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College of the Redwoods
Program Review Committee
2012-13 Program Review Committee Executive Summary

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Section IA: PRC Data		
Number of Programs Reviewed (% of each area)	**Number**	**% of Total**
Instruction	32	100%
Student Services	11	100%
Service Areas	12	86%
Number of Instructional Programs Referred to AP 4021 Revitalization and Discontinuance Process* see below.	5*	16%

Addiction Studies-*this is a successful program, with labor market data that supports possible growth, but lacks full-time faculty oversight*
Athletics – *program has inadequate equipment, facilities and budget concerns or lack of sufficient funding.*
Fire Tech – *lack of available program personnel, inadequate equipment and/or facilities and PRC noted the program is struggling*
Marine Science – *PRC noted Marine Science as a program is offered only in Mendocino, with just two unique courses offered on the Mendocino sight. PRC recommends revitalization and expansion of MST to a district-wide program.*
HPRT – *has a weak enrollment trend, creates a financial hardship for the institution, has outdated curriculum. It is a stand-alone program that does not carry its weight as a program and that other classes cannot support.*
Hospitality, Restaurant, Culinary – *Weak enrollment, poor persistence, degree and/or certificate completion, lack of full-time faculty, and inadequate equipment. Course outlines are in need of updating and assessment reporting is not current. The program review itself noted a lack of stability; however, labor statistics support this as a program of opportunity.*

Section II: Highlights of How the Use of Data Analysis Impacted Student Learning
The use of data to analyze impact on student learning clearly highlights differences in all indicators, and is effective in comparing equity differences throughout various programs/classes. Data analysis supports dialog within and throughout instructional, student services and service areas, to make changes that will better suit the needs the students.

Section III: Impact of Assessment (Instructional)		
	Number	**% of Total**
Programs on track regarding assessment*	30	94%
Advising Committees Met During Assessment period	21	84%
Curriculum Updates Current/Completed**	25	78%

*Large percent of programs had completed mapping and evaluated or were on track to evaluate SLOs, and PLOs. Many noted plans to complete this semester. Program Reviews were due at the beginning of the semester.

**Most programs were on track to update curriculum; many were in the process of inactivating and updating, and numbers weren't all reflected.

How Assessment Activities Have Led to Improved Student Learning
Thematically, across instructional programs, assessment led to greater dialog between faculty on a variety of issues, such as: - Establishing cross-disciplinary English and math pre-requisites to course disciplines and creation of english/math courses with applications relevant to other disciplines   - Discussion among faculty regarding the value of particular aspects of courses and revision of course outcomes to better fit program outcomes

- Discussion of program level outcomes faculty have identified ways to strengthen curriculum to reinforce course learning outcomes and identify potential gaps and areas where of too much repetition

Assessment activities have let to:
- Outcomes dialog led to improved mapping.
- More direct inclusion of advisory groups in the program outcomes and curriculum SLOs.
- Evaluating student's ability for critical and conceptual thinking by revising the exams structure
- Documentation by assessment has to quicker improvement in deficient areas. Sharing of activities has occurred between faculty (Eureka and Mendocino).
- Improvement of program performance and initiating two year rotations, and development of hybrid and online courses.
- Need for early and continuous feedback to the student for increased improvement. Improved dialog and interaction with students in the classroom as well as improved methods of evaluating how students learn.
- Improved and new instructional methods, incorporating cultural aspects and/or activities into the classroom, such as the concept of pairs programming, improves collaborative exchanges between students. Providing context between lab and classroom
- How to address both success and retention of basic skills students, and increasing the emphasis on basic writing skills and thesis development
- Assessment identified strengths and weaknesses in student's understanding of concepts, which led to improvement in delivery of course material. Course and syllabi revisions making the students more aware course SLOs and creates more focused on the core issues of the curriculum.
- Instructors have used the results of assessment activities in community education to make improvements in subsequent offerings of the same class. CED has used the results of assessment activities to improve the class offerings, timing and service.

Reported reflections of area student and program learning outcomes include:
- Assessment has led to increased student contacts with counseling and advising staff by improving the service delivery and the tracking of these services for Special Programs students.
- Special Programs orientations were enhanced to include additional information about the importance of career planning and goal setting.
- There has been a renewed emphasis on the importance of students' contractual obligation for counseling contacts and the connection these contacts have with student success.
- The eligibility and intake processes for EOPS students were modified to require students to apply for financial aid and take their math and English placement tests before they could apply for EOPS/CARE.
- Efforts to educate student athletes about eligibility requirements and academic success resources have been largely successful. These efforts have included the use of student athlete Attendance Reports, Academic Progress Reports, Student Athlete Handbook, SEP completion with an Academic Advisor in the first semester of enrollment and they have increased the level of academic success by 5% since last year.
- Residential Life found that additional improvement recommendations are needed on residential assistant training with a focus on offering a variety of activities to entice adiverse group of participants. The focus for the resident assistants should also be on community building to allow better understanding of student interests.
- Counseling found that the assessment results of SLO #1 and #3 in 2011, coupled with the GS-6 SLO assessment results, show the importance of requiring student education plans for student success and progression. Inclusion of SEP completion has risen in importance to the institutional level and references to the completions of SEPs have been included in the Strategic Plan, Education Master Plan and the Enrollment Management Plan. A task force was created to develop a common SEP form on the WebAdvisor platform and develop a process for successful completion of the SEP in the first semester of a students' educational journey.
- The finding in SLO #4 led to inclusion of mandatory placement as an action in the three year

Enrollment Management Plan, revision of advising protocols to reflect the need for students to enroll in math and English courses during their first semester, and revision of AP 5055 Enrollment Priorities to give students who complete the matriculation process a higher priority in the enrollment process. DSPS's assessments have led to the development of the new verification form to improve accommodations for students with disabilities.

- Basic skills data related to Guidance 145 have led to the development of three new classes more specifically focused on subject area. This will hopefully improve our delivery of academic assistance in the face of reduced staffing. Each class will allow for more specific instruction in the development of adaptive strategies for math, English and science.

Service Areas:
- Assessment of bad debt expense has led the District to stop the practice of failing to collect on debts and has taken steps to implement deregistration, to update related policies and procedures and to engage the services of outside collection agencies.
- Assessment of fiscal year closing timeliness has resulted in an effort to increase communications and our working relationship with the county financial unit.
- We need to continue our progress working with the planning committees to provide and interpret data in a consistent, systematic manner. Committee members indicate that they are more comfortable relying on data, but we still have much room to improve.
- IR has made annual revisions to the common data set for instructional program review, but formal feedback should be collected from faculty to determine which changes were helpful, and where further revisions are needed.
- Custodial staff has gone through local vendor training on product selection and cleaning techniques to provide cleaner facilities to our patrons.
- Staff and students need training for use of technology, both general and job specific, and to provide student support. Direct student tech support could be provided by qualified student worker located in shared space such as LRC/ASC.
- Tech training and overview of inside.redwoods was provided to staff and faculty.

Summary Statement on Planning and Relationship to Institutional Documents

The responses to the rational linkage fields of the planning and resource request sections were inconsistent and at different levels of specificity. The template should include detailed instructions, and "quality" examples should be provided.

PRC recommends the IEC oversee that the functional committees provide PRC with specifics regarding format and content most useful to them in considering resource requests. The goal is that *"results of program review are clearly and consistently linked to institutional planning process and resource allocation processes; the college can demonstrate or provide specific examples"* ACCJC rubric on proficiency.

Section IV: Resource Requests Reviewed and Forwarded to Functional (Planning) Committees		
	Number	**% of Total**
Operational	27	12%
Facility	39	18%
Technology	29	13%
Equipment	66	30%
Staffing*	37 (17)	18%
Faculty*	19 (18)	9%
Total Requests	217	100%

Some staff requests noted on the resource spreadsheet might be duplicated. The numbers in parentheses are the actual number received for the faculty and staff prioritization.

Evaluation of Program Review Process

Every year the program review process has improved. This has been the best cycle of the program review timeline. Some areas need improvement in meeting target dates to submit program review.

Templates and instructions need to be available to all areas much sooner, such as by mid-October; however, completing program reviews was much simpler this year.

Feedback is available, but needs to be communicated back to the authors in a timelier and more clearly stated manner.

The program review forms are much more efficient this year. The data has improved and is more useful to authors. There needs to be improved clarity of direction and instructions to authors about the program review process. Authors are wary of leaving any area blank, although depending on the data, not all sections required detailed responses. This is an ongoing evaluation, as templates have varied and been improved over the last four years. As the committee finalizes templates and processes, clarity of instruction will also improve.

Improvement is needed in directing all areas to be sure their program-reviews reflect district-wide information. Not enough communication with sites in administrative service area reviews.

The PRC will work with the IEC to revise the program review timeline and will be updating the templates to include more specific instructions. Discussion on improving the quality of the reviews district is ongoing and will be a goal for the 2013-14 program review cycle.

Statement on How Well the Process Worked

Overall, the process within the Program Review Committee has improved.

The simplified format allowed for quicker turnaround for both authors and committee members. Assignments were given to have three PRC members review and report out on specific areas of the template at each meeting, and this worked very well. Meetings flowed much quicker. Issues, themes and improvements to the process and templates were highlighted to be reflected in the executive summary throughout the process. Because the institution is committed to continuous quality improvement, the program review committee will continue to improve processes as needed.

Recommendations for Improvement

Assessment instructions should better facilitate information from which the assessment committee can use to develop dialogue themes.

The assessment representative had a timing conflict and was unable to attend most meetings. The PRC will be sure to have an assessment representative for the 2013-14 cycle.

All reviews need to encompass district-wide data, perspectives, and evaluation. VPs and Dean(s) are responsible for ensuring that resources are equitable district wide. They should not approve a program review unless authors whose services are over multiple sites have gathered feedback from each site. Author's should specifically note each site where resources are needed, and make sure that faculty/staff from each of those sites have been consulted. This will be included in the updated directions.

The structure of a few of the program groupings needs to be reevaluated for data groupings. Indicators based on declared programs were problematic because many students don't accurately declare a program; instead data should be replaced with cohorts who have completed at least a given number of units in a particular TOPS code. A way to treat courses that are not consistently active and should not count against the currently of curriculum and assessment is being discussed. A dataset specific to online courses in programs should be reviewed by the PRC.

Statement on the Instruments (Template)

The program review templates have been improving every year as faculty, staff and program review committee members work together to determine the simplest format for conveying the data and supporting information necessary to feed into institutional planning, as well as focused assessment leading to improved student learning. The template improvements for this cycle were developing slightly separate templates for instruction, service areas and student services. Instruction templates included a section to inform whether the assessment cycle is on track, critical reflection of assessment activities, and to report out on how has assessment of the top three of each course level SLOs and PLOs has led/will lead to improvement in student learning. Authors had only to compare their program data to district levels and provide narrative if significant differences were noted. The planning sections required authors to tie their resource requests to assessment and/or the institutional planning documents.

Recommendations for Improvement

The templates worked well overall, for all three types, but need to include more detailed instructions and examples. The committee would like to provide more guidance for the next program review cycle. Small tweaks of the templates will be made to improve the flow of the process and make it more clearly relevant.

The rational linkage section of the resource requests responses were very inconsistent and at different levels of specificity. The template will be improved in this area to yield consistency throughout all the program reviews; including the addition of "hot" links to the institutional plans, as a reminder to link planning. There will be improved instruction in the resource request section, both for clarifying the need(s) expressed by the author(s) and the detail of supporting linkage needed by the functional committees. PRC requests feedback from the functional committees to capture the detail needed to make informed decisions. In order to make it easier to export the resource details, there needs to be some formatting changes in the template

For degrees and programs that are district-wide, the future template will include a box for site-specific variations, constraints, issues and inherent challenges.

A place for the author to provide feedback about the template and the data should be included directly in the next template.

General Themes

Prevalent is the theme that program review is getting better each year!

Establish an integrated approach to addressing low success in low-level BSI courses.

Issues identified related to new repeatability rules in music, art, and PE courses. Enrollments are going to drop significantly.

How to support programs without full time faculty. Some programs could be in jeopardy although labor data supports a growth market.

Sensitivity about loss of associate faculty in branch campuses.

Managing the number of course offerings given the number of full-time faculty in the discipline.

Where/how to categorize staff requests, when positions are funded then cut, whether recurring or new.

Online courses are noted as an area of concern in a number of CTE programs.

Programs with courses that don't "fit" the program review process; e.g. Drama 38 is a credit course, but the instructor is paid by the number of students in class and it doesn't count toward TLUs or FTES.

How to coordinate and collaborate across campus to combine resources rather than purchasing more high tech and specialty equipment (e.g. a requested 3D printer exists in one of the CTE programs which could be used in an art program).

Certain equity groups have more difficulty in math and the sciences.