Administrative Program Review Template for Academic Year 2014-2015
(fields will expand as you type)

Please provide a concise response to all questions, and include relevant details in direct support of your responses. Bulleted lists may be used to clearly organize information.

**Section 1 - Program Information**

1.0 **Name of Program**: Noncredit and Adult Education  
   **Date**: 10/31/14

1.1 **Program Review Authors (include names and campus locations)**: Julia Peterson (Eureka), Julia Morrison (Eureka), Clif Clendenen (Eureka), Kate McKinnon (Eureka)

1.2 **Program Director Signature**: Julia Peterson  
   **Date**: 10/31/14

1.3 **Vice President Signature**: [Signature]  
   **Date**: 10-31-2014

1.4 **Primary Function**: Develop noncredit curriculum and provide noncredit classes in support of the CR District’s residents’ adult education needs.

1.4.1 **State briefly how the program functions support the college mission**:

Noncredit and Adult Education provide developmental education in support of students’ lifelong learning needs, encourages and supports progression into credit career technical and transfer classes, and supports student success in credit classes with complementary instruction.

1.4.2 **Program highlights/accomplishments**:

In 2013-14 68 sections of noncredit were taught and 33 courses were approved through the Curriculum process. Noncredit Adult Education started a new relationship with the Humboldt County Correctional Facility and started to teach noncredit courses to inmates housed within the facility. Noncredit Adult Education ESL classes were developed and through a new partnership with HCOE and HSU are now being offered at multiple elementary schools and community locations, including the CR Garberville Instructional Site.
1.4.3 Program Data:

<table>
<thead>
<tr>
<th></th>
<th># of Full Time Employees</th>
<th># of Part Time Employees</th>
<th>Personnel Budget</th>
<th>Discretionary Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2013-2014</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Section 2 – Assessment

This section outlines how you have examined your services and programs to prioritize improvements.

2.0 Administrative Area Outcomes

Administrative Area Outcomes are clear and concise statements about the impact of the work performed by your program. They include events that occur outside of the classroom that complement academic programs and enhance the overall educational experience of students.

Here are examples from a marketing, information technology, and institutional research program:

“The community is informed about opportunities available to them.”

“Faculty are provided with the resources necessary to effectively deliver online courses...”

“Administrators will have the data they need to effectively schedule classes and ....”

List your Administrative Area Outcomes:

1. Curriculum is developed in support of the noncredit needs of the District’s residents, including credit students, adult education students, and other community members.

2. Noncredit course offerings are expanding to meet the needs of adult education learners.

2.1 Assessment Plan and Results. Provide an explanation of how you evaluated your Administration Area Outcomes last year. Describe the results of these evaluations.

Outcomes were assessed based on the number of courses for which curriculum was developed, and the number of noncredit sections that were taught. Noncredit is growing very quickly and went from less than one FTES in 2012-13 to 43 FTES in 2013-14.
2.2 Describe any improvements that you plan to make this year as a result of these assessments. Be sure to include these actions in the planning section below.

1. Continue to identify community adult education needs within the community and among CR’s credit students and work with CR faculty and staff as well as community members to provide noncredit classes to meet those needs.
2. Develop systems to more efficiently manage Adult Education noncredit classes.

Section – 4 Evaluation of Previous Plans

3.1 Describe plans/actions identified in the last program review and their current status. What measurable outcomes were achieved due to actions completed. Action plans may encompass several years; an update on the current status, or whether the plan was discarded and why. Click here to view completed program reviews from last year.

<table>
<thead>
<tr>
<th>Actions</th>
<th>Current Status</th>
<th>Impact of Action (describe all relevant data used to evaluate the impact)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop noncredit beginning level ESL Certificate</td>
<td>Eight beginning level ESL noncredit courses were developed and approved by the Chancellor’s Office during Spring 2014. These courses were planned to be the components of a noncredit “Community ESL” certificate which has been developed and will be submitted for approval.</td>
<td>CR will learn to develop noncredit courses and noncredit certificates. This noncredit certificate will offer beginning ESL noncredit students the opportunity to earn a stackable credential and will increase the apportionment rate earned by each component course in the certificate.</td>
</tr>
<tr>
<td>Develop noncredit job readiness classes.</td>
<td>Noncredit work readiness classes were developed and passed by the CR Curriculum Committee during Spring 2014 and are awaiting CCCCO approval.</td>
<td>CR will be able to offer at least 10 work readiness classes to people seeking to improve their soft skills.</td>
</tr>
<tr>
<td>Coordinate Noncredit and Adult Education planning with at least five other adult education providers within the District.</td>
<td>CR Adult education coordinated with adult education providers in Crescent City, Hoopa, Klamath, Garberville, McKinleyville, and Eureka.</td>
<td>Ongoing collaboration has expanded opportunities for CR to offer adult education in partnership with more than 10 other adult education providers. Partners include The Humboldt County Correctional Facility (jail), the Del Norte Correctional Facility, Northern Humboldt Unified School District, Eureka City</td>
</tr>
<tr>
<td>Grow noncredit FTES in the areas of basic skills, and other noncredit areas.</td>
<td>Noncredit FTES has grown and is continuing to grow in basic skills and in other noncredit areas.</td>
<td>Growing noncredit FTES supports the District's FTES growth plans and increases the learners' skills in the noncredit areas while developing new District residents who have benefited from adult education at CR. Prior year FTES was less than one FTES, this year Adult Education produced 43 noncredit FTES and commensurate state apportionment.</td>
</tr>
</tbody>
</table>

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

| Section – 4 Planning | Click here to link to Institutional Planning Documents |

4.1 Program Plans

Based on data analysis, learning outcomes and program indicators, assessment and review, and your critical reflections, describe the actions to be taken for the 2014-2015 academic year. Use as many rows as you have actions, and add additional rows if you have more than 5 actions. Please number all rows that you add.

Please be specific. This section and section 6 should include a detailed justification so that the resource prioritization committees understand your needs and their importance.
*Not all actions in this program plan section may require resources, but all resource requests must be linked to this section.*

<table>
<thead>
<tr>
<th>Action #</th>
<th>Action to be taken:</th>
<th>Relationship to Institutional Plans</th>
<th>Expected Impact on Program/Student Learning</th>
<th>Relationship to Assessment</th>
<th>Resources Needed (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>List the specific action to be taken in enough detail so that someone outside of your area can understand.</td>
<td>Include the specific plan and action item relevant to your action to be taken. For example: Annual Plan 2013-2014 Theme: Persistence; or Goal 1: Student Success: EP.1.6.2 Develop a plan for narrowing the achievement gap for underrepresented student populations.</td>
<td>Describe the expected impact in a way that someone outside the program can understand. The impact should be measurable.</td>
<td>Include all assessment results that indicate that this action will yield the desired impact on the program. If the assessment has yet to be conducted, explain when and how it will be conducted.</td>
<td>A yes here requires a corresponding request in the next section.</td>
</tr>
<tr>
<td>1</td>
<td>Develop five noncredit certificates.</td>
<td>AP 2014-15 Goal 1: Adult Education students who earn noncredit certificates will be more likely to progress to credit classes and their success in completing a Noncredit Certificate will provide them foundational experience with completing classes toward a goal of earning a credential. This will be likely to increase student Persistence. SP, Goal 3: Courses included in a certificate earn increased apportionment, which improves</td>
<td>Students will be able to earn noncredit certificates of Competency or Completion.</td>
<td>Stackable credentials have been shown at other institutions to improve student outcomes. Increased apportionment will be assessed once certificates are recognized and apportionment rates increase.</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Fiscal and Operational Sustainability.</td>
<td>Students should be able to see how they can take classes that will lead to noncredit certificates and achieve skills that will lead to credit certificates or other educational outcomes.</td>
<td>A pathway will be created and students will learn about the pathway.</td>
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<td>----------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>Develop one pathway for students to follow from noncredit to credit classes.</td>
<td>AP 2014-15, Goal 1, EP1: Provide structured academic pathways.</td>
<td>Classes will be held in partnership with other Adult Education stakeholders. Individual courses will be assessed utilizing the same assessment protocol as other credit and noncredit courses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Coordinate Noncredit and Adult Education planning with at least five other adult education providers or locations within the District.</td>
<td>AP 2014-15, Goal 2: EPS: Adult Education programs will be developed with other Adult Education partners.</td>
<td>Adult Education students will have an opportunity to learn new skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Grow noncredit FTES in the areas of basic skills, and other noncredit areas.</td>
<td>AP 2014-15, Goal 2: EPS: Adult Education programs will be developed with other Adult Education partners. SP, Goal 3: Courses included in a certificate earn increased apportionment, which improves Fiscal and Operational Sustainability.</td>
<td>Adult Education students will have an opportunity to learn new skills.</td>
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</tbody>
</table>

**5.2 The theme of the Institution’s 2014-2015 Annual Plan is “Increasing Persistence: Employing strategies to keep students continually enrolled from one semester to another.” Describe how at least one of your program plans is expected to increase persistence. You may reference the expected impact on program/student learning (above).**

Noncredit courses will support student Persistence through offering courses at locations and times students are able to learn. Through providing academic support to credit students as needed, and by providing repeatable and open-entry classes and low-stakes learning environments that support students in need
Section 5 - Resource Requests

5.0 Planning Related, Operational, and Personnel Resource Requests. Requests must be accompanied by an action plan in the above section. Requests should include estimated costs. Submit a support ticket if you do not know the estimated costs.

If you are requesting personnel resources, you must also include the “Request for Faculty or Staffing” forms, located at inside.redwoods.edu/program review. Submit one form for each request.

Additional Instructions:

- Put down the full amount you are requesting in the “Amount” column. Put down the annual amount of any ongoing or recurring costs in the “Annual Recurring” column. For example, a personnel request for a permanent position might show an Amount of $30,000 and an Annual Recurring Cost of $30,000. A request for equipment might show an Amount of $5,000 and an Annual Recurring cost of $200. A professional development request might show an Amount of $800 and a recurring cost of $0.
- If you have a grant or some other source of funding, include in the “Request” column a brief description of the source of funds and the dollar amount that is expected to be covered by the other source and if the other source covers any of the annual recurring costs.
- Note in the “Request” column if this is a repeat request, and how many times you have submitted this request.

The item number must match the corresponding action # from section 4. Add rows as necessary.
<table>
<thead>
<tr>
<th>Action # use # above</th>
<th>Request</th>
<th>Type of Request</th>
<th>Professional Development</th>
<th>$ Amount</th>
<th>$ Annual Recurring Costs</th>
<th>Requests for new technology, facilities, or equipment require consultation with area providing services. Contact Steven Roper or Angelina Hill for assistance.</th>
<th>Contact person in your program (Name, email, phone)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provide a part-time Noncredit Counselor to provide Counseling support and assistance creating noncredit educational plans to noncredit students. Noncredit educational plans will be required of noncredit students as part of the Noncredit SSSP.</td>
<td>General Requests: To be reviewed by Prioritization Committees of the Budget Planning Committee.</td>
<td>Operational Development: Check if this request is for professional development. Tracked by the Professional Development Committee</td>
<td></td>
<td>53,000 (24 hrs weekly for 50 weeks)</td>
<td>none</td>
<td>□</td>
</tr>
<tr>
<td></td>
<td>Provide a part-time, temporary student services support to process student registrations and other provide student support services to noncredit students.</td>
<td>Operational</td>
<td>Operational</td>
<td>□</td>
<td>25,000 (24 hrs weekly for 50 weeks)</td>
<td>none</td>
<td>□</td>
</tr>
<tr>
<td>Provide a part-time, temporary noncredit class coordinator to track and schedule noncredit courses across the District in both CR and Community locations (such as both County Jails, the CCC Campus, Elementary and High School locations, etc.)</td>
<td>Operational</td>
<td>□</td>
<td>$34,000 (24 hrs weekly for 50 weeks)</td>
<td>none</td>
<td>□</td>
<td>Julia Peterson, <a href="mailto:Julia-peterson@redwoods.edu">Julia-peterson@redwoods.edu</a>, 476-4504</td>
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</tr>
<tr>
<td>Purchase four computers for noncredit staff.</td>
<td>Operational</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>Julia Peterson, <a href="mailto:Julia-peterson@redwoods.edu">Julia-peterson@redwoods.edu</a>, 476-4504</td>
<td></td>
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</tbody>
</table>

**Section 6-Author Feedback**

Provide any constructive feedback about how this template or datasets could be improved.

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How much do you agree with the following statements? (mark your choice with an x )

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Neutral</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

This year's program review was valuable in planning for the ongoing improvement of my program.  

[ ] [ ] [ ] [ ] [ ]
The evaluation of Administrative Area Outcomes led to important discoveries.

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<tr>
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Section 8- PRC Response by section (completed by PRC after reviewing the program review)

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

S.1. Program Information:

S.2. Assessment:

S.3. Evaluation of Previous Plans:

S.4. Planning:

S.5. Resource Requests:
This form should be used for requesting new staff positions and included in the program review process.

Initiator: Julia Peterson

Date: 10/31/14

Department: Adult Education

Requested Amount: $34,000

Divisional Rank (if any):

Position description (please provide details about the position need):
[form will expand as needed]

Temporary staff: Adult Education and Noncredit support and coordination

Statement of Need (Justify the need for the position)

Adult Education and Noncredit classes are occurring and planned in many different areas across the District including CR facilities, elementary schools, high schools, Humboldt and Del Norte County jails, The Job Market, the California Conservation Corps, the Jefferson Community Center, tribal locations and more. Due to partner schedules, holidays and other constraints, the off-campus classes frequently require different scheduling than regular on-campus classes. Scheduling, especially with the rapid growth of Noncredit, is a complex but crucial task. Attendance and other tracking systems are still being developed and at this time require significant attention.

Link with Institutional Goal/Assessment Results (Describe):

This request links to increasing student persistence, increasing FTES by keeping students in noncredit classes, and helping them transition into credit classes.
College of the Redwoods
Request for Funding FY 2013-14

Initiator: Julia Peterson
Date: 10/31/14
Department: Adult Education
Requested Amount: $53,000

Position Description (please provide details about the position need):

Division Rank (if any):

Statement of Need (Justify the need for the position):

Associate Faculty Counselor (Noncredit Adult Education Programs)

Statewide discussions of Noncredit SSSP funding models indicate that Noncredit and Adult Education students will require student educational plans in order for CR to receive full Noncredit SSSP funding for those students. Furthermore, Adult Education students will benefit from assistance developing educational plans and goals. Adult education students frequently have multiple barriers to education and student success would likely improve if they have access to a Noncredit Counselor.

A faculty Noncredit Counselor will support Adult Education students and give them tools to increase retention and persistence, help them plan and follow educational pathways, and to overcome their personal barriers to achieving educational outcomes.

Link with Institutional Goal/Assessment Results (Describe):

This request links to increasing student persistence, increasing FTES by keeping students in noncredit classes and helping them transition into credit classes.
College of the Redwoods
Request for Funding FY 2013-14

This form should be used for requesting new staff positions and included in the program review process.

Initiator: Julia Peterson

Date: 10/31/14

Department: Adult Education

Requested Amount: $25,000

Divisional Rank (if any): 

Position description (please provide details about the position need):
[form will expand as needed]

Temporary staff: Adult Education and Noncredit student services support

Statement of Need (Justify the need for the position)

Adult Education and Noncredit classes are occurring and planned in many different areas across the District including CR facilities, elementary schools, high schools, Humboldt and Del Norte County jails, The Job Market, the California Conservation Corps, the Jefferson Community Center, tribal locations and more. Many of these students can not complete online registration due to the inability to speak or write English, illiteracy, incarceration, lack of computer skills, and/or lack of access to a computer. These students must register for classes using paper registration forms. As Noncredit and Adult Education grow, the number of paper forms has been growing and now requires additional staff to support this function.

Link with Institutional Goal/Assessment Results (Describe):

This request links to increasing student persistence, increasing FTES by keeping students in noncredit classes and helping them transition into credit classes.