co-requisites, and Recommended Preparation 26

Section 3. Program Management

Section 3.01. Efficiency 27

Section 4. Faculty

Section 4.01. FTEF, Adjunct FTEF, and Full-Time/Part-Time Ratio 28
Section 4.02. Teaching/Service Time 28
Section 4.03. Projected Staffing Needs 29
Section 4.04. Committee Participation 30
Section 4.05. Projected Staffing Needs 30

Section 5. Plans

Section 5.01. Planning Assessment 31
Section 5.02. Five-Year Educational Plan 31
Section 5.03. Resources Needed to Support the Program 33
Section 5.04. Facilities, Equipment and Repair 33
Section 5.05. Budget 34

Overview

Please give a brief overview of your instructional program. Describe the relationship of your program to the mission of the college.

College of the Redwoods Mission Statement

The Redwoods Community College District has a commitment both to our students and to our community. We are committed to maximizing the success of each student with the expectation that each student will meet her or his educational goal, achieve appropriate learning outcomes in his/her courses and programs, and develop an appreciation for life-long learning. In partnership with other local agencies, we are also committed to enriching the economic vitality of the community whom we serve. The following are three equally important, primary missions of the Redwoods Community College District:

1. Associate Degree and Certificate Programs
2. Academic and Transfer Education
3. Professional and Technical Education

Program or Discipline

Section 1

Demand, Success, and Retention

This section relates to the following goal(s) of the college

Strategic Master Plan:

Goal 4. Contribute to the economic, cultural and social well-being of the North coast community
Goal 5. Ensure student access

1.01. Demand, Fill Rates & Success

Analyze the enrollment and success data provided by Research & Planning and answer the following questions.

Part 1. Enrollments

Table 1.01A. Enrollments
Number of students enrolled at census date (Fall and Spring semesters only) table with graph

	2005 2006	2006 2007	2007 2008	% Δ
Early Morning*				
Prime Time				
Late Afternoon				
Evening				
Weekend				
TBA				
DE				
Total*				

* measured on secondary Y-axis

Table 1.01B. Weekly Student Contact Hours (WSCH)
(Fall and Spring semesters only)

	2005 2006	2006 2007	2007 2008	% Δ
Early Morning*				
Prime Time				
Late Afternoon				
Evening				
Weekend				
TBA				
DE				
Total*				

* measured on secondary Y-axis

Part 2. Enrollments Per Section and Fill Rates

Table 1.01C. Number of Sections
(Fall and Spring semesters only)

	2005 2006	2006 2007	2007 2008	% Δ
Early Morning*				
Prime Time				
Late Afternoon				
Evening				
Weekend				
TBA				
DE				
Total*				

* measured on secondary Y-axis

Table 1.01D. Enrollments Per Section
(Fall and Spring semesters only)

	2005 2006	2006 2007	2007 2008	% Δ
Early Morning*				
Prime Time				
Late Afternoon				
Evening				
Weekend				
TBA				
DE				
Total*				

* measured on secondary Y-axis

Review and analyze the fill rate data provided by Institutional Research and answer the following questions.

Table 1.01E. Fill Rate
(Fall and Spring semesters only)
Percentage of available seats filled (census enrollment divided by class size)

	2005 2006	2006 2007	2007 2008	% Δ
Early Morning*				
Prime Time				
Late Afternoon				
Evening				
Weekend				
TBA				
DE				
Total*				

* measured on secondary Y-axis

1. Comment on enrollment trends depicted in Tables 1.01A-E

2. Given the data, do sections in the program have a higher fill rate compared to sections in other programs? Identify any important trends and explain if necessary.

3. What adjustments are indicated? Explain.

1.01F. Course Success Rates

Percentage of students enrolled at census receiving a grade of A, B, C, or Credit

	2005 - 2006	2006 - 2007	2007 - 2008
	A-C or Credit	A-C or Credit	A-C or Credit
Total			

Comment on success rates and the success trends of the courses in your program in relation to the desired Student Learning Outcomes.

Table 1.01G. Course Success Demographics (Fall and Spring Semesters)

Course Success by Equity Group

	2005 2006	2006 2007	2007 2008
CR Overall			
Program Overall			
Ethnicity Group			
African-American			
American Indian/Alaskan Native			
Asian			
Hispanic			
Pacific Islander			
Unknown			
White			
Age Group			
Unknown			
20 or less			
21 to 25			
26 to 30			
31 to 40			
41 and over			
Gender Group			
Female			
Male			

Table 1.01.H Basic Skills Preparation

	2005 2006	**2006 2007**	**2007 2008**
Accuplacer Math 1A			
Accuplacer English 1A			
Accuplacer Math and English 1A			
Below Math 1A			
Below English 1A			
Below Math and English 1A			

Table 1.01I. Course Retention Rate
Percentage of students enrolled at census receiving a grade other than W (Withdraw)

	2005 2006	2006 2007	2007 2008
	Retained	Retained	Retained
Total			

Table 1.01J. Grade Distribution
(Fall and Spring semesters only)

Grade distribution Report

	2005 2006	2006 2007	2007 2008
Drop			
A			
A-			
B+			
B			
B-			
C+			
C			
D			
F			
CR			
NC			
W			
Total			

Table 1.01K Academic Skills of Incoming Students

	Placement (Accuplacer)	Total Enrolled	Successful
English 1A (transferable English)			
English 150			
English 350			
English 360			
Reading 360			
GS 360			
Math 22/25/30 (transferearble Math)			
Math 120			
Math 105/106			
Math 375/376			
Math 371/372			

1. Given the data, what changes can be identified in enrollment, retention, and success patterns? Identify any important trends and explain them if necessary.

2. How is the program responding to these changes?

1.02. Degrees and Certificates Awarded

(If the review is a program of study leading to a degree or certificate)

	2005 2006	2006 2007	2007 2008
AS Associate of Science			
C2 Certificate 30 to 59 units			
CA Certificate of Achievement			
Total			

1. Given the enrollment, success and retention data, comment on the number of completions.

2. Have the number of majors changed over time?

3. What evidence is there that the strength of the program (e.g., its uniqueness) attracts students to College of the Redwoods?

1.03. Benchmarking Completions

Program vs. Similar Programs

Section 2

Learning Outcomes & Curriculum

This section relates to the following goal(s) of the college

Strategic Master Plan:

Goal 1: Enable student attainment of educational goals

2.01. Program and Student Learning Outcomes

1. List each Program Learning Outcome in your program, courses where those outcomes are to be achieve, and indicate your progress through the PLOAC (Program Learning Outcomes & Assessment Cycle).

PLO	Course	Assessment Type	Assessment Analysis	Changes resulting from Analysis

2. List each course in your program and indicate with check marks your progress through the SLOAC (Student Learning Outcomes & Assessment Cycle).

Course	SLOs in progress "-"	Assessment done	Assessment data analyzed	for planning	How many cycles

2. Describe how you have used your assessment data analysis for program improvement.

2.02. Pre/Co-requisites: Pre-requisites, Co-requisites, and Advisories on Recommended Preparation

Instructions: Analyze the data provided on prerequisites, co-requisites, and advisories on recommended preparation to answer the following questions.

Courses with prerequisites or requirements:

Course	Prerequisite	Co-Requisites	Requires Validation

Course Sequence leading to degree or certificate:

Course #	Course Title	Units	Lecture Hours	Lab Hours	Required Preparation

1a. Would adding a prerequisite or advisory to any course within the program increase the success rate in the course?

1b. Are there any drawbacks to adding a prerequisite or advisory to any such course? Comment.

2. What review of the course content has been done for these courses and their prerequisites and advisories?

The college will review each prerequisite or advisory on recommended preparation or limitation on enrollment as a part of the comprehensive program review process.

Section 3

Program Management

This section relates to the following goal(s) of the college

Strategic Master Plan:

Goal 2: Develop and manage human, physical and financial resources to effectively support the learning environment

Goal 3: Build a culture of assessment

3.01. Efficiency (FTES, WSCH, FTEF, FTES per FTEF)

Instructions: Analyze the FTES, WSCH (Weekly Student Contact Hours), FTEF, and WSCH per FTEF (Full-Time Equivalent Faculty) data provided by Institutional Research and answer the following questions.

Table 3.01A. FTES, FTEF, and Efficiency
(Fall and Spring semesters only)

	2005 2006	2006 2007	2007 2008
Program FTES			
Program WSCH			
Program FTEF			
Program FTES per FTEF			

1. Comment on the trends in Table 3.01A above.

2. What else (if anything) is indicated by the program data? Identify any important trends and explain if necessary.

3. Do any instructors meet or work with students in hours not included in WSCH? Would it be useful to the program in any way to try to get WSCH credit for these hours? Explain.

Section 4

Faculty

This section relates to the following goal(s) of the college

Strategic Master Plan:

Goal 1: Enable student attainment of educational goals
Goal 2: Develop and manage human, physical and financial resources to effectively support the learning environment

4.01. FTEF, Adjunct FTEF, and FT/PT Ratio

Instructions: Analyze the data on FTEF, adjunct FTEF, and the full-time/part-time ratio provided by Institutional Research and answer the following questions.

Table 4.01A. FTEF and Full-Time/Part-Time Ratio
(Fall and Spring semesters only)

	2004-2005	2005-2006	2006-2007
Full-Time FTEF			
Adjunct FTEF			
% Full-Time			
All Credit % Full-Time			

>Insert language referencing the State's 75% ratio rule<

1. What do the program data indicate? Identify any important trends and explain if necessary.

2. Does the FT/PT ratio affect the program? Comment.

3. Given the data from this section, outline a case to made (if one exists) for increasing the faculty in your program.

4.02. Teaching/Service Time

Instructions: Fill in the data below and answer the questions that follow.

Table 4.02A. Teaching/Service Time

FT Instructor Name	Currently on leave (yes/no)	Retired in last 2 years	FT hired in last 3 years	Load Reduction

1. Given the data, how have these activities impacted the program?

2. Will these and any other activities affect the program in the future?

3. How many faculty are anticipated to retire within the next 3 years?

4.03. Projected Staffing/Faculty Needs

Instructions: Review and analyze the data on faculty matters provided in this section, plus your responses to the previous personnel questions, and answer the following questions.

Employee Name	Position	FT/PT	Hours/Week	Duties

1. Discuss any trends that will impact your projected staffing needs.

2. Discuss any trends that will impact your projected faculty needs.

4.04. FT Faculty Qualifications and Development Activities

Instructions: Administer to program faculty the survey provided by Institutional Research. Analyze the responses and other information and fill in the data below.

Table 4.04A. Faculty Qualifications and Development Activities

FT Instructor Name	Highest Degree	Service Years	Recent Professional Development Activities	Recent Workshops/ Courses Taken	Funding Source for Professional Development

1. How do the Professional Development Activities above directly relate to the goals or interests of the program and the mission of the college?

2. What steps are recommended for improvement, if any?

4.05. Committee Participation

Instructions: For the period since the last program review (or the last six years), fill in the data below for each full-time faculty member and answer the questions that follow.

Table 4.05A. Committee & Campus Participation

FT Instructor Name	CR Committees or other Campus Participation	Other Professional Service

Section 5

Plans

This section relates to the following goal(s) of the college

Strategic Master Plan:

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

5.01. Planning Assessment

Reflect on your previous planning process.

Please list goals and measurable objectives related to your discipline or program of study leading to a degree or certificate.

List those goals that have been accomplished to date. How did the implementation of these plans improve your program?

QIP Chart Format >keep QIP and implement into larger planning function<

Field	
Recommendation #	
Recommendation	
Planned Implementation Date	
Estimated Completion Date	
Action/Tasks	
Measure of Success/Desired Outcome	
Estimated Costs	
Who is responsible?	
Consequence if not funded	

5.02. Five-Year Educational Plan

Please develop a Five Year Plan for program improvement using the *sample template* below. Try to be as specific as possible about what you hope to accomplish, what resources are needed, and tasks involved.

Year One (2008-2009)

Growth	
Curriculum	
Staff	
Facilities	
Technology & Learning Resources	
Other	

Year Two (2009-2010)

Growth	
Curriculum	
Staff	
Facilities	
Technology & Learning Resources	
Other	

Year Three (2010-2011)

Growth	
Curriculum	
Staff	
Facilities	
Technology & Learning Resources	
Other	

Year Four (2011-2012)

Growth	
Curriculum	
Staff	
Facilities	
Technology & Learning Resources	
Other	

Year Five (2012-2013)

Growth	
Curriculum	
Staff	
Facilities	
Technology & Learning Resources	
Other	

5.03. Resources Needed to support the Program

Resource requests may be included in the annual review only

Resources may include alteration or additions to existing facilities, as well as any technology including computer equipment and software, or any other equipment to support your discipline or program of study.

List the resources and/or technology needed to accomplish your plan to improve and/or expand your discipline or program of study. Explain the type of resource and identify which goal or objective the resource would address.

	Resource	**Timeline**
Growth		
Curriculum		
Staff		
Facilities		
Technology & Learning Resources		
Other		

5.04. Facilities, Equipment and Repair

Is the level of resources provided adequate? If not, explain.

Student Services Resources
Complete the following grid concerning Student Services Areas.
If a lack of support was indicated in the table above, describe your program/discipline need.

Does the area satisfy the needs of your discipline?	There is a connection to this discipline/program and YES the student and YES the student and YES the student services area does satisfy the needs of the discipline.	There is a connection to this discipline/program and NO the student services area does not satisfy the needs of the discipline.	Uncertain about the student service area provided or how it connects to this discipline/program
Admissions and Records			
Counseling			
Financial Aid			
Career Services			
Disabled Student Programs and			
Extended Opportunities Programs			
CalWorks			
Residence Halls			
Upward Bound			
Student Conduct			

5.05 Budget

>establish a common set of budget categories for use across all programs<

Budget

Account Code	Account Description	Beginning Balance	Ending Balance	Difference

Budget considerations to address goals and objectives

Category	Unrestricted Funds	Restricted Funds

College of the Redwoods

Non-Instructional Comprehensive Program Review

Signature Page
Student Development

Programs of Study _____

Degrees: _____
_____

Certificates : _____
_____
_____

Subject Areas Reviewed :_____
_____
_____

We certify that this program review document represents the plans, goals, and critical analysis of this instructional program. Please enter name and signature
Author(s): _____
_____

Dean / V. P.: _____
Validation Date: _____

Responding to Questions

The document includes questions to which programs respond. After each question is an answer box. If you type your response in the answer box, it will expand to contain your complete answer. Any kind of formatting can be included in the answer box, including different typefaces. Some formatting (such as bulleted lists) can affect the borders of the answer box, but this can be cleaned up using the usual Word formatting commands.

For information on Program Review:

If you have questions about the College of the Redwoods Program Review process or the Program Review Word document, contact:

Martha Davis
Director, Institutional Research
707-476-4364
martha-davis@redwoods.edu

Table of Contents

The table of contents allows access to all pages of the document.

Overview
Program Overview 17

Section 1. Demand, Success, and Retention
Section 1.01. Data to Support the Program 18

Section 2. Learning Outcomes and Curriculum
Section 2.01. Student Learning Outcomes 25

Section 3. Program Management
Section 3.01. Personnel 27
Section 3.02. Sustainability 43
Section 3.03 Personnel Demographics 43
Section 3.04. Projected Staffing Needs 43

Section 4. Budget and Fiscal Accountability
Section 4.01. Budget 28
Section 4.02. Expenses and Income 28

Section 5. Plans
Section 5.01. Planning Assessment 31
Section 5.02. Five-Year Educational Plan 31
Section 5.03. Resources Needed to Support the Program 33

Overview

Please give a brief overview of your program. Describe the relationship of your program to the mission of the college.

College of the Redwoods Mission Statement

The Redwoods Community College District has a commitment both to our students and to our community. We are committed to maximizing the success of each student with the expectation that each student will meet her or his educational goal, achieve appropriate learning outcomes in his/her courses and programs, and develop an appreciation for life-long learning. In partnership with other local agencies, we are also committed to enriching the economic vitality of the community whom we serve. The following are three equally important, primary missions of the Redwoods Community College District:

1. Associate Degree and Certificate Programs
2. Academic and Transfer Education
3. Professional and Technical Education

Program or Discipline

Section 1

Demand, Success, and Retention

This section relates to the following goal(s) of the college

Strategic Master Plan:

Goal 4. Contribute to the economic, cultural and social well-being of the North coast community
Goal 5. Ensure student access

Section 1.01. Data to Support the Program

Admissions and Records

Contacts by Type

	2009-2010				2010-2011				2011-2012			
	Fall	**Winter**	**Spring**	**Summer**	**Fall**	**Winter**	**Spring**	**Summer**	**Fall**	**Winter**	**Spring**	**Summer**
Academic Counseling/Adv												
Academic Follow-Up												
Aptitude Testing												
Acquired Brain Injury Svc												
Career Counseling												
Devel. Delayed Services												
Student Educational Plan												
Hearing Impaired Services												
Learning Disability Svc												
Mobility Services												
Other Assessment Services												
Orientation												
Other Disability Services												
Personal Counseling												
Psych. Dis. Services												
Placement Testing												
Study/Learning												

Assessment												
Speech/Language Services												
Transfer Services												
VATEA Contact												
Visually Impaired Services												

Plans to Address Contact Trends

Growth	
Scheduling Issues	
Staff	
Facilities	
Technology & Learning Resources	
Other	

Applications Processed

Source	**2009-2010**				**2010-2011**				**2011-2012**			
	Fall	**Winter**	**Spring**	**Summer**	**Fall**	**Winter**	**Spring**	**Summer**	**Fall**	**Winter**	**Spring**	**Summer**
Online												
In person												
Total												
Registrations												

Section 2.

This section relates to the following goal(s) of the college Strategic Master Plan:

Goal 1: Enable student attainment of educational goals

Section 2.01. Student Learning Outcomes

3. List each identified Student Learning Outcome related to your program and indicate with check marks your progress through the Student Learning Outcomes & Assessment Cycle.

SLO	Assessment tool written	Assessment Complete	Assessment data analyzed	Data used for planning

2. Describe how you have used your assessment process and data analysis for program improvement.

Section 3

Program Management

This section relates to the following goal(s) of the college

Strategic Master Plan:

Goal 2: Develop and manage human, physical and financial resources to effectively support the learning environment

Goal 3: Build a culture of assessment

Section 3.01. Personnel

Organizational Chart

>Insert Organizational Chart here<

Personnel

Employee	Position	Currently on leave (yes/no)	Retired in last 2 years	Anticipated to retire in next 3 years

Section 3.02. Sustainability

Sustainability

Section 3.03. Personnel Demographics

Personnel Demographics

Employee	Position	Gender	Ethnicity	How long employed?

Section 3.04. Projected Staffing Needs

Projected Staffing needs

Administration of Justice: Course Success by Equity Group

	2005 - 2006	2006 - 2007	2007 - 2008
CR Overall	68%	68%	67%
Program Overall	87%	91%	87%
Ethnicity Group			
African-American			
American Indian/Alaskan Native	79%	91%	77%
Asian	80%	100%	67%
Hispanic	80%	77%	75%
Pacific Islander	33%	63%	80%
Unknown	84%	96%	88%
White	90%	92%	90%
Age Group			
Unknown	50%	100%	92%
20 or less	75%	71%	58%
21 to 25	63%	74%	76%
26 to 30	86%	91%	88%
31 to 40	97%	96%	95%
41 and over	97%	98%	96%
Gender Group			
Female	82%	86%	80%
Male	89%	93%	90%

Section 4

Budget and Fiscal Accountability

This section relates to the following goal(s) of the college

Strategic Master Plan:

Goal 2: Develop and manage human, physical and financial resources to effectively support the learning environment

Section 4.01. Budget

Budget

Account Code	Account Description	Beginning Balance	Ending Balance	Difference

Goals and measurable objectives for the year

Budget considerations to address goals and objectives

Section 4.02. Income and Expenses

Income/Expenses

Income/Expense	Amount	Description

Section 5

Plans

This section relates to the following goal(s) of the college

Strategic Master Plan:

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

5.01. Planning Assessment

Reflect on your previous planning process.

Please list goals and measurable objectives related to your discipline or program of study leading to a degree or certificate.

List those goals that have been accomplished to date. How did the implementation of these plans improve your program?

5.02. Five-Year Educational Plan

Please develop a Five Year Plan for program improvement using the *sample template* below. Try to be as specific as possible about what you hope to accomplish, what resources are needed, and tasks involved.

Year One (2008-2009)

Growth	
Curriculum	
Staff	
Facilities	
Technology & Learning Resources	
Other	

Year Two (2009-2010)

Growth	
Curriculum	
Staff	

Facilities	
Technology & Learning Resources	
Other	

Year Three (2010-2011)

Growth	
Curriculum	
Staff	
Facilities	
Technology & Learning Resources	
Other	

Year Four (2011-2012)

Growth	
Curriculum	
Staff	
Facilities	
Technology & Learning Resources	
Other	

Year Five (2012-2013)

Growth	
Curriculum	
Staff	
Facilities	
Technology & Learning Resources	
Other	

Section 5.03. Resources Needed to Support Program

Appendix D: Proposed Program Review Guidelines

Focus and Purpose of Program Review

Program quality and improvement are the primary focus of program review. The specific purpose of program review is:

- To evaluate instructional programs and support services within the context of the mission and goals of the College.
- To improve the quality of instruction and services, to meet accountability mandates and to demonstrate institutional effectiveness.
- To identify the goals and plans for any improvements or changes that will enhance student learning outcomes and overall program efficiency.
- To more closely connect the program review, assessment, and planning functions.
- To recommend more effective and efficient utilization of college resources.
- To ensure that student success and achievement is more thoroughly discussed.
- To provides a means for tracking and evaluating the actions taken to improve program effectiveness and efficiency.
- To identify trends within a program.
- To review all degrees and certificates while continuing to review disciplines.
- To serve as a basis to assist the college in initiation, expansion, reduction, consolidation and discontinuation of programs and services.
- To allow the entire college community to evaluate its own areas of strength and challenges so that the college can better set priorities to meet the student and community needs of the community.
- To evaluate the college's progress in addressing basic skills education in programs, courses, and disciplines.

Characteristics of program reviews:

- Reviews are forward thinking.
- Reviews are evaluative, not just descriptive. Plans for improvement require judgment on the program, students, curriculum, learning outcomes, resources and future directions.
- Reviews provide a concise, honest appraisal of a program and department/discipline's strengths and weaknesses.
- Reviews must incorporate the criteria for evaluating efforts in basic skills education and learning outcomes into the criteria for all instructional program reviews

Program Review Results

Program review recommendations are a major component of the college planning processes which is designed to lead to effective use of resources and should increase the quality of instruction and services based upon institutional, program, degree, and course learning outcomes. The information gathered will provide critical internal data about size and stability of program, current and future resource needs, market demand, equipment and space needs, strengths and weaknesses, and how the program relates to the mission of the College and the Strategic, Educational and Facilities Plans.

Reviews culminate in recommendations developed by the program review Committee in consultation with the appropriate director or dean. The recommendations are communicated to the Coordinated Planning Council and the Cabinet. The recommendation may include a summary statement indicating the strength of program or a statement recommending placing the program in one of the following five categories:

- recommend program expansion;
- recommend continuation of program in current form;
- recommend program continuation, but with adjustments to current funding level and/or program modifications;
- recommend special attention to program and continuing review; or
- recommend the program be discontinued

Program Discontinuance

The process of Program Discontinuance is separate and distinct from program review. The purpose of the Program Discontinuance process is to determine the vitality and continued viability of a program in response to concerns identified during the program review process or in response to significant changes in enrollment or fiscal concerns.

Program Review Cycle

Comprehensive program review is conducted by each academic instructional unit every four years and every vocational and student services/administrative unit every three years based on a schedule maintained by the Program Review Committee. Annual program reviews are conducted by each operational unit every year.

Assistance for completing the review

Assessing and setting goals for a program or academic division should be the result of internal discussion, but the supervising administrator will provide assistance with the process. In addition, the Office of Institutional Research will provide data that will be used in completing program reviews.

Analysis of Program Status

It is important that criteria be developed and broadly accepted about how program review/planning information will be used. Therefore, a system for recognizing exemplary programs or alerting programs in which problems may exist or are developing is imperative.

1. Recognition or Alerts For Instructional Programs

    - FTEF: If the faculty load in the program falls below the College average of the prior year or is consistently above the College average.
    - Cost/FTES: If the cost per FTES for the program is above or below the income the College receives per FTES.
    - Retention: If the retention rate for the program is below or above the College average. Either condition could reflect positively or negatively on the program depending on other extenuating factors such as the discipline involved, grading patterns, or entry level of students.

- Growth Trend: If the growth rate in FTES is below or above the overall College growth rate for the prior year.
- Apportionment Income: If the income to the program has decreased or increased since the previous academic year.
- Significant decline in labor market
- Incongruence of program with college mission and goals, state mandates, etc…

2. Recognition or Alerts for Support Service Areas

- Cost/FTES: If the cost per FTES for the program is above or below the income the College receives per FTES.
- Growth Trend: If the growth rate in FTES is below or above the overall College growth rate for the prior year.
- Productivity: A productivity measure developed by the area administrator in consultation with staff.

3. Use Of Alerts For Program Review Process

Generally, alerts will indicate that further review is needed. Program staff in areas with alerts will make specific recommendations to address the problem areas. These recommendations then become goals and objectives for the program during the next academic year. If the goals are not met, specific recommendations about the future of the program will be made by the area administrator and the Program Review Committee.

4. Use Of Recognition or Alerts For Budget Development

Programs with alerts will provide detailed justifications to the Budget Development and Committee for funding requests. Curriculum changes proposed by these programs that involve increased expenditures will be carefully reviewed by the Curriculum Committee.

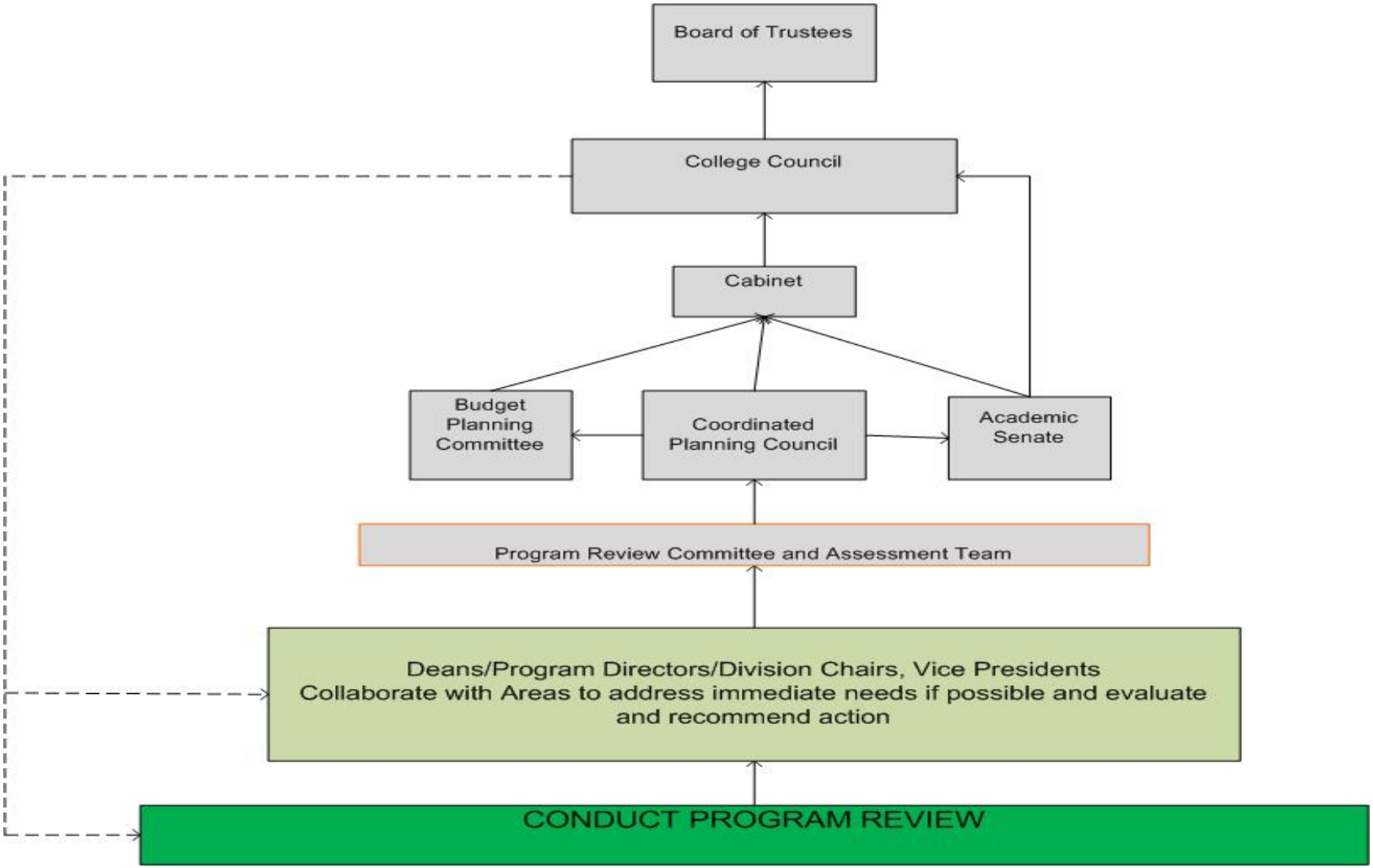
Program Review Committee

The Program Review Committee will be responsible for the design of the review process and format and for the selection of the review panels for each program review. Any revisions in the review process of format will be submitted to the Cabinet and Academic Senate for review and approval.

A Program Review Panel will be selected for each program review. The panel will act as a subcommittee of the Program Review Committee. Members of the panel will be appointed by the committee with the concurrence of the Academic Senate and the Cabinet. The panels will be responsible for carrying out the program review and for making recommendations to the Program Review Committee. Each panel will be chaired by an experienced member from the Program Review Committee who is not in the same unit as the program to be reviewed.

Input from external reviewers is a desirable aspect of program review in that it provides an evaluative opinion from others in the field, ensures objectivity, helps provide perspectives concerning the program's relationship to the

Appendix E: Flow Chart for Improved Program Review Process



Appendix F: New timelines and calendar for program review

Student Services and Administrative Services through 2016 Calendar of Review

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Annual Update Food Service Institutional Research Library Fiscal Services Athletics Student Health Human Resources Distance Education Marketing Bookstore Maintenance ITS Security Child Development Center	Annual Update Food Service Institutional Research Admissions & Records Residential Life EOPS Counseling/Advising (GS/Guidance) DSPS Career Development ASC CalSOAP/Upward Bound Fiscal Services Athletics Student Health Human Resources Distance Education Marketing Bookstore Maintenance Financial Aid ITS Security Child Development Center	Annual Update Admissions & Records Residential Life EOPS Counseling/Advising (GS/Guidance) DSPS Library ASC CalSOAP/Upward Bound Financial Aid Athletics Student Health Distance Education	Annual Update Food Service Institutional Research Library Fiscal Services Athletics Student Health Human Resources Distance Education Marketing Bookstore Maintenance ITS Security Child Development Center	Annual Update Food Service Institutional Research Admissions & Records Residential Life EOPS Counseling/Advising (GS/Guidance) DSPS Career Development Library ASC CalSOAP/ Upward Bound Fiscal Services Human Resources Marketing Bookstore Maintenance Financial Aid ITS Security Child Development Center	Annual Update Athletics Student Health Human Resources Distance Education Marketing Library Admissions & Records Residential Life EOPS Counseling/Advising (GS/Guidance) DSPS Career Development ASC CalSOAP/Upward Bound Financial Aid	Annual Update Food Service Institutional Research Library Fiscal Services Human Resources Marketing Bookstore Maintenance ITS Security Child Development Center Athletics Student Health Distance Education Library
Comprehensive Admissions & Records Residential Life EOPS Counseling/Advising (GS/Guidance) DSPS Career Development ASC CalSOAP/Upward Bound Financial Aid	Comprehensive Athletics Student Health Distance Education Library	Comprehensive Food Service Institutional Research Fiscal Services Human Resources Marketing Bookstore Maintenance ITS Security Child Development Center	Comprehensive Admissions & Records Residential Life EOPS Counseling/Advising (GS/Guidance) DSPS Career Development ASC CalSOAP/Upward Bound Financial Aid	Comprehensive Athletics Student Health Distance Education Library	Comprehensive Food Service Institutional Research Fiscal Services Human Resources Marketing Bookstore Maintenance ITS Security Child Development Center	Comprehensive Admissions & Records Residential Life EOPS Counseling/Advising (GS/Guidance) DSPS Career Development ASC CalSOAP/Upward Bound Financial Aid

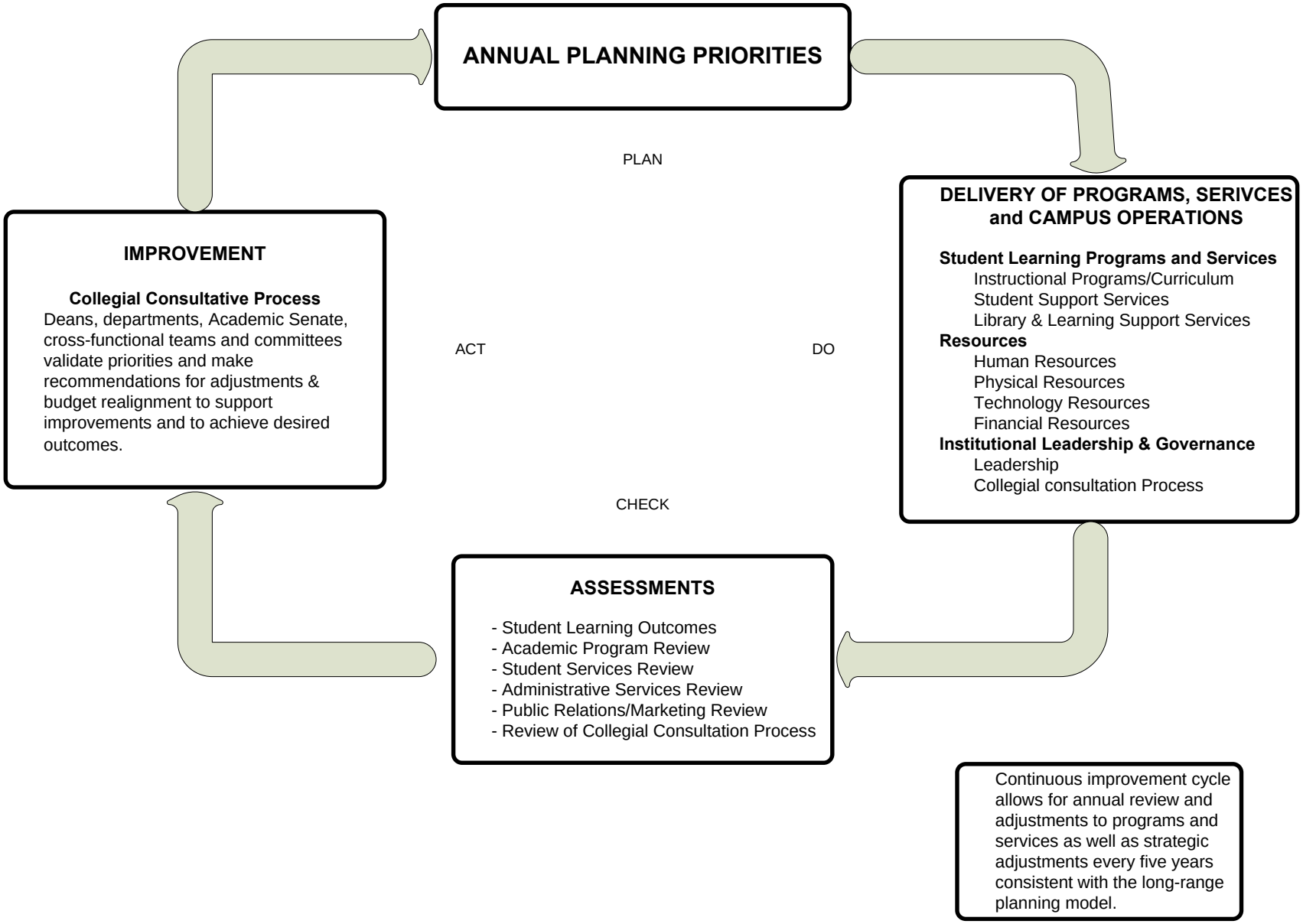
Instructional Areas through 2016 Calendar of Review

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016

Annual Update Biology Environmental Science Chemistry-Physical Science Earth Science Astronomy Physics Engineering Math PE: Dance, HE Anthropology Sociology NAS Languages (French, Sign language, Germ, Span, Ital, Japanese), Music Drama Political Science Psychology English History Cinema Philosophy Speech Economics Computer and Electronics Technology Industrial Technology Manufacturing Technology	Annual Update Biology Environmental Science Chemistry-Physical Science Earth Science Astronomy Physics Engineering Math PE: Dance, HE Anthropology Sociology NAS Languages (French, Sign language, Germ, Span, Ital, Japanese), Music Drama Political Science Psychology English History Cinema Philosophy Speech Economics Computer and Electronics Technology Industrial Technology Manufacturing Technology	Annual Update Biology Environmental Science Chemistry-Physical Science Earth Science Astronomy Physics Engineering Math PE: Dance, HE Anthropology Sociology NAS Languages (French, Sign language, Germ, Span, Ital, Japanese), Music Drama Political Science Psychology English History Cinema Philosophy Speech Economics Computer and Electronics Technology Industrial Technology Manufacturing Technology	Annual Update Biology Environmental Science Chemistry-Physical Science Earth Science Astronomy Physics Engineering Math PE: Dance, HE Anthropology Sociology NAS Languages (French, Sign language, Germ, Span, Ital, Japanese), Music Drama Political Science Psychology English History Cinema Philosophy Speech Economics Computer and Electronics Technology Industrial Technology Manufacturing Technology	Annual Update Biology Environmental Science Chemistry-Physical Science Earth Science Astronomy Physics Engineering Math PE: Dance, HE Anthropology Sociology NAS Languages (French, Sign language, Germ, Span, Ital, Japanese), Music Drama Political Science Psychology English History Cinema Philosophy Speech Economics Computer and Electronics Technology Industrial Technology Manufacturing Technology	Annual Update Biology Environmental Science Chemistry-Physical Science Earth Science Astronomy Physics Engineering Math PE: Dance, HE Anthropology Sociology NAS Languages (French, Sign language, Germ, Span, Ital, Japanese), Music Drama Political Science Psychology English History Cinema Philosophy Speech Economics Computer and Electronics Technology Industrial Technology Manufacturing Technology
Comprehensive **Basic Skills** Developmental math Developmental English	Comprehensive **A.S/A.A.** Natural Sci Social Sci Humanities Language and Rationality **Liberal Arts Areas of Emphasis** Math Social Sci Hum/Comm Business **Degrees/Certificates** Automotive Technology	Comprehensive **CSU** Communication and Critial Thinking Sci and math Arts, Lit, Philos, and Foreign Lang Social, Poli, Econ Lifelong understanding **Degrees/Certificates** Addiction Studies Admin of Justice Agriculture Early Childhood Education Forestry	Comprehensive **IGETC** Engl Comp Math Arts & Humanities Social and Behavioral Sci Physical and Bio Sci. **Degrees/Certificates** Construction Technology CT - General CT - Historic Preservation and Restoration CT - Fine Woodworking	Comprehensive **Basic Skills** Developmental math Developmental English **Degrees/Certificates** Digital Media Drafting Technology Graphic Communications Hospitality, Restaurant, and Culinary Arts Manufacturing Technology Real Estate	Comprehensive **A.S/A.A.** Natural Sci Social Sci Humanities Language and Rationality **Liberal Arts Areas of Emphasis** Math Social Sci Hum/Comm Business **Degrees/Certificates** Automotive Technology	Comprehensive **CSU** Communication and Critial Thinking Sci and math Arts, Lit, Philos, and Foreign Lang Social, Poli, Econ Lifelong understanding **Degrees/Certificates** Addiction Studies Admin of Justice Agriculture Early Childhood Education Forestry

	Business - Bookkeeping Business - General Business Business - Medical Office Business Skills Business - Word Processing, Desktop Publishing Business Technology Computer Information Systems Diesel Heavy Equipment Technology Welding Technology	Natural Resources HO - Dental Assisting (DA) HO - LVN HO - RN HO - MA Marine Science Technology Natural History			Business - Bookkeeping Business - General Business Business - Medical Office Business Skills Business - Word Processing, Desktop Publishing Business Technology Computer Information Systems Diesel Heavy Equipment Technology Welding Technology	Natural Resources HO - Dental Assisting (DA) HO - LVN HO - RN HO - MA Marine Science Technology Natural History

Appendix G: Annual Planning Priorities flow chart



Appendix H: Program Review Response Team Activity Calendar

Activity	Group Responsible	Timeline
Review of revised program review templates and process by collegial consultative and planning bodies	Institutional Research Department Academic Senate Program Review Committee Coordinated Planning Council Administrative Team	April-June
Develop instructional and non-instructional program review evaluation and approval process	Institutional Research Department Academic Senate Program Review Committee	May
Implement new advising procedures for building database for more accurate Program Review	Student Development	June
Complete development of program evaluation policy and procedures	Program Review Committee Institutional Research Department	August
Implement assessment software	Assessment Team Academic Senate Institutional Research Department	August
Identify communication strategies to encourage participation in the revised process	Administrative Team Coordinated Planning Council College Council	August
Develop appropriate Board Policies and Administrative Procedures to reflect program review policies and procedures	Cabinet	September
Create SLO/PLO outcome report	Assessment Team	September
Identify Process to support SLO/PLO implementation within programs	Assessment Team Institutional Research Department	Spring 2010