



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

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2016 Annual Report
Final Submission
 03/28/2016

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:	707-599-3733
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://www.redwoods.edu/Catalog/Catalog%2015-16.pdf#page=6
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 2015: 5,340 Fall 2014: 5,010 Fall 2013: 5,338
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	4,554
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	288
9.	Number of courses offered via distance education:	Fall 2015: 42 Fall 2014: 33 Fall 2013: 33
10.	Number of programs which may be completed via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 1,081 Fall 2014: 802 Fall 2013: 902
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: n/a Fall 2014: n/a Fall 2013: n/a
13.	Were all correspondence courses for which students enrolled in fall 2015 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	68%

	completion?																					
14b.	Successful student course completion rate for the fall 2015 semester:	73.2%																				
15.	<p>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.</p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td> <td>N/A</td> </tr> <tr> <td>b.</td> <td>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?</td> <td>337</td> </tr> <tr> <td>c.</td> <td>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?</td> <td>146</td> </tr> </table>		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?	337	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?	146											
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16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	646																				
16b.	Number of students who received a degree in the 2014-2015 academic year:	452																				
16c.	Number of students who received a certificate in the 2014-2015 academic year:	294																				
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?	344																				
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	310																				
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:	64																				
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:	64																				
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:	7																				
20.	<p>2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:</p> <table border="1"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits (##.##)</th> <th>Examination</th> <th>Institution set standard (%)</th> <th>Pass Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Dental Assisting</td> <td>51.06</td> <td>state</td> <td>72 %</td> <td>81 %</td> </tr> <tr> <td>Nursing</td> <td>51.38</td> <td>national</td> <td>75 %</td> <td>83.3 %</td> </tr> </tbody> </table>		Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)	Dental Assisting	51.06	state	72 %	81 %	Nursing	51.38	national	75 %	83.3 %					
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21.	<p>2013-2014 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:</p> <table border="1"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits (##.##)</th> <th>Institution set standard (%)</th> <th>Job Placement Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Business, General</td> <td>52.01</td> <td>50 %</td> <td>56.5 %</td> </tr> <tr> <td>Dental Assisting</td> <td>51.06</td> <td>67.7 %</td> <td>95.7 %</td> </tr> <tr> <td>Digital Media</td> <td>09.07</td> <td>37.5 %</td> <td>44.4 %</td> </tr> <tr> <td>Early Childhood Education</td> <td>13.12</td> <td>65.6 %</td> <td>76.1 %</td> </tr> </tbody> </table>		Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)	Business, General	52.01	50 %	56.5 %	Dental Assisting	51.06	67.7 %	95.7 %	Digital Media	09.07	37.5 %	44.4 %	Early Childhood Education	13.12	65.6 %	76.1 %
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Addiction Studies	34.01	46.2 %	66.7 %
Nursing	51.38	60 %	81 %
Administration of Justice	44.04	72.4 %	90.5 %

Please list any other institution set standards at your college:

22.	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%	

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 (1,250 character limit, approximately 250 words).

23.	<p>College of the Redwoods (CR) was not above our institution-set standard in terms of the number of students completing a certificate. Several actions were taken in 2014-2015 put the institution back above the set standard. Our transcript evaluator identified students who had met the requirements for a certificate but who hadn't formally petitioned to receive the award. They were then awarded the certificate. In addition, the petition form for certificate completion was streamlined and improved to make the petitioning process easier. More CTE faculty also brought the petition form to class to promote completions. These efforts were a success. CR awarded 294 certificates in 2014-2015, nearly doubling the amount awarded in 2013-2014. Standards will also be set for each program. The program review process will be used to ask each program to set a standard and target for the number of annual award recipients. This will be tracked and analyzed by the program regularly.</p>
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Student Learning Outcomes and Assessment

#	Question	Answer	
24.	Courses		
	a.	Total number of college courses:	653
	b.	Number of college courses with ongoing assessment of learning outcomes	595
		Auto-calculated field: percentage of total:	91.1
25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	84
	b.	Number of college programs with ongoing assessment of learning outcomes	72
		Auto-calculated field: percentage of total:	85.7
26.	Courses		
	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://archive.redwoods.edu/assessment/planning/Reports.asp	

28.	Number of courses identified as part of the general education (GE) program:	143
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 <i>program Student Learning Outcomes</i> :	143
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:	100%
35.	<p>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 (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>Faculty and staff from across campus came together to review ILO data and have a discussion about how we could support students to achieve their personal and professional goals. This fruitful discussion resulted in the following recommendations. Items 1 and 2 were included in the College's Annual plan this year, and progress has been tracked. Item 3 has been carried out, and will continue regularly. 1. Faculty and advisors improve communication through attending joint meetings, where faculty can explain the specifics of each degree. 2. Additional marketing of Associate Degrees for Transfer, and updated web page information about degrees. 3. At the beginning of each semester, IR will provide lists of students with their declared majors to the appropriate deans for follow-up.</p> </div>	
<p>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.</p>		
36.	<p>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 (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>All instructional, student services, and administrative programs have outcomes which map to at least one of the institutional outcomes. Mapping is done online for mapping course to program outcomes, and course to general education outcomes. Difficulties aligning GE outcomes for assessment resulted in the Academic Senate revising the GE Outcomes, and how they align to the courses meeting GE requirements. Each GE course now identifies specific outcomes that directly align with institutional outcomes of critical thinking and communication.</p> </div>	
37.	<p>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 (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>All SLO assessment results are made available to the public on the college's website. The annual Institutional Effectiveness Report, which is widely distributed across the district, always includes a section on student learning outcome assessment. This year it included the results of the extent to which students met learning outcomes over past years dis-aggregated by instructional modality. It also showed the most frequent instruments that instructors use to assess outcomes. The greatest impact of communicating assessment results has been a drive for more professional development to improve instruction and SLO attainment. Discussions have resulted in enhanced professional development being included in the college's annual plan, and the college has already started to enhance the professional development program for faculty.</p> </div>	
	<p>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,</p>	

38.	<p>resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <p>Dialogue sessions are embedded in the assessment process. Program assessment and general education assessment involves instructors coming together to discuss aligned course outcomes. A cycle has been developed outlining when dialogue sessions will occur for each of the 16 variants of the college's GE outcomes, as well as for each of the ILOs. Assessment plans for all programs outline when dialog sessions will occur for each program outcome within the assessment cycle. Institutional Learning Outcomes are assessed by inviting all faculty and staff to a session at convocation or FLEX. This has worked well to have a diverse group in the room to learn from each other.</p>
39.	<p>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 (1,250 character limit, approximately 250 words).</p> <p>In an Anthropology course, assessment results indicated the need for an amended assignment. Following the change, students did somewhat better on the assignment that only required half of the diagram to be discussed in detail. All provided some definition of hominin, with 11/15 providing multiple anatomical details. SLO results indicated the need for an art class prompt to focus more on the technique of repousse and how a continuous narrative would be depicted on this object. Less emphasis on the actual creation of such an object though students may do so for extra credit. The prompt was revised with emphasis on written explanation of process and technique of repousse rather than actual experimentation with creating a work using the technique. Students were able to describe the imagery (story of the Minotaur) that would have been a continuous narrative around a circular form. 26 students exceeded expectations on this assignment and 3 students met the expectations, and fewer students did not meet expectation.</p>

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2014-2015: 2 2013-2014: 1 2012-2013: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Change in sites offering 50% or more of a program, certificate, or degree
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	The college plans to offer more than 50 percent of the Addiction Studies Certificate online.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 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 Mendocino
43.	List all of the institutions instructional sites out of state and outside the United States:	N/A

The data included in this report are certified as a complete and accurate representation of the reporting institution.

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