Western Association of Schools and Colleges
Accrediting Commission for Community and Junior Colleges

2015 Annual Report
REVIEW

College of the Redwoods
7351 Tompkins Hill Road
Eureka, CA 95501

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Angelina Hill
3.	Phone number of person preparing report:	707-476-4364
4.	E-mail of person preparing report:	angelina-hill@redwoods.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://redwoods.edu/Catalog/2014-2015%20Catalog_rev021115%20(1).pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.redwoods.edu/accreditation/
6.	Total unduplicated headcount enrollment:	Fall 2014: 5,010 Fall 2013: 4,973 Fall 2012: 5,338
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	4,659
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	520
9.	Number of courses offered via distance education:	Fall 2014: 33 Fall 2013: 33 Fall 2012: 36
10.	Number of programs which may be completed via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 802 Fall 2013: 902 Fall 2012: 1,075
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: n/a Fall 2013: n/a Fall 2012: n/a
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	68 %
14b.	Successful student course completion rate for the fall 2014 semester:	70.3 %

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15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. *Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.*		
	a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	N/A
	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	360
	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	189

#	Question	Answer
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	475
16b.	Number of students who received a degree in the 2013-2014 academic year:	389
16c.	Number of students who received a certificate in the 2013-2014 academic year:	146
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	280
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	358
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	No
18b.	If yes, please identify them:	n/a
19a.	Number of career-technical education (CTE) certificates and degrees:	66
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	10
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	2
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	8

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20.	2012-2013 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:				
	Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
	Dental Assisting	1601	state	79 %	97 %
	Nursing	3801	national	75 %	83 %
	2012-2013 job placement rates for students completing certificate programs and CTE (career-technical education) degrees:				
		CIP Code	Institution	Job	

	Program	4 digits (##.##)	set standard (%)	Placement Rate (%)
21.	Nursing	1230	60 %	70 %
	Business, General	0501	50 %	68.4 %
	Digital Media	0614	37.5 %	58.3 %
	Dental Assisting	1240	67.7 %	95 %
	Paramedic	1251	83.3 %	83.3 %
	Early Childhood Education	1305	65.6 %	77.1 %
	Human Services	2104	46.2 %	52.9 %
	Administration of Justice	2105	72.4 %	82.9 %

22.	Please list any other instituion set standards at your college:		

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
Persistence: Full-Time	Fall to fall persistence of full-time students	46%
Persistence: Part-Time	Fall to fall persistence of part-time students	34%
Basic Skills Success	Success of students in basic skills courses	54%
Online Success	Success of students in online courses	60%

23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,350 character limit, approximately 250 words).

> The College's Institutional Effectiveness Scorecard now contains institution-set standards and targets for student achievement data. Discussions of the standards and targets in venues such as meetings of the Board of Trustees, Expanded Cabinet, and other planning committees have resulted in a greater focus on initiatives to increase student persistence from one semester to the next. Persistence is the only metric for which current performance is right at the standard. The college recently held a student success summit which focused on what can be done to alleviate barriers for students to persist in college. The summit resulted in recommendations, such as for enhanced professional development, which have been added to next year's annual plan to drive institutional and program plans.

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question		Answer
24.	Courses		
	a.	Total number of college courses:	669
	b.	Number of college courses with ongoing assessment of learning outcomes	628
		Auto-calculated field: percentage of total:	93.9
25.	Programs		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	81
	b.	Number of college programs with ongoing assessment of learning outcomes	78

		Auto-calculated field: percentage of total:		96.3

26.		Student and Learning Support Activities	
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	9
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	9
		Auto-calculated field: percentage of total:	100

27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://www.redwoods.edu/assessment/planning/Reports.asp
28.	Number of courses identified as part of the general education (GE) program:	132
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100 %
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE *program Student Learning Outcomes*:	132
32.	Number of Institutional Student Learning Outcomes defined:	3
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100 %
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	66 %

35. Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,350 character limit, approximately 250 words).

Group dialogue about ILOs has taken place during convocation and FLEX activities. Existing institutional assessment data sources were used to evaluate each ILO. Data was presented to groups of faculty and staff, and discussion ensued about the extent to which students are achieving their stated goals, and what can be done to improve. Discussion at the last ILO session focused on improving completion rates through closer communication between counselors and faculty in the programs. The session also lent support for a non-credit course that would enhance faculty mentoring.

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.

36. Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,350 character limit, approximately 250 words).

All instructional, student services and administrative programs have outcomes which map to at least one of the institutional outcomes. Mappings between course and program outcomes are maintained continuously in an online mapping tool. Group dialogue about the extent to which students are attaining general education outcomes has highlighted the need for closer alignment between the course and general education (GE) outcomes. This semester the Academic Senate developed a task force which is currently working to re-envision GE outcomes, and how they align with courses meeting GE requirements. The

	task force is proposing that each GE course identify specific outcomes that directly align with institutional outcomes of critical thinking and communication.

37.	Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,350 character limit, approximately 250 words).
	Routine communication of SLO assessment results takes place each year at various levels. At the institution-level, one of the three ILOs is discussed at a facilitated session on a rotating basis at convocation in the fall and FLEX activities in the spring. These sessions begin with a data presentation from the office of research, and result in a small number of actions to be included in the next year\\\'s annual plan. These efforts are impacting the amount of resources the college devotes to professional development. Discussion of general education outcomes are facilitated by the assessment committee each year. A group of instructors randomly selected to participate in the GE session are gathered together to evaluate the levels of outcome attainment, and to share strategies for improvement. These discussions are impacting how the college aligns course outcomes with GE outcomes. Discussions of course and program outcomes take place in program dialogue sessions each semester where instructors come together to discuss the results of course-level assessments which align with program outcomes. Program dialogue sessions have resulted in improvements with documented student learning improvements, such as through changes to clinical orientation activities and required office hour contacts.

38.	Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,350 character limit, approximately 250 words).
	Course-level SLOs are discussed across instructors teaching the various sections of the course, and a single assessment report is submitted in the online reporting tool. The report includes suggested improvements, and necessitates follow-through on the impact of suggested improvements. Instructors teaching the only section of a course have an opportunity to engage in dialogue at the program level. Outcomes for each degree/certificate are evaluated by inviting all faculty who teach courses within the program to a dialogue session where the results of all assessed course-level outcomes that map to the program are discussed. Similarly, student services programs report their results in the online tool following group dialogue. Program and institutional outcomes are scheduled to have program-wide dialogue within a two year cycle. Administrative programs report their assessment activity and discuss results within program review. Program\'s planning actions are tied to assessment activity within program review. Assessment results indicate why the plan is needed and will yield the desired impact. All resource requests must be tied to a corresponding planning action to ensure that they align with student learning goals and institutional planning.

39.	Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,350 character limit, approximately 250 words).
	A wealth of \"closed loop\" reports are readily available for viewing improvements due to SLO assessments. Several successes involving student learning in labs have been noted in assessment reports. For example, assessment results in CIS indicated the need for restructuring a lab into two components. Following this change, the success of students being able to implement the desired skill increased noticeably. In dental assisting courses, assessment results indicated that the content taught in lab should more closely align with the content taught in lecture. The content of both the course and the lab have been revised to address this issue for students. Assessment results in manufacturing technology led to increased advising of students during available lab time which has increased the number of students persisting in the discipline the next semester.

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
		2013-14: 0

40.	Number of submitted substantive change requests:	2012-13: 0 2011-12: 1
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Location and/or Geographic Area Served Control and/or Legal Status Delivery mode (Distance Education or Correspondence Education)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	We are requesting approval to offer additional degrees and certificate programs at more than 50% in a distal modality. We are also requesting the transfer of the Mendocino Coast Campus from our District to the Mendocino-Lake District.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	N/A
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Del Norte Klamath-Trinity
43.	List all of the institutions instructional sites out of state and outside the United States:	N/A

Go To Question #: [▼] **REVIEW/EDIT**

The Annual Report must be certified as complete and accurate by the CEO (Ms. Kathryn Smith). Once you have answered all the questions, you may send an e-mail notification to the CEO that the report is ready for certification.

Only the CEO may submit the final Annual Report.

Send e-mail Notification to CEO to certify report

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