## Service Areas Program Review Update 2012/13
*(fields will expand as you type)*

### Section 1 - Program Information

<table>
<thead>
<tr>
<th>1.0 Name of Program:</th>
<th>(1) Del Norte Center  (2) Klamath-Trinity Instructional Site</th>
<th>Date: 12-12-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Program Review Authors:</td>
<td>Anita Janis (Center Dean), Becky Blatnick (Faculty/Counselor)</td>
<td>Date: 12-12-12</td>
</tr>
<tr>
<td>1.2 Program Director Signature:</td>
<td>Anita Janis</td>
<td>Date: 12-12-12</td>
</tr>
<tr>
<td>1.3 Vice President Signature:</td>
<td></td>
<td>Date:</td>
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</table>

### 1.4 Primary Function: CRDN provides developmental, career technical and transfer education to the public in this northwestern most section of our District. In addition, we have provided an array of community education courses and have recently been working with the District’s training coordinator to help bring training to the Tribes in the area who are developing full-service resorts and need training for their new employees.

### 1.4.1 State briefly how the program functions support the college mission: The College of the Redwoods Del Norte Center supports the college mission by providing basic skills classes, program and certificate options and community education opportunities. Certificates are available in addiction studies, corrections, early childhood education, and licensed vocational nursing. Degrees are available in corrections, early childhood education, liberal arts (behavioral and social science, fine arts and humanities, language and communication as well as science exploration) and licensed vocational nursing.

In addition, we offer an array of presentations and self-support courses to community members including ceramics, mycology and other topics that are developed in response to community interest. CRDN has also been the host site for the annual North Coast Writers' Conference in September of each year for the last 12 years.

### 1.4.2 Program highlights/accomplishments:

*In 2010 53 students graduated with 16 electing to transfer to four-year institutions while 2 completed certificates. In 2011 69 graduated with 15 transferring and 16 completing certificates. In 2012 graduated, 13 transferred on and 11 completed certificates.*

*The Licensed Vocational Nursing (LVN) program always has strong enrollment and is highly regarded throughout the County for the training and employment opportunities it provides to community members. We always have a waiting list for the program. In addition, the students who complete the LVN often apply for admission to the LVN to RN Bridge program in Eureka, which provides our graduates with additional professional training and increased opportunities.*
*CRDN offers certificates and an associate degree in Early Childhood Education.

* CRDN has been able to offer the Addiction Studies Certificate at our location for approximately four years. We have had increases in enrollment in most ADCT classes, and several students have established placements in the community that have further informed existing addiction treatment programs of the CRDN addictions certificate. In addition, those entering the social work field have the opportunity to earn “added value” by completing their addiction studies certificate and earning the State’s certificate.

*The college has collaborated with the local school district at various levels, has engaged in the development of the Health Careers Pathway and has laid plans to expand this collaboration to develop the Family Services/Public Services Pathway (specifically related to the field of social services) and to include our County Health and Human Services personnel.

*For the last several years we have also been conversing with parties (Gateway Education, Fish & Game, Rotary, faculty, staff and students) to develop an intermediate disc golf course on the property to the West to complement the beginning and advanced disc golf courses that exist in our community. Discussions with and among students resulted in the installation of a horseshoe pit in 2011-12 and an interest in putting in a volleyball sand pit this Spring (2013), all of which would serve to increase students’ involvement in campus activities.

*This will be the last year that the college will have the Community Chorale (CC) under its community education offerings. The CC leadership has decided to move its affiliation to a church in the area which will increase the flexibility under which it operates. The Chorale’s annual holiday performance has generated a lot of community attendance.

*CRDN has an Endowment Board that in the past has raised funds to support CRDN scholarships. It is an arm of the CR Foundation. Through the efforts of the campus’ endowment representative, CRDN raised $40,500 in 2011 to create three permanent scholarships as part of the Osher Foundation initiative. Additional scholarship support is generated by the Phi Theta Kappa students as well as the community’s scholarship fund.

*CRDN sponsored its annual *I’m Going to College* event, which brings approximately 250 to 300 fourth grade students to campus for a fun-filled mini-college experience. This IGTC project has positively impacted the college and community relationship and instilled the goal of going to college in many low-income, first-generation youth in our county.

*Our center partners with CalWorks which enables us to have student workers in various departments and enables the students to earn some money and valuable work experience.

*CRDN has a valuable partnership with local school district’s AVID program, which hires CRDN students to tutor in the K-12 students.

*CRDN provides orientations to AVID and other regional high school students.

*Our counseling and advising staff has built a seamless pathway for high school students to transition to CRDN. These sophomore level students are brought to CRDN to take placement tests and meet with counselors/advisors in anticipation of the students eventually enrolling here.

*CRDN faculty and staff go to the area high schools to talk with students about enrollment, financial aid and the benefits of attending college.

*During the Spring 2012 and Fall 2012 semesters, over 160 students benefitted from attending financial aid literacy workshops.
*CRDN counseling and advising staff assist transfer students with completing applications to CSU and UC institutions.

1.4.3 Program Data:

<table>
<thead>
<tr>
<th></th>
<th>2010-2011</th>
<th>2011-12</th>
<th>2010-2011</th>
<th>2011-12</th>
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<th>2011-12</th>
<th>2010-2011</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Full Time Employees</td>
<td>15</td>
<td>15</td>
<td>30</td>
<td>28</td>
<td>1,810,895</td>
<td>1,820,994</td>
<td>$98,000</td>
<td>$78,000</td>
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<tr>
<td># of Part Time Employees</td>
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<tr>
<td>Personnel Budget</td>
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<tr>
<td>Discretionary Budget</td>
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Section 2 - Data Analysis

2.0 List Service Area Metrics/Indicators and provide information on changes over time (Steady/Increasing/Decreasing, etc.)

2.1 Metrics/Indicators

<table>
<thead>
<tr>
<th>Number of full-time faculty</th>
<th>2011/12</th>
<th>2012/13</th>
<th>Observations (steady/increasing/decreasing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of part-time faculty</td>
<td>26</td>
<td>24</td>
<td>Decreased by two in 2012-13 when retiring counselor and history/poli sci/econ faculty were not replaced</td>
</tr>
<tr>
<td>Number of permanent staff</td>
<td>10</td>
<td>10 @ KTIS</td>
<td>This has somewhat stabilized as we have become more adept at planning schedules and managing classes (dropping under-enrolled classes, meeting fill rates, etc.)</td>
</tr>
<tr>
<td>TLU allocation</td>
<td>DN 754/ KT 231</td>
<td>DN 731/ KT 248</td>
<td>Passage of Prop. 30 has shored up declining TLUs.</td>
</tr>
</tbody>
</table>

2.2 Describe how these changes affect students and/or the program: The total number of history and political sciences classes we can offer has dropped from 9 to 4 per semester. Fewer students have access to courses that are required for graduation or for a particular degree goal. With our speech instructor being an associate faculty, our ability to offer speech (a graduation requirement for transfer students) depends on this gentleman’s availability to teach. Spring semester we are only offering one speech class, but we usually offer two.

Not having an Office Manager will cause CRDN’s Administrative Office to look at what duties within that position that are critical, what can be reassigned, and what will drop off. It is clear that an Administrative Office Assistant’s position cannot replace the Office Manager, but that new
position will provide for the critical work that is done in the front office to meet students’, faculty and staff needs.

At the KTIS, not having an SSS-1 position available will impact the time necessary to move KTIS’ students’ financial aid information forward in a timely manner, in being able to assist students with enrollment questions and in performing some duties limited to CR employees only. As of this writing, discussions are still taking place about this position.

2.3 Provide any other relevant information, or recent changes, that affect the program:

Description of CRDN and our community:

* A recent newspaper article indicated that enrollment in the Del Norte County Unified School District is on the decline in all but one local high school. This decline from 4,318 in 2011-12 to 4,146 in 2012-13 will ultimately impact CRDN as fewer students will be graduating from high school to enroll at our Center.

* If we can’t find an associate instructor who meets MQs, we occasionally need to reduce the number of classes offered or cancel classes for lack of a qualified instructor. This has happened with speech during three separate semesters since the Fall of 2009.

* Our community is isolated and rural and has an absence of economic vitality. Not only is travel out of our local airport expensive, it is not reliable as it is often delayed or cancelled because of the weather. The most important highway in and out of our area (leading to Interstate 5) does not allow full-sized semi trucks to legally travel on them, so access to trucking for commercial vendors is limited and costly. We also suffer from a lack of technology in our County. There is spotty reception for some cell phone carriers and we frequently have internet interruptions. Connectivity to the east is incomplete with a ten-mile section (out Hwy. 199) yet to be funded and installed. Our harbor, which has been significantly damaged by tsunamis (1964, 2006 and 2011) is still not fully restored since the most recent event. Various entities compete for limited fiscal resources in the County.

* A major decline in the timber and fishing industries has left no viable industry here. Our local economy depends significantly on tourism, which is seasonal and impacted by unpredictable and rising gasoline prices. Many jobs are hospitality related and tend to be part-time as well as seasonal, low-wage positions.

* Our local 48 bed hospital is being regionalized, which will reduce the bed count to 25, result in no emergency physician on duty, and cause many with non-emergency needs to be airlifted to receive medical care. This will potentially impact our LVN program as the demand for trained LVNs may be affected. We continue to monitor this issue.

* Our community has an ever-growing number of empty store fronts as small businesses feel the economic decline and have been forced to close. Realtors have signs in their driveways promoting resources to help homeowners with short sales and foreclosure options.

* It has become increasingly difficult to find instructors who meet the minimum qualifications to teach some of the courses we need at our campus. There appears to be a shortage of qualified instructors in this community as well as the nearest community to the north (Brookings,
**Description of the Hoopa Valley/KTIS community:**

*The Hoopa Valley consists of several small, rurally-isolated communities—Willow Creek, Hoopa, Weitchipec, and Orleans. The Hupa, Yurok and Karuk Tribes reside in the region. In Hoopa, where our KTIS location is, unemployment is above 50%, drug and alcohol abuse are prevalent, violent crime is common, and it is not uncommon for many grandparents to be raising their grandchildren. In the midst of these challenges, there are many in the valley who choose to attend classes and strive to be KTIS graduates. The second highest number of graduates at KT completed their degrees in May of 2012, so there is hope in the community.

The Hoopa Tribe’s Education Department works closely with the pre-schools, K-12 schools and CR to insure that students have opportunities to engage in education. The Tribe has received Perkins grant funds to support the Hoopa Career and Technical Education Program (HCATEP) which provides much of the daily personal support students receive. HCATP also provides a range of incentives through the grant, including paying students a stipend to attend class, providing textbooks for students, having gas vouchers available, among others. Each semester student success and growth is recognized by a well-attended community recognition lunch event. Friends and families attend to honor the students. At those events, students enter drawings for laptops, iPads and the like. In the midst of such poverty, the opportunity to pursue education and the additional support through the grant provide encouragement to students to continue their studies. HCATP students have been very successful.

The students who attend KT but are not eligible for the HCATP program would have no services available if we do not fill the SSS-1 position at that location. HCATP staff are only able to provide services to students who are HCATP students. Having to refer non-HCATP KT students to services in Eureka or at Del Norte would mean delays in response time to those students who would most likely only be able to communicate via phone or email. A face-to-face CR staff member would be able to trouble-shoot and problem-solve in support of the students’ needs.

* CRDN Administrative Office Staffing needs:

For many years prior to the start of the 2011-12 fiscal year, the CRDN administrative office had a staff of four: an Office Manager, an SSS-1 Enrollment, an SSS-1 (who primarily performed office duties), and the Dean. In August 2011, our front desk staff person (an SSS-1) was approved for a lateral transfer to an SSS-1 financial aid vacancy created when our thirteen-year financial aid person retired earlier that summer. After that transfer, the newly vacant position in the administration office was reclassified by HR/CSEA as an AOA position based on the work being done. In 2011-12 and to date in 2012-13 the position has been vacant, leaving three individuals remaining in the administrative office.

Fall 2012 staffing levels have been further impacted by the reorganization sweeping the District. Initial changes included the elimination of the Office Manager’s position and downgrading the Dean’s position to a Director. Other possible changes may be forthcoming.

The elimination of the Office Manager’s position will require realignment of some of those duties that are absolutely necessary. The Dean’s position will be redefined as a Director’s position and will likely include some responsibilities from both positions. As positions are cut or reduced in function and duties are shuffled in this initial phase, the number of people remaining to address the day-to-day operation of the
administrative office will thereby be reduced from three to two. In order to continue to perform the duties necessary to keep the administrative office functional, filling the AOA position is critical. That would enable us to continue to support the student services, academic and fiscal demands in a reasonable manner.

As stated above, the loss of the SSS-1 at the KTIS location will impact how quickly students at that site are assisted with questions concerning financial aid and enrollment/registration and more. Having this role filled would re-establish a CR staff person’s presence at the site who would serve as the link between CR and KT as the person would be the sole CR employee at that location. It is through this linkage that KTIS students would be more quickly served as the person would be able to work directly with students’ financial aid information.

<table>
<thead>
<tr>
<th>Section 3 –Critical Reflection of Assessment Activities</th>
<th>(2011/2012)</th>
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<tbody>
<tr>
<td>3.0 Describe Service Area Outcomes Assessed or reviewed in the current cycle:</td>
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<tr>
<td>*We struggle to find individuals with appropriate academic credentials to teach part-time for us. In piecing together what combination(s) of academic preparation would enable us to solidify our ability to offer certain transfer degree requirements (speech, history/political science, business technology/computer information systems), it has become apparent that the priority needs to be speech combined most likely with English. The second priority would be between business technology/computer information systems and history/political science. (The number of offerings in those areas that are available in an on-line format may help determine which of the two rises to the top.) Clearly, we need to be able to offer speech which is not available on-line yet is required for our students to graduate and transfer.</td>
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</tr>
<tr>
<td>* With the present enrollment levels, array of services available to students at CRDN and the loss of the Office Manager’s position, it is critical that vacant Administrative Office Assistant position in the front office be filled. This position will be needed to perform routine AOA duties and will provide much needed support to the Director.</td>
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<tr>
<td>3.1 Summarize the conclusions drawn from the data and the experience of staff working to achieve the outcomes:</td>
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</table>
| *We struggle to identify qualified instructors (especially those would teach transfer courses) and currently offer CTE options in Early Childhood Education, Addictions Studies, Administration of Justice (Corrections) and Licensed Vocational Nursing. The LVN program has enrollment limits set by the State Board of Nursing. The Early Childhood program has a steady stream of students who are all moving toward getting their certification in order to meet federal and state requirements. The Addictions Studies offerings attract a consistent enrollment, but across the District the program has no full-time faculty and at our location we have one person teaching all of the ADCT classes which are offered on a rotation. The Administration of Justice-Corrections offerings are popular, but the California Department of Corrections does not require a certificate or degree to work in their system; however, options to transfer to Southern Oregon University to complete a bachelor’s degree is available as are other options. Students in the AJ classes are most often not employed at Pelican Bay, which is five miles to the north of the college. To solve the issue of an absence of available associate faculty, the long-term plan would be to hire more full-time faculty to teach at
CRDN. For now, the most pressing need is in speech.

*CRDN anticipates recent personnel changes will impact the ability of the administrative office to provide needed support to insure smooth, efficient, functional support to students, faculty and staff. Filling the AOA vacancy is crucial to that continuity.

* KTIS needs to remain connected to CR for various reasons

### 3.2 Summarize how assessments have led to improvement in Service Area Outcomes (top three.):

* By looking at the historic problem of not being able to consistently offer two sections of speech each semester, and realizing that not having these courses available impacts those wishing to graduate and transfer, it was determined that creating a combined speech/English position would have clear advantages.

* Since the AOA vacancy has remained unfilled since August 2011, we have experienced a slowdown in responding to some time-sensitive tasks and have had to make decisions to off load some non-essential responsibilities. With the realignment of some of the duties in the office, having an AOA will help insure that we do not have additional slowdowns although we may have to off some additional non-essential/non-critical tasks.

### 3.3 (Optional) Describe unusual assessment findings/observations that may require further research or institutional support:

* In order to seek support for the need for a permanent speech faculty presence at CRDN, an email was sent to the full-time speech faculty in Eureka asking that CRDN’s speech need be included in the Speech Program Review that will be submitted in January 2013 and that the program review identify the need as a half-time speech/half-time English position. The email was also sent to the two full-time English faculty at CRDN to ask that they also move the need forward with in their department as a combination speech/English (full-time) position. (The speech/English combination would offer a means of consistently being able to meet transfer students’ speech requirements, includes two areas (speech and English) where classes are not available in an on-line format, which would also provide stability for the speech and English offerings while increasing faculty involvement in the assessment in both of these fields.

* Having the District support for filling the AOA position is critical to that becoming a reality. Of concern is that an office that had four full-time employees as recent as 2011 and could be reduced to two employees if the AOA position is not filled. There is still going to be substantial work to be done in that office, which would exceed the capability and availability of the two remaining employees and thereby negatively impact the campus.

### Section – 4 Evaluation of Previous Plans

4.1 Describe plans/actions identified in the last program review and their current status. What measurable outcomes were achieved due to actions completed.
This is the first opportunity to conduct a program review for CR Del Norte.

<table>
<thead>
<tr>
<th>Actions</th>
<th>Current Status</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is the first opportunity to conduct a program review for CR Del Norte.</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

4.2 (If applicable) Describe how funds provided in support of the plan(s) contributed to program improvement:

Not applicable

Section – 5 Planning

5.0 Program Plans

Based on data analysis, service area outcomes and indicators, assessment and review, and your critical reflections, describe the program’s Action Plan for the 2012/13 academic year. If more than one plan, add rows. Include necessary resources. (Only a list of resources is needed here. Provide detailed line item budgets, timelines, supporting data or other justifications in the Resource Request).

5.1 Program Plans:

With the elimination of our Office Manager’s position, the CRDN Center will need to redistribute the workload in the administrative office among the Dean/Director, SSS-III, and the new Administrative Office Assistant (AOA) position (if granted) to insure that consistent, quality support services are available. It is likely that in the reprioritization of duties and realignment of the workload, some tasks will be set aside or performed less frequently or at more lengthy intervals. Other details will be worked out with staff and administration in Eureka.

Despite the changing work environment, the Administrative Office will continue to provide quality services to faculty, staff, students and the public in support of the college’s mission.

With the September 2012 expiration of the Memorandum of Agreement (MOA) in Hoopa, CR needs to consider the advantage of having a CR staff person fill the vacancy resulting from the retirement of the current SSS-1. This position would continue to provide student support services to all CR students, especially those who are not eligible for services through HCATEP. Without filling the vacancy, roughly 75 students would not have enrollment and financial aid support. Almost all of these individuals are at risk (first-generation, low-income). This support is critical to their success.
| Encourage support for a proposal for CRDN to hire a (half-time speech/half-time English) full-time position  
*This position will be proposed through the faculty allocation process.* | As a Center to continue to serve CRDN students’ needs and the District | To insure speech faculty are consistently and reliably available and that the person in this position is fully committed to participating in assessment responsibilities | Students will be able to complete their degrees in a timely manner. (Strategic Plan Goal 1.3 Students will be able to complete their desired educational goals.) | The cost of a full-time benefitted, tenure-track speech/English faculty position |
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<tr>
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</thead>
<tbody>
<tr>
<td>To hire an Administrative Office Assistant</td>
<td>This position will enable the Center to support the students, faculty, staff in the Administrative Office</td>
<td>Strategic Plan Goal 3.2 Improve College Operational Efficiencies</td>
<td>Faculty, staff and students as well as service areas will have support as will the Center Director</td>
<td>The cost of a full-time benefitted Administrative Office Assistant</td>
</tr>
<tr>
<td>To replace the retiring SSS-1 at KTIS.</td>
<td>This position will serve all CR students in KT.</td>
<td>Strategic Plan Goal 1 1.3 students will be able to complete their desired educational goals, 1.4 enhance student support; Education Master Plan Goal 1 Ensure Student Success, 1.2 improve support for students; Goal 5 Increase Student Participation, 5.1 Improve student engagement among all students (the unifying presence would be the CR staff person who could serve all KT students)</td>
<td>Goal 3, 3.2 Improve college operational efficiencies; Goal 5, 5.5 Increase communication and outreach to the community</td>
<td>The cost of a full-time benefitted SSS-1</td>
</tr>
</tbody>
</table>

5.2 *Provide any additional information, brief definitions, descriptions, comments, or explanations, if necessary.*

*If we don’t have a sufficient number of individuals who can meet the faculty minimum qualifications (MQs) we will not be able to reliably and consistently offer needed courses. This puts students in jeopardy of being delayed in completing their transfer degrees or in not completing
them at all.

*Not having an Administrative Office Assistant to pick up some of the responsibilities with the loss of the CRDN Office Manager’s position will severely curtail the effectiveness of the Administrative Office. Further, if one of the two employees remaining in the office is off site or out ill, the office will need to be closed at times during the work day (8 a.m. to 5 p.m.). Having three staff in the office will enable us cover as some of the tasks that fall out of the Office Manager’s position being eliminated, to remain fully functional during the work day and to insure that faculty and staff have access to mail, copying and assistance is available throughout the work day.

*Not having an SSS staff person at the KTIS location will severely curtail the face-to-face services that have been so valuable at that site. Students would have to rely on telephone or computer communication which often is protracted and not as helpful in accomplishing tasks (filing forms, describing problems and providing solutions, etc.) This person would, as the sole CR employee at the location, also be able to assist students with financial aid questions and concerns by having access to CR’s financial aid records (non-CR employees are not permitted to access that information under the Title IV regulations).

Section 6 - Resource Requests

6.0 Planning Related, Operational, and Personnel Resource Requests. Requests must be submitted with rationale, plan linkage and estimated costs.

<table>
<thead>
<tr>
<th>Request</th>
<th>Check One</th>
<th>Operational</th>
<th>Recurring Cost Y/N</th>
<th>Rationale Linkage</th>
</tr>
</thead>
</table>
| *Full-time speech/English faculty position [This faculty request will be put forth under the faculty allocation process.]
*Full-time Administrative Office Assistant (AOA) | Planning: X | Personnel: X | Y | This position is key to Goal 1, Ensure Student Success, 1.1 Provide structured academic pathway, 1.4 increase transfers and degree completions and Goal 3, 3.2 Student learning will be a visible priority in all practices and structures. With the changes resulting in the elimination of the Office Manager’s position, this position is critical to provide the support to meet... |
To replace the KTIS SSS-1

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<tr>
<th></th>
<th></th>
<th>X</th>
<th>*~ $45,000/ year to start (plus benefits)</th>
<th>*Y</th>
</tr>
</thead>
</table>

The response will be forwarded to the author and the supervising Director and Vice President:

**Goal 1 Focus on Learners,**
1.3 students will be able to complete their desired educational goals, 1.4 enhance student support;

**Goal 3 Fiscal & Operational Sustainability,** 3.2 Improve College operational efficiencies.
### S.1. Program Information
Supports *Strategic and Educational plans*, and included the ties to and background of, the community.

### S.2. Data Analysis
A well-done and thorough data analysis, including budget as key indicator. Tied analysis back to faculty and budget data.

### S.3. Critical Reflection of Assessment Activities
Is centered around staff and faculty needs and tied to planning. Well done.

### S.4. Evaluation of Previous Plans
All plans have been completed or are ongoing.

### S.5. Planning
Planning actions are all based on hiring of positions. The supporting staff requests are all justified by both Strategic and Ed Master plans. The faculty request would technically also be justified by both plans in that it will help students meet their educational goals in a timely manner.

Very well written and tied to planning. DN Dean also included a counselor (author section).

**Review approved.**