

**College of the Redwoods  
Program Review Committee  
2013-14 Program Review Committee Executive Summary**

Section IA: Program Review Committee Data																			
Number of Programs Reviewed ( <i>% of each area</i> )												Total: 54			Number		%	of Total	
Instruction												32		100%					
Student Development												10		100%					
Service Areas												12		100%					
I. Instructional Program Reviews: <i>Number of Programs Reviews Deemed to have been completed according to the rubric as: (E) Exemplary, (A) Acceptable, or (D) Developing</i>																			
<p>The PRC developed a rubric to guide evaluation of the instructional and student development program reviews, and determine at what level programs are assessing and linking planning and resource requests to institutional goals and assessment. The rubric (<i>attached</i>) was designed to inform authors whether their responses to the sections were <i>exemplary</i> (E), <i>acceptable</i> (A), <i>developing</i> (D); sometimes a combination of both; or, in a few cases <i>Unacceptable</i> (U), in all sections except Section I: Program Information. (Note: not all programs had previous plans to evaluate; because they were new, or only offered on a two year cycles; not all programs requested resources, and a few programs had combined acceptable/developing and/or exemplary denotations.)</p>																			
Section 2 Data			Section 3 Assessment			Section 4 Previous Plans				Section 5, Planning				Section 6 Resource Requests					
E	A	D	E	A	D	E	A	D	U	E	A	D	U	E	A	D			
6	26	0	7	18	9	9	17	4	1	10	14	7	1	12	12	5			
<p>The data shows most programs fell into the <i>acceptable</i> range. Assessment, Section 3, had the largest number of <i>developing</i> results, but a caveat to this is that they just may not have provided a more detailed <i>summary</i> in their program review for the committee to evaluate; not that the assessments were necessarily lacking.</p> <p>Several programs were <i>exemplary</i> in all categories: Forestry, math and physical science program reviews were tagged as model reviews, meeting the exemplary criteria in all sections; analyzing data, assessment, and reporting on changes made because of assessments; and linking planning and resource requests to institutional goals and assessments. Automotive Technology was also very well done.</p> <p>Several programs were done minimally. Due to the structure of these programs, from an outside perspective, they were difficult to evaluate, and/or, the assessment narrative lacked definitive conclusion, or resources were not tied to planning, and planning not linked to institutional goals (strategic plan, educational master plan or the annual plan). The PRC recommended the deans and directors have a more interactive role in these reviews.</p>																			
II. Student Development Program Reviews: <i>Number of Programs Reviews Deemed to have been completed according to the rubric as: (E) Exemplary, (A) Acceptable, or (D) Developing</i>																			
Section 2 Data			Section 3 Assessment			Section 4 Previous Plans				Section 5, Planning				Section 6 Resource Requests					
E	A	D	E	A	D	E	A	D	NA	E	A	D	NA	E	A	D			
3	6	1	2	5	2	2	8	0	0	3	7	0	0	1	8	1			
<p>As noted in the instructional review analysis using the rubric, Student Development areas also fell primarily into the acceptable range. These reviews, however, ranked higher in planning and linking resource requests to assessment and institutional goals. The slightly lower percentage in Section 3, Assessments, again is not because of a lack of assessment, but likely due to the reporting out and the</p>																			

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slightly different process of recording assessments for program review.

**Analysis of Rubric for Instructional and Student Development Program Reviews:**

Following evaluation of the service area reviews, the PRC recognized a need to have an established rubric from which to assess all program reviews consistently. Implementation of this rubric greatly increased the efficiency of the committees' work. Assessment of the rubric results shows the majority of program reviews were in the acceptable range, tying planning and resource needs to assessment and institutional goals. Recommendations were sent to deans and directors to assist with future reviews.

**III. Service Areas Program Reviews/Analysis:** *Service area reviews were evaluated prior to development of the rubric (and were instrumental in initiating development of the rubric - as part of continuous quality improvement in the program review process.*

In summary, assessment of the Service Area program reviews shows they tend to follow the same trends as Student Development and Instructional reviews: they were found to be acceptably completed in most areas. The Maintenance program review was considered well done in all areas. Their indicators included completions; three outcomes were assessed, including impact on their program, and a thorough job was done linking planning to institutional goals, assessment and resource requests.

**Data Analysis Trends**

***Enrollments***

Approximately half of all programs commented on possible reasons for enrollment declines. The most common reason cited was due to fewer section offerings. Eight programs noted difficulty finding instructors to teach sections. This appears to be a concern for the branch campuses, as well as certain disciplines at main campus. Five programs also noted enrollment declines because of system-wide changes to repeatability and a shift to prioritize certain educational outcomes which shifted TLU allocation.

***Success & Retention***

Services provided to support students outside of the classroom was mentioned in multiple program reviews. While a few programs noted the need for more student services, one program provided evidence that students and faculty lack awareness of the services that are provided, and could benefit from heightened awareness of everything offered by way of an orientation or taking/teaching a first year experience course.

***Persistence***

Eight programs discussed the importance of the major a student declares. Some were concerned that students are declaring majors that do not accurately reflect possibilities (e.g., declaring a major not available at their campus, or declaring a major they haven't been admitted into). Others are concerned whether or not the major they declare truly matches their education goal, and noted that students often are unaware of how to change their major. These concerns are important in that a student will have a difficult time developing a usable student education plan if they haven't declared the real major they want. Also, the reporting and use of accurate persistence and completion rates rely on this information. Several programs discussed approaches for improving the accuracy of the major a student declares. Two programs have started encouraging students to meet with a counselor or advisor. One program is working directly with counseling and advising to make sure that counselors are aware of the most appropriate major to recommend to a student based on a student's background and goals.

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Multiple programs noted that they would like to receive the contact information of all students who have declared their program so that they can do outreach.

***Completion***

Programs gave suggestions for increasing completion rates. Four programs touched on completion related to course offerings. Specifically, students in several programs were seen to have an easier time graduating when courses were offered more frequently. Faculty noted that students experienced difficulty making through the program that used a two year course rotation.

A few CTE programs explained that low completion rates do not necessarily mean that students are failing to meet their education goal. Rather, students in CTE programs are interested in building workforce skills, not receiving a degree or certificate. It was also noted that MATH-120 may be a deterrent towards CTE students earning a certificate.

***Student Equity Group Data***

Achievement gaps were identified by the majority of programs. Gender was cited most frequently, but ten programs talked about an achievement gap across ethnicity. The gap noted most frequently was for African American students. While many of the programs noted a gap, few programs specifically addressed how they plan to start closing the achievement gap. More of a focus on professional development activities related to student equity and the achievement gap seem needed given that professional development is a common item appearing in program's plans.

***Labor Market Data***

Several programs called for more meaningful labor market data. Issues with the current LMI data were that it goes beyond our service region, reflecting jobs along the entire North Coast, and that many of the jobs included in the data do not accurately represent jobs that could be obtained after completing a program at CR. Many CTE programs would also like to include job placement rates of their students within the program review data.

<b>Section III: Impact of Assessment (Instructional)</b>	<b>Number</b>	<b>% of Total</b>
Advising Committees Met During Assessment period	10	53%
<b><i>Curriculum Updates Current/Completed (through April 11; May curriculum changes are not yet available)</i></b>	<b>Courses</b>	<b>Degrees / Certificates</b>
Inactivated	67	5
Revised/Non-Substantive Changes	123	14
Replaced	0	0
New	39	9

**Trends regarding Critical Reflection of Assessment Activities**

***Assessment-motivated changes***

Assessment findings made a wide-ranging impact on the programs. Eight programs discussed the changes they made to exams, assignments, and rubrics to better assess outcomes. Five programs talked about an increased emphasis placed on certain classroom practices and strategies (e.g., hand on approaches, motivational interviewing) and others talked about experimenting with innovative learning strategies and various techniques to increase student engagement (e.g., flipping the classroom). In addition to specific changes made to the class, several programs specifically referenced an increase

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in dialogue amongst full- and part-time faculty, and greater involvement of everyone in the process that resulted from assessment. Other changes included a few programs who revised their curriculum to better match program outcomes, and a few who made greater consistency/standardization across course sections.

***Changes requiring institution-support***

A few programs were concerned by a lack of adequate equipment/tools to provide adequate instruction for students. This equipment was placed in the planning and resource request sections of their program reviews.

A few programs requested support with the assessment process, to expedite the process and to coordinate program-level assessment.

Other concerns included student support -- inadequate resources for students at branch campuses compared to the main campus (e.g., DSPS support, tutoring), and a lack of specialized tutoring to help students in need who are not meeting outcomes.

**Summary Statement on Planning and Relationship to Institutional Documents**

As discussed above, most areas are provided acceptable linkages and are improving in linking their planning and resource needs to institutional goals.

**Planning Trends**

The three most common plans listed by programs for the upcoming year were to acquire a full-time faculty/coordinator (10), make improvements to or acquire new equipment (11), and to develop an associate degree for transfer (10). Four programs plan to develop new degree or certificate programs. Making building/location improvements was also common (7).

Another common program plan regarded profession development. Some programs talked generally about the need for professional development, and others listed the following specific types of professional development activities:

- In support of underrepresented students
- That is focused on diversity training
- To improve the success of basic skills students
- To recruit non-traditional and dual language speakers into the program

Other plans cited by at least two programs included:

- Increase ADA accessibility/compliance (3)
- Enhance distance education/telepresence offerings (3)
- Strengthen the connection between instruction and student services (2)
- Coordinate credit with non-credit course offerings (2)
- Engage in outreach to the community (2)
- Enhance tutoring support (2)

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<b>Section IV: Resource Requests Reviewed and Ranked:</b>	<b>Number</b>	<b>% of Total</b>
Operational	68	43%
Planning	47	30%
Professional Development	8	5%
<b>Personnel:</b>		
Staffing	17	11%
Faculty	17	11%
Total Requests	<b>157</b>	<b>100%</b>

**Evaluation of Resource Allocation Process**  
Better coordination is required between the timing of PRC evaluations and the use of programs reviews for resource allocation to ensure that resource requests are adequately tied to assessment and institutional data.

**Evaluation of Program Review Process**

As noted previously, development of the rubric from which to assess all program reviews consistently was a highlight of the committee work this year. Implementation greatly increased the efficiency of the committees' work. The committee has an established process, which requires fine tuning from year to year, but that only serves to cement our commitment to continuous quality improvement.

**Statement on How Well the Process Worked**

The process flowed smoothly this year; the committee noted possible process improvements throughout the year for discussion at the year-end self-evaluation. Committee processes are gaining stability to the point where the "senior" members will train new committee members: clarify who and what the PRC is and does and how we do it. The committee was able to streamline the work required to provide evaluation of all reviews, especially by development of the rubric.

**Recommendations for Process Improvement**

The following items were discussed over the course of the year, and these will be reviewed at the beginning of next year to make sure that we stay on course and continue to improve:

- The committee discussed changing the program review timeline. Feedback was received that the fall deadline was challenging for faculty and program leaders. At the Institutional Effectiveness Summit, there was consensus that the program review template and datasets be made available earlier than October 4<sup>th</sup> so that deans and directors could start their work well before the October 31<sup>st</sup> deadline.
- The distinction between comprehensive and annual program reviews was discussed. The committee researched requirements for comprehensive reviews, and concluded that the current template met requirements for transfer and CTE programs, providing sufficient detailed review and analysis of information to satisfy a comprehensive review. No decisions were made, but there was general agreement that programs should rotate through the current "comprehensive" template on a two or three year cycle. Programs would complete a subset of the template on off years that included only the planning and resource request portion. The committee will regroup on this topic at the beginning of the year.
- A few changes template and program structure were recommended.
  - The committee agreed to add the theme from the Institutional Annual Plan to the template. For example, all programs would be asked to provide a planning action(s) for the upcoming year to address the theme of improving persistence. It was also suggested

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that programs doing the lighter/annual program review just analyze data related to the theme.

- The committee also discussed the need for adding a program review for Distance Education (DE). Programs would still analyze performance in DE courses within their own course-level data, but having DE as a separate program would allow the administrators and others devoted just to DE to evaluate and plan for their program.
- A few of the programs need restructuring. The humanities program needs to be split into separate programs. A few other programs need courses added/deleted. Finally, programs in Health Occupations such as Nursing require significant attention to revised data metrics that will work better for the program.
- The feedback process from committee to deans and directors was discussed in detail, along with adding a more formal way for authors to respond to committee comments. This process will be reviewed in more detail to see how it worked at the beginning of next year.
- The committee also discussed the allocation of resources and ways to ensure that requests are adequately tied to assessment and institutional data. The committee discussed the need to ensure that allocation of resources should be provided to those that provide clear assessment-based justifications.
- The committee reviewed a tentative online web application for authors to submit program reviews. The web application would allow program review information to be stored in a centralized database, making it faster to send resource requests to the Vice Presidents and the Budget Planning Committee, and look for trends across program reviews. The committee believed that, as the end of the semester was nearing, more faculty and program review authors should be consulted before making such a change. Especially given the large-scale changes to the template and program review process in past year.
- Finally, the committee discussed its role and the extent to which it is responsible for evaluating the program's *analysis* of itself versus the program itself. With the rubric that the committee used, we more efficiently evaluated how well programs analyzed themselves and submitted an effective program review. It was suggested that the committee spend less time reviewing this type of analysis at meetings (perhaps by doing this work in a technical team outside of meetings) and spend more time looking for trends across program reviews that would be meaningful for the Institution.

**Statement on the Instruments (Template)**

Overall the templates worked well. Each year it is refined as needs and issues are identified.

An online template is being created, that will ideally, allow both authors and the Program Review Committee easier access for reporting and evaluative purposes. This will take some time, careful scrutiny, and faculty and staff testing and input, as well. A beta testing is hoped for in the spring of next year.

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**Recommendations for Improvement**

The committee discussed:

***Instructional Template:***

- Revising and clarifying instructions in the advisory committee section. (CTE authors need to note the advisory committee meetings requirement was met or explain why not.)
- Clarifying and revising instructions for completing the data section 2, and include check boxes whether the program is 3% above or below the district average; and if so, provide narrative.
- Created a program review template for Distance Ed. IR will work with the Distance Ed committee to determine how the final document should look.
- Include a prompt for achieved outcomes for multiple deliveries (DE vs. face to face).
- Limit word characters in narratives. They should be succinct and to the point.
- Prepopulate the template with the PRC comments from each previous year, so authors can improve their reviews based on feedback.

***Service Area and Student Development Templates:***

- Service area and student development should use the same indicators over a period of at least three years to provide consistency.
- Indicators need to be included and analyzed.

**General Themes**

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

Programs are improving in tying their assessments to planning and making changes based on assessments; as well as tying planning and resource requests to institutional goals.

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**\*\*\*College of the Redwoods  
Committee Evaluation Rubric\*\*\***

	<b>Exemplary</b>	<b>Acceptable</b>	<b>Developing</b>
<b>Mission</b>	Aligns with the mission of the college;  Identifies the program's impact on the college;  Clear and concise	Aligns with the mission of the college;  Scope and reach is present but limited;  Clear and concise	Fails to align with the mission of the college;  Identifies functions of the program but not the greater purpose
<b>Data Analysis – General</b>	Insightful commentary regarding factors that may have contributed to the data outcomes;  Analysis lends itself to potential action plans for improvement;	Sufficient explanation regarding district comparison/trend;  No comment was required based on the instructions;  Possible factors impacting the program were discussed, but it is unclear how they motivate planning actions	Analysis was absent, although required based on instructions (e.g., comparison to district)
<b>Data Analysis – Student Equity Groups</b>	Student equity group differences were clearly identified;  Potential factors leading to student equity differences were discussed;  Potential actions for improving student equity was discussed;	Equity group differences within the program were identified;  Differences compared to the district were identified;  Analysis was limited or absent	Equity data indicated large differences across equity groups, but differences were not indicated;  Analysis was absent
<b>Assessment</b>	Program improvements evaluated by reflecting on a significant amount of assessment activity that has taken place;  Specific program changes linked directly to assessment findings;  Program changes driven from assessment findings were evaluated for improvement (loop closed).	Enough assessment activity has taken place such that the program can reflect on what it has learned;  Program changes that are loosely linked to assessment findings;  Future evaluation of assessment driven changes is provided	The amount of assessment activity was inaccurately reported;  Insufficient assessment activity completed for the program to reflect on assessment-based changes
	<b>Exemplary</b>	<b>Acceptable</b>	<b>Developing</b>
<b>Evaluation of Past Plans</b>	Past actions were carried out and evaluated, and their	Current status of actions taken is clear;	Actions taken do not reflect actions from past

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	<p>impact is clearly described</p>	<p>Impact of action has not been evaluated, but evaluation plan is included;</p> <p>Clear explanation as to why the action was not completed</p>	<p>year;</p> <p>Current action status is unclear;</p> <p>The impact of the action was not evaluated, and there is no plan for evaluation in the future</p>
<b>Program Plans &amp; Resource Requests</b>	<p>Planning actions directly link to stated institutional planning actions;</p> <p>Actions are clearly based on assessment findings;</p> <p>Actions lead to impacts that can be measured;</p> <p>Every resource request has a corresponding action linked to a plan or assessment results</p>	<p>Planning actions are loosely related to institutional planning actions;</p> <p>Planning numbers are listed but action items are not stated;</p> <p>Unclear how expected impact will be measured;</p> <p>Evaluation of the action is discussed, but unclear if it has been incorporated into assessment plan;</p> <p>Every resource request has a corresponding action linked to a plan or assessment results</p>	<p>Institutional plans are not linked to program planning actions;</p> <p>Planning actions are not tied to assessment results;</p> <p>Resource requests are not tied to specific planning action</p>