

**College of the Redwoods**

**Program Review Committee**

**2024-2025**

**Executive Summary**

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## **Executive Summary**

The Program Review Committee (PRC) plays a vital role in College of the Redwoods' ongoing efforts to enhance institutional effectiveness, ensure transparent budgeting, promote student success, and align programs with the college's Mission, Vision, and Education Master Plan. The committee evaluates Annual and Comprehensive Program Reviews across Instructional, Student Services, and Administrative areas to help prioritize funding and support needs within the strategic planning framework. This report provides an overview of the committee's findings, highlights key themes, and identifies opportunities for improvement.

This was a transitional year for the PRC. Many longstanding forms and processes were not able to be reinstated after last year's major server failure and the PRC in consultation with the Institutional Effectiveness Committee (IEC) recognized this as an opportunity to evaluate, assess, and ultimately improve and reinvent our processes. Because of these factors this year's program review process was designed as a bridge between the old system and the emerging work to revamp the college's integrated planning processes. At the center of these changes the PRC remained committed to maintaining the integrity, quality, and continuity of the process.

Changes to this year's program review process included updates to templates, rubrics, and the submission process, the addition of an optional annual program review for programs that are not on the comprehensive review cycle, and the continued decoupling of the faculty prioritization process. The college's Instructional, Student Services, and Administrative areas demonstrated an impressive level of adaptation. The committee commends the hard work, collaborative efforts, and flexibility of all the authors. Suggestions for improvement and model reports are noted below.

In 2024-25, the PRC's core responsibilities included the following:

- Reevaluating the program review process in the context of the 2024 ACCJC accreditation standards
- Revising the program review processes, templates, and rubrics
- Working with the Instructional, Student Services, and Administrative areas of the college to promote full understanding and participation in the program review process
- Ensuring that the college's programs aligned with the overall college mission and plans
- Evaluating programs in their use of relevant data to inform program direction and continual improvement
- Establishing that program personnel have adequately reflected upon and documented the impact of the previous year's plans
- Providing professional development opportunities around the program review process

The 2024-25 program review process varied in several key ways from previous academic years.

While last year, a server outage necessitated pushing the program review due date back to February, this year program reviews were once again due in October aligning with the traditional timeline. Despite a strong recovery following the server outage, many legacy datasets and reviews remained inaccessible. This necessitated IR working closely with the instructional deans and faculty to create new and more robust data tableaux. This allowed the committee to spend more time scoring reviews and providing feedback. Additionally, the faculty prioritization process remained decoupled from program review.

### **I. Introduction**

The College of the Redwoods Program Review Committee (PRC) is responsible for reviewing and providing feedback on annual and comprehensive program review submissions across academic, student services, and administrative areas. The committee plays a key role in refining and enhancing the program review process to

support continuous improvement. Its efforts help uphold the college’s commitment to data-driven decision-making and ensure that program-level planning aligns with institutional priorities. Additionally, the process informs funding decisions by connecting proposed plans to district-wide goals, as well as compliance with safety, legislative, and accreditation requirements. This report outlines the PRC’s work during the 2024-25 academic year, summarizes key findings from program reviews, and provides recommendations for refining the process in future years.

II. Overview and Assessment of Program Review Submissions

The PRC received a total of 18 program reviews. Instructional programs submitted 6 comprehensive and 7 annual reviews. Student Services submitted 2 reviews and administrative areas submitted 3 reviews. This represents a decrease in overall program review participation from the 23-24 academic year. This decrease was expected with the program review becoming optional for many areas this year. The committee utilized specialized rubrics to evaluate and rank each program review. Each section of the rubric corresponds to a specific part of the review template and is rated as Exemplary (E), Satisfactory (S), or Developing (D), depending on how well it meets the established criteria. In some cases, intermediate ratings such as Satisfactory/Developing (SD) or Exemplary/Satisfactory (ES) were also assigned. Additionally, the PRC used a separate rubric to assess program plans, assigning numerical scores based on various factors, including alignment with institutional goals, program assessment, the number of students affected, compliance with safety or legislative mandates, the urgency of the request, and the author’s own prioritization. Separate rubrics were used to rank comprehensive and annual reviews along with their associated resource requests. The following section provides an overview of this year’s submissions from Instructional, Student Services, and Administrative program reviews.

Table 1: All Annual Program Reviews

Rating	Program Information	Program Data and Updates	Resource Requests
E	5 (42%)	3 (27%)	1 (33%)
ES	1 (8%)	1 (9%)	1 (33%)
S	3 (25%)	4 (36%)	
SD	1 (8%)		1 (33%)
D	2 (17%)	3 (27%)	
(E) Exemplary, (ES) Exemplary/Satisfactory, (S) Satisfactory, (SD) Satisfactory/Developing, (D) Developing			

III. Instructional Program Reviews

Annual:

This year’s highlights from the annual optional reviews that were sent include:

- **Kinesiology & Athletics:** Use of data for student achievement is identified (graduation, GPA, retention) and compared to district or previous levels. We applaud them for their major fundraising efforts.
- **Auto Tech:** Lots of great student opportunities. Clear and concise information. Factors impacting student achievement and learning are clearly stated; Discussion of data is complete and some comparative comments

regarding program or discipline changes are present.

- **Dental:** The program summary and the accomplishments section speak substantially to how the program is meeting enrollment/completion/job placement goals which align with the mission of the college. Data and updates are complete and some comparative comments regarding program or discipline changes are present. Factors impacting student achievement and learning are clearly stated. The success and retention rate of the program with regard to gender, ethnicity, and first year college demographics is particularly impressive.
- **Forestry & Natural Resources:** Many relevant and current examples of how relevant and vital the FNR program is to the mission and how it supports students both in careers and transfer opportunities for students. Lots of significant examples of accomplishments that tie directly to their goals and initiatives. The AS degree received national highlights.
- **Registered Nursing:** Program data points, highlights, and planning updates are complete regarding the program's improvement. Factors impacting student achievement and learning are clearly stated.
- **Workforce & Community Education:** Mission clearly aligns with institutional goals and EMP. Several examples of that alignment were provided as well strong examples of accomplishments with relevant data. This committee appreciates the move towards more data-driven decision making.
- **Welding:** Data and updates are complete and insightful; commentary was given regarding factors that may have contributed to program or discipline changes; Factors impacting student achievement and learning are described in detail; Student data is thoroughly discussed.

**Table 2: Annual Instructional**

Rating	Program Information	Program Data and Updates	Resource Requests
<b>E</b>	2 (29%)	1 (14%)	
<b>ES</b>	1 (14%)		1 (100%)
<b>S</b>	2 (29%)	3 (43%)	
<b>SD</b>		1 (14%)	
<b>D</b>	2 (29%)	2 (29%)	
<i>(E) Exemplary, (ES) Exemplary/Satisfactory, (S) Satisfactory, (SD) Satisfactory/Developing, (D) Developing</i>			

### Comprehensive:

This year's Instructional required Comprehensive reviews highlights include:

- **Early Childhood Education:** Program mission very clearly aligns with the district mission as evidenced by transfer pathway opportunities for students with Cal Poly and opportunities for students to move directly into the workforce to meet local community demands. Reviewers appreciated both the explanation of how CR's ECE program is unique to the area in what it offers as well as the discussion of why fill rates might be low at different locations. The planning section was very professionally written. The plans listed are indeed plans on how to improve the ECE program and are not simply resource requests. Planning actions are clearly based on specific assessment and/or student achievement data findings. Actions clearly show the expected impact on the program and student success and can be measured.
- **Humanities:** Program mission clearly aligns with the mission of the college. Includes good discussion of relevant data, especially around enrollment and fill rate.
- **Math:** The authors provided examples of how math supports both transfer education and career and

technical certificates including community collaboration with K-16, and Cal Poly Humboldt to support student success. They provided substantial and specific examples within the description. The program includes specific examples of meeting the needs of the community and addressing gaps. Regarding critical reflection of previous assessments, good examples through the course assessments of Math 15 and 55 that lead to changes or refinements for those courses. They also provided several examples or regular dialogue on assessment with specific reflection and action plans from the entire math faculty.

- **Paramedic:** Program mission clearly aligns with the mission of the college. Clear and concise. Fantastic employment rates for graduates. Graduates are also from a vast region from six counties.

**Table 3: All Comprehensive Program Reviews**

Rating	Program Information	Data	Assessment	Previous Plans	Planning
<b>E</b>	3 (50%)		1 (17%)	1 (20%)	1 (25%)
<b>ES</b>		1 (17%)			
<b>S</b>	3 (50%)	3 (50%)	1 (17%)	1 (20%)	1 (25%)
<b>SD</b>		1 (17%)		1 (20%)	
<b>D</b>		1 (17%)	4 (67%)	2 (40%)	2 (50%)
<i>(E) Exemplary, (ES) Exemplary/Satisfactory, (S) Satisfactory, (SD) Satisfactory/Developing, (D) Developing</i>					

#### IV. Student Services Program Reviews

This year's Student Services Program Review highlights include:

- **The Basic Needs** center noted that in 22-23, 6% of homeless students filled out the FAFSA (15 of 235). In 23-24, 51% of homeless students applied for the FAFSA (87 of 170) amounting to an impressive 45% increase.
- **Housing Grants:** 31 grants were issued to 30 students for a total of \$50,270.
- **Positive Student Feedback:** This year's reviews included feedback directly from students who appreciated resources such as transportation, housing assistance, and access to mental health services stating that these allowed them to focus on their studies and achieve their academic goals.

**Table 4: Annual Student Services**

Rating	Program Information	Program Data and Updates	Resource Requests
<b>E</b>	2 (100%)	1 (50%)	
<b>ES</b>		1 (50%)	
<b>S</b>			
<b>SD</b>			
<b>D</b>			
<i>(E) Exemplary, (ES) Exemplary/Satisfactory, (S) Satisfactory, (SD) Satisfactory/Developing, (D) Developing</i>			

The PRC would like to highlight the **Basic Needs** program for their review that produced multiple exceptional sections. The PRC suggests that authors look to the Basic Needs submission as a guide for using the Program Review process for overall program improvement.

- The Basic Needs program information section was ranked exemplary by the committee for incorporating a broad range of student perspectives. Reviewers highlighted the program’s reference to EMP initiatives and California Education Code of Regulations to demonstrate how the program’s work supports the college’s mission.
- The PRC also ranked the Basic Needs program data and highlights section as exemplary with reviewers praising it as complete and insightful. They mentioned that the student data was substantial and clear and was well used to justify plans.

## V. Administrative Services Program Reviews

This year’s Administrative Services Program Review highlights include:

- The **Business Office** revised and updated the Purchasing Manual for ease of use for end-users throughout the district. They also improved internal controls for cash handling by working with the Executive Director of the CR Foundation to establish and implement a District Cash Handling Policy for student clubs, teams, departments and programs.
- **Distance Education** embarked on a partnership with Sonoma State University to apply for a grant to support tools and professional development related to AI. They also collaborated with faculty to redesign and relaunch OTLT (Online Teaching and Learning Training).
- **Workforce and Community Education** broadened its offerings to meet community needs with a new home inspection program, contracted with local agencies Two Feathers and the Department of Health and Human Services. They reversed a \$100,000 budget deficit by working with a district accounting analyst and strategically utilizing resources. Additionally, WCE noted impressive participation with 716 enrollments in 35 scheduled sections and an average section enrollment of 20.

**Table 5: Annual Administrative Area**

Rating	Program Information	Program Data and Updates	Resource Requests
<b>E</b>	1 (33%)	1 (33%)	
<b>ES</b>			
<b>S</b>	1 (33%)	1 (33%)	
<b>SD</b>	1 (33%)		1 (100%)
<b>D</b>		1 (33%)	
<i>(E) Exemplary, (ES) Exemplary/Satisfactory, (S) Satisfactory, (SD) Satisfactory/Developing, (D) Developing</i>			

Administrative Services produced multiple high quality and thoughtful reviews this year. The PRC thanks all Administrative Services authors for their hard work and efforts to engage in meaningful assessment. In particular, the PRC would like to highlight the programs below that produced exceptional sections.

- **Workforce and Community Education** produced an exemplary program information section. The committee appreciated how they clearly linked their program to the college’s mission, institutional goals, and education master plan. Additionally, the PRC noted their strong examples of accomplishments with relevant data.
- **Distance Education** submitted exemplary program data and updates with reviewers praising their detailed plan and discussion. The committee was particularly impressed with their complete and

insightful discussion of data and their commentary regarding factors that may have contributed to program changes. Factors impacting student achievement and learning are described in detail and student data is thoroughly discussed.

## **VI. Overarching Themes in Program Review**

### ***Focus on Data Analysis for Program Improvement***

Many programs emphasized the use of data, including enrollment, retention, success rates, and assessment outcomes, to inform planning and identify areas for improvement. Programs like ECE, Humanities, and Mathematics explicitly discuss trends in their data and how these trends influence their plans. The Paramedic program, for instance, analyzes their National Registry exam pass rates to identify the need for curriculum evaluation.

### ***Alignment with College Mission and Strategic Plans***

Programs frequently reference how their functions support the college's mission of providing accessible and relevant education, promoting student success, and fostering lifelong learning. Several programs also explicitly link their plans to the Education Master Plan (EMP) and the Vision for Success goals. The Physical Sciences program aligns its plan to develop non-Eurocentric labs with EMP initiative 6.2.

### ***Addressing Gaps and Accessibility***

Many programs demonstrate a commitment to addressing gaps and improving accessibility for student populations. The Basic Needs program specifically aims to address gaps to ensure every student has the opportunity to succeed. The DE program focuses on supporting the accessibility of online learning spaces. The FNR program is working on increasing funding for transportation and tech access.

### ***Curriculum Updates and Alignment***

Many programs discuss updating their curriculum to align with current industry standards, transfer requirements, or assessment findings. The Automotive Technology program highlights its efforts to meet industry demands and maintain ASE accreditation. The Humanities program revised its ADTs to align with new CalGETC standards. The Welding program made significant curriculum changes to focus on more relevant welding processes.

### ***Challenges with Technology and Infrastructure***

Several programs mention challenges related to technology, such as the need for website upgrades (Athletics), issues with remote lab access (FNR) and the difficulty of navigating assessment systems like eLumen (ECE, Mathematics). The RN program requests ongoing IT support for their AV Telepresence Zoom Room and increased tech support staff. Athletics also expresses concern about the lack of school-operated travel options.

### ***Emphasis on Student Success and Completion:***

Programs across disciplines are focused on improving student success rates and increasing the number of completers. Athletics tracks increases in student athlete graduates. The ECE program aims for improved success, completion, and retention rates. While the Mathematics program acknowledges a decline in completers and expresses concern about student success rates.

## **VII. Committee Recommendations and Process Revisions**

The 24-25 program review cycle concluded as the college celebrates its renewed accreditation from the ACCJC. It is worth reflecting on both how far the college has come since previous accreditation cycles as well as looking forward to where we are going in the future. The current program review process is largely a response

to a less favorable accreditation process two cycles ago. It was designed to fulfill the much more prescriptive requirements laid out in the previous ACCJC standards. It should be acknowledged just how successful this was. The college completed, by any standard, a highly successful accreditation process last year. That said, the landscape of higher education will shift dramatically in the coming years and the colleges program review process too must be adaptive and nimble to continue to be effective. Looking forward the program review process should move into alignment with the 2024 ACCJC standards, the Chancellors Office Vision 2030 goals and remain nimble by not replicating external reporting requirements such as Vision Aligned Reporting and program level accreditation requirements.

Over the last year the Institutional Effectiveness Committee (IEC) has been methodically examining the college's integrated planning processes with the goal of overhauling and improving them. Program review is one pillar of this system. The IEC brought together constituents and stakeholders from all areas of the district and collected feedback on program review and other planning and assessment processes. Multiple themes emerged from this process including the need for clear, simple, and efficient planning infrastructure. Regarding program review in particular many expressed that it could be cumbersome, could replicate other similar required reporting, is not designed to support some areas, and that the process by which budget requests are ranked and implemented is opaque. The task then for the IEC and PRC will be to revise the process to respond to the above-mentioned challenges and the feedback from the groups that make up the college in order to continue to serve the district.