

Hill, Angelina

From: Smith, Kathy
Sent: Friday, March 28, 2014 5:11 PM
To: Hill, Angelina
Subject: FW: ACCJC - 2014 Annual Report Submission

Kathryn G. Smith

*President/Superintendent
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From: support@accjc.org [mailto:support@accjc.org]
Sent: Friday, March 28, 2014 5:10 PM
To: Smith, Kathy
Cc: Cummings, Jeff
Subject: ACCJC - 2014 Annual Report Submission

This confirms that your 2012-2013 Annual Report to ACCJC was submitted by Ms. Kathryn Smith <kathy-smith@redwoods.edu> on 03/28/2014.
Below is a copy of the information submitted. You may also re-print the report by logging on at <https://www.accjc.org/annualreport>.



Western Association of Schools and Colleges

Accrediting Commission for Community and Junior Colleges

**2014 Annual Report
Final Submission
03/28/2014**

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://www.redwoods.edu/Catalog/2013_2014_Catalog_rev010614.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 2013: 4,973 Fall 2012: 5,338 Fall 2011: 6,233
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2013:	4,798
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	848
9.	Number of courses offered via distance education:	Fall 2013: 33 Fall 2012: 36 Fall 2011: 46
10.	Number of programs offered via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2013: 902 Fall 2012: 1,075 Fall 2011: 1,477
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: n/a Fall 2012: n/a Fall 2011: n/a
13.	Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate	Yes

	degree?	
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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 2013 semester:	68.5%	
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, what is it?	0
	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
16a.	Number of students (unduplicated) who received a certificate or degree in the 2012-2013 academic year:	568	
16b.	Number of students who received a degree in the 2012-2013 academic year:	401	
16c.	Number of students who received a certificate in the 2012-2013 academic year:	208	
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 2012-2013:	354	
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:	76	
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:	0			
20.	2011-2012 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
	Nursing	3801	national	85 %	84.4 %
	Dental Assisting	1601	state	79 %	97 %
21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:				
	Program	CIP Code 4 digits (##.##)	Institution set standard	Job Placement Rate	
	Dental Assisting	1601	0 %	93 %	
	Registered Nursing	3801	0 %	88 %	
	Licensed Vocational Nursing	3901	0 %	78 %	
	Licensed Vocational Nursing	3901	0 %	72 %	
	Administration of Justice	0103	0 %	27 %	
22.	Please list any other instituion set standards at your college:				
	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition		Institution set standard	
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 (1,250 character limit, approximately 250 words).				
	The College uses an Institutional Effectiveness Scorecard with external and internal benchmarks. The Scorecard consists of three years of student achievement data, along with additional indicators arranged according to the Mission of the College. The College is in the process of adding institution-set standards to the existing scorecard. The Institutional Scorecard has become highly visible reports for the campus, and so the institution-set standards should impact decision making at the college by their visibility in this document.				

Student Learning Outcomes and Assessment

Note: Beginning fall 2012, colleges were expected to be at the proficiency level of Student Learning Outcomes assessment (see the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III, Student Learning Outcomes). 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.

#	Question	Answer
24.	Courses	

	a.	Total number of college courses:	652
	b.	Number of college courses with ongoing assessment of learning outcomes	506
		Auto-calculated field: percentage of total:	77.6
25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	85
	b.	Number of college programs with ongoing assessment of learning outcomes	79
		Auto-calculated field: percentage of total:	92.9
26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	11
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	11
		Auto-calculated field: percentage of total:	100
27.	URL(s) from the college website where prospective students can find SLO assessment results for programs:		http://www.redwoods.edu/assessment/planning/Reports.asp
28.	Number of courses identified as part of the GE program:		123
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:		72
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:		0%

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).

35. ILOs were created and reviewed by constituent groups for approval in spring 2014. Each outcome in the ILO proposal was accompanied with a set of proposed assessment tools so that it was clear to the campus exactly how the outcome would be evaluated. The assessment tools consisted of several existing institutional assessment data sources (e.g., graduating exit survey, achievement data). Institutional dialogue sessions are being scheduled to discuss each outcome and review relevant data. Assessment of the ILOs provides an effective venue for having a collective dialogue about existing institutional assessment data.

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.

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).

36. An assessment mapping tool was developed this year so that instructors can link all program outcomes to course outcomes. Instructors received training to use the mapping tool. This tool is especially helpful because program-level assessment takes place by reviewing the assessment results of all course-level outcomes that map onto a program outcome. The mapping tool provides instructors an efficient way of identifying all course-level outcomes that map onto a program-level outcome prior to holding a program-level assessment dialogue session. <http://www.redwoods.edu/assessment/planning/PlansMaps.asp>

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).

37. SLO assessment results are shared at a variety of meetings attended by instructors. They discuss the results of course-level assessments to evaluate course- and program-level outcome attainment and make suggestions for improvements. All results, discoveries, suggested improvements and impact changes are made available in the assessment reporting tool. Faculty and staff are trained to locate these reports on the website. Communication of Institutional assessment results takes place at district-wide meetings each year to discuss broader assessment results such as general education assessments. One of the GE outcomes was identified this year as having high variability across disciplines in terms of how students were attaining the outcome. Instructors noted that this was probably due to different interpretations of the outcome leading to students receiving different experiences. This outcome is being revisited by the Academic Senate so that an intended and agreed upon outcome is delivered to all students.

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

38. Instructors teaching sections of a course submit a single assessment report after discussing results from their sections. Suggested improvements follow these discussions with full- and part-time instructor. 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. All

	<p>program and institutional outcomes are scheduled to have program-wide dialogue within a two year cycle. Each planning action included in a programs annual program review must include assessment results that indicate how the action will y eld the desired impact. Only resource requests tied to such planning actions are considered. The Annual Plan of the Institution is also developed by reviewing discoveries based on assessments that emerge from program review and institution dialogue sessions.</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>Assessment of a SLO in a manufacturing technology course led to the inclusion of more hands-on instruction on the horizontal milling machine in the laboratory, an increase the discussion time on the topic of the horizontal milling machine, and a requirement that all students complete a small project or basic exercise on the horizontal mill ing machine. Following these changes, the average score on an evaluation of these skills increased eight percentage points. Assessment results discussed at Institution-wide meetings have also led to fruitful initiatives. Discussions and review of achievement data specific to basic skills students has resulted in the Math and English Departments engaging in acceleration projects to develop new curriculum. A recent discussion of placement results has also spurred departments to re-evaluate placement cut scores for the upcoming year.</p>

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2012-13: 0 2011-12: 1 2010-11: 0
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 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 more than 50% of the following 11 degrees and 15 certificate programs in one or more distance modalities. We are also requesting to offer instruction at a location in Garberville, CA.

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:	Mendicino Del Norte Klamath-Trinity
43.	List all of the institution's 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.

If you need additional assistance, please contact the commission.

Sincerely,

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Novato, CA 94949
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