

COLLEGE OF THE REDWOODS
ACCREDITATION PROGRESS REPORT
MARCH 15, 2007

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Statement of Report Preparation

The preparation of this progress report was guided by a Steering Committee composed of the following members of the district's faculty and staff:

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Helen Edwards, Professor of Accounting
Jeffrey Bobbitt, Acting President/Superintendent
Joe Porras, Director of Facilities and Grounds
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Keith Snow-Flamer, Vice President, Chief Student Services Officer
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Scott Thomason, Vice President, Chief Business Officer
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Sydney Larson, Acting Senior Vice President, Chief Instructional Officer
Tim Flanagan, Facilities Operations Supervisor
Tony Sartori, Professor of Chemistry

Work groups chaired by members of the Steering Committee collected data, compiled research, and drafted preliminary responses to each recommendation. The entire college community reviewed and commented on a composite draft reflecting the work of these groups. The report was reviewed and discussed by the college's Academic Senate on March 2, 2007, and by the Board of Trustees on March 6, 2007.

The composition of the four work groups that were involved in the preparation of this report is as follows:

Recommendation 1	Recommendation 5	Recommendation 6	Recommendation 7
Carol Mathews	Joe Porras	Helen Edwards	Cathy Dickerson
David Bazard	John McBrearty	Ron Cox	John McBrearty
Eileen Abel	Kerry Mayer	Scott Thomason	Judy Kvinsland
Keith Snow-Flamer	Ron Cox	Tony Sartori	Kerry Mayer
Sydney Larson	Scott Thomason		

The graphic on page 21 was created by Ken Magnuson.

The following committees provided information and comments on the content of this report:

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Response to the Request of the Commission in the Action Letter

Preparing this progress report has given College of the Redwoods the opportunity to reflect on its relationship with the Accrediting Commission, to explain more carefully its efforts in addressing the recommendations presented in the Commission's Action Letter of June 29, 2006, and to strengthen the college's commitment to improving its effectiveness as an institution of higher education. Having taken some significant steps toward satisfying the recommendations made by the Commission, the college now understands more clearly the constructive advice the Commission has provided. We are engaged in an ongoing process of continuous improvement, and we appreciate the Commission's willingness to continue to work with us as we move toward full resolution of all of the issues that have been raised by our colleagues at the Accrediting Commission for Community and Junior Colleges.

As requested by the Commission in its June 29, 2006, action letter, this progress report focuses specifically on four of the recommendations made by the October 2005 visiting team. In this report we describe the work we have engaged in to address the Commission's recommendations and note the work we have yet to complete. These recommendations are:

Recommendation 1 (2005): *The team recommends that the college develop and implement a means of systematic, collaborative, and evidence-driven program review for all instruction, students services, and institutional support areas. In order to assure maximum effectiveness, such reviews should be conducted on a regular cycle that links the findings to annual planning processes for all programs and services.*

Recommendation 5 (2005): *The team recommends that the district improve its planning processes to include: the development of a long-range educational plan; the development of a facilities master plan; and the development of an information technology plan. It is further recommended that the district develop a long-range financial planning process to provide early notice of structural imbalances between revenue and expenditures; to identify resources needed to adequately support changes in technology systems, facilities, and enhancement to student support systems; and to regulate the pace of changes consistent with available funds.*

Recommendation 6 (2005): *The team recommends that the college develop a financial plan that will accomplish the following goals: Respond to declining revenue resulting from the loss of full-time equivalent students, establish a prudent and sufficient unrestricted general fund balance reserve, address changes in annual expenditures to assure that such expenditures are equal to or less than available resources.*

Recommendation 7 (2005): *The team recommends that the college improve its capacity for collaborative and data-driven decision making. Such decision making should incorporate broad-based participation, use qualitative and quantitative data, and establish appropriate measures of effectiveness.*

These recommendations have made the college aware of the need to create and implement an integrated, systematic, data-supported planning, evaluation, and resource-allocation process that will serve the college well as it moves toward becoming a more effective institution. Certainly, one of the factors the college has faced in the last year is administrative leadership in transition: the President resigned in July 2006, and both our current President and Senior Vice President are in interim positions. The Vice President for Student Services and Learning Support and the Dean of Faculty were both appointed in August 2006, and faculty division chairs now comprise part of the new governing structure.

Despite the leadership transitions, we have continued to take steps to address the Commission's recommendations; we are also cognizant, however, that what we have accomplished so far is only the beginning of long-term and ongoing district-wide planning and evaluation effort. In particular, three areas of concern remain and will be the focus of our work in the coming months. The first is resolving the current financial crisis: The college is taking steps to reduce expenditures and to enhance revenue through increased student enrollment. The second is initiating long-range planning, based on broad-based, data-driven, collaborative decision making: Throughout this report reference is made to an Institutional Effectiveness Committee, and while it does not currently exist, this committee as envisioned will be the focal point of an integrated, systematic, data-supported planning, evaluation, and resource-allocation process. The third is establishing and implementing a facilities plan: Although the college has made some progress in facilities development, it needs a broadly representative oversight group to create a process for effective facilities planning.

Response to Recommendation 1

Recommendation 1 (2005): *The team recommends that the college develop and implement a means of systematic, collaborative, and evidence-driven Program Review for all instruction, student services, and institutional support areas. In order to assure maximum effectiveness, such reviews should be conducted on a regular cycle that links the findings to annual planning processes for all programs and services.*

College of the Redwoods has made progress in the area of planning and assessment, particularly in developing a tool for comprehensive and annual program review for instruction and student services. However, the college recognizes the necessity for a more effective, institutionalized planning and budgeting process, the shape of which is currently under discussion.

Summary of Accomplishments

- Program Review Committee (PRC) holds weekly work sessions
- Preliminary-scan data for all academic programs provided by Institutional Research (IR)
- List of programs for comprehensive review approved by Academic Senate
- Guide for Instructional Program Review drafted and distributed for comment
- Templates for Student Services Program Reviews updated and implemented
- General Education Committee (GEC) revised its mission statement and developed program outcomes
- Student Services surveys administered
- Student-learning-outcomes workshops provided on all three campuses
- Measurable student-learning outcomes incorporated into course-outline template and program-review process

Planned Actions for Spring 2007

Responsible Parties

- | | |
|---|--|
| • Develop instruments to provide data | Institutional Research |
| • Gather other data (e.g., employer surveys) | Institutional Research, Program Review Committee |
| • Provide Program Review information session and training | Program Review Committee, Institutional Research |
| • Complete Program Review annual updates for academic instruction | Faculty, Program Review Committee |

- Complete Program Review annual updates for student services programs Student Services staff, Program Review Committee
- Complete comprehensive Program Review reports for 11 of 13 Student Services programs Student Services staff, Program Review Committee

Future Actions

- Create an Institutional Effectiveness Committee (IEC) for integrated planning
- Create institutionalized, centralized accountability for future measurable-outcomes development and course-level assessment
- Explore institutionalizing General Education Committee through the Academic Senate

Program Review Committee

In the process of reexamining both the plans for and the means to accomplish meaningful program review for the college, the Program Review Committee (PRC), mandated by Board policy to focus on academic and student-services reviews, decided in early September to retool the proposals from spring 2006 and to develop a model and a guide for program review that ensures consistency with accrediting guidelines, that incorporates the college's recently acquired research capabilities to provide data through Institutional Research (IR), and that reflects the college's commitment to the continuous improvement of institutional effectiveness. (Exhibit #1, "Board of Trustees Policy No. 122")

Fully recognizing the urgency of beginning the program-review process, the PRC felt that, to engage in the kind of holistic, widespread, data-driven, integrated, systematic, consistent program review advised by the visiting team, it is vital that the college first establish solid foundational methods and procedures. The PRC met weekly throughout the fall and set the following goals: (a) determine data needs and recommend tools to collect and report on data for all areas of the college, (b) develop a program-review guide and template for review of instructional and student-services programs, (c) finalize a program-review schedule and process for both instructional and student-services areas, and (d) develop a list of programs to be reviewed. (Attachment #1, "Program Review Guide," and Exhibits #2 and #3, "Program Review Time Line," and "List of Approved Programs")

Preliminary-Scan Data

The Institutional Research department collected and distributed preliminary-scan data in the fall of 2006. Although some of the efforts in IR were delayed by the departure of the IR director in November 2006, the college is currently making use of the Title III grant director and the IR research analyst to continue the IR initiatives, including data collection and reporting as well as tool development. The college expects a new IR director will be employed as early as April 2007. The current data as well as the data that will be gathered in the spring, once analyzed and revised for integrity, should support the program-review process. (Exhibit #4, "Preliminary-Scan Data")

List of Approved Programs

The PRC presented a list of programs for the comprehensive program-review process to the Academic Senate in November as required by Board Policy No. 122; the list was approved on November 17, 2006. In determining inclusion of programs on this list, the PRC considered the Board policy, which defines program review as a way to “assist in the continuous maintenance, strengthening, and improvement of all academic and student-services programs.” The policy further defines a program as

. . . a certificate or degree program, a coherent educational experience, or a specific academic area. In all cases the programs identified have coherent goals and purposes that can be defined and effectiveness that can be evaluated. Specific programs have been identified by the Program Review Committee and approved by the Academic Senate.

The PRC recommended and the Senate approved a list that includes those programs that will undergo comprehensive review every five years. However, all areas and programs in student affairs and instruction will provide annual updates as part of the budget and planning process. Additionally, the General Education (GE) program will undergo a comprehensive review cycle. Further explanation about GE initiatives appears below. (Exhibit #3, "List of Approved Programs", and Exhibit #5, "Academic Senate Minutes, 11/17/06")

Program Review Guide and Templates for Instructional and Student Services Programs

The Program Review Committee (PRC) distributed a draft program review guide on December 14, 2006, to the entire college community. After preliminary feedback, the PRC completed revisions to the guide on February 9, 2007, and sent it out to the college community. This guide, which merges models used by permission from Riverside Community College District (CA), Bluegrass Community and Technical College District (KY), and Austin Community College (TX), as well as new material appropriate specifically to College of the Redwoods, was developed, reviewed and approved by the PRC, a representative body from across the district from both academic and student-service areas. (Attachment #1, "Program Review Guide")

The Program Review Guide is comprised of two major sections, one for instructional review, the other for student-services review; it also outlines a process for annual updates that will fold into the more comprehensive reviews, which will run on a five-year cycle. Representatives of the Program Review Committee led a discussion on the draft Program Review Guide on Monday, March 5, 2007, for the entire college community.

The guide was discussed by the Academic Senate on March 2, 2007, and is on the agenda for approval at the March 30, 2007, Senate meeting. Once the instructional portion of the guide is approved by the Academic Senate, the guide will provide the basis for training activities for faculty for both the annual update and for those instructional programs undergoing a full comprehensive review starting in the fall 2007 semester. In addition to looking at program viability and effectiveness, the program-review process is the vehicle through which all instructional programs and areas will report on (a) outcomes development and assessment at both the course and program levels, and (b) revised or updated curriculum initiatives.

Student Services and Learning Support (SSLS) areas are the first to complete the comprehensive program review. The SSLS section has established outcomes and integrated workbook templates; 11 of 13 programs are completing comprehensive reviews in the spring 2007 semester, while the remaining two will complete comprehensive reviews in the fall 2007 semester. Units completing comprehensive program review by the end of the 2006-2007 academic year include Assessment, CalSOAP, Counseling and Advising (including Career Development and Student Employment Center), DSPS, Admissions and Records, EOPS, Library, Residential Life and Campus Activities, Upward Bound, Tutoring, and Judicial Affairs (student conduct). Athletics and Student Health will complete comprehensive reviews in the fall 2007 semester.

Student Services and Learning Support areas undergoing review have developed final program and student-learning outcomes; have reviewed and in some cases revised mission statements and program goals; have worked closely with Institutional Research to develop, deploy, and analyze a district-wide student-services survey; and have submitted drafts of the comprehensive document for review and comment. Final documents will be presented to the Program Review Committee, the Administration, the Academic Senate, and relevant institutional decision-making bodies by May 2007.

While recognizing that a thorough program review is a challenging effort for the faculty and staff, we are certain of the positive impact the new program-review process will have on the planning, decision-making, transformation, and stature in the college of student-services departments.

General Education

In the fall 2006 semester, the Academic Senate ad hoc General Education Committee (GEC) rewrote the General Education mission statement and developed program outcomes and measurable student-learning outcomes for the general-education pattern as a program. The committee sought comments from faculty on the draft through departments, divisions, and Academic Senate discussions and will make final recommendations to the Academic Senate by May 2007. (Exhibit #6, "General Education Committee Mission Statement and Recommended Outcomes")

Student Learning Outcomes, Program Outcomes, and Assessment Activities

An additionally germane, concurrent activity is taking place: Faculty continue to work on revising and updating course outlines to include student-learning outcomes. A Student Learning Outcomes (SLO) Resource Team was established in the fall 2006 semester; two faculty members and two administrators, including the director of IR, were appointed to work with faculty across the district in developing measurable student-learning outcomes, based on the Ruth Stiehl model of mapping.

An expert in outcomes development provided training to a broad cross section of faculty on August 24, 2006, and spoke on the value and process of program mapping. To facilitate this initiative further, the SLO Resource Team offered help sessions at the Del Norte and Mendocino Coast campuses (November 20 and October 18-19, 2006, respectively), were widely available on the Eureka campus for outcomes development, and helped the Humanities and Communications

Division on January 17 and the English Department on January 18, 2007. As noted above, oversight for the reporting of annual assessment activities and responsibility for updating curriculum outlines (the forms for which include a list of measurable student-learning outcomes) will lie with the program-review process.

All of the college's externally accredited occupational and technical programs have program outcomes, and those programs lacking program outcomes have been charged to develop them for the comprehensive program-review process. The Institutional Research Department has as one of its projects the development of alumni and employer surveys, to measure levels of student preparedness, a key ingredient of program effectiveness.

The college's current course outlines require that measurable student-learning outcomes be listed. Faculty must update curriculum forms as part of the comprehensive review process and must report on assessment activities for annual updates. Of the 1,047 courses currently listed in the college database, 26 percent have updated course outlines submitted and posted in the last five years; and 25 percent have course outlines 15 or more years old. By building requirements for updating and reporting into the program-review process, the college hopes to ensure that curriculum, outcomes, and assessment remain current and relevant. (Exhibit #7, "Course Outlines," is available in Outlook/Public Folders/Curriculum Committee.)

Future Actions

The college leadership recognizes the need to create a systematic, collaborative, and evidence-driven planning process for all programs and services and in the spring 2007 semester will establish a working Institutional Effectiveness Committee.

On page 21 of this report is a graphic representation of the institutional planning and assessment cycle on which the college plans to base long- and short-term planning and institutional effectiveness processes.

Response to Recommendation 5

Recommendation 5 (2005): *The team recommends that the district improve its planning processes to include: the development of a long-range educational plan; the development of a facilities master plan; and the development of an information technology plan. It is further recommended that the district develop a long-range financial planning process to provide early notice of structural imbalances between revenue and expenditures; to identify resources needed to adequately support changes in technology systems, facilities, and enhancement to student support systems; and to regulate the pace of changes consistent with available funds.*

The college is committed to developing a long-range and integrated planning process tied to available resources.

Summary of Accomplishments

- *CR 2020 Education Master Plan* completed
- Technology plan written
- Financial planning process established
- Program review linked to technology and facility needs

Planned Actions for Spring 2007

- Convene Facilities Planning Committee

Responsible Parties

College leadership

Future Actions

- Formalize membership and responsibilities of Institutional Effectiveness Committee, Facilities Planning Committee, and Technical Advisory Group through college administrative procedures

CR 2020 Education Master Plan

The college's Education Master Plan (*CR 2020*), developed over the course of two years, was adopted by the Board of Trustees on June 6, 2006. Although it contains some goals that are overly optimistic (e.g., the plan suggests the college "plan for a two-percent growth per year" from now until 2020) and it needs more systematic and rigorous data to make it more valuable for planning purposes, it still is viable in many ways and can provide one of the bases upon which to develop the college's annual and long-term planning goals. (Attachment #2, "*CR 2020*")

Facilities

The college has achieved the following goals in facilities development:

1. Ongoing recommendations from the Safety Committee and the ADA Transition Committee have been received.
2. An architectural firm has been contracted to assist with the final plan for construction related to funds from the general obligation bond.

3. A master schedule and budget have been developed, to show construction and modernization scheduling, based on funding from the general obligation bond and from state construction funds. The master budget will allow the district to plan and control cash flow.
4. Scheduled maintenance report has been completed and sent to the System Office.
5. Final Project Planning reports for two new buildings have been sent to the System Office and have been approved for funding in the amount of approximately \$45 million dollars. These building projects are the result of the proximity of earthquake faults under several existing buildings.
6. Efforts continue in designing, planning, developing, and constructing the Del Norte and Mendocino Coast campuses, the Applied Technology Building, the Student Union, the LRC mezzanine, and the sewer upgrade. These projects will be funded from the 2004 general obligation bond.
(Exhibit #8: "Facilities Planning Documents")

Future Actions: Facilities Planning Committee (FPC)

The Director of Facilities and Grounds will convene a Facilities Planning Committee (FPC) in March to develop the facilities-planning process. The FPC, with constituents from faculty, the Del Norte and Mendocino Coast Campuses, staff, and students, will formulate recommendations for facilities based on multiple sources of input, including *CR 2020*, program review, fiscal and technology planning, the ADA Transition Committee, the Safety Committee, the Facilities and Grounds Department, and the local communities.

The Facilities Planning Committee will have the following responsibilities:

- Convene quarterly to review and update projects and requests and incorporate those into the facilities master plan annually.
- Develop initial project proposals and final project proposals for future state funding for new starts and modernizations recommended from the facilities master plan
- Update the scheduled-maintenance process with the System Office to provide ongoing funds for approved projects
- Formulate recommendations and present them in regular public forums
- Deal with state-funded new construction

Our proposed process will take into consideration district goals as outlined in *CR 2020* and other strategic-planning documents, educational needs assessment from the program review process, facilities physical assessments, the district's fiscal and technology assessments, and external funding sources.

2006-2007 District Technology Plan (Exhibit #9, "*2006-2007 District Technology Plan*")

CR 2020 outlines three goals for technology that provide the framework for the Information Technology Plan:

- Maintain up-to-date technology to support academic and administrative functions.
- Ensure classrooms continue to meet a technical standard across the college.
- Ensure distance-delivery capabilities continue to develop. (*CR 2020*, p. 9)

Taken broadly, these goals cover the range of the district's services and resources that are technology-based, and they provide the foundation for the district's concrete planning for technology. Since ongoing program review plays a central role in the district's planning, the nature and structure of the Information Technology Plan will likely change over time as it is revised, in order to remain closely integrated with district planning.

In association with the college's efforts to integrate and streamline its overall planning processes, the Technology Advisory Group (TAG) has developed a working technology plan. Fully recognizing that this plan, like the proposed facilities plan, will change according to college needs and planning structures, it nevertheless provides a written document that summarizes and critically analyzes the college's efforts to address the three broad goals noted above. In addition, the plan also outlines current deficiencies in self-evaluation tools for planning progress; these deficiencies will provide part of the agenda for future work by TAG.

This technology planning document has formed the basis for more focused and evidence-based discussions at the TAG meetings, specifically regarding planning issues. It has helped shape current efforts by the Information Technology Services (ITS) Department and other departments to coordinate technology planning with fiscal planning and new bond-construction planning, particularly in the area of a much-needed network upgrade. It has also provided the basis for other groups, such as those concerned with fiscal and curricular planning, to have a set of "facts on the ground" regarding the current state of the college's technical resources (and related fiscal needs), which they must incorporate within their own planning activities.

In other work broadly related to the college's capacity for overall planning, the ITS Department has been using technology to assist the fledgling Institutional Research Department in a number of ways, including the following:

- providing a set of daily extract files to IR staff for archival analysis
- provisioning and maintaining a high-capacity data-storage Microsoft SQL server for IR to use as centralized resource for data and information
- documenting and sharing the ITS Department's existing processes and procedures for complying with internal and external data-retrieval requests
- maintaining and refining college-wide mechanisms for publishing and sharing information, such as departmental Web sites and Outlook/Public Folders
- installing and maintaining Entrinsik Informer, a powerful and flexible data-access tool that provides IR staff with a means to develop reports and data extracts from Datatel files in real time without requiring any Datatel programming.

In addition, the Technical Advisory Group has taken a number of steps to clarify and publicize its own activities, including posting weekly agendas and minutes in Outlook/Public Folders, having the Academic Senate appoint two faculty representatives to TAG, adding the faculty coordinator of distance education to its membership, and scheduling the TAG committee chair to periodically report on technology activities to the Academic Senate. (Exhibit #10, "TAG Minutes and Agendas," is available in Outlook/Public Folders/Meetings/TAG)

Financial Planning Process

Following its annual budget calendar, the Financial Advisory Committee (FAC) is responsible for financial analysis and provides to the college the following information resources: (a) reports on analysis of resources available currently and projected for future years, and (b) resource implications of program reviews and master planning for facilities/technology. The FAC concerns itself with the development of annual budget assumptions for the purpose of budget planning for the college.

Future Actions

As the Institutional Research and Program Review processes develop, the Financial Advisory Committee will include the following information as part of the process of budget analysis:

- Demographic data on the district's communities
- Attendance trends and the effect on state funding
- Econometrics data and the outlook for financial support from the state
- Emerging trends in business/finance and the effect on college budgets in the future
- Resources implications of program reviews, annual program updates, master plans for education, facilities, and technology
- Financial effects of proposals to enhance revenues or commit resources for one-time or ongoing purposes.

Future Actions for Recommendation 5: Improving integrated district planning processes

The college recognizes that effective, integrated, systematic planning revolves around four specific things:

1. an understanding of available resources;
2. an Institutional Effectiveness Committee that provides oversight and guidance in the planning and resource allocation process;
3. a program-review process that feeds into planning; and
4. the deliberate use of *CR 2020* and other planning documents to inform annual goals and budget and to create an institutional budget and planning calendar.

The college will develop an integrated, long-range planning process through an Institutional Effectiveness Committee (IEC), which will be responsible for analyzing data, developing institutional priorities, and deciding on resource allocations--balancing needs with resources on the one hand and with the institution's philosophy, mission, and strategic plan on the other. Comprehensive and annual program reviews will be central to the data needs of this group and will impact the master plans for facilities and technology as well.

The IEC will provide input on prioritization of and the allocation of resources in relation to the needs of programs. Advanced planning, such as equipment-replacement schedules and prioritized lists of equipment upgrades, will be helpful as periodic one-time state and federal revenues become available and must be spent within short time lines.

Response to Recommendation 6

Recommendation 6 (2005): *The team recommends that the College develop a financial plan that will accomplish the following goals: Respond to declining revenue resulting from the loss of full-time equivalent students, establish a prudent and sufficient unrestricted general fund balance reserve, address changes in annual expenditures to assure that such expenditures are equal to or less than available resources.*

Recognizing that the college has not had an adequate plan for dealing with a financial crisis, the President, in consultation with the Board of Trustees, is implementing the following steps to resolve the current budget imbalance and build reserves.

1. Assessing the internal accounting controls and management information systems capabilities, including budget development and monitoring, a review of recent audit reports, and program review, to identify any potential weaknesses that might hinder the success of this plan.
2. Assessing the financial condition of the institution by analyzing key financial indicators, including enrollment trends, budget deficits, reserve levels, employee-employer relations, staffing levels, and future state support, as a basis for formulating targets and potential actions. (Exhibit #11, "Discussion of Key Financial Indicators, Budget Development for 2007-2008")
3. Setting targets for potential revenue levels based on FTES projections for the coming year, for ongoing and one-time revenues, and for projections of ongoing and one-time resource needs. Budget imbalances are identified by comparing ongoing and one-time resources with corresponding expenditures. The result of this comparison determines the development of a range of targets for revenue development and/or expenditure reductions. (Exhibit #12, "Unrestricted General Fund Preliminary Budget")

In addition, under the leadership of its Board of Trustees, the college is taking the following steps to reduce expenditures and to enhance revenue through increased student enrollment:

1. Reduce full-time faculty positions (Ten faculty positions that will become vacant at the end of the 2006-07 academic year through retirement or resignation will not be filled for the 2007-08 academic year. Two faculty positions have been eliminated through layoffs. No new faculty positions will be filled for the 2007-08 academic year.)
2. Reduce administrative and staff positions (Over the last four years the college has reduced administrative and staff positions by 17 full-time equivalents and anticipates further reductions going into the 2007-08 academic year.)
3. Achieve cost savings through collective bargaining (The college administration is currently in negotiations with its faculty organization and hopes to achieve significant savings through the collective-bargaining process.)
4. Achieve cost savings by delaying or eliminating scheduled salary increases for administrative and management employees.
5. Reduce faculty reassigned time to reduce part-time faculty expenditures and to potentially increase student enrollment.
6. Explore additional cost reduction and revenue enhancements through a newly established consultative process (At its March 2007 meeting, the college's Board of Trustees created

a Budget Task Force composed of Trustees, faculty, administrators, managers, and classified staff, to explore additional measures to solve the college's current budget imbalance.)

7. Increase student enrollment through enhanced recruitment and retention efforts and improved class scheduling.

Future Actions

1. After seeking ideas from constituent groups, the FAC identifies and prioritizes potential revenue-enhancing or expenditure-reducing actions. These actions will be analyzed for feasibility and prioritized with time lines for implementation. Potential solutions must consider the amount of planning and consultation needed and the potential impact on student learning and operations. Contingencies will be developed based on the range of potential solutions needed in accordance with set targets. Future recommendations for budget enhancement and expenditure reductions will be forwarded to the IEC.
2. Currently Senior Staff, in consultation with appropriate shared-governance bodies, will develop implementation strategies for proposed actions. The IEC will take over this function when it is operational. Some proposed actions will be taken immediately, while others may take several years to fully implement. Developed targets and contingency plans will be updated through ongoing monitoring of FTE and budget-development assumptions that drive revenue and expense projections.
3. After each major budget simulation (February, June, and September), the vice president, working with the FAC, will conduct a review to evaluate the progress towards fiscal stability and to identify potential improvements in this planning process. The results of this review will be presented to the Board of Trustees.

As the college faces severe budget issues in 2007-08, the President, the Vice President for Business Services, and the Campus Vice Presidents should conduct monthly college-wide budget forums in order to keep the college community apprised of current financial conditions and to solicit input for recommendations, which could mitigate the impact on college operations. In such an open and transparent process, ramifications of potential cuts can be identified and discussed before final decisions are made.

Response to Recommendation 7

Recommendation 7 (2005): *The team recommends that the college improve its capacity for collaborative and data-driven decision making. Such decision making should incorporate broad-based participation, use of qualitative and quantitative data, and establish appropriate measures of effectiveness.*

The college made significant progress towards improving its capacity for data-driven decision making by establishing an Institutional Research (IR) Department, funded by a Title III grant. This department is focused on integrating data and research, aimed at strengthening decision making and facilitating discussions across the college. Since the inception of this department, the college has increased its access to data that can inform collaborative decision making.

The college has shared-governance procedures that allow for collaborative decision making in specific areas. Examples include the faculty prioritization process to determine faculty hiring; the Academic Standards and Policies Committee, which brings proposed policies from the faculty to the Board of Trustees; and the Academic Senate-Senior Staff-College Council-Board of Trustees route for approving policies and regulations. However, the college lacks a thorough, integrated planning process that includes representatives from the entire college community.

To this end, the college has explored the idea of institutional effectiveness. A proposed Institutional Effectiveness Committee (IEC) would integrate information gathered from Program Review and from other annual and long-term planning tools and play a role in making informed decisions needed to lead the college forward.

Summary of Accomplished Actions

- IR Advisory Committee formed and functioning
- IR Department developed and steps taken to increase proportion of support for IR from college general funds into 2007-08 and future budgets
- Relationship between IR and Information Technology Services (ITS) clarified
- IR Web site developed; reports and publications posted; Spring 2007 enrollment data posted
- Student surveys developed and deployed; data analysis is in process

Planned Actions for Spring 2007

- Archive 2006-2007 data extracts and reports for development of data warehouse
- Offer training sessions to support decision making
- Develop a classroom-research project

Responsible Parties

Institutional Research

Institutional Research, Title III

Institutional Research, Title III

IR Department and Mission Established

The formation of the IR Department was a district-wide effort. An Institutional Research Advisory Committee (IRAC), comprised of faculty, staff and administrators, developed the mission statement, goals, and objectives of the IR Department:

The mission of Institutional Research at the College of the Redwoods is to provide consistent and accurate information that fosters student success, institutional effectiveness, and a culture of evidence and inquiry.

The Institutional Research Office will work with college campuses, divisions, departments, and programs to support collaborative and data-driven decision making by:

- *maintaining a central collection of data for evidence-based decision making;*
- *providing the tools and training for college employees to access and interpret the information they need;*
- *overseeing data integrity from collection and entry to storage, retrieval, access, analysis and use;*
- *providing leadership for required external accountability reports; and*
- *sharing data and information proactively with all college stakeholders (faculty, staff, Board of Trustees, students, and community members) to support institutional goals.*

The Institutional Research Advisory Committee (IRAC) is committed to weaving institutional research into the fabric of the campus and to serving the needs of the institution as a whole. IRAC continues to meet regularly with IR, to prioritize immediate data needs, to identify college training needs regarding data-driven decision making, and to facilitate the development of IR to support instruction. IRAC assists IR in prioritizing immediate data needs on campus and in managing long-needed requests for data, while IR develops the capacity to readily provide data and to offer training needed to use the data effectively in making decisions. The IR Department is tracking data requests and plans to update the annual research schedule from a compilation of first-year efforts.

The IR Department, in collaboration with the Title III office, is moving the college closer to a community relying on a culture of evidence rather than a community relying on a culture of anecdote. The IR Department Web page is a resource center that includes reports from the Chancellor's Office Data Mart. IR also posts information in Outlook/Public Folders for on-campus reference. The college's own data warehouse will be designed on a new high-capacity server purchased with Title III funds.

Future Actions to Implement Institutional Effectiveness

As previously noted, the college has a variety of committees and processes that provide shared-governance participation in decision making. However, the college lacks a comprehensive process to integrate the information from *CR 2020*, the college's strategic plan, program reviews, technology plans, facilities plans, and fiscal projections, and to use the information from those plans to set measures of effectiveness and to develop both long-range plans and annual goals.

Through the shared-governance process, the college leadership must develop an institutional-effectiveness process. The goal is to ensure that, however the process is developed, it is broad-based, collaborative, and data driven. Discussions between the IR Department, the Academic Senate, and the Administration during the fall of 2006 identified the need for a broadly representational committee that will play a central role in institutional planning and assessment processes, as suggested by the graphic on page 21 of this document.

As the college takes its first steps toward developing and implementing institutional effectiveness, we recognize that concerns about collaborative, data-driven decision making will continue to exist until this committee is functional. We are committed to the development of this committee, to provide a voice for faculty, staff, students, and administrators and to continuously improve the institution.

Suggested Model for Institutional Planning and Assessment Process



LIST OF ATTACHMENTS

1. Program Review Guide
2. *CR 2020 Education Master Plan*

LIST OF EXHIBITS

1. Board of Trustees Policy No. 122, "Educational Program Review"
2. Program Review Time Line
3. List of Approved Programs
4. Preliminary-Scan Data
5. Academic Senate Minutes, 11/17/06
6. General Education Committee Mission and Outcomes
7. Course Outlines (Outlook/Public Folders/Curriculum)
8. Facilities Documentation
9. *2006-2007 District Technology Plan*
10. TAG minutes and agendas (Outlook/Public Folders/Meetings/TAG)
11. Discussion of Key Financial Indicators, Budget Development for 2007-2008
12. Unrestricted General Fund Preliminary Budget

PROGRAM REVIEW

Self-Study Resource Guide

**College of the Redwoods
Redwoods Community College District**

February 2007

Based on a compilation of program review models from Riverside Community College District (CA) and Bluegrass Community and Technical College (KY). Used with permission..

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Section I

Introduction--What is Program Review?

Section I

Introduction--What is Program Review?

Purpose

Program review is a means by which the college can systematically and regularly gather and analyze both qualitative and quantitative data in order to facilitate the continuous improvement of each program, to guide resource allocation, and to assist the faculty, administration and Board in making decisions about programs. As the primary process for program-level planning, program review provides mechanisms for:

- improving program quality
- articulating the program mission and vision with those of the institution
- assessing program strengths, weaknesses, opportunities and threats
- determining program capabilities
- identifying and removing barriers between institutional areas of operation
- making use of college processes for fiscal, human, physical, equipment, and technology resource allocation
- assessing compliance with Board policy, WASC, and Ed Code

The state Academic Senate has recognized that “the principal purposes of the review process are to recognize and acknowledge good performance, to enhance satisfactory performance and help programs which are performing satisfactorily to further their own growth, and to identify weak performance and assist programs in achieving needed improvement...” (“Program Review: Developing a Faculty Driven Process,” Spring 1996).

The Program Review Committee also acknowledges potential **inappropriate uses** of the program review process. The District process will not be misused in the ways discussed below.

- It is not a process for evaluating individual performance.
- It is not a process for eliminating programs. Decisions about discontinuing programs should be made through an alternative process designed to address discontinuation issues directly.
- It should not be, or appear to be, an adversarial process between faculty and administration. The process should lend itself to developing more effective programs through dialogue and collaborative efforts.
- It should not be merely an exercise to fill out a document that sits on a shelf. It should have real impacts on program effectiveness and resource allocation decisions.

Guiding Principles

The following **principles** should guide the design and implementation of the Program Review self-study process:

- **Flexibility:** the process needs to be open and flexible enough to accommodate

- differences among instructional programs
- **Collegiality:** the process should be a collaborative process guided by a spirit of open and honest inquiry
 - **Relevance:** the process should result in answers to important and relevant questions for programs
 - **Practicality:** the process should:
 - Minimize the reporting burden on programs
 - Have measures that are few in number, simple, easy to implement and interpret, and useful for program improvement purposes
 - Provide the necessary data resources to assist with the self-study process
 - **Effectiveness:** the process should result in a clear sense of direction and accomplishment for participants. To facilitate the implementation of plans and the accomplishment of goals, resource needs identified through the self-study process will be linked with budgeting, facilities, and human resource planning.

How Program Review Integrates with Planning and Assessment

Planning – Self-study documents are intended to be key drivers informing the strategic planning process. Appendix C in Instructional Program Review (p. 57) provides a graphic representation of how assessment and the results of assessment feed into the planning process in support of the mission of the College.

Student Learning Outcomes Assessment – In the self-study, programs are asked to **develop a student learning outcomes assessment plan** that enables them to examine the degree to which students have achieved the desired learning outcomes for a course, course sequence, or program of study. The Program Review Committee will help programs and courses develop instructional program and course student learning outcomes and assessment plans. Further details about how to implement student outcomes assessment follow later in this document. (See Instructional Program Review, Appendix A, p. 46.)

Model for Planning and Assessment Process



All instructional and student services programs identified annually by the Program Review Committee and approved by the Academic Senate will undergo self-study as part of a process that results in a comprehensive assessment of institutional effectiveness. The District Program Review Committee will forward approved self-studies and action plans to the Office of Academic Affairs, the Office of Student Services, and designated planning groups. These groups will review the self-studies and use information to inform resource allocation decisions. Linking program review and planning is essential; consequently, resource allocations and planning for your discipline will be directly impacted by this plan.

The most important extrinsic purpose of this document is for you to receive the resources you need to serve your students. Your program's priority for faculty or staff, equipment, space and supply allocations will be dependent upon your submission of this report.

The intrinsic purpose of the self-study process is to help programs clarify and achieve their goals. In addition, the process aids programs in:

- Strengthening programs through self-improvement and self-determination;
- Strengthening bonds and fostering cooperation within the college community;
- Providing systematic feedback on student learning;
- Generating continuous and ongoing dialogue about how student learning can be enhanced through program and service improvements.

There are **two parts** to the Program Review Process:

- **Comprehensive Program Review.** Occurring every five years for instructional programs, an intensive, comprehensive program review will address each program's courses, pedagogy and other developments related to the future of the program across the district. Beginning in 2007, instructional program reviews will follow a five-year comprehensive cycle with annual updates. As much as possible, comprehensive instructional reviews will be coordinated with the reviews required for external accreditation. Student services program reviews will also follow a five-year comprehensive cycle beginning in 2006.
- **Annual Program Review Update** allows each program and each discipline to address its needs for resources (staff/faculty, space, equipment, etc.) and to report on outcomes assessment activities for the prior year. This annual update will also allow occupational and technical programs to report mandated criteria on program efficacy. All student services programs will also provide an annual update.

The Program Self-Study Group (comprised of those individuals writing the comprehensive or the annual review) uses data provided by the program and by the Institutional Research office to analyze the program's

- Relevance to the college's mission and its intended outcomes
- Responsiveness to community needs and satisfaction of community demand
- Accessibility to students and identification of unnecessary barriers
- Student learning outcomes, including participation and successful completion rates
- Measures of program quality
- Adequacy of resources and efficiency of resource use

- Performance, price, and enrollment compared to that of alternate local suppliers
- Direct and indirect revenues and costs to the college

The Program Self-Study Group (PSSG) will submit its Self-Study Report (SSR) and a Quality Improvement Plan (QIP) to the Program Review Committee. The PRC will verify the information, complete a questionnaire based on this information, assess performance indicators, and provide feedback regarding the QIP and the Self-Study. The PRC will then forward all documentation (the Self-Study, the questionnaire and the QIP) to an established planning group.

Constituents & Responsibilities

Program Self-Study Group (PSSG)

- Membership: All (when possible or feasible) of a program's faculty or unit's staff led by the program coordinator or unit administrator (and, whenever possible or feasible, the Advisory Board and students). For instructional programs with no full-time faculty member, the division chair, director, or campus vice president shall coordinate and help facilitate the process of forming the self-study group. For instructional programs with only one full-time faculty member, the program coordinator will facilitate the process of forming the self-study group. As much as possible, support staff, advisory groups and students should be involved in the self-study groups.
- Responsibilities: Generates Self-Study Report; submits Self-Study Report and Quality Improvement Plan to PRC; reviews the PRC response questionnaire and recommendations and makes any necessary revisions; submits final Self-Study Report and QIP to PRC for final approval.

IR

- Responsibilities: On a schedule, collect and disseminate data to programs, review data with chairs, coordinators and/or unit administrators.

District Program Review Committee

- Membership: The Committee will be comprised of faculty, staff, and administrators from across the three campuses, as defined in AR122.01.
- Responsibilities: Work with IR to review data; maintain the PR schedule; act as liaisons to PSSGs; inform programs of upcoming reviews; provide training; recommend either full or conditional approval of completed program reviews (conditional approval will require the program to make specified revisions to the report and/or the QIP to gain full approval); make fully approved program reviews available to the public; and submit these reviews along with QIPs to Academic Senate (for information purposes) and to designated planning groups (for planning purposes).

Academic Senate

- Responsibilities: Receives self-study and QIP for informational purposes.

Planning Committee

- Responsibilities: A designated planning committee will incorporate information resulting from reports into the planning and budgeting process.

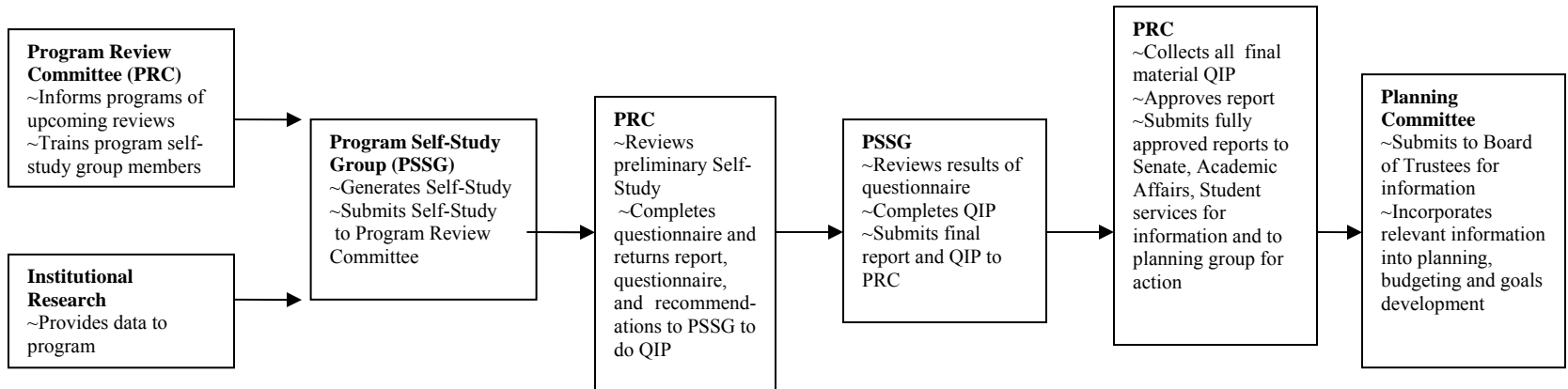
Board of Trustees

- Responsibilities: Review approved program reviews and recommendations for institutional improvement.

Publication and Discussion of the Findings

Fully approved self-studies will be placed online and distributed to the Office of Academic Affairs, the Office of Student Services, and the Board of Trustees. Presentations of self-studies may be made to the Board of Trustees, Cabinets, and the Academic Senate.

COMPREHENSIVE PROGRAM REVIEW PROCESS FLOW CHART



List of Programs

(Approved annually by the Academic Senate. Last approved 11/17/07.)

Academic Instruction Programs

Addiction Studies (CA)

Administration of Justice

Administration of Justice (AS)

Administration of Justice (CA)

Basic Law Enforcement (CA)

Agriculture

Agriculture (AS)

Plant Science (AS)

Plant Science (CA)

Sustainable Agriculture (CA)

Landscape Maintenance (CC)

Nursery Practices (CC)

Automotive Technology

Automotive Technology (AS)

Advanced Auto Tech (CA)

Basic Auto Tech (CC)

Business

General Business (AS)

General Business (CA)

Medical Office Business Skills (CA)

Bookkeeping (CC)

Desktop Publishing (CC)

Income Tax Preparation (CC)

Payroll Clerk (CC)

Word Processing (CC)

Business Technology

Computer Support Specialist (AS)

Office Professional (AS)

Computer Information Systems

Computer Programming (AS)

Computer Programming (CA)

CIS Networking (AS)

CIS Networking (CA)

Construction Technology

- Construction Technology (AS)
- Historic Preservation & Restoration (AS)
- Historic Preservation & Restoration (CC)
- Fine Woodworking I (CA)
- Fine Woodworking II (CA)
- Residential Construction I (CC)
- Residential Construction II (CA)
- Cabinetmaking and Millwork (CC)
- Residential Wiring (CC)

Court Reporting (CA)

Diesel Heavy Equipment Technology

- Diesel Heavy Equipment Technology (AS)
- Diesel Heavy Equipment Technology (CA)
- Diesel Engine Overhaul (CC)
- Diesel Fuel Injection & Electronics (CC)
- Diesel Truck Maintenance & Power Train (CC)

Digital Media

- Digital Media (AS)
- Digital Media (CA)
- Game Art & Animation (CA)
- Game Programming (CA)
- Animation (CC)
- Internet Design & Electronic Commerce (CC)

Drafting Technology

- Architectural Drafting (AS)
- Architectural Drafting (CA)
- Civil Design (AS)
- Civil Design (CA)
- Mechanical Drafting (AS)
- Mechanical Drafting (CA)

Early Childhood Education

- ECE-Infant/Toddler (AS)
- ECE-Preschool (AS)
- ECE-School Age (AS)
- ECE-Special Needs (AS)
- ECE (CC)
- ECE (CA)
- Child Development Center

Education

Paraprofessional Education (AS)

Forestry and Natural Resources Technology

Forestry & Natural Resources, Transfer (AS)

Forestry Technology (AS)

Forestry Technology (CA)

Geographic Info Systems (AS)

Natural Resources (AS)

Graphic Communications

Graphic Communications (AS)

Graphic Communications (CA)

Health Occupations

Dental Assisting (AS)

Dental Assisting (CA)

Licensed Vocational Nursing (AS)

Licensed Vocational Nursing (CA)

Medical Assisting (AS)

Medical Assisting (CA)

Nursing Assistant (CA)

Registered Nursing (AS)

LVN to RN Upgrade (AS)

LVN to RN Upgrade (CA)

Hospitality, Restaurant, and Culinary Arts

Culinary Management (AS)

Restaurant Management (AS)

Culinary Supervision (CA)

Restaurant Supervision (CA)

Culinary Operations (CC)

Restaurant Operations(CC)

Legal Studies

Paralegal Studies (AS)

Paralegal Studies (CA)

Child Support Specialist (CC)

Manufacturing Technology (AS, CA)

CADD/CAM Manufacturing (AS, CA)

Marine Science Technology

Marine Science Technology (AS)

Marine Science Technology (CA)

Natural History (CC)

Real Estate (CA)

Science Major University Prep

Welding Technology

Welding Technology (CC)

Electric Arc & Oxyacetylene Welding (CC)

MIG & TIG Welding (CC)

AA—University Studies

AA—General Studies

AS—General Studies

General Education (CR)

Student Services Programs

Academic Support Center

Athletics

CalSOAP

Career Center/Student Employment

Counseling and Advising

DSPS

Admissions and Records

EOPS

Library

Residential Life and Campus Activities

Student Health Center

Upward Bound

Judicial Affairs

Program Review Schedule for Instructional Programs

Program	Academic Year						
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Addiction Studies							
Administration of Justice							
Agriculture							
Automotive Technology							
Business							
Business Technology							
Computer Information Systems							
Construction Technology							
Court Reporting							
Diesel Heavy Equipment Technology							
Digital Media							
Drafting Technology							
Early Childhood Education, incl. CDC							
Education							
Forestry and Natural Resources Technology							
Graphic Communications							
Health Occupations							
Hospitality, Restaurant, and Culinary Arts							
Legal Studies							
Manufacturing Technology							

Marine Science Technology							
Natural History							
Real Estate							
Science Major University Prep							
Welding Technology							
AA—University Studies AA—General Studies AS—General Studies							
General Education							

C=Comprehensive Program Review

A=Annual Update

Schedule of Reviews for Student Services and Learning Support

C=Comprehensive Program Review

A=Annual Update

Unit	Academic Year							
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Admissions & Records	C	A	A	A	C	A	A	A
Residential Life and Campus Activities	C	A	A	A	C	A	A	A
Judicial Affairs	C	A	A	A	C	A	A	A
EOPS	C	A	A	A	C	A	A	A
Counseling and Advising	C	A	A	A	C	A	A	A
DSPS	C	A	A	A	C	A	A	A
CalSOAP	C	A	A	A	C	A	A	A
Upward Bound	C	A	A	A	C	A	A	A
Career Development/Student Employment	C	A	A	A	C	A	A	A
Library	C	A	A	A	C	A	A	A
Academic Support Center	C	A	A	A	C	A	A	A
Athletics	A	C	A	A	A	C	A	A
Student Health Center	A	C	A	A	A	C	A	A

Potential data to be provided by Institutional Research

(Data required by each program review will vary by program)

Data will be sorted by fall/spring for four years.

- Curriculum history by semester and time-of-day
- Current and historical course enrollment by headcount & FTES
- Student cumulative GPAs by course
- Retention by course
- Retention vs. successful completion data for students who meet the advisory (if one exists) and for those who do not
- Percentage of successful completion by course by student type
- Current & historical count of graduates by student type
- Current & historical count of transfers by student type
- Average class sizes
- Percentage of courses taught by full- and part-time faculty
- Ratio of part-time faculty to full-time faculty and the percent of FTES taught per part-time faculty
- Student transfer and transfer success tracking
- Additional information available upon request (e.g., student demographics)
- * Results of continuing & current student questionnaire
- * Results of alumni and graduate surveys (student feedback on career and technical preparation)
- * Employer satisfaction survey results (employer feedback on career and technical preparation)
- * Alumni satisfaction survey results

* *Data currently unavailable; 08 Dec 2006*

Other data sources which might be helpful and which IR can help locate (although may not be responsible for):

- Population Demographics
- Labor Market Data
- Student Program Intention
- Feedback from Technical Advisory Committees
- Student Placement/Wage Data
- Other student tracking needs (tracking students who apply for state credentials, etc.)
- Comparative Data
- Mission statement and strategic plan

Comprehensive Program Review Distribution of Activities Calendar(specific dates/months tbd)

Date Institutional Research

Ongoing IR provides the Area/Program Coordinator or Student Services Administrator (when applicable) with all necessary data to complete the program review

Date Program Review Committee

- Provides orientation and training to the Area/Program Coordinator or Student Services Administrator
- Provides Program Review Guide to the Area/Program Coordinator or SS Administrator
- Reviews the Self-Study Report and Quality Improvement Plan (QIP)
- Makes recommendations to Self-Study Group (if necessary)
- Receives and approves completed Self-Study and QIP; completes the Review Questionnaire
- Monitors the submission of the Program Review Report and the Program's Quality Improvement Plan to Academic Senate and Institutional Effectiveness by the appropriate deadlines
- Posts a record for each program review that includes all key features of the review process
- Compiles surveys and makes necessary adjustments to the process for the following year

Area/Program Coordinator/SS Administrator

- Works with self-study team/program members to prepare report (which should include input from students and, as applicable, advisory board members)
- Submits report and QIP to the PRC
- Provides any supplementary information/documentation needed by PRC
- Begins meeting with program faculty to prepare an action plan addressing any program recommendations identified in the report, including who is responsible for the action and the date of expected completion
- Sends one electronic and one hardcopy of the action plan to the PRC and the Academic Affairs Office by the appropriate deadline

Note: Exact dates will be established and provided for critical steps in the process.

Section II
Comprehensive Instructional Program Review

Section II

Comprehensive Instructional Program Review

Overview of the Program Self-Study Group Process

The normal time frame for the **Comprehensive Program Review** self study is one academic year. The process consists of two major steps:

1. Initial Planning
2. Self-Study Review Process

Time Frame for a Typical Comprehensive Program Review

(Add months/semesters)

The Program Self-Study Group will:

- Develop detailed task list and timeline
- Review data packet from Institutional Research
- Discuss self-study guide and questions within the program
- Gather any additional information the program deems necessary
- Update course outlines and submit to Curriculum Committee if needed
- Prepare draft documents resulting from dialogue within the program
- Review and finalize the Self-Study Report
- Submit Self-Study Report to the Program Review Committee (including updated course outlines)
- Will review Program Review Committee's completed questionnaire and list of recommendations for revising the Self-Study Report and for preparing a Quality Improvement Plan
- Submit revised Self-Study and Quality Improvement Plan to Program Review

Initial Planning & Training

The initial orientation/training meeting will:

- Familiarize instructional programs with ACCJC/WASC accreditation standards, the program review process, student learning outcomes assessment, and the role of strategic planning.
- Allow programs to begin the self-study with hands-on training in data interpretation and assessment techniques.
- Assist programs in the development of a project plan with timelines and assignment of responsibilities.
- Generate discussion about the discipline/self-study process, including:
 1. Look at the data provided by Institutional Research that have informed your document, discuss it with your colleagues, and identify major changes or trends you expect to be of particular relevance to your discipline in the next five years.
 2. What will the implications of these trends be for your discipline and what changes

will your discipline need to make to respond to these issues?

3. Comment on the enrollment trends and indicate plans as a result of that analysis. What trends, if any, exist in the data by gender, ethnicity, night vs. day, traditional vs. non-traditional age, etc.? Why might these trends be occurring? Are there additional data that would assist your discipline in analyzing these trends?

As many members of the program as possible, including the discipline/area coordinator and the division chair should attend the training. Each program should select **program representatives** who will communicate with Institutional Research and the Program Review Committee and provide organizational leadership for completion of the self-study.

Comprehensive Instructional Program Review Document

Programs are advised to review their prior Program Review submission (if one exists) and utilize those portions that remain relevant and appropriate to the current format.

A. Mission and Relationship to the College(s)

Describe how the activities and goals of your program relate to the mission statement and strategic plan of the college.

B. Program Description, Curriculum, and Information

1. Provide official program description and list program student learning outcomes. Use the following table to align program student learning outcomes with courses in which each student learning outcome is addressed. Provide additional information relevant to your discipline.
 - a. Official Program Description
 - b. Develop a two-column matrix which presents:
 - i. Program-Level Student Learning Outcomes (left-hand column)
 - ii. Course(s) where these program-level SLOs are presented (right-hand column)

Program Student Learning Outcome Statements	Course (s)
<i>SLO 1</i>	<i>Course(s) addressing SLO 1</i>
<i>SLO 2</i>	<i>Course(s) addressing SLO 2</i>
<i>Etc.</i>	<i>Etc.</i>

2. Program-Specific Criteria and/or Admissions Guidelines (as applicable to program)
3. Outline the curriculum as it is being implemented for a full-time student completing a degree or certificate in this program. The outline should include course number, course title, units, lecture hours, and lab hours for each semester for the complete curriculum.

Course Number	Course Title	Units	Lecture Hours	Lab Hours

4. As part of your self-study, review and summarize the development of curriculum in the program. Include recent additions, deletions, or revisions of courses (attach current course outlines). Evaluate the timing, frequency and coordination of course offerings to determine the adequacy of course offerings relative to a transfer degree (articulation), vocational/occupational certificates, and other appropriate aspects of the district's/campus'/college's mission.
 - a) Please ensure that there is a thorough review of the course outlines of record and course content during this review period. Please indicate on the course outlines the date on which they were last revised. If the last major curriculum revision occurred more than five years ago, please indicate when the next major revision is planned. Please also review course prerequisites, co-requisites, and advisories as well as obtaining necessary approvals for distance education courses.
 - b) Send updated course outlines to the Curriculum Committee.
 - c) Please file the appropriate form with the Curriculum Committee to delete classes that have not been taught for three or more years unless you plan to teach them in the future.
 - d) With respect to updating course outlines of record, list any relevant trends in your discipline with regard to:
 1. Knowledge requirements
 2. Skills/student learning outcome requirements
 3. Instructional methods
 - e) Describe the various educational delivery methods currently being utilized by the program. Examples include but are not limited to traditional in-person classroom delivery, in-person lab, field studies, online, interactive television, telecourses, clinical instruction, etc.
 - f) Identify curricular revisions, program innovations, and new initiatives planned for the next five years.
5. If applicable, indicate the program external accreditation/approval status. Include a copy of the most recent notification of accreditation/approval status from the appropriate agency. If external accreditation is available but the program has chosen not to seek accreditation status, please explain.

C. Program History

1. History (**update**) since last review:
What have been the major developments, activities, changes, and/or projects in your discipline over the past 2 or 4 years (longer if no recent review exists)?
(This does not need to include curriculum updates, addressed above.)
2. What were the recommendations from your last program review (if any) and how has your discipline responded to those recommendations?
3. If you have goals from your previous program review, please list them along with the objectives related to your goals, the strategies being used to achieve objectives, and the documentation or evidence that demonstrates success. If no prior program review exists, skip #3.
4. If goals were not achieved, please explain.
5. Discuss any collaborative efforts you have undertaken with other programs (instructional or non-instructional) at College of the Redwoods District and offer an assessment of success and challenges, and potential changes in collaborative efforts.
6. Discuss any activities or projects you have undertaken with other educational institutions, the community, or business/industry.

D. Measures of Effectiveness

1. Quality of Education
 - a. Results of certifying, licensing, or registry examinations for each of the last five years (or list not applicable):

Year	Number Attempting	1 st Attempt		2 nd Attempt		National % Goal	State % Goal
		Pass	Percent	Pass	Percent		
2002-2003							
2003-2004							
2004-2005							

2005-2006							
2006-2007							

b. Faculty Qualifications:

(1) Is there one full-time faculty member whose primary assignment is responsibility for this program? Yes No
If not, explain.

(2) Are minimum faculty qualifications according to standards set by accrediting/approval bodies met?

(a) State Chancellor's Office? Yes No

(b) External Accrediting/approval organizations Yes No

If "No" for either response, explain.

c. Student Outcomes Assessment: Attach course- and program-level outcomes and assessment reports for each of the last four years. (See Instructional Program Review Appendix A, pp. 44-49).

2. Vitality

a. Attrition and Retention

Number of students entering program in fall of academic two years prior to this comprehensive program review year:

e.g., Fall 2005

Number of students **continuing** in program (continuing students: all entering students except transfers or readmissions)

Spring 2006	Fall 2006	Spring 2007	Number Graduating in 2 years (Fall 2005 Entering Class)

--	--	--	--

Explain any attrition indicated by these data.

b. Enrollment and Graduate Projections

NOTE: Explain method used in making these projections. Use census day enrollments for this figure.

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Total Enrollment (unduplicated headcount)	N=	N=	N=	N=	N=
Graduates	N=	N=	N=	N=	N=

c. Total number of 2006-2007 graduates by ethnic group and gender.

d. Indicate the number and percent of graduates from the most recent graduating class who are employed in positions related to the program major or continuing in a higher degree program.

NOTE: Indicate sources of information and provide any explanation as necessary.

Year	Total Number Of Graduates	Employed in Related Field		Continuing Education	
		N	%	N	%

e. Indicate the beginning mean and median annual salary for graduates of the program employed full-time, as collected from alumni survey and program advisory meetings.

Mean and Median Beginning Annual Salary by Graduating Class

	Mean Beginning Salary	Median Beginning Salary
2000-2000		
2000-2000		
2000-2000		
2000-2000		
2000-2000		

3. Efficiency

- a. Describe **current** student population in terms of enrollment by ethnic group and gender.
- b. Composition of enrollment for selective admissions programs:

Selective Admission Programs	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Number of Applicants	N=	N=	N=	N=	N=
Number of Acceptances	N=	N=	N=	N=	N=
Number of Entries	N=	N=	N=	N=	N=

c. Faculty Staffing Pattern

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
a) Full-time faculty	N=	N=	N=	N=	N=
b) Part-time faculty	N=	N=	N=	N=	N=

d. Please rate the resources indicated in the table below with respect to how they support this program. Feel free to supplement the resource categories in the extra space provided. The four rating categories are defined as follows:

Adequate: This one resource is adequate to permit the program to function effectively.

Minimally Adequate*: Program functioning at minimally effective level.

Inadequate*: The limitations imposed by this one resource render the program marginal and will require immediate review for program improvement or continuation.

Not Applicable: Does not apply to this program.

Resources	Rating			
	Adequate	Minimally Adequate	Inadequate	Not Applicable
a) Faculty Full-time Associate				
b) Support Staff Clerical Technical Instructional Support Other Personnel				
c) Current Expenses Office Supply Expenses Instructional/lab supply Expenses				
d) Equipment				
e) Library Resources				
f) Facilities				
g) Professional Development				

*If any component is rated *Inadequate* or *Minimally Adequate*, please explain. Include recommendations for reducing or eliminating the limitations.

- e. Budgetary Categories--Please provide funding amount budgeted for each category during the most recent academic year and for each of the previous four years. (Please replicate this table for each year)

Year:	General Funds Amount	Non-General Funds Amount
Full-time Faculty		
Part-time Faculty		
Other, please specify		
1.		
2.		
3		
4		
Sub-Total		

Travel		
Supplies		
Equipment		
Sub-Total		

TOTAL		
--------------	--	--

Explain any changes in funding and add any comments relevant to the adequacy of resources.

Summary and Recommendations

1. Summary
 - Program Strengths

 - Program Weaknesses
2. Recommendations for program improvement generated by self-study. (List by number and use these numbers in the Quality Improvement Plan.)
3. List program members who participated in completion of the self-study report.

Vision and Goals

1. Based upon data from California 2025 and/or data from Institutional Research, briefly describe how you would like your discipline to evolve in the next five years. In what ways does your current state differ from your desired state?
2. What specific goals and objectives would you like to achieve to move you toward your vision?
3. What support from the college or district is needed to help you achieve your goals and objectives?
4. What documentation/evidence will demonstrate that you are making progress toward achieving your goals, objectives, and vision?
5. What changes will make the self-study process more helpful to you?

Completing the Quality Improvement Plan (*QIP*)

The *Quality Improvement Plan (QIP)* is intended to assist the program in thinking and planning for a minimum of the next three years. Many factors that influence the implementation of the program's plans can and do change over time. Each year, the coordinator, division chair or administrator, in consultation with other faculty, will be asked to update the *QIP* to make adjustments to the plans the program enters this year.

The purpose of the *QIP* is to provide a format for translating both a) the self study group's recommendations in the Instructional Program Review Self-Study and b) the review team's recommendations in reviewing that report into actions for improving or maintaining the quality of the program; it is also a mechanism for administrators to determine input to the planning process. Program Self -Study teams complete this form after the Program Review Committee has met and reviewed the instructional program review self-study.

Because this document will be used to inform planning processes, it is very important that all the requested information be provided. The form has been designed to elicit the information needed for this process. Each "block" on the form is for a single recommendation; thus, the program should complete all the fields for each of the recommendations cited in the self-study. To add blocks, please use the copy and paste functions in Word.

Quality Improvement Plan

Program:

Year:

Field	What to include
Recommendation # (from self-study report or from review-team report)	Number should have been assigned to each recommendation in the Instructional Program Review Self-Study (IPRS).
Recommendation	Use wording from IPRS.
Planned Implementation Date	When does the program expect to begin to implement this recommendation?
Estimated Completion Date:	When does the program estimate this recommendation to be fully implemented?
Action/Tasks	What steps must the program take to implement the recommendation?
Measure of Success/Desired Outcome	If the recommendation is implemented, what about the program will be improved? What difference will the implementation of this recommendation make in relation to students, the program's purpose, and the college's mission? How will this recommendation improve learning and help meet targeted objectives?
Estimated Cost(s)	This field is particularly important because the information the program enters here is the information that the Institutional Effectiveness/Planning committee will consider in its planning processes.
Who is responsible?	Who will ensure the change is implemented and tracked?
Consequence if not funded	If this recommendation is not funded, how will students, the program, the college, or the community be negatively impacted?
External Accreditation Recommendations (if applicable)	Does an external accrediting body require that action be taken? If so, what steps should be take to achieve results? What is the cost implication of this recommendation?

Program Review Committee Self-Study Review Guidelines

I. Areas of Focus

The PRC will provide the program with an external perspective concerning all administrative and educational aspects of the program. This perspective includes a judgment of program quality and an assessment of the effectiveness of the instructional program. Although certain information shall be incorporated in all program review reports, they are not intended to be totally comprehensive.

Using the Questionnaire on the next page, the PRC will focus its review and recommendations on the following major areas:

1. Quality of degree programs and student learning
2. Quality of faculty/staff and program productivity
3. Quality of recruitment and retention of a diverse faculty, staff, and student body
4. Quality of management, adherence to policies, and collegial environment
5. Quality of planning, evaluation and resources maximizing program effectiveness in terms of allocation

II. Questionnaire

In reviewing the Self-Study Report, the PRC should use this document to answer questions about each program. Please answer “yes” or “no” for each question and provide an explanation in the comments section when appropriate (all “no” responses must be accompanied by an explanation).

Quality of Degree Program and Student Learning

1. Is the sequence of courses leading to the degree appropriate?
Yes _____ No _____ Comments:

2. Does the curriculum contain at least 18 semester hours of general education courses (for an Associate’s degree) including at least one course in each of the following areas identified by California Education Code: humanities, social science, natural science, writing, oral communications and analytical thinking?
Yes _____ No _____ Comments:

3. Is there evidence that graduates are competent in reading, writing, oral communication, math and the basic use of computers?
Yes _____ No _____ Comments:

4. Are instructional techniques and policies appropriate for the curriculum and types of students enrolled?
Yes _____ No _____ Comments:

5. Are students provided with written information (syllabus) describing course goals, requirements, content, evaluation methods, etc.?
Yes _____ No _____ Comments:

6. Are results obtained from evaluation of instruction used to improve the quality of instruction?
 Yes _____ No _____ Comments:
7. Does instruction take place in an environment conducive to learning?
 Yes _____ No _____ Comments:
8. Are affiliations with outside agencies (e.g. clinicals in allied health programs) under the control and supervision of the educational institution?
 Yes _____ No _____ N/A _____ Comments:
9. Are program length, clock hours or credit hours, tuition and fees appropriate for the degree awarded?
 Yes _____ No _____ Comments:
10. Is an effective orientation program made available to all full- and part-time students?
 Yes _____ No _____ N/A _____ Comments:
11. Is the orientation program evaluated regularly?
 Yes _____ No _____ N/A _____ Comments:
12. Are results of evaluations of the orientation program used to improve the orientation program?
 Yes _____ No _____ N/A _____ Comments:
13. Are students' files adequately maintained to determine students' progress through the program?
 Yes _____ No _____ Comments:
14. Are students satisfied with their educational experiences?

Yes _____ No _____ Comments:

15. Are board exam (e.g. certifying, licensing, and registry) results acceptable?

Yes _____ No _____ N/A _____ Comments:

Quality of Faculty/Staff and Program Productivity

16. Are the quality and quantity of full- and part-time faculty and staff adequate to support the program?

Yes _____ No _____ Comments:

17. Is institutional support adequate for faculty/staff professional development?

Yes _____ No _____ Comments:

18. Are faculty workloads equitable and reasonable?

Yes _____ No _____ Comments:

19. Is graduation rate appropriate?

Yes _____ No _____ Comments:

20. Is program enrollment appropriate?

Yes _____ No _____ Comments:

24. Are there adequate jobs for program graduates?

Yes _____ No _____ Comments:

25. Are salaries of graduates appropriate for their level of education?

Yes _____ No _____ Comments:

Quality of Recruitment and Retention of a Diverse Faculty, Staff and Student Body.

26. Is there evidence that the program is involved in recruitment and retention of diverse faculty and staff?

Yes _____ No _____ Comments:

27. Is there evidence that the program is involved in recruitment and retention of a diverse student body?

Yes _____ No _____ Comments:

28. Does the program have clearly defined admission policies?

Yes _____ No _____ Comments:

29. Are admission policies appropriate for this program?

Yes _____ No _____ Comments:

30. Is there evidence that admission policies are followed as published?

Yes _____ No _____ Comments:

Quality of Management, Adherence to Policies and Collegial Environment

31. Is there an atmosphere of mutual respect among faculty, staff and students?

Yes _____ No _____ Comments:

32. Is program coordination accomplished in an effective manner?

Yes _____ No _____ Comments:

33. Are management policies relating to program operation administered fairly and equitably?

Yes _____ No _____ Comments:

34. Is there evidence of linkages/relationships with other post-secondary educational institutions?

Yes _____ No _____ Comments:

Quality of Planning, Evaluation, and Resources Maximizing Program Effectiveness in Terms of Allocation

35. Are planning and budgeting closely linked?

Yes _____ No _____ Comments:

36. Is there broad-based faculty/staff input in the planning and budgeting process?

Yes _____ No _____ Comments:

37. Are program goals and objectives consistent with college's mission?

Yes _____ No _____ Comments:

38. Is adequate classroom and laboratory space provided for the program?

Yes _____ No _____ Comments:

39. Are adequate instructional materials and supplies provided for the program?

Yes _____ No _____ Comments:

40. Are library resources adequate for faculty, staff and students?

Yes _____ No _____ Comments:

41. Is computer technology adequate for faculty, staff and students?
 Yes _____ No _____ Comments:
42. Is there evidence the program advisory committee is utilized effectively?
 Yes _____ No _____ Comments:
43. Are appropriate instruments used to assess educational outcomes?
 Yes _____ No _____ Comments:
44. Are educational outcomes assessment results acceptable?
 Yes _____ No _____ Comments:
45. Are results of assessment of educational outcomes used to improve the program?
 Yes _____ No _____ Comments:

Using the five “Quality” statements as framework, compose a narrative describing the program’s strengths and weaknesses. Additionally, recommendations for program improvement must be provided for each weakness identified.

Summary and Recommendations

1. Summary
 - Program Strengths

 - Program Weaknesses

2. Recommendations for program improvement generated by self study. (List by number and use these numbers in the Quality Improvement Plan.)

Program Review Survey

This survey should be completed by all faculty working on the Comprehensive Self-Study Report, the Annual Update, or involved in the Program Review process in any way.

Thank you for assisting in the improvement of CR's instructional programs. Please take a moment to answer the questions below. Your suggestions and comments benefit future program review processes and participants. Thank you for completing this survey.

Circle One

1. I received proper orientation to understand my role in the program review process.

Disagree *Agree* *Strongly Agree* *N/A*

Suggestions for improvement:

2. The Program Review Self-Study Guide contained sufficient information to help me gain a full understanding of the program.

Disagree *Agree* *Strongly Agree* *N/A*

Suggestions for improvement:

3. I feel as though my contribution to the program review process was valued, appreciated, and respected.

Disagree *Agree* *Strongly Agree* *N/A*

Suggestions for improvement:

4. The program review process was open, honest, and healthy.

Disagree *Agree* *Strongly Agree* *N/A*

Suggestions for improvement:

5. For those programs which undergo external accreditation, CR's program review process was helpful in completing your external report.

Disagree *Agree* *Strongly Agree* *N/A*

Suggestions for improvement:

6. Overall, the program review process is properly designed to achieve its intended goal of program improvement.

Disagree *Agree* *Strongly Agree* *N/A*

Suggestions for improvement:

7. Please provide any comments or suggestions on how the Program Review Committee can improve the process or facilitate your role.

Section III

Annual Program Review Update

Section III

Annual Program Review Update

Instructions

The Annual Self-Study is conducted by each program and each academic area on each campus and consists of analysis of general changes, staffing, resources, facilities, equipment and other needs. It should be **submitted *or* renewed every year by May 15** in anticipation of budget planning for the next fiscal year, which begins July 1st.

The questions on the subsequent pages are intended to assist you in planning for your program or area. **If there is no change from your prior report, you may simply resubmit that report (or any portion that remains constant) from the prior year with a new date.**

The majority of the information you will use for this annual update will be provided by IR.

Please include pertinent documents such as student learning outcomes assessment reports (see Appendix A for assessment suggestions), and updated course outlines, as well as using data analysis to support any requests for new faculty, facilities, equipment, etc. You are encouraged to use the forms in Appendix B to clarify your requests for equipment, staffing, funding, etc. to make them easy for large committees to review quickly.

Please retain this information for your discipline's use, and submit an electronic copy to Program Review.

Annual Program Review Update

Program: _____
 Campus: _____
 Date: _____

Trends and Relevant Data

1. Has there been any change in the status of your program? (Has your program shifted departments? Have new programs been created by your program? Have activities in other programs impacted your program? For example, a new nursing program could cause greater demand for life-science courses.) If not, skip to #2
2. Have there been any significant changes in enrollment, retention, success rates, or environmental demographics that impact your discipline? If so, please include data sheets (Excel or Word format) showing these changes.
3. Occupational programs must review the update of their labor-market data, provided by Institutional Research, to illustrate that their program:
 - a. Meets a documented labor market demand,
 - b. Does not represent duplication of other training programs (in the region), and
 - c. Is of demonstrated effectiveness as measured by the employment and completion success of its students.

Other Resources

4. Do you have needs (professional development, library resources, and so forth) not previously required by the discipline or not previously addressed in budget or equipment considerations? Please describe.
5. Does your discipline need additional support from Student Services beyond that previously provided?

Human Resource Needs

6. Complete the Faculty Employment Grid below (please list full- and part-time faculty numbers in separate rows):

Faculty Load Distribution in the Program					
Discipline Name (e.g., Math, English, Accounting)	Total Teaching Load for fall term	% of Total Teaching Load by Full-Time Faculty	% of Total Teaching Load Taught by Part-Time Faculty	Changes over Prior Year	Explanations and Additional Information (retirement, reassignment, etc.)

Do you need more full-time faculty? Associate faculty? If yes, explain why and be sure to include data sheets justifying the need.

7. Complete the Staff Employment Grid below (please list full and part time staff numbers in separate rows:

Staff Employed in the Program				
Assignment (e.g., Math, English)	Full-time staff (give number)	Part-time staff (give number)	Gains over Prior Year	Losses over Prior Year (given reason, retirement, reassignment, health, etc.)

Do you need more full-time staff? Part-time staff? If yes, explain why and be sure to include data sheets justifying the need.

8. If necessary, to clarify your needs, please comment on current available staff and distribution of FTE's for contract and part-time faculty. Describe strengths and weaknesses of faculty/staff as appropriate to program's current status or future development.

Facilities

9. Comment on facilities the program uses, their current adequacy, and any immediate needs. Have your discipline's facilities needs changed? If so, how? Please provide a data-based justification for any request that requires new or additional facilities construction, renovation, remodeling or repairs.

Equipment

10. Have your discipline's equipment needs changed? If so, how? Is equipment in need of repair outside of your current budget? Please provide a data-based justification for any request that requires a new or additional budget allotment.

Learning Outcomes Assessment Update

11. How has your area or program been engaged in student learning outcomes assessment?
- Summarize your results.
 - What did your program learn from these results that enabled you to improve teaching and learning in the discipline?
 - How have part-time faculty been made aware of the need to assess SLOs?

Goals and Plans

12. If you have recently undergone a comprehensive review, attach your Quality Improvement Plan if applicable.

13. If you do not have a QIP, what goals and plans does your area have for the coming year?

Instructional Program Review

APPENDIX A: Student Learning Outcomes

APPENDIX B: Forms for Annual Update Resource/Staffing Needs

APPENDIX C: Assessment's Link with Strategic Planning

APPENDIX D: Glossary of Terms

Instructional Program Review—APPENDIX A: Course and Program Outcome Assessment Initiatives

Student Outcomes Assessment at the course level

1. The Course Outline of Record template requires that each outline contain a list of student learning outcomes (SLOs) for the course, the core competencies that instructors expect students to leave the course with. Since all SLOs for every course will eventually have to be assessed, the Program Review Committee recommends that disciplines focus on comprehensive student learning outcomes, so that the typical course will have no more than six SLOs, with fewer than five entirely possible.
 - For courses meeting general education requirements, disciplines are encouraged to link course SLOs with the institutional general education (GE) SLOs as much as possible, since this will be a way for us to assess GE outcomes at the same time we're assessing the outcomes of individual courses.
 - You will be asked by the template to link methods of evaluation and methods of instruction with specific SLOs, which helps make the SLOs “operational”—more easily measured.

Evaluate all courses meeting (or potentially meeting) **general education** requirements against the institutional general education SLOs, using the Student Learning Outcomes for General Education. This process should be done collaboratively.

- CR has agreed on ___ basic core student learning outcomes for its general education program, and all courses meeting GE requirements will link to one (or more) of those student learning outcomes. But we need evidence that they do. You'll be asked to indicate where a particular GE course SLO matches (even in general terms) to an institution-wide GE SLO.
 - As you revise course outlines, this is a good opportunity to adjust some course SLOs so that they more explicitly match the overall GE outcomes. (For example, Ed Code and IGETC requirements mandate that GE courses have critical thinking and writing SLOs, and now is the time to make them explicit.) This will permit PRC to assess overall GE outcomes as your program assesses specific course SLOs.
2. Do an assessment inventory and write a brief report about assessment efforts already undertaken in your discipline. Start with what you are already doing, even if you're not calling it assessment.

Questions to consider:

- What are the expected career/occupational outcomes for students in your discipline (e.g., transfer, employment)?
- Where do faculty members already evaluate student work collaboratively? Are there written criteria that guide this evaluation? Would such criteria be useful if they don't presently exist?
- Do faculty members ever report, formally or informally, about strengths and weaknesses in student work? Does information about student learning ever become a topic for discussion at discipline or department meetings? Could it be?
 - Sometimes detailed minutes of division meetings contain extremely useful assessment information, particularly when faculty are encouraged to talk about what they see as areas where students are having trouble.
- What changes has your department or discipline undertaken recently to improve student learning? What beliefs or information led you to make these changes?
- What information regarding student success in your department or discipline might already exist that might lead you to reconsider teaching practices?
 - IR may be able to give you invaluable data for strengthening student learning.

3. Begin to develop and implement a comprehensive plan to assess course-level SLOs in either of the ways described below, depending on the particular nature of your discipline:

a. **Option 1**

If at least one course in the discipline is taught by a number of different instructors, choose such a course and work collaboratively to assess learning outcomes in the course. You may want to focus on a single SLO in the initial effort or perhaps several related SLOs. Involve part-time instructors in the process as much as possible. Focus on an assignment or examination toward the end of the semester in which students can be expected to demonstrate what they've gained from the course.

Depending on the discipline, you might develop a rubric by which to assess learning in sample essays (or other kinds of student work) taken from many different sections of the course, or—if your discipline routinely employs objective tests as a way of evaluating students—you may simply want to embed common questions in such tests and aggregate results to see where students are having success or difficulty.

- Keep careful records of these course-based assessment projects, which should include sections on methodology, results, and analysis of results.
- Sometimes minutes of department meetings are useful appendices to show how results are used to improve teaching and learning.

b. **Option 2**

If you teach in a discipline with few or no courses taught by multiple faculty members, you may not find collaboration feasible or desirable. In that case, ask every instructor (full- and part-time) to choose a course and develop an individual assessment project for it.

Ask instructors to identify a significant SLO for a course they teach, then choose a major graded assignment in that class that they believe measures that SLO. Next, have them develop a rubric (or, for objective examinations, some other method of analysis) by which achievement of that SLO can be assessed. Once the course, SLO, and assignment are chosen and the method of assessment created, have instructors do the actual assessment.

Finally, ask instructors to report on and analyze the results of the assessment, in writing. It's useful to plan some discipline meeting time for discussion of these results, but even more vital that they be captured in written form. Make sure that the reports describe how the instructor would change or improve the teaching of this assignment (and the assignment itself). Discipline discussion should identify common problems instructors are having and potential solutions to those problems.

4. Provide a time line for implementing a plan that would systematically assess learning in other courses in the discipline.

NOTE: Assessing student learning at the course level is a daunting process. It will not happen overnight, and no one expects it to. PRC believes it has developed guidelines that are not overly burdensome, while still enabling disciplines to generate the kind of information that will be of maximum benefit, to your discipline and to the college as a whole. Please bear in mind that this must be an ongoing process. For that reason, it's vital not to conceive of assessment as something we do only when our discipline is up for program review. PRC is available to help you with all parts of the assessment process.

Program Outcomes Summary

Program Name:							
Effectiveness Indicator	Performance Standard	Measurement/Data Source	Responsible for collecting data	(year)	(year)	(year)	(year)
I. Effectiveness							
A. Quality of Education							
Student Satisfaction	At least 85% of AS program graduates will indicate they are satisfied with the quality of their education.	Exit and Alumni Surveys	IR				
Professional Licensure	Program graduates will successfully pass professional licensure exams at or above available norms (national or state).	Board and/or Certification Exam Scores	Program Coordinator				
Employer Satisfaction	At least 85% of employers will indicate program graduates are academically prepared for employment.	Employer Survey	IR				
	At least 85% of employers will indicate program graduates are competent in general education.	Employer Survey	IR				
Faculty Credentials	100% of faculty must meet ed code or WASC criteria.	Faculty personnel file	Academic Affairs				
	100% of faculty must meet external accreditation standards	Faculty personnel file	Program Coordinator				

Program Name:

Effectiveness Indicator	Performance Standard	Measurement/Data Source	Responsible for collecting data	(year)	(year)	(year)	(year)
B. Vitality							
Job Placement	At least 90% of program graduates will secure employment in their field of study within six months of graduation.	Graduate/alumni survey	IR				
Annual Unduplicated Headcount of Program Majors	At least 12 students enrolled in program in most recent fall term.		IR				
Advisory Committee Participation	At least 75% of external members will attend one meeting within the academic year.	Advisory Committee Members	Program Coordinator				
Advisory Committee	At least 85% of Advisory Committee survey respondents will indicate they agree or strongly agree with survey items.	Program Advisory Committee Survey	IR				
Graduates	At least ? graduates per year.	Data	IR				
Student Retention	Adequate to ensure program efficiency.	Fall to fall retention data excluding transfers and readmits	IR				

Program Name:

Effectiveness Indicator	Performance Standard	Measurement/Data Source	Responsible for collecting data	(year)	(year)	(year)	(year)
II. Efficiency							
	Annual Program Costs	Annual Program Report					
	Space Utilization	Annual Program Report					
	Average Section Size/Program Enrollment	Annual Program Report	IR				

Program Coordinator _____ Date _____

Instructional Program Review—Appendix B: Annual Update Forms

Annual Program Review Update

Campus/Program Needs Worksheet

Resources

This section to be filled out by the program at each campus	This section to be filled out by Subcommittee					
Please list/summarize the needs of your program on your campus below	Approval Status		Degree of Justification (as substantiated by the program review)			
List Resources Needed for Academic Year _____	Approved	Not Approved	Very High	High	Moderate	Low
1.						
2.						
3.						
4.						

Faculty

This section to be filled out by the program at each campus	This section to be filled out by Subcommittee						
Please list/summarize the needs of your program on your campus below	Approval Status		Degree of Justification (as substantiated by the program review)				
List Faculty Positions Needed for Academic Year _____	Approved	Not Approved	Very High	High	Moderate	Low	
1.							
2.							
3.							
4.							
5.							

Staff

This section to be filled out by the program at each campus	This section to be filled out by Subcommittee					
Please list/summarize the needs of your program on your campus below	Approval Status		Degree of Justification (as substantiated by the program review)			
List Staff Positions Needed for Academic Year _____	Approved	Not Approved	Very High	High	Moderate	Low
1.						
2.						
3.						
4.						
5.						

Equipment

This section to be filled out by the program at each campus		This section to be filled out by Subcommittee										
Please list/summarize the needs of your program on your campus below		Approval Status		Degree of Justification (as substantiated by the program review)								
List Equipment or Equipment Repair Needed for Academic Year _____	Approximate Cost	Approved	Not Approved	Very High	High	Moderate	Low					
1.												
2.												
3.												
4.												
5.												
6.												

Facilities

This section to be filled out by the program at each campus		This section to be filled out by Subcommittee					
Please list/summarize the needs of your program on your campus below		Approval Status		Degree of Justification (as substantiated by the program review)			
List Facility Needs for Academic Year _____ (Remodels, Renovations or added new facilities)		Approved		Very High	High	Moderate	Low
		Not Approved					
1.							
2.							
3.							
4.							
5.							
6.							

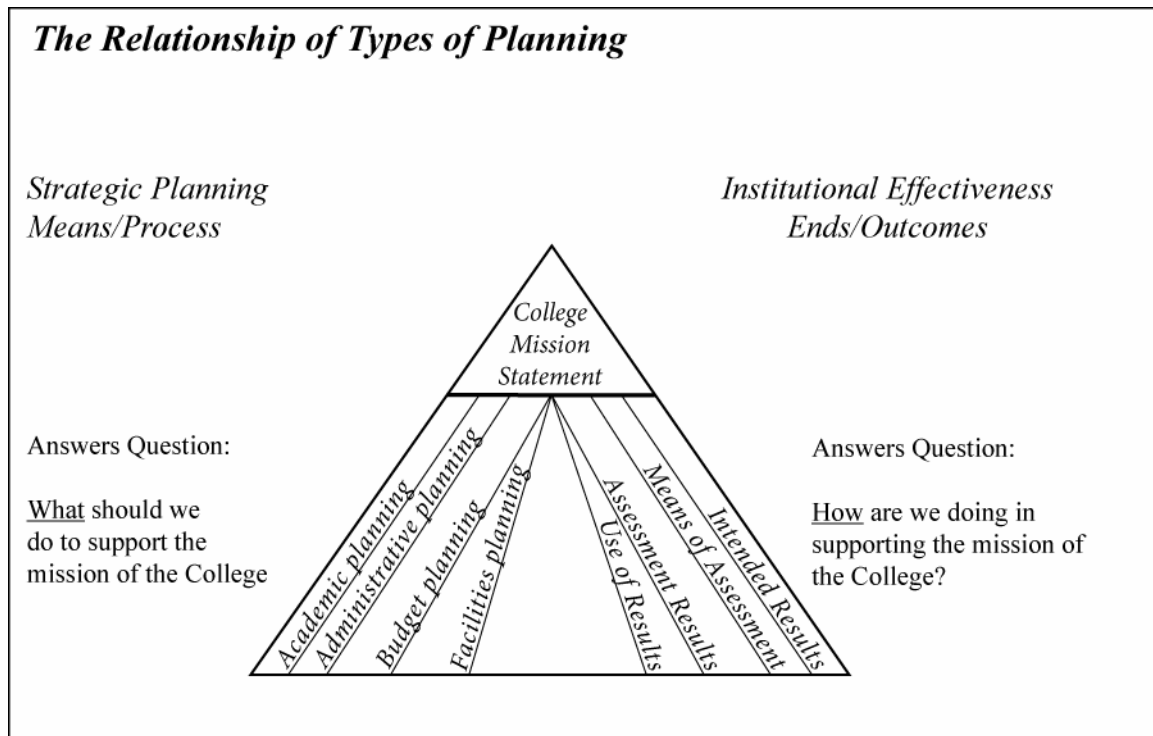
Instructional Program Review—Appendix C: Assessment’s Link with Strategic Planning

The model below designed by Nichols (Nichols, 1997) shows the relationship of assessment to strategic planning. Positioned at the apex of the triangular model is the mission of the college. Both the development of strategic planning on the left side of the model and assessment practices on the right side flow from the core elements articulated in the College of the Redwoods’ mission statement.

The right side of the model represents assessment practices and activities from which the College learns of ways to improve academic programming through the use of assessment results. The intended results, or expected educational results referred to in the WASC criteria, appear in the assessment side of the model along with the means of assessment, assessment results, and uses of results.

The left side of the model represents the strategic planning process. Planning on this side of the model is guided by the underlying premise that strategic activities in academic, administrative, budget, and facilities planning are necessary to support the mission of the College.

In concert, the information gleaned from assessment practices and use of those results will drive the strategic planning of the college to improve the overall mission of the college. The two sides of the triangle must be linked by budgetary support. When the model is viewed in its entirety it represents institutional effectiveness.



Instructional Program Review—Appendix D: Glossary of Terms

Assessment: the process of defining, selecting, collecting, and using information to analyze and interpret student learning.

Benchmark: a standard by which performance can be measured or judged.

Criteria, assessment: a standard of judgment; describes the cognitive and affective outcomes of the educational program; specifies the content knowledge to be mastered.

Evaluation: the judgments applied to assessment efforts.

General Education Program: A core curriculum organized to promote well-educated individuals who have attained essential, agreed-upon competencies.

Impact Statement: a measurable expression of the outcome of a learning experience.

Indicator, core: a gauge used to monitor essential condition or performance; usually described in numerical values or indices which together illuminate the condition or direction of educational outcomes being studied.

Institutional Effectiveness: the process of articulating the mission of the college, setting goals, defining how the college and community will know when the goals are being met, and using the data from assessment in an ongoing cycle of goal-setting and planning.

Intended student outcomes; formal statements of the intended effects or consequences of a course of instruction.

Measure, measurement: a set of questions or an inquiry designed to capture evidence on student performance.

Stakeholders: persons or groups who have vested interests in the outcomes of the institution (e.g., faculty, staff, employers, licensing agencies, students).

Student learning: elements of student learning include knowledge, aptitude, skills, and perceptions.

SECTION IV

Student Services and Learning Support Program Review

SECTION IV

Student Services and Learning Support Program Review

Introduction

The Program Review Resource Guide developed by the Program Review Committee serves as the basis for the Student Services Division's program review process. Student Services has representation on the Committee to ensure that the review timeline, procedures, and evaluative criteria used in the Student Services reviews are relevant to the college's broad program review effort.

This section of the Program Review Resource Guide provides guidelines for use in Student Services program review activities. These guidelines are indicative of Student Service's commitment to provide the information and coordination needed to support the district-wide program review process.

Purpose and Objectives

Program Review is a time consuming effort; however, it is important to note the positive impact program review will have on planning, decision-making, transformation, and stature in the college for student services departments. The program review process gives Student Services an opportunity to: 1) assess a department's current service, organizational effectiveness and efficiencies, and resources; 2) uncover and validate their strengths; 3) develop program and student learning outcomes; 4) identify strategies and potential transformations to address the department's challenges; and 5) provide an important communication tool within a department and between the department and the administration.

The objectives of Student Services program review are to:

- Assess how well the department is performing in relation to its goals, the college strategic plans, and the division's goals.
- Encourage strategic thinking about the department's future plans.
- Provide evidence of the department's effectiveness.
- Evaluate the extent to which a department has successfully addressed program and student learning outcomes.
- Uncover the challenges that may prevent a department from achieving its goals.

Principles of Program Review in Student Services

Principle #1: The primary purpose for program review is to make sure that the programs and offerings are connected to the mission, goals, and priorities of the division and the college.

Principle #2: All student services units contribute to the work of the division and therefore will be a part of the program review process.

Principle #3: Broad faculty, staff and student participation in the reviews is essential in order to gain important insights and ideas for improvement as well as a broad recognition and understanding of department strengths.

Principle #4: Program reviews are independent of any other type of review but, to ease workload and reduce unnecessary duplicative efforts, should be scheduled to compliment other department specific accrediting processes.

Coordination of the Program Review Process

Responsibilities for carrying out review will be shared between the Office of the Vice President for Student Services and the department under review. Program review responsibilities handled by the Vice President include:

- Establishing and maintaining the overall Student Services Program Review Schedule of Reviews and coordinate this schedule with the college's Program Review Committee.
- Managing individual department program review calendars.
- Notifying departments scheduled for review.
- Planning and conducting department program review orientation meetings with participation from Institutional Research.
- Reviewing department self-studies for completeness of information.
- Monitoring improvement plan follow-up reporting, and
- Evaluating the review process itself and implement recommendations for improvements/revisions to the program review process as deemed necessary.

The Program Review Area Coordinator will serve a team leader for the department under review. The coordinator is responsibilities include:

- Working with program members to prepare report.
- Recruiting external and student review team members.
- Finalizing team membership.
- Arranging initial meetings with review team members and scheduling future meetings.
- Distributing the Program Review Guidelines and the completed Program Review Report to review team members.
- Establishing review team member's responsibilities/duties.
- Leading review team activities and assuming responsibility for team's preliminary report.
- Providing any supplementary information/documentation needed by review team members.
- Making any factual corrections to the final draft.

Program Review Cycle

Student Services programs will undergo review on a yearly basis. The comprehensive self-study program review process will be completed by each program once every five years. The annual program review update is to be completed by each program in the years the comprehensive review is not required. The SS&LS program review schedule may be revised to align with state and/or federal program review reporting requirements.

Schedule of Reviews for Student Services and Learning Support

C=Comprehensive Program Review

A=Annual Update

Unit	Academic Year							
	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Admissions & Records	C	A	A	A	C	A	A	A
Residential Life and Campus Activities	C	A	A	A	C	A	A	A
Judicial Affairs	C	A	A	A	C	A	A	A
EOPS	C	A	A	A	C	A	A	A
Counseling and Advising	C	A	A	A	C	A	A	A
DSPS	C	A	A	A	C	A	A	A
CalSOAP	C	A	A	A	C	A	A	A
Upward Bound	C	A	A	A	C	A	A	A
Career Development/Student Employment	C	A	A	A	C	A	A	A
Library	C	A	A	A	C	A	A	A
Academic Support Center	C	A	A	A	C	A	A	A
Athletics	A	C	A	A	A	C	A	A
Student Health Center	A	C	A	A	A	C	A	A

Program Review Process and Timeline

The Student Services comprehensive program review process consists of six steps. These steps are: 1) pre-review planning, 2) unit self-study, 3) external review, 4) writing of the final program review report, 5) creating the transformation improvement activities, and 6) implementing the department transformation improvement plan.

The normal timeline required for a department program review includes a pre-review preparation period that establishes the groundwork for the review and 10-12 months for the review itself. The 10-12 months schedule creates a timeline that serves to structure and standardize the review process.

Step 1: Pre-Review Planning & Training

As many members of the program as possible, including the area/department director or coordinator should attend the training. Each program should select program representatives who will communicate with Institutional Research and the Program Review Committee and provide organizational leadership for completion of the self-study. The pre-review planning and training meeting will:

- Familiarize instructional programs with WASC accreditation standards, the program review process, and program and student learning outcomes assessment.
- Allow programs to begin the self-study with hands-on training in data interpretation and assessment techniques.
- Assist programs in the development of a project plan with timelines and assignment of responsibilities.
- Generate discussion about the area self-study process, including:
 1. Looking at the data provided by Institutional Research that have informed your document, discuss it with your colleagues, and identify major changes or trends you expect to be of particular relevance to your area in the next five years.
 2. Dialoguing about the implications of these trends for your area and what changes your area will need to make.
 3. Commenting on the trends and indicate plans as a result of that analysis. What trends, if any, exist in the data? Why might these trends be occurring? Are there additional data that would assist your area in analyzing these trends?

Step II: Department Self-Study

The self-study represents a valuable opportunity for the department to make a candid assessment of itself and to consider future directions and options that would strengthen it. Each department will prepare a self-study report using as its framework the Comprehensive Workbook. The workbook is intended to provide a structure for the review and should be augmented by whatever information is deemed necessary. The self-

study should be shared with all staff of the department and should represent consensus.

The timeframe for a typical Comprehensive Program Review self-study review process is:

Summer

- Prepare draft documents resulting from dialogue within the program
- Develop detailed task list and timeline
- Review data packet from Institutional Research
- Discuss self-study guide
- Gather any additional information the program deems necessary
- Update course outlines and submit to Curriculum Committee if needed

February/March

- Review, revise, and finalize the Program Review document

April/May

- Submit to the appropriate review bodies

Step III: External Review

The external peer review procedure should be flexible and may be influenced by the results of the self-study. Generally, the external reviewer will conduct the review based on the department's self-study report. The external reviewer will prepare a summary of recommendations with emphasis given to strengths and challenges of the department and how the department can continue to improve the quality of its programs and services. The summary will be included in the Final Program Review report.

Step IV: Writing of the Department Review Report

The department's program review coordinator is responsible for writing the final program review document. The final program review will be forwarded to the Vice President for Student Services and Learning Support for review and comment. The Vice President will forward the report to the college's Program Review Committee. Following receipt of the report, a meeting is scheduled with the Program Review Committee, Vice President of Student Services, Department supervisor, and members of the department's management team (if appropriate) to discuss the findings and the recommendations presented in the final review.

Step V: Creating Transformation Activities

Following consultation with the Vice President for Student Services and the Department supervisor, the department review coordinator will develop a final three year transformation improvement plan that addresses the recommendation(s) outlined in the Program Review Report for the Institutional Effectiveness Committee. The final transformation improvement plan should specify proposed actions, implementation

strategies, and who is responsible for carrying out each action. If there are review recommendations that the department is not in agreement with, the transformation action plan should acknowledge these differences in thinking and where appropriate, present alternative recommendations.

Step VI: Implementing the Department Transformation Plan

The Office of the Vice President will evaluate the progress on the department's transformation plan via the Program Review Yearly Update and the annual planning processes.

Comprehensive Program Review Distribution of Activities Timeline

Date Institutional Research

Ongoing IR provides the Area/Program Coordinator with all necessary data to complete the program review

Date Office of Student Services and Learning Support

Sum SS&LS assembles and maintains a notebook as a permanent record for each program review that includes all key features of the review process

Sum SS&LS creates assessment tool(s) and makes necessary adjustments to the process for the following year

Aug SS&LS provides orientation to the Area/Program Coordinator

Aug SS&LS provides Program Review Guide and the Program Review template to the Area/Program Coordinator

Sept SS&LS arranges for official appointment letters to be sent to review team members

Mar SS&LS monitors the submission of the Program Review to the appropriate review bodies

Date Area/Program Coordinator

Fall Coordinator works with program members to prepare report

Sept Coordinator recruits external reviewer and finalizes team membership

Sept	Coordinator arranges first meeting with review team members and schedules future meetings as necessary
Sept	Coordinator distributes the Program Review Guide and the completed Program Review Report to all review team members
Sept	Coordinator establishes review team member's responsibilities/duties
Sept	Coordinator leads review team activities and assumes responsibility for team's preliminary report
Mar	Coordinator provides any supplementary information/documentation needed by review team members
Apr	Coordinator makes any factual corrections to the final draft.
Apr	Coordinator prepares an action plan addressing any program recommendations identified including who is responsible for the action and the date of expected completion
Apr	Coordinator sends one electronic and one hardcopy of the action plan to the Office of Student Services and Learning Support by the appropriate deadline

Note: Exact dates will be established and provided for critical steps in the process.

Comprehensive Program Review Department Self-Study

Step 1: Department/Program Description

The self-study begins with a description of the department/program including information about the area's purpose, mission, and goals. Provide a short narrative on how the department contributes to and advances the College's goals and objectives and more specifically Student Services' overarching goals.

Step 2: Past Quality Improvements

Provide a description (list or narrative) of the quality improvements that were recommended from the department's previous program review. Also discuss improvements implemented by the department that were not specifically noted on the previous program review.

Step 3: Outcomes Assessment

Address how successful the department is in determining intended program learning outcomes and student learning outcomes, user satisfaction, and other noteworthy performance results. Discuss the relevance of key performance measures the department uses to track results. Included in this section is a discussion of the instruments used to measure performance (surveys, benchmarking, internal review, focus groups, etc.) and what assessment methods were used to determine whether the program accomplished the program learning outcomes and students achieved the student learning outcomes.

Departments should summarize the findings of the assessments and discuss the team's interpretation of the data as well as the strengths and challenges of the department as indicated by the performance outcomes indicators.

The department program review team should provide concrete suggestions for a three year transformation improvement plan including ways to build upon current strengths, overcome challenges, and increase effectiveness and efficiency. Offer specific transformation strategies, and timetable, for addressing the challenges affecting the department.

Step 4: Cost Effectiveness

This is an opportunity to summarize the financial resources of the department. Departments should comment on significant budget changes or variances from year to year. How has the funding level changed over the past five years? What factors have influenced these changes? What are the anticipated effects of this funding on program/service delivery?

Step 5: Recommendations and Comments

Step five allows the department program review coordinator and outside readers to comment on what they see as the strengths and challenges of the department. The comments could encompass key program/service operational, resource and campus environment challenges the department faces.

Suggested List of Documents for Inclusion in the Comprehensive and Yearly Summary Report

- Organizational Chart
- Department planning documents
- Assessment results/reports including:
 1. Surveys
 2. Benchmark data
 3. Data that measure progress of performance goals
 4. Student learning outcomes data
 5. Program learning outcomes data

Publication and Discussion of the Findings

Fully approved self-studies will be placed online and distributed to the District Program Review Committee, the Office of Student Services and Learning Support, the Institutional Effectiveness Committee, and the Board of Trustees. Presentations of self-studies may be made to the Board of Trustees, Cabinet, and the Academic Senate.

APPENDIX A

Assessment and Transformation

Comprehensive Program Review Workbook

Review Coordinator
Review Team Members
Year Reviewed

SECTION I: Department Purpose and Goals

- A. Department Mission:
- B. Department Goals:
- C. Describe how the goals of the program relate to the College’s Mission and Strategic Plan.

SECTION II: Past Quality Improvements and Transformations

- A. Obtain a copy of the program’s previous program review. Provide a description (list or narrative) of the quality improvements that were recommended.

Recommended Quality Improvement	Accomplished? (Y/N)	If Yes, Provide Details. If No, Provide Explanation.

- B. Provide a description (list or narrative) of other improvements accomplished since the last review not specifically noted on the previous program review.

Other Improvements Accomplished	Provide Details

SECTION III: Outcomes Assessment

- A. Provide the department’s program and student learning outcomes. Include or attach a copy of the Outcomes Assessment Report.
- B. Provide a summary of the findings of the assessments. What is the team’s interpretation of the data?
- C. What are the strengths of your department as indicated by your performance indicators?
- D. What are the challenges for your department which are indicated by your performance indicators?
- E. What is your three year transformation plan to build upon current strengths, overcome challenges, and increase effectiveness and efficiency? (*Include a timetable for implementing transformations*)

STRATEGIES TO ADDRESS CHALLENGES/TRANSFORMATIONS	TIMETABLE FOR IMPLEMENTATION

- F. What resources are required (Personnel, funding, equipment, etc)?

SECTION IV: Cost Effectiveness

A. Indicate your budget figures and expenditures in recent years:

Categories	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
Operating Exp. Budgeted Expended					
Other (if applicable) (Budgeted Expended					
SUBTOTAL Budgeted Expended					
Capital/Equipment Budgeted Expended					
TOTAL Budgeted Expended					
Surplus or (Deficit)					
Generated Revenue (if applicable) Revenue Budget Revenue Actual					

B. Comment on significant budget changes or variances from year to year.

SECTION V: Conclusion

Department Comments:

Summary of discussion and findings relating to this review:

_____ / ____ / ____
 Department Supervisor's Signature Date

Outside Reader Comments:

Summary of discussion and findings relating to the program review:

_____ / ____ / ____
 Outside Reader Signature Date

Program Review Committee Comments

Comments:

_____ / ____ / ____
 Chair of the PRC Date

Academic Senate's Comments

Comments:

_____ / ____ / ____
 Chair of the Senate Date

Institutional Effectiveness Committee's Recommendation

Check one of the following:

Recommendation	(Check 1)
Department should be retained in its present form.	<input type="checkbox"/>
Department should be retained but with minor modifications, as recommended.	<input type="checkbox"/>
Department should be retained but with major modifications, as recommended.	<input type="checkbox"/>
Department should undergo an in-depth review at this time.	<input type="checkbox"/>
Alternative means of providing for the needs met by this department should be established, followed by phasing-out of the area.	<input type="checkbox"/>
The underlying need(s) for this department have been satisfied--program should be terminated.	<input type="checkbox"/>

Comments:

_____ / ____ / ____
 Chair, Institutional Effectiveness Committee Date

APPENDIX B

Assessment and Transformation

Program Review Yearly Update Report

Review Coordinator
Review Team Members
Year Reviewed

A. Print the Outcomes Assessment Plan Report

B. Improvements or Rationale for Action:

A brief description of the improvements made and the reasons for program decisions.

Vice President Student Services and Learning Support Recommendation

Comments:

_____ /_____/_____
 Vice President for Student Services and Learning Support Date

Institutional Effectiveness Committee’s Recommendation

Check one of the following:

Recommendation	(Check 1)
Department should be retained in its present form.	<input type="checkbox"/>
Department should be retained but with minor modifications, as recommended.	<input type="checkbox"/>
Department should be retained but with major modifications, as recommended.	<input type="checkbox"/>
Department should undergo an in-depth review at this time.	<input type="checkbox"/>
Alternative means of providing for the needs met by this department should be established, followed by phasing-out of the area.	<input type="checkbox"/>
The underlying need(s) for this department have been satisfied--program should be terminated.	<input type="checkbox"/>

Comments:

_____ /_____/_____
 Chair, Institutional Effectiveness Committee Date

APPENDIX C Program and Student Learning Outcomes

Assessment Report

Program Name:

Program Mission:

Program Goals:

Program/Administrative Outcome Development Matrix

Expected Program Outcome	Process/Activities Contributing to the Outcome (What does the program do to create the outcome?)	Measured/Documented By? (Indicate how the program will know whether the outcome was accomplished.)

Student Learning Outcome Development Matrix

Action Verb (State the outcome using a measurable verb from Bloom's Taxonomy.)	Knowledge, value or skill (What is being demonstrated and assessed?)	Scope of Outcome (In what context, with whom, or in what setting does the outcome occur?)	Process/Activities Contributing to the Outcome (What does the program do to create the outcome?)	Student Learning Outcome Statement	Measured/Documented By? (Indicate how the program will know whether the outcome was accomplished.)

Outcome Assessment Plan Report

Expected Program Outcome	Assessment Method (Indicate the assessment methodology to be used, or was used, such as focus group or exit interview.)	Administrated When?	Administrated To Whom and by whom?	Assessment Status (Indicate when the data will be available for analysis or the result of the analysis. In the next year, indicate the results of a second assessment cycle)	Use of Results (Indicate the way the data is, or will be, used to make changes to student services. An important purpose of assessment is to increase dialogue about learning.)	Transformations (Indicate what transformations were implemented as a result of assessments.)	Intended Follow-Up

Direct Measures	Pre/Post Tests Standardized Test	Embedded Question Portfolio	Performance Assessment Primary Trait Analysis	Capstone Exam/Project Professional Certification
Indirect Measures	Focus Group	Grad Survey/Interview	Employer/Faculty Survey	Transfer/Employment Data

Assessment Glossary

Program Mission: A description of the overall purpose of the program. Program mission statements should align with the College and Division mission statements.

Program Goals: Goals are derived from the mission and reflect critical aims of the program to be measured by achievable outcomes.

The mission and goal statements define what we do.

Outcomes: Outcomes are the expected product from the achievement of our goals.

Outcomes define why we do what we do.

Program/Administrative Outcome: Expected outcomes from program/administrative processes to measure the efficiency and effectiveness of the program. Example: Students will receive guidance and tools to chart their progress towards goals (measurements could be # of Student Education Plans on file and/or satisfaction levels with specific counseling/advising processes).

Student Learning Outcome: Something that we expect students to be able to do after participating in a program or receiving services. Example: Transfer students will demonstrate an understanding of general education transfer requirements (could be documented by qualitative assessment through the advising process, surveys or # of successful transfer students).

Data: Provides information for dialogue about the learning and necessary evidence to determine if a transformation is needed.

Measurement: A quantitative data indicator or set of data indicators intended to reflect the achievement of an outcome.

Documentation: Qualitative data or evidence intended to reflect the achievement of an outcome.

Assessment Method: The data collection tools and methods that are utilized to produce measurements and documentation.

Result: The level of performance for a specific outcome.

Baseline: The level of performance for a specific outcome in the first year of assessment.

Benchmark/Performance Target: The desired level of performance for a specific outcome.

Use of Results:

- **What does the data tell us about process?** Goals; outcomes; means of assessment; implementation results, data collection and analysis.
- **What does the data tell us about program improvement?** What, if anything, do we need to do to improve program and student learning outcomes? What resources are necessary?

Transformations: What improvements will be implemented to improve the program and/or student learning process?

Intended Follow-Up: Quantitative or qualitative data methodologies intended to clarify initial results and/or measure transformations.

Data Element Definitions

Data element definitions will be aligned with California Community College common definitions, when possible, in order to promote a shared understanding of the data elements. The list of operational definitions below is taken from the Research and Planning group of California. The list of data elements definitions will continue to expand as measurements for program and student learning outcomes are identified.

Operational Definitions from the Research and Planning Group of California

Common definitions have been established by the RP Group so that meaning is added to data analyzed consistently over time, in relation to appropriate comparison groups used by CA community college researchers. The definitions were adopted by the RP Group (RP Group Executive Board Approval), after considerable consultation was provided by researchers across the state. Definitions are related to Associate degree and non-Associate applicable credit courses and do not include non-credit courses.

Course Enrollment:

Student is enrolled in course and receives a valid grade notation at the time the college MIS data tape is submitted to the State Chancellor's Office.

Valid grade notations

A, B, C, D, F, CR, NC, W, I (Incomplete)

Invalid grade notations

No grade of record (NGR), Report delayed (RD), In Progress (IP).

Course Retention I

(For comparing colleges to each other and for comparing departments) Student is retained in the course to end of term. A, B, C, D, CR, I grade notations.

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, CR, I.

Denominator

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

Course Retention II

(For comparing colleges to each other and for comparing colleges to the CCC system-wide rate) Student is retained in the course to end of term. A, B, C, D, F, CR, NC, I grade notations.

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.

Course Completion

None. Thought to be too similar to and less relevant than retention/success measures.

Course Success

Student succeeds in the course. A, B, C, CR grade notations.

Success Rate

Percent of students successful in courses out of total enrolled courses. The success rate is calculated by dividing the numerator by the denominator and multiplying by 100.

Numerator

Number of students (duplicated) with A, B, C, CR.

Denominator

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

Term to Term Persistence

Student persists from one term to the next term.

First Term

Student is enrolled in at least one course. A, B, C, D, F, CR, NC, W, I grade notations.

Next Term

Student is enrolled in at least one course. A, B, C, D, F, CR, NC, W, I grade notations.

Persistence Rate

Percent of students enrolled in next term out of students enrolled in first term. The persistence rate is calculated by dividing the numerator by the denominator and multiplying by 100.

Numerator

Number of students with at least one course with A, B, C, D, F, CR, NC, W, I in the next term (x100).

Denominator

Number of students with at least one course with A, B, C, D, F, CR, NC, W, I in the first term.

Transfer Ready I

The rate by which a first-time entering freshmen cohort meets the basic transfer requirements for admittance to California State University.

Transfer Directed

All freshmen enrolled in any transfer level English course and in any transfer level math course within three years, and within six years of admission.

Transfer Ready II

The rate by which the transfer directed student cohort completes 56+ transfer units with a 2.0+ GPA at both three and six years, including the successful completion of any transfer level English and any transfer level math course, earning grades A, B, C, or Credit.

CR 2020

Education Master Plan

Redwoods Community College District

June 2006

Integrated Planning Committee

College of the Redwoods

Adopted by the Board of Trustees – June 6, 2006

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Integrated Planning Committee:

Name	Representing
Casey Crabill, Chair	President's Office-Administration
Vinci Adams	Business Services-Confidential
Abe Ali	Human Resources-Administration
Sue Alton	President's Office-Management
Dave Bazard	Eureka-Faculty
Jeff Bobbitt	Academic Affairs-Administration
Deborah Borelli	Student Services-Management
Liz Crickard	Institutional Research-Management
Paul DeMark	Communications and Marketing-Management
Helen Edwards	Eureka-Faculty
Phil Freneau	Del Norte-Faculty
Mike Haley	Del Norte-Faculty
Sheila Hall	Counseling-Classified
Judy Kvinsland	Mendocino-Administration
John McBrearty	ITS-Management
Ruth Moon	Eureka-Faculty
Deb Nolan	Eureka-Faculty
Tom Olivares	Facilities and Grounds-Classified
Michele Olsen	Eureka-Faculty
Joe Porras	Facilities and Grounds-Management
Jose Ramirez	ITS-Classified
Barbara Schneider	Del Norte-Classified
Erik Sorensen	Information Sciences-Classified
Tom Thing	Residence Halls-Management
Tracey Thomas	DSPS-Administration
Scott Thomason	Business Services-Administration
Dave Throgmorton	Del Norte-Administration
Pat Watson	ITS-Classified

CR 2020: An Education Master Plan

Executive Summary

Background:

College of the Redwoods (CR) implemented Strategic Planning, using a three-year planning horizon, in 1999 and operational planning, using an annual calendar, in 2001. The last piece of the college's planning model, educational master planning (using a 15-year horizon), is now the focus. In spring 2005 College of the Redwoods contracted for and received an external scan of regional population, economic, and employment trends. In addition the college's Board of Trustees developed a framework for an education master plan.

The college's planning group, the Integrated Planning Committee (IPC), began working with the data collected, along with the institutional data available, in August 2005. The group collected and reviewed many articles on trends likely to impact education. The group developed planning assumptions and key planning questions and then shared them through their constituent groups, taking the time and effort necessary to reach consensus. From this process, the IPC identified twelve areas for long-range planning: enrollment, programs, facilities, technology, finances, human resources, student services and learning support, data and research, community relations, communications and marketing, accessibility, and land use. Each planning area is presented in the form of a goal and supported by a rationale linked to the research. Furthermore, the committee captured specific strategies related to each goal; however, these strategies are neither prescriptive nor exhaustive. Rather, the committee expects that, as the college implements this plan and engages further in strategic and in operational planning, additional strategies will be developed. Strategies, like the goals they support, are intended to be collegewide and are not the responsibility of any one specific department. The contents of the master plan, once approved, will become the responsibility of all within the Redwoods Community College District.

IPC had many specific discussions about technology and its application to the teaching/learning environment. The college anticipates significant growth in the power and the use of technology to meet student needs, including: increases in distance learning (including new emerging technology to deliver instruction); distance-delivered student support services; and enhanced course, studio, and laboratory support for all phases of instruction. The committee did not create a standalone goal for distance learning. Instead, the committee expects that technology and the possibilities it provides were woven into the strategies to address each goal.

The plan, in its entirety, includes three sections: goals, context, and institutional assessment.

Goals for CR at 2020

Enrollment

GOAL: The college should plan for a two-percent growth per year. By the year 2020, CR should plan to enroll 7,000 FTEs in its credit programs. In addition the college should expect to serve at least 3,500 individuals per year in noncredit activities.

Programs

GOAL: Provide transfer and workforce-preparation programs that meet student interests, address educational needs, capitalize on regional and institutional strengths and resources, and advance both the college and our communities. Programs should be based on statistically demonstrated demand and should capitalize on unique market opportunities.

Facilities

GOAL: Maintain excellent, flexible facilities that support the academic and student learning support programs of the college, ensuring up-to-date, safe, healthy, and universally accessible learning environments for students, staff, faculty, and community members.

Technology

GOAL: Maintain up-to-date technology to support academic and administrative functions. Ensure classrooms continue to meet a technical standard across the college. Ensure distance delivery capabilities continue to develop.

Finances

GOAL: Manage necessary expenses while maintaining a prudent reserve and allowing for innovation, program improvement, and development. District finances should be adequate to support programs, services, and facilities.

Human Resources

GOAL: Provide a safe, healthy working environment, with opportunities for professional growth at all levels, and a total compensation package that compares well locally and statewide.

Student Services and Learning Support

GOAL: Provide high-quality and accessible student-learning-support programs, services, and resources to meet student needs. Review programs, services, and resources regularly, and incorporate data from reviews into ongoing improvement. In addition to academic-support services, 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 areas of concern that impact a student's academic success.

Data and Research

GOAL: Provide accurate reports on all college programs and services on their effectiveness, based on accurate data and agreed-upon data indicators that are routinely measured and reported. Institutional Research, guided by faculty and staff, should help to inform decision making at all levels of the college, including program development and evaluation, budget development and management, cultivation of external resources, and planning.

Community Relations

GOAL: Maintain key community relationships throughout all service areas.

Communications and Marketing

GOAL: Ensure strong media relations and accurate publications that reflect the college's programs and services as well as enhances the college's multicampus organization. Recognize multiple audiences for the college's materials.

Accessibility

GOAL: Ensure that the college and all of its programs and services provide for universal access for students and the public.

Land Use

GOAL: Maintain enough land for the future development of the college but not so much that the college contributes to the regional lack of available land. Develop the college's property that is retained in a manner consistent with the college's mission and operations, including residential housing for visiting students, faculty, staff, and professionals.

Planning History and Background

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

From 1965 to 1967, the college offered courses and programs on the campus of Eureka High School. More than 1,800 students registered at the college in 1965-66. The initial staff of the college consisted of approximately 31 full-time faculty and administrative staff and about 85 part-time faculty.

In May of 1975 the residents of coastal Mendocino County voted for annexation into the Redwoods District, and in July of 1978 Del Norte County 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 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 Eureka.

College Planning

The college's planning process is multilevel. The diagram on the following page clarifies the relationship among levels. This education master plan charts a course for College of the Redwoods through the year 2020, highlighting trends and emerging issues that will challenge the college, reaffirming the college's complex mission, and outlining those areas that, through careful attention, will ensure that College of the Redwoods continues to play a key role in postsecondary education on California's North Coast.

The plan includes the following sections:

Master Planning Goals: A set of goals and indicators for future development, including ongoing questions for the college. Each goal area includes a discussion of the prevailing information to guide the college's development and a set of proposed strategies that could help the college achieve each goal.

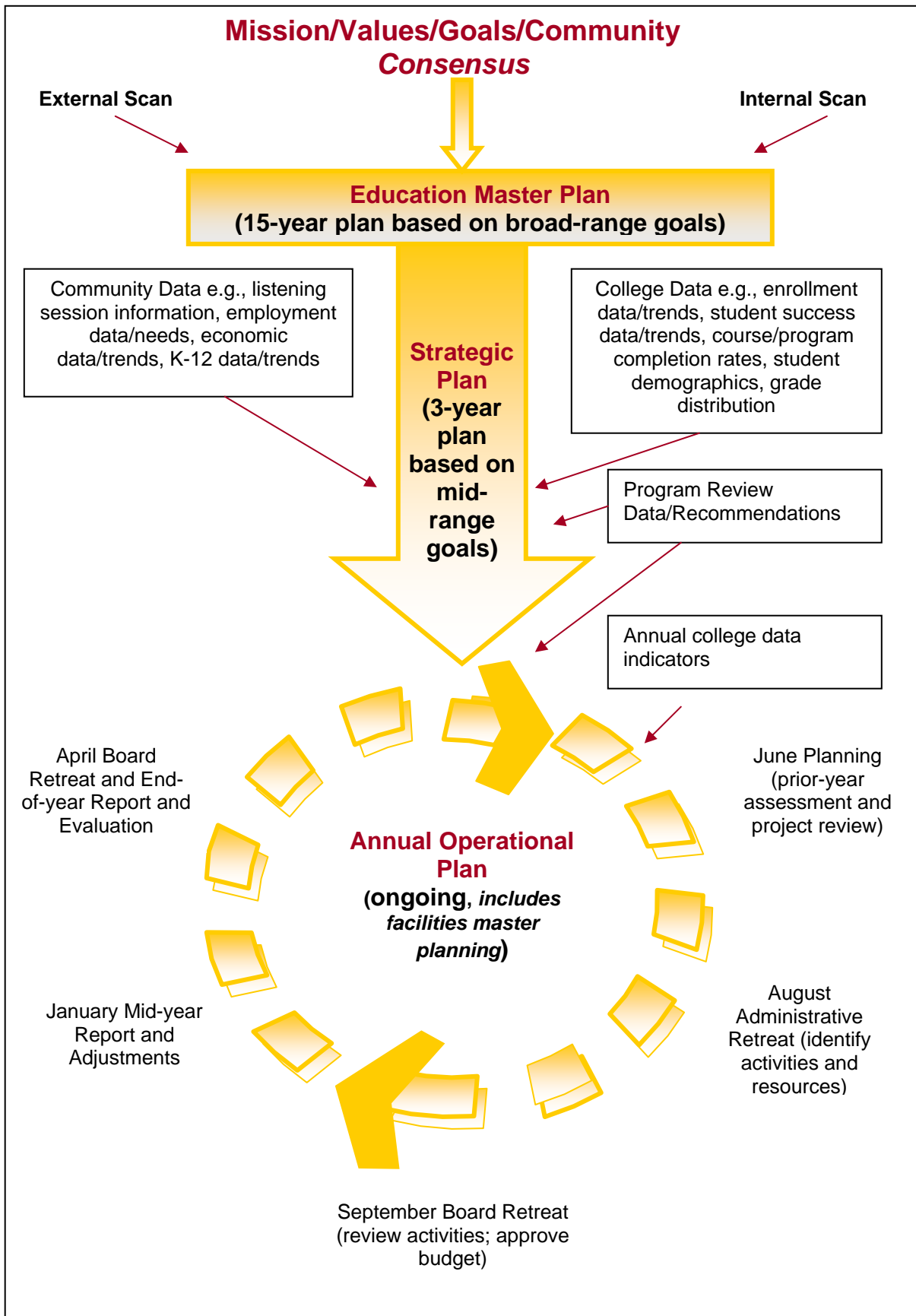
Master Planning Framework: The Board of Trustees' planning guidance, "A Vision of the College for the Future – Good Planning Rests on a Powerful Vision."

College Values, Philosophy, and Mission: The college routinely considers how it operates from an ongoing commitment to its mission, values, and philosophy, all of which are regularly reviewed in the strategic planning process (see model on following page).

Context for Master Planning: An external scan of local, regional, and statewide conditions, trends, and patterns likely to impact a community college.

Current Conditions Analysis: An internal scan of institutional conditions, challenges, outcomes, and plans that should impact future planning.

College of the Redwoods Planning Model



Master Planning Goals

I. Enrollment

GOAL: The college should plan for a two-percent growth per year. By the year 2020, CR should plan to enroll 7,000 FTEs in its credit programs. In addition the college should expect to serve at least 3,500 individuals per year in noncredit activities.

RATIONALE: As California implements the high-school exit exam with the class of 2006, the college should carefully monitor data from feeder schools to determine additional programs or services necessary, to ensure that we remain accessible to our local students, and that we implement all necessary strategies to serve students who come without a high-school diploma. Enrollment should be seen as a continuum, supporting the concept of lifelong education but recognizing that individuals seek higher education at different times for different reasons.

STRATEGIES: In developing and refining the above goal, these strategies were identified as ways in which the college could begin to address the intended result.

- A. College of the Redwoods recognizes the importance of the “front door” in providing accessible services to our local communities as well as to students from outside our areas and in providing growing enrollment. Toward that end, improving the components of the front door are essential. The college should restructure its outreach services:
1. Make the most efficient use of targeted outreach services such as Upward Bound, CalSOAP, and other student support programs districtwide, through coordinated efforts and delineated service agreements, to be developed by October 2008 and included in all subsequent program applications.
 2. Increase the draw rate by three percent each year from each area high school until the statewide average (as reported annually by the Chancellor’s Office) is achieved per high school; ongoing monitoring needs to be developed to ensure that CR achieves, at a minimum, the statewide average.
 3. Create demonstrable, seamless paths from identified high-school programs through completion of a two-year degree, including preparation for transfer; create appropriate materials for parents, K-12 educators, and prospective students that outline these paths.
 4. Accommodate the need for outreach materials in other languages and multiple formats.
 5. Define, develop, and implement an accurate, Web-based outreach effort.
 6. Create demonstrable programming to meet identified target populations that present specific needs, interests, or opportunities, such as honors, athletics, early college, concurrent enrollment, second-language populations, seniors, and out-of-area students. Include the development of specific niche programs, but also deal with the issues raised by drawing out-of-area students, including student housing.
 7. Define, develop, and implement specific outreach protocols at specific grade levels (elementary, middle, and high school); track contacts to evaluate effectiveness for a) overall college-going rate, and b) rate of CR enrollment.
 8. Develop a clear memorandum of understanding, with other training providers like Eureka Adult school, to ensure no duplication of effort.

9. Evaluate the early-college-high-school efforts in Eureka and Klamath.
 10. Define, develop, and implement specific outreach programs within disciplines.
 11. Work closely with K-12 systems to clarify “college-ready.”
 12. Monitor the implementation of the high-school exit exam to determine its impact on the movement of students from high school to CR.
- B. The college should restructure its intake process:
1. Improve enrollment and registration procedures, with a goal of 95 percent of students being able to accomplish both processes in a single visit to campus.
 2. Improve assessment processes to provide assessment tests to 100 percent of the high schools in our region, including all community/continuation schools, and establish training and protocols for use at the high-school sites. Work collaboratively with HSU if streamlined CSU/CC assessments become a possibility.
 3. Develop a dual-admission policy with HSU to streamline transfer upon admission to CR.
 4. Enhance our role as a provider of lower-division coursework articulated with specific HSU programs, as we have done in pre-education transfer programs, and promote the success of HSU.
 5. Enhance our relationships with a variety of UC and CSU campuses, exploring initial advising strategies that can assist students in planning from the front door for their eventual transfer to a UC.
- C. The college should develop and implement strategies between student services and the academic area that encourage and support retention of students to goal.
- D. The college should improve its follow-up research to continue to improve placement and success of students following their departure from the college, and to continually assess programs and services for purposes of improvement. Success-rate data for all program completers should be defined and collected.
- E. The college should explore appropriate enrollment options for the growing population of senior citizens, in light of CSU’s senior-citizen fee policies, and determine our appropriate market.

II. Programs

GOAL: Provide transfer and workforce-preparation programs that meet student interests, address educational needs, capitalize on regional and institutional strengths and resources, and advance both the college and our communities. Programs should be based on statistically demonstrated demand and should capitalize on unique market opportunities.

RATIONALE: The college has, as part of its mission, both the provision of locally-relevant workforce training/development and the preparation for transfer to a baccalaureate-degree-granting institution. Launching new programs, whether they are workforce training or transfer focused, in areas that have a small market will likely remain cost prohibitive. The college recognizes that there will always be more opportunities than there is the capacity to respond, and that, in some cases, the college’s response will depend on an ongoing analysis of such things as emerging opportunities, statewide or national funding, and/or changes in transfer requirements.

STRATEGIES:

- A. Integrate regional economic and employment data into the strategic planning process, which takes place every three years.
- B. Develop a criteria matrix for evaluating proposed credit programs, and apply that criteria to current and future proposals (including wastewater treatment and human services).
- C. Integrate a criteria matrix into program review regarding program continuation.
- D. Develop a mechanism for integrating credit and not-for-credit experiences in workforce development.
- E. Set annual income targets for all not-for-credit instruction that ensure financial support for programs offered.
- F. Consider expanded use of noncredit instruction in areas for which it may be appropriate.
- G. Consider expansion in community education and contract training as revenue enhancers.
- H. Consider a curriculum design that “stacks” opportunities for students, through shared first-level courses and differing options beyond that in areas of potential linkages and growth (forestry/natural resources/agriculture, e.g.).
- I. Consider an approach that blends instructional outcomes (transfer and workforce preparation, e.g.) in recognition of lifelong learning needs and varying student opportunities.
- J. Focus on programs with access to local or regional expertise.
- K. Incorporate real-world experience, exposure to entrepreneurship, and opportunities for internship and work placement across the curriculum.
- L. Explore opportunities to enroll senior citizens in college programs; investigate the potential of getting legislative relief that would allow for fee variation similar to the CSU system.
- M. Explore the specific learning needs and interests of senior citizens.
- N. Explore a guaranteed schedule, offering specific programs in specific, publicized hours and predictable patterns.
- O. Develop and implement an effective, ongoing coordination role for distance learning, and ensure the integration of distance-learning planning in all aspects of program and service development, including a provision for adequate online “help desk” support for students and faculty.
- P. Share all program-review information with all shared-governance bodies.

III. Facilities

GOAL: Maintain excellent, flexible facilities that support the academic and student learning support programs of the college, ensuring up-to-date, safe, healthy, and universally accessible learning environments for students, staff, faculty, and community members.

RATIONALE: The college is currently completing *CR 2010*, a facilities plan developed between 2002 and 2004. This plan focuses on the modernization of the college’s facilities to accommodate all college functions for the future. Additional facility needs will likely emerge anytime the college considers program changes, program-review results, and/or changes in enrollment patterns. Development of the campus facilities should consider the pressure created by a large number of individuals in a small area.

STRATEGIES:

- A. Complete the CR 2010 facilities plan, including those projects whose costs, as of 2006, have not been funded.
- B. Transition facility costs for auxiliary services (food service, bookstore, and residence halls) to those auxiliary services, operating under a business plan for each service.
- C. Review facilities plans for infrastructure, technology, and enrollment trends projected through 2025.
- D. Tie a facilities component into projections for new programs.
- E. Use the five-year construction plan, scheduled maintenance plans, and the college's ADA Transition Plan as ongoing vehicles for facilities review, including such items as parking lots, sidewalks, and exterior lighting.
- F. Consolidate facilities to adapt to technological opportunities, such as increased distance learning or advances in distance learning technology, including distance-delivery for student services.
- G. Review and renew all leased space as appropriate, monitoring the financial ramifications of leasing vs. owning.
- H. Monitor population changes that may require expansion, to be addressed through additional leased spaces or additional sites.

IV. Technology

GOAL: Maintain up-to-date technology to support academic and administrative functions. Ensure classrooms continue to meet a technical standard across the college. Ensure that distance-delivery capabilities continue to develop.

RATIONALE: The college believes that technical literacy is an essential skill for students. The college will remain sensitive to issues of "digital divide" and will work to ameliorate economic conditions that lead to this divide. Technology will continue to advance at a rapid pace, and there are likely to be many adaptations to the learning environment. In addition private, higher-education providers, both for profit as well as in the public sector, are likely to continue to develop their capacity to deliver instruction anytime/anywhere. The college needs to remember that technology can help students deal with both time and distance constraints. For CR to remain competitive, the college will need to continue to stay abreast of what is possible through the adaptation of technology to the learning environment, as well as to the administrative work of the college.

STRATEGIES:

- A. Investigate opportunities to bridge student access and ownership gaps in technology.
- B. Increase access to open labs that serve multiple programs.
- C. Ensure that the Center for Teaching Excellence maintains the ability to provide technical training and instructional support for faculty.
- D. Work with K-12 partners to ensure technical skills are part of the high-school curriculum.
- E. Promote access to technical training for all staff.
- F. Continue to ensure that CR's distance education meets the needs of a geographically dispersed population.
- G. Develop the capacity to become an accurate, honest broker for distance-education services for students in our region for cases in which we are not the instructional provider.
- H. Ensure that ongoing technology planning includes faculty and staff and remains integrated with planning for academic programs, student services, and learning-support services.

- I. Look at the strengths of interactive television, online, hybrid, and other emerging technologies relative to the courses offered and related costs, and make intentional choices that are supported by the curriculum-review process.
- J. Integrate planning for distance into curriculum planning.
- K. Ensure that decisions about technology are based on learning theory.
- L. Ensure that distance education is closely monitored for pedagogical strength, and ensure that access to essential services is assured.
- M. Ensure adequate planning for support for all technology.

V. Finances

GOAL: Manage necessary expenses while maintaining a prudent reserve and allowing for innovation, program improvement, and development. District finances should be adequate enough to support programs, services, and facilities.

RATIONALE: A slow-growing enrollment will not allow the district to participate in enhanced funding from the state, as long as funding enhancements are tied to growth. Current statewide efforts to revise the community-college funding formula may provide some relief by funding essential services at small education centers. Nationally, community colleges are increasing their use of external resources, including grants and private fundraising. The college is developing a three-year financial analysis process to augment its strategic planning process. For the long-term, 15-year horizon of this plan, the college's approach to financial planning should include trend analysis, projection, and scenario development.

STRATEGIES:

- A. Build a plan for future staffing in grant development.
- B. Consider, with the Foundation, a major-gifts campaign or other external funding options to support programming not traditionally funded through state sources (cultural event programming, e.g.).
- C. Develop a business plan for auxiliary enterprises that provides predictable contributions to the college's budget.
- D. Develop a collaborative strategy to deal with the projected escalation of benefit costs and the anticipated collision between salary and benefit expenses and revenues.
- E. Evaluate financing options on a regular basis to ensure that annual revenue exceeds annual expenditures and to ensure that the college exercises all options within the law to generate revenue in support of its mission.
- F. Ensure that financial planning and program planning are both annual and interactive.
- G. Build a clear, visible connection between financial planning and program review.

VI. Human Resources

GOAL: Provide a safe, healthy working environment, with opportunities for professional growth at all levels, and a total compensation package that compares well locally and statewide.

RATIONALE: The college's ability to attract and retain skilled employees in all classes of employment is key to the college's success. It is well documented that in the next five-to-seven years there will be a nationwide turnover in both senior faculty and leadership positions at

community colleges. The market for replacements will become extremely competitive, requiring that not only total compensation but also working environments be attractive.

STRATEGIES:

- A. Continue to explore local partnerships that could make affordable housing possible for relocating faculty and staff.
- B. Develop a collaborative strategy to deal with escalating benefit costs as a proportion of total personnel expenditures.
- C. Develop a staffing strategy related to enrollment fluctuations within the district that maintains the quality of the programs and services offered while providing the district with the flexibility to respond to dramatic shifts in funded enrollment and/or revenue generation as well as the results of program reviews.
- D. Maintain the professional development resources and opportunities dedicated to district faculty.
- E. Secure resources to provide classified, management, and confidential staff opportunities for professional development.
- F. Improve incentives for the recruitment and retention of a skilled and diverse faculty and staff.
- G. Review personnel structures and compensation packages for permanent staff at similar-sized California institutions.
- H. Maintain compliance with existing laws/regulations that impact faculty and staff expenditures (Full-time Faculty Obligation Number, 50-percent law, e.g.).
- I. Explore the development of or participation in a leadership program to enhance professional development throughout the college.
- J. Develop and implement consistent orientation and ongoing training for staff.
- K. Develop and implement an employee recognition program.
- L. Ensure the future of staff day and build in additional training.

VII. Student Services and Learning Support

GOAL: Provide high-quality and accessible student-learning-support programs, services, and resources to meet student needs. Review programs, services, and resources regularly, and incorporate data from reviews into ongoing improvement. In addition to academic support services, 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 areas of concern that impact a student’s academic success.

RATIONALE: College of the Redwoods, as an open-access institution, will to continue to serve a diverse population of students, including many disadvantaged, first-generation college students with a wide range of support-service needs. These 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, they must be carefully built and routinely evaluated to ensure this 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.

STRATEGIES:

- A. Ensure that all programs, services, and resources have identified measurable outcomes with identified data indicators and ensure that data is regularly provided to each service, forming the basis for program review and program improvement as well as decision making.
- B. Formalize relationships between each service and the academic area.
- C. Coordinate outreach services to avoid unnecessary duplication of efforts.
- D. Explore the development of formal relationships with local mental-health and social-service providers, to address unmet needs of CR students.
- E. Create a plan to address emerging student needs at the various instructional sites and via distance education by setting minimum standards for support services.
- F. Develop strategies, facilities, and technology that support student engagement.
- G. Collaborate with academic areas to create and implement responsive learning support services for high-risk courses.
- H. Complete the *CR 2010* plan to centralize student services for the Eureka campus.

VIII. Data and Research

GOAL: Provide accurate reports on all college programs and services on their effectiveness, based on accurate data and agreed-upon data indicators that are routinely measured and reported. Institutional Research, guided by faculty and staff, should help to inform decision making at all levels of the college, including program development and evaluation, budget development and management, cultivation of external resources, and planning.

RATIONALE: The college is committed to the application of data to ensure the best use of all resources (human, fiscal, and physical) and to continue to monitor student learning for the purpose of improving student learning. It is CR's desire to be publicly accountable for the resources entrusted to the college and to be able to account for the outcome of their expenditure.

STRATEGIES:

- A. Implement a data warehouse to promote institution-wide access to valid and reliable data.
- B. Continue to build a strong institutional research function based on the model developed for Title III, ensuring the life of the function well beyond the length of the grant.
- C. Proactively share information with all college stakeholders (faculty, staff, board, students, and community) to support institutional goals through the delivery of regular publications and ad hoc reports.
- D. Provide the tools and training for college employees to access and interpret the information they need.
- E. Provide supportive data from IR for such efforts as grant development, program review, and learning outcomes/assessment.

IX. Community Relations

GOAL: Maintain key community relationships throughout all service areas.

RATIONALE: 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 maintain a healthy enrollment and to establish the kind of partnerships necessary for institutional support.

STRATEGIES:

- A. Maintain active memberships in all relevant chambers of commerce and economic development agencies.
- B. Maintain active advisory groups in all workforce-development programs.
- C. Host regional-discipline summits to create intersegmental opportunities so teachers can connect.
- D. Support faculty involvement in regional organizations.
- E. Use college facilities to support community activities.
- F. Maintain a presence at relevant city councils and boards of supervisors.
- G. Maintain strong connections to relevant county services.
- H. Maintain involvement in regional nonprofit networks.
- I. Maintain strong involvement with the K-12 and adult-education providers.
- J. Continue to build support networks for the college, including foundation members and campus-specific endowment boards.
- K. Coordinate external fund development.
- L. Actively work to engage public participation in college efforts such as advisory committees, fundraising, student work experiences, etc.
- M. Develop public partnerships that support access to higher education.

X. Communications and Marketing

GOAL: Ensure strong media relations and accurate publications that reflect the college's programs and services as well as enhance the college's multicampus organization. Recognize multiple audiences for the college's materials.

RATIONALE: In part the college ensures its integrity through accuracy and consistency in its publications and in direct, honest interaction with regional media. In addition, the college, as a single college, multicampus institution, can continue to build an internal identity that reflects the entire district.

STRATEGIES:

- A. Maintain collegewide marketing materials, including program-specific and target-market-specific materials, to ensure a common look and to ensure accuracy.
- B. Expand internal capabilities to produce as much in house as possible, to be able to control costs and time lines.
- C. Monitor the use of specific annual publications (catalog and class schedule, e.g.) to effectively supplement print efforts with technology.
- D. Maintain active press relations and governmental relations through the careful distribution of well-written press materials and through the college's availability to the press.
- E. Use effective marketing to support college programs and services, including an enhanced use of up-to-date technology (podcasting, text messaging, etc.).
- F. Fully utilize the Web and other emerging technologies in communications and marketing.
- G. Promote clear, consistent, and timely communication within the District.

XI. Accessibility

GOAL: Ensure that the college and all of its programs and services provide for universal access for students and the public.

RATIONALE: The college construes access in the most general of terms, including not only physical access to facilities but also universal access to courses and programs.

- A. Careful advising based on student-success data.
- B. Scheduling to reflect the needs and interests in our communities to have, for example, alternative times, semester lengths, and/or course formats.
- C. Materials in alternative formats.
- D. Choices of support services designed for different audiences.
- E. Financial aid and scholarships, along with the services necessary to apply.

STRATEGIES:

- A. Utilize student data to drive decisions for strategies to respond to delivery of advising and program development.
- B. Implement formal systems and procedures that provide for procurement of instructional equipment and materials that meet state and federal regulations for people with disabilities.
- C. Establish a mechanism in program review that demonstrates how a program or service delivers information to diverse student learning styles and that indicates how the effectiveness of that delivery is assessed.
- D. Establish systems and procedures that demonstrate the college has a universally accessible Web presence, including home page, instructional pages, and instructional course delivery.
- E. Monitor the provision of materials in alternative formats for students and the public.
- F. Collaborate with public efforts to increase the availability of public transportation to all college campuses and sites.
- G. Establish scheduling to reflect the needs and interests of our communities, including alternative times, semester lengths, course formats, and delivery methods.
- H. Develop support services that meet specifically identified needs of specific audiences.
- I. Ensure the availability of financial aid and scholarships, along with the services necessary to apply.
- J. Evaluate distance-learning options to ensure districtwide access.

XII. Land Use

GOAL: Maintain enough land for the future development of the college but not so much that the college contributes to the regional lack of available land. Develop the college's property that is retained in a manner consistent with the college's mission and operations, including residential housing for visiting students, faculty, staff, and professionals.

RATIONALE: The college's land assets should be tied directly to its instructional mission. Much of the college's property was acquired before property in the district became difficult to acquire, causing a current inventory of land not in use for college purposes.

STRATEGIES:

- A. Explore partnerships near the small campuses to expand the value of college property to the communities in possible co-development activities.
- B. Develop a long-range business plan for residence facilities, including modernization, exploring a variety of financing opportunities.

Master Planning Framework – Board of Trustees Planning Guidance

During the 2004-05 academic year, the Board of Trustees worked on a collective statement to provide guidance to the Integrated Planning Committee. This document gave rise to the title of the education master plan – *CR 2020* – and is included here:

A Vision of a College for the Future – Good Planning Rests on a Powerful Vision

College of the Redwoods is a leader in a region that is known for the high percentage of students who enter and complete postsecondary education, and the college is itself the first choice for higher education for students on California’s North Coast. CR is a comprehensive community college, fully embracing the complex mission of a California community college, offering university transfer preparation, professional and technical programs, business and industry training, and community education programs to meet the needs of the communities within its North Coast district using both local resources and those resources available through technology. The college serves as a link to educational opportunities for students of all ages throughout our district.

Transfer preparation includes a solid general education core defined by CR faculty that not only meets the requirements for CSU and UC admission but also provides a coherent experience that strengthens the overall academic preparation. Programs geared for workforce preparation include recognized workplace skills, oral and written communication, analytical reasoning and skills, teamwork, leadership, and resource management. Business and industry training can be specifically developed and regionally delivered to meet the changing needs of the North Coast business community.

Although the college conducts programs and provides services at a number of sites, it is a single institution. Educational sites away from the Eureka campus enhance the educational opportunities immediately available in their communities, provide the core of the college’s transfer curriculum on a predictable schedule and, when possible, provide specific signature programs utilizing local talents and/or opportunities that are developed in collaboration with strong community partnerships. The college’s signature programs are well-known and draw students to the college from throughout California, across the United States, and around the world. In addition, each site offers appropriate lifelong learning opportunities through self-supporting community education. Distance delivery mechanisms are used effectively to extend opportunities to remote parts of the district as well as to students outside the North Coast region.

College of the Redwoods fully embraces California’s commitment to making postsecondary education accessible. The college makes effective use of technology to deliver programs and services to ensure accessibility. Financial accessibility is ensured through the college’s streamlined approach to financial aid, scholarships, and student employment opportunities. Because not all workforce preparation programs are available at each campus, the college makes full use of its

residence halls to maximize participation for district students in college programs. The college's year-round academic calendar includes programming that enables students to meet a variety of goals, whether they choose to attend weekdays, evenings, and/or weekends.

Serving a growing student body, College of the Redwoods serves an annual enrollment of 7,000 FTES. The college maintains a full range of services focused on the individual achievement of student goals, including a curriculum and scheduling process that guarantees a student's ability to get the courses needed to reach his/her goal within a reasonable timetable, recognizing that the old term "two-year degree" is not an applicable term to describe an associate degree, particularly when students enter college without the prerequisite skills. A full range of support services across all campuses is available through a single point of contact, minimizing the "bureaucratic hassle" for students and ensuring that our service delivery system is efficient, effective, and informed by data related to student goals. CR students have significant opportunities through internships, co-op experience, and service learning to apply their knowledge and skills in the broader community as an important component of their education. The college's focus on student goal development and attainment, on the documentation of student learning, and on the provision of personal attention to the individual, distinguishes it from other institutions.

The college communicates regularly and effectively with all constituents and is able to clearly articulate its value to both local and state audiences. The college also actively listens to its communities, grounding its planning in community data and providing appropriate responses to community needs. Because the college values its ability to respond to community needs, its program/course/service development process is streamlined and efficient. The college's strategic plan is widely distributed, and community influence in that document is evident.

The college's excellent fiscal condition is achieved through a balanced approach of prudent spending and creative revenue generation involving fundraising, grants, and "public enterprise." Budget allocations align with institutional goals and are sufficient to support competitive compensation, excellent facilities, and first-rate equipment. Operational and programming decisions are based on data. Because the college, over time, provided seed money for community programming, the noncredit programs produce reliable revenue and enable the college to play an active role in the lifelong learning needs of the communities served.

There is a high level of responsible participation on the part of students, faculty, staff, and board in the shared governance of the institution, built on a mutual commitment to student goal achievement, a commitment which drives programming and decision making. The workforce of the institution is highly engaged, fully prepared, and professionally involved on campus, in the community, and in the larger sphere of their individual disciplines and of the community college world. The professional climate is intellectually engaging, technically sophisticated, and outwardly focused. Searches for faculty and staff cast a wide net and draw extremely competitive pools. The college's recruitment materials attract outstanding applicants.

College Values, Philosophy, and Mission

VALUES

A review of our mission and our philosophy, combined with a focus on the future, leads us 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. College of the Redwoods is committed to doing its part toward the improvement of society and the human condition. With this general goal in mind, we are committed to increasing persons' 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.

PHILOSOPHY

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

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

In fulfilling these 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 continuously 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 we serve and to provide leadership in the civic, cultural, and economic development of the North Coast region.

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 lifelong 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 the three equally important, primary missions of the Redwoods Community College District:

1. **Associate Degree and Certificate Programs.** The district will offer rigorous, high-quality educational programs leading to the Associate in Arts or Associate in Science Degree, Certificates of Achievement, or Certificates of Completion.
2. **Academic and Transfer Education.** The district will offer a high-quality core curriculum that will satisfy the lower-division general education and/or major preparation requirements for transfer to four-year colleges and universities.
3. **Professional and Technical Education.** The district will provide 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 will be continuously 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. Gaining initial access and orientation to the college;
2. Assessing their interests and educational goals and developing plans that will help them achieve these goals;

3. Using current technological resources, innovative instructional resources, personalized tutorial services, and broad-based research tools; and
4. Choosing coursework preparatory to college-level work, if necessary—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 lifelong learning opportunities, as well as opportunities for enhancing and promoting the general welfare of the community:

1. **Noncredit 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 business and industry and other educational and government agencies to foster the economic vitality of the North Coast region.

Context for Master Planning

Institutional Profile

College of the Redwoods is a public community college located on the north coast of California. With one of the largest service areas in California, an area home to nearly 200,000 people, CR serves Del Norte and Humboldt Counties, parts of western Trinity County, and coastal Mendocino County. With a population of just over 28,000, Eureka is the largest city within the service area and home to CR's largest campus, over 200 miles north of San Francisco and 400 miles south of Portland, Oregon.

This remote mountainous region is undergoing a major, lengthy economic transition. With the collapse of the area's traditional primary employers, timber/lumber and fishing, thousands of jobs have been lost in this region and are not likely to be replaced by unskilled jobs paying comparable wages. Local youths 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 a formal education beyond high school, families in the three-county region often 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, multiyear declines in public funding are beginning to take a toll in the region's nonprofit sector, to date a major employer and economic driver.

This region’s population is, on average, poorer than that of California as a whole or of the United States. Families in the region struggle with the results of poverty and isolation in the form of substance abuse, domestic violence, and low educational aspiration levels. Changes in our community continue to reshape the context in which CR operates.

Table 1—U.S. Census 2000

Area	% of Total Population Living in Poverty (2000)
Del Norte	16.4
Humboldt	15.8
Mendocino	14.6
California	13.7
United States	11.9

Institutional Characteristics

CR, a public, multi-campus community college, is accredited by the Accrediting Commission of Community and Junior Colleges. The college was initially formed on January 14, 1964, by an election of the people of Humboldt County.

Mission

The academic program continues to evolve to meet the changing needs of a regional population and state mandates for the California community college system. The review of the college’s mission initiates CR’s strategic planning process every three years.

Mission: 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 lifelong learning.

Governance Structure

CR’s President serves as the Chief Executive Officer, reporting to a nine-member elected Board of Trustees that governs the college. The trustees actively engage in the ongoing planning and development of the college. The college also has an active shared governance structure with an effective Academic Senate.

Programs of Study

CR currently offers 37 Associate Degree and 81 certificate programs, leading to the Associate in Arts or Associate in Science degrees, Certificates of Achievement, or Certificates of Completion. The college provides a high-quality core curriculum satisfying the lower-division general-education and/or major preparation requirements for transfer to four-year colleges and universities. CR provides excellent professional and technical programs that prepare students with skills necessary to enter or advance in the workforce. Where appropriate, programs are articulated with other institutions of higher education. Moreover, the college provides noncredit adult education; self-supporting avocational, recreational, and professional development classes; and cultural and community programs. Finally, the college participates with local businesses, industries, educational partners, and government agencies to foster economic vitality in the North Coast region.

Instructional Sites

Table 2 –College of the Redwoods Instructional Sites

Instructional Site	Date Established	Total FTE Fall 2003	Total Headcount Fall 2003
Eureka	1965	2,003	5,074
Del Norte	1978	217	754
Mendocino	1975	215	852
Klamath/Trinity	1970	42	128
Arcata	2003	52	245
Eureka Downtown	Fall 2005	--	--

Faculty Characteristics

CR has 109 full-time faculty members and, on average, 243 part-time faculty each semester. Fifty-nine percent of the full-time faculty is male; 41 percent are female. There has been long-term faculty stability. Currently, the average faculty member has been at the college for 12 years. That average, however, has recently declined, with over 25 long-serving faculty having retired and been replaced in the last several years.

Table 3 - CR Faculty Educational Levels

Education Level	% of Full-Time Faculty
Ph.D.	20
M.A./M.S.	76
Other	4

Student Body Characteristics

Table 4 provides a thumbnail sketch of CR’s student demographics. Compared with other California community colleges, CR serves a very high percentage of students with disabilities (12.3 percent).

Table 4 - Fall 2003 Semester

Characteristic	Eureka	Arcata	Del Norte	Mendocino	K-T	TOTAL
Headcount	5,074	245	754	852	128	7,053
FTEs	2,003	52	217	215	42	2,529
<i>GENDER</i>						
Male	2,401	92	232	278	20	3,023
Female	2,616	148	517	570	102	3,953
Not indicated	57	5	5	4	6	77
<i>ETHNICITY</i>						
Asian	115	6	20	12	0	153
Black	83	3	8	5	0	99
Filipino	11	0	3	3	0	17
Hispanic	292	14	58	56	5	425
Native Amer.	216	5	60	12	84	377

Pacific Islander	18	2	2	2	1	25
Other non-white	52	2	5	5	0	64
White	3,652	186	512	652	24	5,026
Not indicated	259	5	52	15	10	341
Declined to state	376	22	34	90	4	526
<i>AGE</i>						
Under 18	83	5	65	77	6	236
18-22	2,108	109	274	156	41	2,688
23-29	1,272	62	132	123	27	1,613
30-39	716	34	110	116	29	996
40+	893	34	173	383	33	1,516
Not indicated	2	1	0	0	1	4

Despite its huge geographical challenges and the broad diversity of the communities it serves, College of the Redwoods has a long and remarkable history of providing comprehensive postsecondary opportunities that effectively meet 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.

External Conditions for Planning

A scan to uncover external conditions that should bear on institutional planning was conducted with the assistance of Dr. Chuck McIntyre, Computer-Aided Planning. The following elements were included:

- Demographics
- Economics and Jobs
- Culture and Environment
- Public Policy
- Educational Policies, Practices, and Trends

Each of these was researched to focus specifically on the North Coast and, in cases where statewide and/or national trends were relevant, expanded to reflect that larger context.

Demographics

Estimated population trends along the North Coast provide a picture of future student markets or niches.

Trend: The North Coast will experience an increased rate of population growth this decade but may still be less than half that of California. After a modest 0.4 percent annual population increase between 1995 and 2002, the north coast counties of Del Norte, Humboldt, and Mendocino may double their yearly growth rate to nearly one percent, up to 2,000 persons per year through 2010.

Trend: Over the past decade, the North Coast has grown from equal parts of natural increase (births less deaths) and migrations, in contrast to other regions in California. Domestic migration has comprised a large part (one-third) of the North Coast’s growth since 1990, as it has for other areas of northern California. Since 1990, foreign migration has made up more that one-half of California’s total growth, while domestic migration has been negative.

Trend: Unlike central and southern California, four-fifths of the North Coast’s population is non-Hispanic white. Like the rest of California, however, most current and future North Coast population growth will be among people of color, with whites decreasing in number. Compared to California generally, the North Coast has relatively more whites and more Native Americans, and fewer Hispanics, Asian, and Blacks. Most North Coast growth through 2020 is projected for Hispanics (+21,000), Native Americans (+6,200), and persons of more than one racial identification (+3,600).

Trend: While the North Coast has grown by 2,500 in each of the past two years, this rate is expected to slow to around 1,500 each year, on average, between now and 2020. During the decade between 2000 and 2010, Mendocino County is projected to have the largest North Coast growth and to then slow to equal that of Humboldt between 2010 and 2020.

Table 5 – Projected Population Increase per Year

County	2000-10	2010-20
Del Norte	147	164
Humboldt	596	638
Mendocino	745	636

Through 2020, growth in the Hispanic population will be largest in Mendocino; growth in the Native American population will be largest in Humboldt County.

Half of the North Coast population lives outside the areas 12 major incorporated cities, and two-thirds of recent growth has taken place outside these incorporated areas. Largest city growth is reported in Eureka and Fortuna in 2002 and in Crescent City, Fortuna, and Arcata in 2003.

It is estimated by the Department of Finance that during the decade 2000-10, the population change by age group in the North Coast will show the following:

Under 25 years of age	+800
25-54	-5,000
55+	+19,000

Trends in the number of North Coast high-school graduates mirrored those of California until 2001 when the former peaked and the latter continued to increase, expected to peak beyond 2011. The number of graduates in Mendocino county high schools begins to rise in 2011, while Humboldt and Del Norte are expected to continue downward.

The college’s service area is home to a significant population of individuals with disabilities. This information is important to the college’s planning in meeting the goal of universal access to programs, services, and facilities.

Table 6 – Disability statistics by county

Population 16 to 64 Years			
Humboldt County	Both Sexes	Male	Female
Total	84,018	41,681	42,337
With a disability	17,114	8,984	8,130
Percent with a disability	20.4%	21.6%	19.2%
Sensory	2,677	1,718	959
Physical	8,734	4,349	4,385
Mental	6,143	3,100	3,043
Self-care	2,256	1,029	1,227
Going outside the home	4,601	2,053	2,548
Employment Disability	10,299	5,426	4,873
Del Norte County	Both Sexes	Male	Female
Total	14,532	7,089	7,443
With a disability	3,657	1,689	1,968
Percent with a disability	25.2%	23.8%	26.4%
Sensory	478	216	262
Physical	1,945	856	1,089
Mental	1,305	661	644
Self-care	465	162	303
Going outside the home	1,085	429	656
Employment Disability	1,986	920	1,066
Mendocino County	Both Sexes	Male	Female
Total	54,950	27,445	27,505
With a disability	12,426	6,615	5,811
Percent with a disability	22.6%	24.1%	21.1%
Sensory	1,723	1,107	616
Physical	5,196	2,523	2,673
Mental	3,171	1,630	1,541
Self-care	1,376	612	764
Going outside the home	3,284	1,691	1,593
Employment Disability	8,059	4,241	3,818
Trinity County	Both Sexes	Male	Female
Total	8,086	4,061	4,025
With a disability	2,007	1,072	935

Percent with a disability	24.8%	26.4%	23.2%
Sensory	340	203	137
Physical	1,137	639	498
Mental	635	326	309
Self-care	327	190	137
Going outside the home	547	283	264
Employment Disability	1,197	667	530

Economics

It is difficult to pinpoint exact economic trends that will drive enrollment and curriculum at College of the Redwoods; however, some trends are clearly noteworthy. Most dramatic is the extent of poverty in the region. Del Norte County has the highest poverty rate, with one in five residents living in poverty. Humboldt and Mendocino counties have slightly lower rates, but the entire North Coast reports a poverty rate nearly one-third higher than that of California and nearly double the rate of the United States as a whole.

North Coast Jobs

While growing at less than the national rate during the 1990s, the California labor market actually weathered the 2000-02 recession better than the nation as a whole, with a loss of one percent of jobs in contrast to a five percent loss nationally. The North Coast added nearly 600 jobs in those two years for a gain of seven percent.

The North Coast industry differs from the state as a whole, having relatively more jobs in the following areas:

- Timber/lumber and wood-products manufacturing
- Overall services
- Retail trade, including restaurants
- Hotels and lodging
- Health
- State government (particularly Pelican Bay State Prison)
- Local government (19 percent of all jobs, compared to 11 percent of all jobs statewide)

In addition, the North Coast has relatively fewer jobs in the following areas:

- Overall manufacturing
- Wholesale trade
- Finance, insurance, real estate

On average, North Coast businesses are somewhat smaller (9.1 employees on average compared to a California average of 13.4); and 90 percent of North Coast businesses employ fewer than 20, compared to 88 percent statewide.

For the period 2001-08, job opportunities on the North Coast are projected as follows:

Table 7 – Job opportunities

Level of training required	Openings per year on the North Coast 2001-08
BA/BS or higher	505
AA/AS/Certificate	901
Less than AA/AS/Certificate	1,850

Areas related to CR’s current programs with anticipated openings appropriate for an AA/AS/Certificate are as follows:

- Agriculture and Natural Resources
 - Business*
 - Education*
 - Food Service/Hospitality*
 - Engineering*
 - Health*
 - Public Security*
- (*represents the largest areas of projected job opportunities)

Jobs related to CR training in these areas include construction, manufacturing, institutional maintenance trades, health paraprofessionals, police, fire, correctional offices, hospitality and tourism workers, and teacher aides.

Culture and Environment

The North Coast culture is changing. Modest growth, much of it from immigration of older age cohorts as well as continuing change in the industrial base from timber/lumber and fishing to a more diverse mix of businesses, have focused attention on the local environment, transportation systems, and opportunities for lifelong learning as ongoing indicators of the quality of North Coast life. Significant changes in values, lifestyles, family formation, and other factors affecting the quality of life—crime, air and water quality, child care and the like—can be expected to emerge as the North Coast grows and as local and regional communities become older and more multicultural. The college should play a role as its many communities organize to consider and address these issues.

The North Coast is likely to continue to search for an acceptable balance between economic development and preservation of the area’s natural environment. Residents are limited by the lack of public transportation and by the questionable condition of road and broadband infrastructures.

Public Policy

Ongoing issues in the public policy arena will impact the college’s future including:

- Statewide backlog in infrastructure funding (roads, schools, transportation, water, public facilities)
- Regional development of new general plans and zoning changes
- National and statewide policies regarding immigration and current undocumented workers

- State deficit and volatile nature of funding for community colleges
- Disposition of Proposition 98 at the state level
- Expanding state debt
- Uncertainty/unresolved future of student fee policy
- Energy policies and related costs
- Statewide resolution of unfunded health insurance liabilities

Like all institutions of higher education, these public policy issues will challenge CR to look for opportunities to share costs and/or secure operating resources from other sources including:

- Local partnerships
- Foundation activity and fundraising
- Contract training for regional businesses
- Continuing and community education
- Development of permissible revenue-raising assets
- Federal grants and contracts

Educational Policies, Practices, and Trends

Community colleges nationwide are responding to new challenges and opportunities that stem, in part, from the following:

- Concerns about student readiness for postsecondary work
- Debate about the proper use of emerging technologies for teaching and learning
- Expanding competition from private providers
- Issues about increased expectations for accountability

Community Commentary

As a community college, College of the Redwoods takes its role in and relationships with its communities very seriously. The college values ongoing input and dialogue with the communities in its service area. Toward that end and with this process in mind, meetings were held with groups of community leaders and planners in Arcata, June 2, 2004; Eureka, June 2, 2004; Crescent City, June 3, 2004; and Fort Bragg, June 4, 2004. These communities span, from north to south, the entire north coast of California area that is served by the college. The discussions were informal, but each centered around two basic questions:

- How do community leaders and planners see their communities developing demographically, economically, and socially?
- How does/can College of the Redwoods fit in with/contribute to the positive development of these communities?

What follows is a discussion on each of the three areas: Del Norte County, the greater Eureka area, and coastal Mendocino County.

Common Conditions

While the three areas are widely dispersed geographically—about five hours driving time along the coast from Crescent City in the north to Fort Bragg in the south—and differ in dramatic ways—

demographically, culturally, economically, and physically—they do share some common trends and perceptions:

- After two decades of declines in timber/lumber and fishing industries, the entire North Coast faces an uncertain economic future.
- All three communities (and others along the north coast) consider recreation and tourism to be a big part of their present and future economies.
- Recently, all three areas have experienced rapidly-rising housing prices, such that the “affordability index” (the percent of local residents whose incomes qualify them for median-priced homes) in each area has dropped to new lows. It seems that both insufficient supply and rising demand are driving home prices up in each community.
- Infrastructure issues are emerging as these communities consider population growth that is currently, in each case, exceeding projections.
- Leaders in all three areas are aware of and concerned about the demographic tendency away from age balance because the elderly are entering and the young are leaving the region.
- An aging population along the north coast is creating expanded health care needs, particularly in long-range care, increasingly delivered to seniors in their homes or in long-term care facilities.
- Partnering among public and private agencies is seen generally as essential because local communities and operations are small and are confronted by scale diseconomies.
- Leaders exhibit an enthusiasm for the future of their communities, even given their obvious and sometimes painful awareness of local problems.
- Leaders are equally enthusiastic about the ability of and need for College of the Redwoods to be a prominent player in the development of their respective communities.

Del Norte The Area

The area served by CR’s Education Center in Crescent City extends from the Klamath River in the south to parts of Trinity County to the east, and southern Oregon to the north, particularly the town of Brookings and Curry County. Community leaders, mostly from the Crescent City area, cite a strong regional identification with southern Oregon. Del Norte County has a population of 21,000, about one-third of which resides in Crescent City. Prominent in this area are Pelican Bay State Prison and the Elk Valley Rancheria, whose new casino/resort is projected to add a net of 500 to 600 local hospitality jobs beyond 2006.

At the south end of the county are clustered the small communities of Klamath, Klamath Glen, and Requa. From Crescent City, Highway 101 extends north along the coast through Fort Dick, Smith River, and Brookings (Oregon), the latter two communities producing 90 percent of the nation’s Easter lilies. Despite the lilies, the area is known primarily for its recreational opportunities, scenic vistas, and redwoods. Also from Crescent City, Highway 199 extends northeast into Josephine County, Oregon, home to many vineyards and wineries, and to active theatre in Ashland, Oregon.

The Area’s Development

Poverty is a major problem; half of Crescent City residents are on Medi-Cal and, after years of modest increases, Del Norte reports one of the lowest median household incomes of any county or region in California. This adverse condition is compounded by rapidly rising housing prices, brought about by strong demand in the face of limited supply of housing, land, and infrastructure. Moreover, many new buyers are absentee owners who contribute little to the area’s vitality. In

addition, the area's ability to provide needed public services—health, housing, and other aids—is constrained by a meager tax base; most of the available property is publicly owned and, therefore, tax exempt.

Seven of every ten Del Norte residents are white non-Hispanic, compared to five of ten across California. From 2000-10, nine of ten added residents are expected to be people of color; and virtually all added residents during the following decade (2010-20) will be people of color, as the white non-Hispanic population stabilizes. Del Norte's Native American population is increasing and comprises seven percent of county residents, similar to other North Coast areas, but quite unlike the rest of California generally (one percent).

Area Leaders' Comments

A dozen leaders from Crescent City and surrounding communities met. These leaders represented civic, education, health, and security agencies, business, a local newspaper, a local Native American rancheria, and Pelican Bay State Prison. Discussion emphasized the area's problems and its opportunities, and CR's local role. Despite the area's problems, local leaders are extraordinarily optimistic about future possibilities and CR's role.

Problems:

- Isolation: being behind the “redwood curtain” and north of the Klamath River
- Small size: diseconomies of small scale necessitate collaboration on most efforts
- Health: increasing numbers of seniors; also subtle, but significant, local drug use
- A high poverty level and lack of affordable housing
- Scarce land and infrastructure
- Meager tax base
- Loss of the traditional local economy: timber/lumber and fisheries

Resources and Opportunities:

- Prime location for “end of destination” tourism and recreation
- A significant global bioregion
- Potential leader in sustainable forestry and fisheries

College of the Redwoods' Role

Leaders feel that CR is a valuable local asset and should serve as a prominent *leader/partner* in most community initiatives and activities. Among other contributions suggested for CR:

- Train individuals in locally needed skills
- Health care, especially for “long-term” settings
- Hospitality/tourism: managers, operatives, cooks, etc.
- Small business/agency skills of all kinds
- Senior services
- Provide postsecondary education for Pelican Bay inmates (Surprisingly, efforts by CR to provide continuing education to Pelican Bay staff have proved problematic.)
- Partner with local high schools to improve typically low college-going rates
- Help with the training of individuals in public safety and security professions

Eureka/Humboldt Bay and County

The Area and Its Development

Humboldt County has relatively fewer people of color than either Del Norte or Mendocino. But it will lose non-Hispanic whites during the two decades 2000-20 and gain mostly people of color, while growing at about 600 total population per year. More than one-half of county population resides in the Humboldt Bay Area, stretching roughly from McKinleyville south to Fields Landing. And, half is reportedly in incorporated cities, Eureka the largest at 28,000. Despite avoiding, to a degree, the 2000-02 statewide downturn, the county reports a median household income below that of Mendocino County, the Mountain region, and the Sacramento Valley, and, amazingly, at just half of San Francisco Bay Area incomes. Jobs in Humboldt County are estimated to grow at about 400 (one percent) per year over the rest of this decade, down from 530 per year between 1990 and 2000.

Comments of Area Leaders and Planners

Two meetings were held with more than a dozen leaders and planners from the Humboldt Bay area, representing education, public and private sectors, civic foundations, and other groups. Discussions included a variety of local issues and topics, including CR's role. A "big" local issue, like elsewhere on the North Coast, is the rapid increase in Humboldt Bay area housing prices. A combination of robust demand and inadequate supply are the underlying causes. The quantity and quality (style) of new housing are both concerns, as is the need to work with builders to ensure enough affordable housing. Other issues on which the leaders feel new thinking is needed include:

- Health, given the area's growth in older age cohorts
- Manufacturing, both new and "retooled"
- Small business: 80 percent of businesses in Humboldt County employ nine or fewer workers
- Research and technology; for example, in the field of marine science
- Discussions also touched on the needs of a rapidly-growing area-Hispanic population
- Concerns indicated that this ethnic group needs particular help in family health planning and personal finance or asset development.

Planners cite the following regional problems as most challenging:

- Increasing demand for skilled labor
- Transportation difficulties: not only poor east-west roads, but also traffic congestion problems along the main north-south corridor, US 101, at certain times and locations
- Rising housing costs
- High poverty rates
- Senior housing, health, and education

College of the Redwoods' Role

Discussion about CR's role in the community deals largely with the difficulty of delivering education via small-scale programs and services and the need to somehow make such work economically viable by partnering and sharing resources. Area planners are very positive about several aspects of CR's operational capabilities:

- CR's flexibility and ability to quickly address evident community educational needs and demand for training in job skills
- CR's potential as a partner, with local firms and agencies, in the area's economic development

Fort Bragg/Mendocino Coast

The Area

The Mendocino Coast, one of California's most picturesque, is accessed from the north and south by Highway 1 and from the east by several routes, the largest being Highways 20 and 128 that wind through the redwoods of the Coast Range. Despite its proximity, just two hours north of the Golden Gate Bridge, the area is not easy to reach, thereby giving it something of an isolated feel. Access to the Mendocino Coast will likely continue to be an issue for residents and visitors alike. The greater Fort Bragg, Noyo, Mendocino area—location of CR's local education center—is home to around 16,000 residents, about one in every six of the county's estimated 90,000 population. More of the county's population lives east of the Coast Range, and fully two-thirds of its residents are outside incorporated cities. The coast is an arts/tourist area; the interior, east of the Range, more of a ranch/winery area.

The Area's Development

While population growth during the last two years has not been robust, Mendocino County and its coast are expected to grow more rapidly than the rest of the North Coast, at about 1,100 (1.2 percent) per year over the balance of this decade. If current and expected trends hold, the county will lose non-Hispanic whites, but gain Hispanics, Native Americans, Asians, and Blacks. In contrast to Humboldt and Del Norte (where the numbers are declining), Mendocino High School graduates are expected to fluctuate over the rest of this decade. Mendocino County has a higher median household income than its neighbors to the north. Job growth is estimated at 300 per year between 2002-10, down by one-fourth from the 400 created each year between 1990-2000 (similar in percentage change, but a smaller number overall, when compared to Humboldt County to the north). A 2004 Economic Outlook Conference in Fort Bragg reviewed area challenges and discussed the need for residents to (1) create a Mendocino Coast identity and (2) engage in public-private partnerships so as to develop effective and sustainable development plans that build on the area's natural environment.

Area Leaders' Comments

A dozen community leaders, representing health, education, business, public and private agencies, and the arts, gathered at CR's Educational Center in Fort Bragg on June 4, 2004, for a substantial discussion of the community's development and CR's role. As timber/lumber and fishing have declined and tourism increased, Mendocino County searches for jobs to keep the area, particularly the Mendocino Coast, viable. Key issues include:

- housing
- health
- small business
- tourism
- education
- the arts

There has been some local debate about growth-no growth policies. Housing is scarce, but the land and infrastructure are supportive, and water and sewer difficulties are being solved. Interestingly, the community currently faces two unusual opportunities: possible development and use of Georgia-Pacific property (430 acres) and the White property (80 acres north of Fort Bragg). The Mendocino Coast's demographic balance is a concern to local leaders, as the area's young leave and

older retirees enter. A related concern is the area's scarcity of skilled labor, especially in health, tourism/hospitality, and small businesses generally. A major local issue is how to preserve and develop the area's arts, one of its traditionally positive attributes.

College of the Redwoods' Role

The continuing demand for skilled health workers, driven by needs of the area's aging population and high turnover among health practitioners, suggests a prominent role for CR in this sector. Two-thirds of the area's health practitioners are licensed, and the majority are recruited statewide; i.e., from outside the area. Most of these positions are within CR's normal training mission. Local leaders are interested in CR helping the area "grow its own" health workers, using "career ladders" through which local individuals could begin their work as Nursing Assistants, with the possibility to train further as Licensed Vocational Nurses (LVNs), then Registered Nurses (RNs), or via an alternative track such as Emergency Medical Technician (EMT), into Paramedic, then into the RN.

Observing that CR is too "eclectic," one leader suggests that CR needs to focus more on specific "niches." Despite its older student age profile, the CR campus in Fort Bragg is not always viewed as adequately meeting the needs of local individuals for continuing education; nor is CR known as a good (small) business supporter. (An estimated 80 percent of area business is made up of firms with five or fewer employees.) Area education, promoted by CR, is thought by several leaders to be the best tool for addressing the problem of area demographic (age) imbalance. More specific "niches" suggested for CR include promotion of the local arts and serving as the local "convener" of educational experiences: forums, symposia, exhibits, conferences, and the like. The need for local agencies, such as hospital, clinic, and resource centers, among others, to partner with CR was discussed.

The sharing of resources between community and college is viewed as essential in order to achieve community objectives. Local health officials are especially eager to share resources with the college to support the training efforts noted above. Also discussed was the need for more connection between CR and local high schools, building bridge-type programs, particularly around the senior year. At one time, three of every five high-school graduates could secure local jobs with only a high-school diploma. This, of course, is no longer the case as job skills have steadily increased and the old jobs in timber/lumber, fishing, and light manufacturing have all but disappeared. Finally, while the student population in local K-12 is not increasing, teachers are retiring in large numbers and will need to be replaced. Once again, the need to "grow our own" was expressed, and CR's role—together with four-year institutions—in that effort was emphasized.

Current Conditions Analysis – Current Status of Redwoods Community College District

Planning requires an internal analysis of strengths and weaknesses, as a lens through which to evaluate external opportunities or challenges. This section provides data and analysis of the college's current enrollment, success, and service delivery. Blending data from external sources and internal reports, this section provides insight into those areas of service for which the college is held accountable. As the college works to achieve the goals outlined in this master plan, this review of data suggests those areas of strength on which the college can draw and those areas of challenge that may require attention before long-range goals can be achieved.

The analysis begins with the current, full-year of enrollment data from the 2005-06 academic year, recognizing that the spring data does not include any positive attendance information and that the year itself is not closed; therefore, this enrollment data is not audited.

Fall 2005 Data

Enrollment by Site (headcount)

Site	Enrollment – headcount
Arcata Instructional Site+	307
Del Norte Campus	662
Eureka Main Campus	4,725
Eureka Downtown*+	50
Klamath Trinity Instructional Site+	106
Mendocino Coast Campus	673
Virtual Campus+	107
Total:	6,630

*- First semester of operation
 +-administered by Eureka campus

Spring 2006 Data (end of first week of class)

Enrollment by Site (headcount)

Site	Enrollment – headcount
Arcata Instructional Site+	277
Del Norte Campus	521 plus 91 off campus
Eureka Main Campus	4,126
Eureka Downtown*+	168
Klamath Trinity Instructional Site+	128
Mendocino Coast Campus	496 plus 154 off campus
Virtual Campus+	169
Total:	6,153

Districtwide Student Profile

Average age of students	29.0 years	
Gender balance		
Female	3,875	58%
Male	2,785	42%
Area of Origin		
California	6,436	97.1%
Other states	178	2.7%
International	16	0.2%

Ethnicity

Asian	146	2.2%
African American	106	1.6%
Hispanic	438	6.6%
Native American	385	5.8%
White	4,595	69.3%
Other	960	14.5%

Student /Faculty Ratio – 25:1

As part of its planning process, Redwoods Community College District sought an overall service evaluation from Dr. Chuck McIntyre of the college’s mission components: transfer, workforce preparation, contract training, community and continuing education. The results are presented below. *As a caveat, it is important to note that the college is continuing to develop its capacity to collect, analyze, and use institutional data. Much of this analysis relies on data collected at the state level. In that regard, while it is the best data available, it should be interpreted with that knowledge.*

Assessing learning, in part, involves reviewing the college’s performance in helping students successfully acquire the lower-division competencies necessary to *transfer* or to acquire and retain *quality employment*, along with the *basic skills* needed to pursue those competencies. In addition, CR’s role in community development – adult education, community services, and economic development – is evaluated as well.

CR’s 2004-07 Strategic Plan describes its “*primary mission*” as three part: associate degree and certificate programs, lower division general education for transfer, and professional and technical education. *Supporting* this primary mission, the college helps students gain access, assess their interests, use available resources, and choose basic skills preparation – if necessary – to perform adequately at the college level.

Learning

Transfer

Lacking direct measures of the transfer competencies acquired by CR students, we resort, in this evaluation, to the use of *indirect measures*. The most valid of these would be the number of transfer-ready students that CR prepares. But, lacking benchmarks for even this measure, the next best metric is the actual transfer rate: the number of CR students who transfer to a four-year institution from a cohort of students who entered CR with the intention of transferring. Still another alternative is to examine aggregate time-series data, mindful of its limitations – especially those arising from the “*exogenous*” factors that are, in large part, outside CR’s control. Prominent among such factors is CR’s intake from its area high schools – their graduates most often enroll for transfer – their numbers and preparedness. Moreover, though hardly definitive, it is always helpful to review the performance of CR transfers once they are in upper division at four-year institutions. In general, evaluation of CR’s transfer function proves positive when benchmarked against the number and preferences of its entering students. CR transfer numbers and rates to the California State University (CSU) have been remarkably consistent over the past decade and compare quite favorably to those of other community colleges in California, especially when attempts are made to hold constant the *exogenous* factors mentioned above.

While the CSU transfer numbers are robust, CR transfers to the University of California (UC) are minimal. Most CR transfers to CSU attend Humboldt State (HSU), as expected, because of its proximity and affiliation with CR. Relatively low high-school completion and low college-going rates of area high-school graduates (outside the Humboldt Bay area), along with recent declines in the transfer of CR students of American Indian descent are causes for specific concern. Review of data on CR transfers reveals several important findings. Compared to the typical (or average) California community college:

- CR's feeder high schools report generally higher grade 9-12 dropout rates, due primarily to the impact of high rates in Del Norte County and along the Mendocino Coast. By contrast, high schools in Humboldt County report drop rates typically close to or sometimes below the statewide average.
- CR attracts fewer graduates from its local area high schools – overall less than 30 percent as opposed to more than 30 percent statewide – though this gap has narrowed as the statewide rate has declined in recent years.
- CR enrolls relatively fewer students who intend to transfer: less than 40 percent as opposed to 40 percent in other colleges statewide. While more of these CR students say they plan to earn an associate degree as they transfer, fewer do.
- CR transfers students to CSU at rates that are most often higher but reports an overall transfer rate to UC and CSU that is typically lower - often by around 10 percent - because of low numbers and rates of transfer to UC. Data from the Student-Right-to-Know program also suggest that CR's transfer rate typically falls below that of colleges statewide.
- As expected because of its proximity, three of every four CR students who transfer go to Humboldt State University – this number even increased to four of five in 2002-03. That year also is exceptional in that one-half of transfer students did so in the spring – normally just one-third transfer in the spring.
- CR has transferred its Hispanic students to CSU at typical rates but has seen the transfer rate of its largest minority group, Native Americans, fall by half recently and to well below the statewide average.
- CR students transferring to CSU enter with grade point averages (GPAs) that are, on average, 0.2 grade points higher than their transfer colleagues from other colleges; persist at rates equivalent to those from other colleges; post higher GPAs than transfers from other community colleges; and typically improve their GPAs more while at CSU.
- CR students are transferring to CSU more often at the lower-division level than their counterparts from other colleges. Students generally perform better when transferring at the upper-division level.

CR's seemingly positive transfer performance is also supported by a Chancellor's Office estimating model that incorporates factors expected to impact transfer rates: students' prior academic preparation, area income, student age, proximity to four-year institutions, and the proportion of

students taking basic skills and with financial need. Modeling these factors, the Chancellor's Office estimates CR's transfer rate to be at about the statewide average for four recent years. In this exercise, rates are calculated by comparing those who completed 12 community-college units and attempted transfer-level math or English, then transferred within six years. Across four student cohorts, CR transfer rates have been consistently higher than the Chancellor's Office estimates for CR. Statewide average community college transfer rate performance (actual vs. estimated) varies from eight percent to 24 percent, depending on the yearly average rate for a group of six comparable colleges. Comparability is based on similarity of size and service area characteristics.

Still another metric that provides insight into the transfer curricula, course completion (the proportion of students attaining a grade of C or higher) suggests that CR students continue to be slightly more successful in their transfer courses than do students at the average California community college. (Variations in grading practice do, however, dictate particular caution with this finding.)

Finally, evaluation of CR's transfer/general education mission is augmented by focus groups held with CR staff. These discussions suggest a number of possible problems with the college's general education (GE) offerings:

- Some programs/disciplines have few full-time faculty, such as drama, music, and dance at the Eureka campus.
- Difficulties in articulation are faced by some students attempting to transfer in math, science, and engineering.
- Poor sequence and scheduling of GE courses, especially at sites outside Eureka. While it is possible for students to complete GE transfer work at the Fort Bragg campus, for instance, students cannot complete lower-division "major" requirements in some science programs.
- Too many GE electives at the Eureka campus.

Workforce Preparation

Overall, the performance of CR programs to prepare students for the workforce and quality employment is positive; but the college appears to be lacking in certain vocational courses, particularly those in which advanced skills are taught. Noting the weakness of existing vocational outcome measures – they do not directly measure the skills and knowledge acquired by students – CR does an excellent job of preparing students in certain programs (Nursing and Administration of Justice, for example), but its overall volume and growth of activity falls below the labor market needs on the North Coast.

CR's performance in preparing students for quality employment in the workforce can be measured in several ways:

- the skills and competencies gained by learners;
- how effectively learners progress through their work at CR; and
- how congruent CR training is with the skills and knowledge needed for jobs on the North Coast and in other labor markets for which the college typically trains.

In contrast to the gradually increasing activity in transfer course enrollment, activity in workforce preparation or vocational training at CR has declined since 1995. And, the workforce preparation curriculum at CR has relatively fewer "advanced" vocational courses than does the typical

California community college and has no apprentice program. Despite this decline in activity, however, CR vocational students perform well compared to students in other community colleges statewide. CR students:

- Post consistently equal or higher course success (grade C or better) rates in non-transfer vocational courses (as well as higher success rates in transfer, as noted above)
- Are most often more successful in advanced vocational courses

The Vocational and Technical Education Act (VTEA) “Core Indicators of Performance” provide another perspective on CR’s workforce preparation. The following observations may be made from these data:

- CR students in “vocational” courses during the three years 2000-02 are reported to have “succeeded” – earned a grade of C or better – at the same rate as the statewide average “success” rate of 76 percent
- By contrast, CR students who take 12 or more vocational units in a program earn degrees and certificates or transfer, i.e., “complete” their programs, at rates far higher than is the case statewide
- Students in health professions and Administration of Justice post the highest completion rates at CR, while those in business, computer and information systems, and engineering and related training programs post the lowest completion rates
- Graduates of the CR health professions and Administration of Justice programs are placed and retained in employment at rates higher than their CR colleagues who are trained for other careers in the workplace
- Those trained in the fine and applied arts are placed and retained at the lowest rates

Overall, given the length of time through programs (two years on average) and course success rates (three of every four attempts), along with the out-migration of alumni, CR does not appear to conduct enough workforce preparation to satisfy the needs of its three-county service area on the North Coast.

In addition, CR:

- Has some imbalance – compared to North Coast labor market needs – among the skills it produces
- Reports that overall enrollments in workforce preparation are increasing at just one-sixth the rate necessary to keep pace with the training needs for skilled labor on the North Coast – 0.5 percent vs. 3.1 percent yearly

Skills are needed on the North Coast:

- Education – teaching aides as well as teachers
- Food, hospitality, and service positions, particularly related to tourism
- Engineering and related jobs in industrial production and maintenance
- Public security: intensive continuing education of local police and fire workers, along with (possibly) correctional officers at Pelican Bay
- Health: certain occupations

Considerations for CR planning by general skills and knowledge cluster:

Agriculture and Natural Resources

Relying on California Employment Development Department (EDD) projections for the job potential in this skill cluster, CR is producing somewhat more training than the market demands. However, in some cases program enrollments have been declining; and it is not clear that EDD projections capture the potential for development of life science and natural resource industries along the North Coast or the potential for further study at Humboldt State University, which is well-known for its strengths in this area. Review of CR's curriculum in relation to the latest developments in this area would be helpful.

Business

CR's effort at training individuals in business skills at the associate and certificate levels appears below the level currently needed, especially in small businesses – the vast bulk of North Coast businesses. Moreover, enrollments in this program have been stable, while the area's demand for such skills grows at more than two percent annually. This is a possible area for development.

Computer and Information Science

While the number of emerging jobs on the North Coast in computer and information science are projected by EDD to be minimal, the need for computer application skills in all kinds of North Coast jobs is expanding rapidly. Review of this curriculum with an eye toward applications skills – particularly in small businesses – could be useful.

Media, Art, and Design

These CR programs have grown rapidly even though there is little evidence for the specific need for such skills on the north coast. The huge numbers of small businesses may demand more of a multi-skilled individual, explaining, in part, the growth of these programs.

Education

The North Coast demand for teachers and teacher aides increases rapidly, driven in large part by the need to replace those who are retiring. CR needs initiatives in both areas: lower-division work geared for prospective teachers, many of whom would transfer to HSU then remain on the North Coast, and short-term/certificate training of teacher aides. It is not clear, ultimately, how many teachers will be needed in this particular region; however, the projections for a national teacher shortage would support further development in this area.

Community and Social Services

While most coming North Coast positions in this career area require baccalaureate or higher degrees (counselors and social workers), there is a need for less-than-baccalaureate, postsecondary training which CR appears at the moment to be more than meeting.

Food, Service, and Hospitality

Jobs requiring associate/certificate-level training continue to grow at the rate of four percent annually on the North Coast, with skills required in food supervision, customer service, and a variety of hospitality specialties. (CR has just undertaken a new program in this area.)

Engineering and Related

Should CR decide to train in a number of areas – truckers, machine and instrument production and maintenance, and certain transportation specialties – this could be a high-volume niche. Also there is demand, currently unmet, for more workers with certain construction skills.

Health

This evaluation and the scan suggest that while active in training for the health occupations, CR produces:

- too many RNs for the North Coast
- about the right numbers of Emergency Medical Technicians and Dental Technicians (though program enrollment is down)
- too few Medical Assistants, LVNs, and Long-Term and Home-Health-Care Providers, and other health technicians.

Legal

Only one of every four students who complete paralegal training at CR will find employment on the North Coast.

Public Security

Continuing education of local police and fire workers, along with (possibly) correctional officers at Pelican Bay are emerging North Coast needs for which CR lacks resources to adequately satisfy. These regular vocational education programs typically are designed for “emerging” workers, most often high-school graduates. CR staff notes (and the access analysis substantiates) the difficulty of recruiting and enrolling recent high-school graduates into workforce preparation programs. More often, those who enroll in these programs have “stopped out” of education after high school and are returning to gain skills for a career change, promotion, or advancement on an existing job, or to do a better job of running their own business (entrepreneurs). Staff suggests that CR offers too few one- and two-term certificate programs for these kinds of students. They also are served by the Community Development arms of CR (see below).

Basic Skills

Under the matriculation process, most students entering CR must take English and math assessments in order to determine their current skill levels for placement into appropriate courses. The objective, of course, is that if they need pre-collegiate courses and are successful, they will have a far better chance of completing regular collegiate-level work. Like other California community colleges, only about one of every five students entering CR is assessed as college-ready. The other four need varying degrees of remedial work in basic skills.

All pre-collegiate basic skills work at CR is taken for “load credit.” Some colleges teach certain basic skills via noncredit, but where it is used, most noncredit work takes place in English as a Second Language (ESL) or adult and continuing education. The average college delivers eight percent of its FTE via noncredit; however less than a dozen colleges across California offer about four-fifths of all noncredit work. The dramatic variation is seen among CR’s neighbors:

Percent of FTES in Noncredit Instruction

- CR zero percent
- Mendocino-Lake three percent

- Sonoma 18 percent
- Shasta four percent
- Napa 14 percent
- Siskiyou three percent
- California community colleges eight percent

Basic Skills at CR Prior to the Focus on the Underprepared and the Start of the First-Year Initiative

For planning and review purposes, it is, perhaps, useful to have a historic perspective. For credit-based basic skills like CR's, one of the more useful measures in the former Partnership for Excellence (PFE) program is the Basic Skills metric of "improvement," that, for a three-year period, measures the proportion of enrollments in basic skills courses who were successful, then went on to successfully complete (with grade of C or better) a higher-level course in the same area of study. Since 2003, the college has worked actively on a First-Year Initiative to increase student success and student retention of those individuals who enter CR unprepared for college-level work. The following provides a historic picture that led to the development of the First-Year Initiative.

Comparing CR to the typical (average) California community college, CR served fewer of its students in basic skills, particularly in English, and those it did serve improved at higher rates in math, but lower rates in English, than do students statewide. Analysis of several cohorts from the PFE (1998-2003) data shows the following:

- While CR increased its basic skills placement over the five-year period, it still placed/served a much smaller proportion of its students (one in every eight) in these courses than do other community colleges in California – on average, they served one in every five.
- Just one in every fifty CR students was reported to take basic-skills English at CR, while the statewide California community college average is one in every eight.
- The balance of basic skills work at CR tilted far more toward math and away from English than was the case at other community colleges: one of every five in CR basic skills student takes English, four of every five takes math; in other California community colleges: three of five take English, two of five take math.

Three out of every ten CR students taking pre-collegiate basic skills courses "improved," i.e., advanced to complete a higher-level course in the same area within six semesters – an overall rate about 10 percent higher than is the case for community colleges across California. Specific recent rates of "improvement" at CR are better in math (31 percent) and worse in English (21 percent) than are the statewide rates – for both disciplines, each 26 percent.

During the five years of PFE (1998-2003), basic skills improvement rates at CR increased more than have statewide rates.

The performance of CR's basic skills students – just three in every ten advancing – appears low, though still slightly higher than that recorded at other California community colleges.

The low level of service and performance in basic skills English at CR was cause for concern. Staff focus group discussions also suggest that CR lacked:

- Adequate resources for underprepared and/or undecided students
- Effective flexible scheduling – open entry/exit courses and the like – for remedial students

- Sufficient marketing about English as a Second Language programs, which exist but about which the community is typically unaware

Basic Skills Efforts at College of the Redwoods Following the Research on the Underprepared and the Implementation of the First-Year Initiative

In the fall semester of 2004, College of the Redwoods instituted the First-Year Initiative (FYI), a program to address the needs of underprepared students at the college. Based on a year of research by a task force convened by President Crabill, CR began a direct and intrusive approach to placing students in courses to help them develop the reading, writing, and academic skills needed to succeed in college.

The first fall groups of students were placed by assessment scores into either Basic Adult Literacy (GS 360) or Reading and Writing Skills (ENGL 350). Students taking GS 360 were encouraged to also enroll in Basic Skills for Life, Work, and College (GS 361), creating a cohort or learning community. Students in ENGL 350 were urged to take Learning Success (GS 150), creating another cohort or learning community. The additional courses provided students with life and college skills to help them manage all aspects of their lives and to focus on success in college. In addition, the cohort provided the student with an immediate peer group for support.

Despite the college's research limitations, we have followed the students enrolled in GS 360 and ENGL 350 in the fall of 2004 through spring 2006. In that first semester, 34 students were enrolled in GS 360 alone and 57 students were enrolled in the GS 360/361 package. Eighty-five percent of the students who successfully completed the next level of course – ENGL 350 – were students in the original GS 360/361 learning community. This level of relationship between original enrollment in linked class and success in subsequent courses continues to hold as we follow the original fall 2004 cohort in its ongoing enrollment. Enrolling students into the ENGL 350/GS 150 linked courses also appears to enhance student success, with a higher success rate found among students who took the ENGL 350/GS 150 combined courses than for students who only took ENGL 350.

Community Development

This category includes the functions of contract training, community services, and adult education. There is little data on either the activity or the outcomes of these functions, nor are there any benchmarks or metrics that might drive an analysis of CR's performance in any of the three areas. However, we can proxy CR's effort using budget data and at least compare that to other community colleges in California and, especially, to the six "comparable" small enrollment, large area - mostly rural - districts that could be expected to confront community problems and educational needs that are roughly similar in character.

Contract Training

Contract training is delivered in an entrepreneurial fashion – almost always intended to be self-supporting – and on demand. Thus, it is one way CR may differentially price its instructional programs. As such, it is associated with skills and job training for business or industry, along with certain kinds of community economic development and education that may not be a part of the general curriculum and not typically supported by taxpayers. In one sense, it is the community colleges' version of "extension" in the typical four-year university; in another sense, it may be similar to instruction delivered by local proprietary institutions or by large organizations like DeVry

or the University of Phoenix; and, in yet another way, it may look like consulting with local firms and agencies.

In their content, the college's contract training programs can respond to a variety of community needs. For example, employees in all types of North Coast businesses need:

- Computer application skills
- Basic and intermediate workplace training
- "Soft skills": customer service, interpersonal, and problem solving
- Management skills: personnel, performance, coaching, motivating, mentoring, and time and project management.
- Vocational English as a second language (VESL)
- Needs surveys, employee and organizational assessments

In addition, the educational and training needs of entrepreneurs in small businesses throughout the north coast can be addressed through a variety of classes, forums, seminars, symposia, and other gatherings and support services delivered effectively through the flexibility afforded by contract training. These needs include a variety of knowledge and skill sets: information technology, investment strategies, business planning, public relations, human resource systems and decisions, regional and global trade, regulatory and environmental issues – the list goes on.

Review of budget data suggest that CR's activity in contract training – about average for a California community college, though somewhat greater than the six comparable California community colleges – has declined dramatically (by about four-fifths) since 2000. CR's decline contrasts to increased efforts by two of the six community colleges, Gavilan and Yuba – up 29 percent and 65 percent, respectively. The other four of the six community colleges – Hartnell, Napa Valley, Shasta, and West Hills – engage in little or no contract training.

When benchmarked to general fund instructional and support activities, CR's effort in contract education during 2002-03 was:

- 27 percent of that reported as the per-college average for the six comparable community colleges
- 45 percent of that reported as the per-college average for all 109 California community colleges

These levels, along with findings above for CR's performance in workforce training, suggest that contract training provides a currently-underutilized opportunity for CR to better serve the job training needs of the North Coast. Taking advantage of this delivery tool, however, requires greater investment in CR's infrastructure for the endeavor: staffing and related expenses and facilities for the needed marketing and coordination.

Community Services

In California community colleges, "Community Services" include a variety of lectures, forums, classes, and other educational efforts that are, to a degree, provided on a fee-for-service, on-demand, basis and often to a clientele that is interested in flexible scheduling and convenient access but not degree credit. Like contract training, it could be described as a community college's version of university extension. Unlike contract training, community services are seldom specifically vocational in their content and seldom fully recover their costs.

At about two percent of its instruction and support budget, CR's proportionate effort in community services declined by nearly one-fifth, while that of the average community college increased by one-fifth, over the three-year period 1999-2000 to 2002-03. The "statewide" increase was due in no small part to enormous increases in community-service outlays [reported] by Hartnell and Yuba, two of CR's comparable districts. Even without these two districts, however, the other four of the six comparable colleges spent nearly twice (an average of \$965,000) what CR did (\$503,000) in 2002-03. An examination of emerging community service activities in the six comparable colleges for their possible application at CR could prove useful.

One consequence of these dramatic changes over the past three years is that community colleges in general cover just 28 percent of their community service costs from fees and other user charges, the six comparable colleges a meager average of 15 percent of costs. CR, by contrast, has recently recovered a much greater and relatively stable portion of its community service costs – just over two-fifths.

While community service classes are an excellent tool for differential pricing of certain clientele in certain classes – especially for under-served older adults who are able and willing to pay for their education – it appears that CR and California community colleges generally are not using them that way.

Adult and Continuing Education

Another technique of delivering education to a clientele that may be non-traditional, but in any case does not seek degree credit, is the noncredit class, sometimes referred to as "adult" or "continuing" education. At present, about ten community college districts deliver four-fifths of all community college noncredit instruction across California, while the other community college districts, either by tradition or by agreement, leave this function largely, if not entirely, to local K-12 adult schools and/or other providers. State regulations on the distinction between credit and noncredit instruction are elaborate; and formula funding for FTES in noncredit instruction is substantially less (than for credit FTES instruction), largely because noncredit instruction is lower cost and supported at a lower rate in K-12.

Noncredit instruction in community colleges traditionally has been delivered in the evening and at present is devoted largely to English as a Second Language (ESL), citizenship, "survival" classes for older adults, and other assorted offerings deemed to warrant taxpayer subsidy, even if at a lower rate.

CR is one of the many community colleges that do not offer noncredit instruction. This contrasts to the average of the six comparable community colleges: for whom noncredit work comprises six percent of all instructional FTES, ranging from a low of less than one percent at Hartnell to a high of 15 percent at West Hills. For all California community colleges, noncredit instruction averages a higher nine percent, credit 91 percent, of FTES instruction, but as noted above, most of this noncredit work is offered in a few, large, urban districts. As CR eliminated its noncredit offerings between 2000 and 2003, the six comparable colleges increased their noncredit programs by an average of seven percent – similar to the community colleges generally – though in the face of somewhat larger increases in credit instruction.

CR's lack of activity in noncredit, adult education, its lack of evening offerings, and its high proportion of part-time enrollment makes the college different from many other community colleges in California. Currently, CR enrolls just 15 percent of its students in evening classes, while the average community college reports twice that activity (30 percent) in the evening. CR now enrolls seven of every ten of its students on a part-time basis, while the average community college reports eight of every ten students carrying a full-time load. Much like the case for community services, review of noncredit practices at the six comparable colleges might prove useful in CR's efforts to improve access for the rapidly-growing numbers of older adults residing along the north coast who doubtless would enroll – if they enroll at all – on a part-time basis.

Delivery

An assessment of delivery looks at how well the college provides *access* and *services to support learning*; how well the college *responds to the needs of its community*; and the extent to which the college *partners and collaborates* with other institutions, agencies, and individuals in the North Coast communities it serves – all values held by the college.

Access

College of the Redwoods' performance in providing access to postsecondary education for North Coast residents can be evaluated by the use of a metric – CR enrollments from various cohorts of the North Coast adult population – that measures the college's market penetration (MP) or college-going rate for each cohort. These data reveal several important findings: Overall, CR's market penetration (college-going rate) from among its area adults dropped by 30 percent between 1990 and 2000 – a much greater drop than other California community colleges. Between 2001 and 2004, the last three years, CR's rate has dropped another six percent, much like other community colleges during the same period – according to data submitted to the state.

Currently, CR's MP is about 50 fall enrollments per 1,000 area adult population –four-fifths of the California community colleges statewide average of 62/1000. CR compares to other community colleges most favorably in its service to 25-34 year olds and least favorably in its service to those aged 50 and over. CR's going-rate for this group is now about one-third of its 1990 level. CR's level of service to 18-24 year olds has varied modestly since 1990, in contrast to a steadily-increasing MP rate for this age cohort elsewhere in community colleges.

With regard to race and ethnicity

CR's enrollment of *Native Americans* increased substantially between 1990 and 2000, but since has declined in both:

- Number: one out of every three “lost” CR students between 2000 and 2003 has been a Native American, and
- Rate: from 48/1000 to 35/1000 – a decline of about 15 percent

Despite this decline, however, CR's enrollment of Native Americans compares favorably to the community college average.

CR's rate of enrolling area *Hispanics* has declined since 1990, and, where it once exceeded the California community colleges statewide average by 12 percent, it now stands at just two-thirds of that rate.

Enrollment rates of non-Hispanic whites at CR, comparable to community colleges statewide in 1990, are now reported at a rate that is four-fifths of the statewide average, having dropped from 56/1000 in 1990 to 41/1000 by 2000, though steady since.

By area and age over time

Note: Analyzing market penetration by area and age between years is difficult for several reasons. First, ZIP codes change between years as an area grows; and these changes require some reconciliation – at best an approximation in many cases. And estimates of the recent 2003 population changes by age are feasible only at the county level. In addition, the ZIP code of “residence,” as stated by students may not always be consistent – some students maintaining out-of-area residences for purposes irrelevant to other students or some students simply not knowing their ZIP code of residence. Our analysis below is developed so as to account for the possible variation in so far as possible. One solution is to aggregate Redwoods’ ZIP codes into 10 geographic areas. These 10 areas are described below. These ZIP designations are not equivalent to cities or towns, generally encompassing larger areas.

CR’s 10 Specific Areas:

Del Norte Area. This area – three ZIP codes comprising most of Del Norte – contains the communities of Crescent City, Gasquet, Fort Dick, and Smith River, among others. In the 1990s, adult population in this ZIP area grew by about two percent per year. Like Humboldt County, virtually all net population growth in this area is currently among those over 54 years of age. At 20,000 adults, this area’s population is marginally larger than that of CR’s Mendocino Coast area (see below).

CR’s market penetration (MP) for the Del Norte area increased significantly among those under 25 years-of-age during the 1990s and has accelerated recently with an increase from 279/1,000 to 402/1000 [quite high if accurate] in the past three years (2000-03) alone. By contrast, area CR-going among those 25-54 and, especially, 55 and older declined dramatically during the 1990s and has continued downward during the past three years.

Klamath Coast. This ZIP area of southwest Del Norte County is populated by nearly 1,000 adults, residing largely in and around the communities of Klamath, Klamath Glen, and Requa. CR’s enrollments from residents of this area are minimal, but by virtue of recent enrollment increases among those under 55, the area’s MP rate is slightly greater than other of the “relatively remote” areas of the district.

North Humboldt Bay. This area to the north of Eureka – including the communities of Trinidad, McKinleyville, Arcata, Bayside, and population just to the inland – grew at a somewhat slower rate than the balance of Humboldt County during the 1990s and appears to be continuing that pattern this decade. Despite CR programs at an Arcata site, the existence of Humboldt State University (HSU) in this area and the commute time often required by these residents to the Eureka main campus results in a low MP for 18-24-years-olds, with only inland Mendocino being lower). Contrasting this performance is the recent increase in area enrollment among 25-54 year-olds, restoring area MP for this group to nearly its 1990 level.

Eureka. Three ZIP codes, including one for Samoa, comprise this area that extends several miles to the east of downtown and the Humboldt Bay proper. This area grew by a dramatic one-third during the decade 1990-2000, mostly among those over 24. Now, like much of the rest of Humboldt

County, a population decline among those under 55 is more than compensated for by an increase among those 55+. This area, with about 38,000 adults, is the largest of the ten CR district areas reviewed here. Recent enrollment increases – since 2000 – among those under 25 from this area put CR’s MP of this group at possibly the highest rate in more than a decade. Similarly, recent increases in 25-54 year-old enrollment result in improved MP in this group (now at 52/1,000), but still nearly one-third lower than that recorded in 1990. Like other areas, however, relatively few of Eureka’s adults 55+ (currently numbering about 13,000) are enrolled at CR. Even so, because of its proximity to the main campus, this area reports the highest overall MP of any area.

South Humboldt Bay. Growth here – ZIP areas around the communities of Ferndale, Fields Landing, Fortuna, and Loleta – was considerably less during the 1990s than in Eureka just to the north. Moreover, the population here is generally older than that of both Eureka and the North Humboldt Bay. Because of its proximity to the main campus, CR’s MP rates among 18-24 year-olds and those 55+ from the South Humboldt Bay exceed the rates from Eureka – and all other areas as well. The MP rate among 25-54 year-olds from this area is equivalent to that of Eureka, but (also like Eureka) well down from the level recorded in 1990.

Outer Humboldt. This area includes most of central and south Humboldt County, well inland from the coast, and including numerous small communities – the largest of which are Blue Lake, Rio Dell, Redway, and Garberville – most of them clustered along the US 101 corridor. Altogether, the area contains about 13,000 adults, roughly equivalent to the area defined as the South Humboldt Bay above and Mendocino Inland below. Just over three of every five adults in Outer Humboldt are 25-54 years-old, a higher proportion than reported for other areas of the County, though there was little local growth in this age group during the 1990s.

Despite some recent enrollment gains, CR’s market penetration among its 25-54 year olds is relatively low at less than 35/1,000 and its MP of the 55+ group nearly non-existent. By contrast, significant gains are reported recent (2000-03) CR enrollment among under 25 year olds in this area, pushing the MP for this group over 200/1,000 – a relatively high showing for this area.

Klamath/Trinity. The “Klamath/Trinity” area includes Hoopa – where CR has an instruction site – and several other community areas in northeast Humboldt and northwest Trinity counties, the largest of which is Willow Creek. In total, just under 5,000 adults live in the area. Most area growth during the 1990s took place among 18-24 year-olds, though it is not clear to what extent this trend continues. Seemingly because of CR’s Hoopa Center, MP for area 18-24 year-olds has increased from 117/1,000 in 1990 to over 152/1,000 currently. The latter level, however, is still relatively low. In contrast, MP rates for the Klamath/Trinity are surprisingly high for 25-54 year-olds. Only four of nearly 2,000 adults 55+ are reported to have enrolled at CR in fall 2003.

Southeast Humboldt/Trinity. Yet more rural and isolated, this area includes several small communities in the southeast part of Humboldt County and southwest Trinity County. Only 1,200 adults are reported to reside in this area and there has been little, if any, growth over the past decade. As expected, CR’s market penetration in the Southeast Humboldt/Trinity area has been and is quite low, although a recent increase of a dozen under 25 year-olds has increased MP for that group to a surprising more than 200/1,000. The 1,000 or so adults over 25 from this area are generally not served at all by CR.

Mendocino Coast. While the numbers of those under 25 and 55+ along the Mendocino Coast increased, those aged 25-54 reportedly decreased – leaving the total adult population in this area roughly stable during the period 1990-2000. To a degree, this pattern seems to be continuing, with particularly large gains taking place among older retirees. Adults now number about 20,000 along this coastal area that includes, among others, the communities of Westport at the north end, through Fort Bragg – location of CR’s campus in the area – to Gualala, at the southernmost point of the CR district. In contrast to the rest of its district, CR continues to conduct a vigorous program for those aged 55+ who reside in this area, although enrollment and MP of this group has declined since 2000. Still, the Fort Bragg Campus has a far more accessible program than seems to be the case at the Eureka and Crescent City campuses. By contrast, MP among 18-24 year-olds on the Mendocino Coast has been relatively low, due in large part to extremely low college-going rates from among the graduates of high schools in Fort Bragg and Mendocino. Declines among the area’s 25-54 year-old population have been accompanied by greater declines in this group’s enrollment at CR, probably reflecting a neglect of job retraining, the most frequent goal of individuals in this group.

Mendocino Inland. Adults reported to reside in the ZIP codes claimed by CR for this area doubled during the 1990s. However, Redwood Valley – just north of Ukiah in the Lake-Mendocino District – accounted for three-fourths of this growth. Otherwise, most of this area is in the north central part of Mendocino County, with only Laytonville and Covelo of any size, and communities generally small and inaccessible. Apart from Redwood Valley, this area contains about 6,000 adults, 600 of whom are 18-24 years-old. CR enrolls only about 50 students from this area. Because of roads and distances, most area residents simply are not provided access to CR campuses or centers.

In summary:

With several exceptions, CR’s significant decline in market penetration (MP) during the decade 1990 to 2000 took place throughout the district and was largely among those 55 years-of-age and older – down by 44 percent - and, to a slightly lesser extent, among the 25 to 54 year-old age group – down by 35 percent. By contrast, the rate of MP for 18-24 year-olds held nearly constant during the decade. The largest losses in MP rates during 1990-2000 took place among:

- 25-54 year-olds in Del Norte
- Klamath Coast
- Eureka
- Outer Humboldt County
- 55+ year-olds in Del Norte
- North Humboldt Bay

Surprising exceptions to the 1990-2000 MP decline at CR took place among:

- 18-24 year-olds in Del Norte (up by nearly one-fifth!)
- Mendocino Coast 55+ population on the Mendocino Coast where substantial gains in MP were recorded

CR’s overall MP appears to have increased between 2000 and 2003 [though analysis of the latter year is based on aggregated estimates of population change by the author, working from State Department of Finance county-level estimates, and on enrollment counts provided by CR staff that

differ from those reported by the State]. If correct, this means that CR has outperformed community colleges across California where the average decline between 2000 and 2003 was about four percent. Among 18-24 year-olds, areas of the biggest gains in 2000-03 MP have been in the:

- Klamath Coast
- Outer Humboldt County

Among 25-54 year-olds, the largest recent MP gains have been in:

- Outer Humboldt County
- North Humboldt Bay
- Southeast Humboldt/Trinity

By contrast, recent MP losses for this age group are in:

- Del Norte
- Klamath/Trinity
- Mendocino Inland

In general, CR currently serves its 55+ population poorly throughout the district, with programs virtually non-existent for residents of:

- Klamath Coast
- Klamath/Trinity
- Southeast Humboldt/Trinity
- Mendocino Inland
- (An exception to this is the Mendocino Coast where a large program continues.)

Under 55 population best in:

- South Humboldt Bay
- Eureka

Worst in:

- Inland Mendocino
- Southeast Humboldt/Trinity

A relatively low MP for 18-24 year-olds in the North Humboldt Bay (McKinleyville, Arcata, Bayside, and Trinidad) may be explained by the presence of Humboldt State University in the area. The highest CR MP for 18-24 year-olds among specific ZIP areas is in Fortuna, located in the South Humboldt Bay area. A review of HSU local enrollment would be necessary to validate such a claim.

Despite recent enrollment losses, the Mendocino Coast area remains better served at 48/1000 than does Del Norte at 39/1000. Both areas' MP rates, however, as well as those of the "remote" areas – Klamath Coast, Klamath/Trinity, Outer Humboldt and Southeast Humboldt/Trinity – are below the rates around Humboldt Bay that range from 52/1000 to 63/1000. At the other extreme, CR simply does not serve its Inland Mendocino area, where a total of about 6,000 adults reside. CR's relatively low access (compared to other California community colleges) appears due largely to:

- Costs of traveling to and from CR campuses
- Primarily on a congested 101 corridor through the Humboldt Bay Area

- Pockets of elderly, retired individuals (throughout the district) for whom CR has little in the way of programs
- Lack of programs for older (particularly 35+) individuals, especially those in need of job retraining

Students interviewed during the development of this plan indicate that transportation difficulties, scheduling problems, and lack of financial aid all pose significant barriers to the college's accessibility. Because of these varying problems, strategies to improve CR's access will need to be multi-faceted.

Services to Support Learning

More quantitative metrics and relevant benchmarks are needed for an effective evaluation of support services. Short of such measures, however, observations can be made from surveys and focus groups with students, along with staff perceptions gathered by the evaluator.

The evaluation below relies on student and staff perceptions of *student support services*. Also significant, given the access problems facing CR – a widespread and sometimes inaccessible clientele – is evaluation of CR's use of *distance learning*, based in part on a comprehensive study by CR staff.

Student Support Services

A focus group session conducted by the evaluator with CR students in April 2004 produced the following observations:

- CR has an enthusiastic faculty that, because of that characteristic and the college's small size, seems both understanding of and welcoming to most students.
- Student support services and student life activities at the Eureka campus are neither advertised adequately nor fully utilized. Most services when used, however, seem helpful.
- Health and wellness opportunities at the Eureka campus by contrast, seem minimal.
- Class scheduling can be difficult. This is compounded by there being few evening offerings.

Students learned about CR in a variety of ways – through friends, relatives, and familiarity with the local area. The college's Web site is also helpful, to a point. CR does not promote a climate that is conducive to student "unity" or to the formation of either learning or social "communities." Efforts at creating a campus climate that is conducive to student cultural diversity appear to be lacking, although recent efforts of a Multicultural and Diversity Committee hold promise.

Distance Learning

CR staff conducted a comprehensive study of the college's distance learning (DL) activities in 2004. In general, CR has some experience with interactive television and interactive video classes, though with limited facilities and equipment, little experience with online classes, and virtually no infrastructure for online services. Of a group of 18 comparable California community colleges, the study found that all employ online (30 classes, on average [somewhat low in this author's experience], compared to CR's several), and just one in four of the 18 community colleges employ interactive television or interactive video classes. CR has minimal technical assistance, no director, and no training. CR's policies regarding course development stipends and availability of specific student services to distance learners are similar to those of many community colleges. The study recommended administrative leadership with the assignment of a Distance Learning Coordinator, an

emphasis on online delivery, and administrative support including a Web-based course management system, training for online instructors, and consolidation of online courses under a single designation.

Many community colleges either have not used TV or video conferencing or have done so and have had poor experiences. There are exceptions, however. Central Washington University (CWU) and Austin Community College (ACC) both have had good experience with interactive video delivery: good retention, student and faculty satisfaction, and a willingness by students to enroll in interactive video classes. CWU operates upper division interactive video classes at “university centers” on a half-dozen community college campuses throughout Washington – with considerable success. Delivery of RN/LVN work to remote sites in the ACC district also has been quite successful. A key factor for the success at each of these institutions is the use of state-of-the-art equipment, which works well, adequate technical assistance and faculty training in the interactive video class methods. Poor experiences with interactive video classes typically result where equipment is slow, malfunctions, is too hard to use and technical assistance is not available, and/or faculty have not been trained.

A Wisconsin community college with a widely-dispersed service area delivers a significant portion of its curriculum to remote sites using interactive video classes, but with less than satisfactory results from the standpoint of students. Technical assistance, training rooms, help desk(s), servers, and other online infrastructure are lacking at CR. Likewise, given CR’s current interactive television and interactive video classrooms and hardware, serious use of this delivery technique would require substantially up-graded and expanded versions of the current capability.

In 1996, the Faculty Senate established a distance learning committee to respond to the growing ability of technology to offer access to district students who could not attend classes on the Eureka campus of College of the Redwoods. At that time, the college had invested in interactive TV or video-conferencing (VC) technology and was offering courses from a studio at the Eureka campus to local high schools and campus sites at Del Norte and Mendocino Coast. In addition, instructional TV (ITV) began broadcasts on its “own channel” over COX cable in the Eureka area, public access cable in Del Norte, and infrequently over public access cable in Mendocino on their local cable company. By 1999 VC was limited to the Del Norte and Mendocino Coast sites, ITV courses were increasingly offered, and the distance learning committee was inactive.

Distance learning then moved to an informal network of interested individuals working primarily within the three campus sites. The Vice Presidents for Academic Affairs, Del Norte, and Mendocino Coast served as de facto administrators-in-charge as there was no identified director or coordinator. Faculty at each site generated and provided ITV, VC, and online courses. They worked individually with technical support staff to deliver their courses but coordinated their distance learning schedules each semester within their campuses due to studio availability. VC courses began with a request from the receiving site at Del Norte or Mendocino Coast followed by a proposed class and broadcast time by the originating at Eureka.

In the Fall Semester of 2003, nine classes were offered by the district serving 198 students. Five courses were ITV with 146 students. Three courses were offered as VC from Eureka serving 16 students in Del Norte and Mendocino Coast. There was one online class with an enrollment of 25 students in Del Norte.

The distance learning efforts have made progress toward the 2004 study's recommendations. A faculty member now serves as the Distance Learning Coordinator. Online courses have increased in number to a total of 14 sections in spring 2006. Blackboard, a course management system, has been adopted and employed to serve all district courses, including online offerings. And all online sections are now consolidated under the designation of Virtual Campus in Web Advisor, regardless of the campus affiliation of the course.

Infrastructure

Infrastructure is primarily oriented around ITV and VC courses. Del Norte has a distance learning classroom with a capacity of 50 students and control room for one-way local cable broadcasts with the potential to feed to the Eureka and Mendocino Coast cable systems. In addition, they have another smaller room for VC classes usually broadcast over a video-conferencing system (Eclipse) from Eureka. Eureka has a distance learning classroom with a capacity of 30 students. This room is equipped with an LCD projector, computer workstation with Internet access and disk drives, a sophisticated overhead projector, and 30 individual networked computers for student use. There is a control room for ITV broadcasts with the potential to feed to the Del Norte and Mendocino Coast cable systems. In addition, VC classes can originate from here to Del Norte and Mendocino Coast. At the Mendocino Coast campus, there is a special classroom that is used for distance learning classes. It has video-conferencing equipment to receive courses broadcast from Eureka for site-to-site interactive classes. There is a local cable television system that can receive feeds from Del Norte and Eureka.

Technical support for Eureka comes from a technical specialist. In addition to the distance learning-dedicated tech specialist, Information Technology Services (ITS) provides additional support. The Del Norte campus has the support of a technical specialist who is responsible for the equipment maintenance and training/supervising student "producers/directors" for the courses.

Regarding support for online classes, Cathy Dickerson, housed at the Eureka campus in the Center for Teaching Excellence, can assist faculty regarding their Web-based concerns. The district has a course management system or courseware available for all classes through Campus Cruiser. All faculty have the potential to have direct access to a server and can develop a class Website. The district has some supplemental software such as "Gradebook" and a discussion forum.

Distance learning relies on the general support services provided by the three campuses. For example, at Eureka some courses have their distance students take all exams at the Academic Support Center, thus relying on services designed for make-up exams or Disabled Students Programs and Services students. This may be even more evident at Del Norte where the majority of distance learning students are served.

There is no identified budget for Distance Learning except for \$750 at the Eureka's Learning Resource Center. However, there is a standard stipend of \$1500 for new courses. These monies and faculty compensation come from the general fund. Maintenance costs for equipment is covered by district ITS.

The potential for growth in online education seems extensive. Online classes are among the first to fill each semester. In spring 2006, however, CR is offering only 14 sections, far fewer than our comparable institutions (Shasta College- 90 sections; Mendocino College – 35 sections; College of the Siskiyous – 31 sections). For the 2004-05 academic year, CR had 58 FTES online, compared to

a mean of 481 FTES and a median of 204 FTES for comparable institutions statewide. The decision to pursue this enrollment has not been made and will pose a key challenge for the future.

Response to Community Educational Needs

In general, community focus groups are very positive about CR's response to educational needs of the North Coast. The above evidence suggests a somewhat mixed picture, however. CR has responded effectively to the community's need for lower division preparation for transfer, while the college's access to students over 25 years-of-age who typically enroll for job retraining and/or new skills, both vocational and avocational, has declined in recent years. Even given the large number of transfers to HSU, there is opportunity for further improvement by CR in transferring students to the CSU system as well as to UC and possibly to Oregon institutions, especially as CR is able to expand its work with area high-school students.

By contrast to the transfer component of its mission, the college's overall level of workforce training appears to be insufficient to meet the North Coast's growing needs for skilled labor. Consequently, it appears that a more rigorous assessment of community needs, particularly those for skilled labor and economic development, should be conducted by the college as it proceeds with planning and accreditation. For instance, a community focus group in Fort Bragg discussed with the author the continuing demand for skilled health workers, driven by needs of the area's aging population and high turnover among health practitioners, all of which suggests a prominent role for CR in this sector along the Mendocino Coast. Two-thirds of the area's health practitioners are licensed, and the majority are recruited statewide; i.e., from outside the area. Virtually all of these health positions are within CR's normal training mission. Local leaders are interested in CR helping the area "grow its own" health workers, using "career ladders" where, say, local individuals begin their work as Nursing Assistants, with the possibility of training further as Licensed Vocational Nurses (LVNs), then Registered Nurses (RNs), or via an alternative track of, say, Emergency Medical Technician (EMT), into Paramedic, then into the RN.

One community view is that CR is too "eclectic," and needs to focus more on specific "niches." Despite its older student age profile, the CR Center in Fort Bragg is not always viewed as adequately meeting the needs of local individuals for continuing education; nor is CR known as a good (small) business supporter. An estimated 80 percent of area business is made up of firms with five or fewer employees. Area education, promoted by CR, is viewed by community members as the best tool for addressing the problem of area demographic (age) imbalance. More specific "niches" suggested for CR include promotion of the local arts and serving as the local "convener" of educational experiences: forums, symposia, exhibits, conferences, and the like.

Partnering and Collaboration

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.

Given its proximity and the level of transfer activity that CR has traditionally enjoyed with HSU, collaboration with this institution in all kinds of endeavors seems obvious. Though it is reported to have improved substantially in recent years, this collaboration has not always been evident. Even now, there is not a permanent HSU "center" or presence – or even an HSU counselor – at the Eureka campus. Nor is there a UC presence – a student service that is arguably needed, given the relatively low transfer rate to that institution.

All focus group discussions held with leaders in the communities of Crescent City, Eureka, and Fort Bragg stress the need for CR partnering with local community agencies, firms, and organizations. Among other observations about CR's role in partnering were the following:

Del Norte/Crescent City:

CR is a valuable local asset and should serve as a prominent *leader/partner* in most community initiatives and activities. Among other contributions suggested for CR include providing postsecondary education for Pelican Bay inmates (efforts by CR to provide continuing education to Pelican Bay staff have proved problematic), partnering with local high schools to improve typically-low college-going rates, helping with the training of individuals in public safety and security professions, and training individuals in the following locally-needed skills:

- Health care, especially for “long-term” settings
- Hospitality/tourism: managers, operatives, cooks, etc.
- Small business/agency skills of all kinds
- Senior services

Eureka/Humboldt Bay and County:

CR's currently active role in the community can deal directly with the difficulty of delivering education via small scale programs and services, and the need to somehow make such work economically viable by partnering and sharing resources.

Fort Bragg/Mendocino Coast

The need for local agencies, such as hospital, clinic, and resource centers, among others, to partner with CR is evident in that the sharing of resources – between community and college – is viewed as essential in order to achieve community objectives. Local health officials are especially eager to share resources with the college to support needed staff training efforts.

There also is a need for more connection between CR and local high schools, building “bridge”-type programs, particularly around the senior year. At one time, three of every five high-school graduates could secure local jobs. This, of course, is no longer the case as the necessary job skills have steadily increased and the old jobs in timber/lumber, fishing, and light manufacturing have all but disappeared. Finally, while the student population in local K-12 is not increasing, teachers are retiring in large numbers and will need to be replaced. Once again, the need to “grow our own” was expressed, and CR's role – together with four-year institutions – in that effort emphasized.