Program Review

I want to thank you for wonderful work being done to complete the important and worthwhile program review self-examination process. Your patience and willingness to work together to complete the program reviews is very encouraging and will prove invaluable in the formulation and clarification of program goals, strengthening the link between assessment, planning and budgeting, and enhancing our institutional decision making. It’s important to remember that planning should drive budgeting, never the reverse and program review and planning has to be first rate in the face of our less than ideal budget situation.

By all accounts, the program review process is progressing according to the timeline. The Program Review Committee (PRC) is in the process of evaluating all student development program review documents. I anticipate that all instructional program reviews will be submitted to the PRC, and faculty requests sent to the Academic Senate Co-Presidents and to the Deans’ Council, by Monday, November 18th. The faculty prioritization committee will meet and prioritize faculty position requests on Saturday, November 23rd.

Before the staffing, budget, technology, equipment, and staff development resource requests are routed to the integrated planning committees and departments charged with evaluating the requests, the Instructional and Student Development deans and directors will apply a scoring rubric to rank the various requests and determine if there are requests that can be funded from our current budgets. Once complete, the rankings will be forwarded for further prioritization through established integrated planning processes for operational and planning requests. A summary of the work will be included in my Vice President of Instruction and Student Development summary document.

The scoring rubric, agreed to by the Dean’s Council and Student Services Leadership Group, consists of 8 areas of consideration and used a scale of 5 (highest) to 0 (lowest). You can access the complete rubric and instructions on how we’re going to use it on the Dean’s Council page: http://inside.redwoods.edu/DeanCouncil/documents/RequestRubric110813.pdf.

1. **Relationship to Institutional Plans**: Does the request have a connection to the Strategic Plan goals, Educational and other Master Plan goals, and annual plan objectives?
2. **Accrediting Commission for Community and Junior Colleges (ACCJC)**: Does the request have a connection to the ACCJC accreditation standards: Institutional Mission and Effectiveness, Student Learning Programs and Services, Resources, and Leadership and Governance?
3. **Regulatory Compliance**: Does the request respond to a statute (i.e., law), regulation, or administrative procedure from an external agency?
4. **Current Need**: Does the request meet a current need (not a “nice to have” situation)?
5. **Future Need**: Does the staffing request meet a future (2014-2017) need (not a “nice to have” situation) that has not shown itself yet?
6. **Improves Program and Student Success**: Will the request enhance the core functions, efficiency, and/or effectiveness of the requestor’s program/department or is it a “nice to have”?
7. **Involves Other Units**: Will the request incorporate and benefit other College programs/departments or is it limited to the requestor alone?
8. **District-wide Impact**: Will the request have district-wide impact?

I encourage you to spend some time looking at the program reviews your colleagues have worked together to develop. As you read the documents, I believe you’ll agree that the quality of our work has increased over time and the program reviews will provide fundamental information for college-wide decision making and resource allocation. The program reviews can be accessed at: [http://inside.redwoods.edu/programreview/archive/2013-14programreviews.asp](http://inside.redwoods.edu/programreview/archive/2013-14programreviews.asp).

**Moving Noncredit Program Forward**

As you may recall, one of the goals outlined in the annual plan is expanding our noncredit program. I am happy to report that Julia Peterson, working in collaboration with Erin Wall, has developed a noncredit ESL program that has surpassed our expectations. Our noncredit ESL classes are growing so quickly we’re just keeping up with starting new classes before they fill and we need to open additional sections to keep the class sizes manageable. We have classes running now in: Arcata, Loleta, Fortuna and on the Eureka campus. Additional sections are planned for Fortuna, Arcata, and within the city of Eureka. The Arcata student count has exceeded 40 students and there are over 100 people on a waiting list for the Fortuna class expansion. Many of these classes are held as a partnership between CR, HSU and HCOE in coordination with grant funded classes that HCOE and HSU are offering designed to help parents raise successful children who go to college. We may be joining the parenting portion of this project too as noncredit classes. It turns out that learning English has resulted in many of the parents now expressing interest in attending college themselves, and once they learn English we hope to see them in CR’s credit classes.

Other noncredit initiatives we’ve in place are:

- Offering six new DSPS noncredit life-skills classes for people with disabilities that will start on Monday, November 18 at our downtown site. Many local agencies are very excited to have these essential life management classes offered. Skills including survival literacy, functional money skills, resume and job application training, and more will be taught to our local community of people with substantial disabilities.

- Offering a pilot noncredit READ 260 class at the Humboldt County Correctional Facility. They have a significant population who will likely benefit from this and other noncredit classes. Once we run a successful pilot class we plan to expand the noncredit class offerings available to residents housed at the Correctional Facility.

- Offering a GUID 205, Supervised Tutoring class next semester. This curriculum was recently approved by the Curriculum Committee and promotes success for students who would benefit from additional support to understand and successfully complete their class assignments. As with all noncredit classes, this class has no tuition, can be repeated an unlimited number of times, can be used as much or as little as needed, and can be started any time during the semester. Unlike most noncredit classes, this class will not appear on a student’s transcripts.
• Offering a GED class beginning December 2 to help people prepare for their final opportunity to pass the current GED exam by December 31 and to begin preparation for the new 2014 GED exam set to debut in January.

Thank you for your great work and all you do for College of the Redwoods. I want you to know that your contributions make a real difference to our students and your colleagues.