***1-12-16: ILO Assessment Dialogue***

Angelina Hill gave a brief history of ILOs at College of the Redwoods. The objective is to develop outcomes that combine the academics, student services, and student life to synthesize the college experience at CR.

We look comprehensively at the important institutional data sets every year, and meet to discuss trends, ideas, and opportunities for improvement

2015-2016 Data Analysis:

**ILO 1: Academic and Career Technical Objectives.**

Looking at program level assessments from 2012-2016 the data shows overall levels of student success going up every year. Students in CTE programs had more courses not meeting expectations. Participants speculated that outside testing could affect this data, and/or students feeling divorced from academic expectations versus workplace needs.

Math, Science, and Behavioral and Social Science had the most subjects below expectations. Participants suggested that student placement could be a strong factor here.

Overall, degree completers have gone up since 2012. The college hired an evaluator for the 2015-2016 year to award degrees to students who earned them, but didn’t ask to receive them. Now that we have ADTs, students are earning more than one at a time. Certificate completion went up in 2014-2015 when we had the evaluator go back and look to 2000 to award degrees.

How can we promote our ADTs? Jenessa Lund suggested faculty should come to the counseling and advising and sell/promote their ADTs. ADTs have completers in Psych, Business, Early Childhood Education, Studio Art, Math, Physics, English, and History. Psychology puts a lot into cultivating their majors with Psych night and a Canvas site dedicated to their majors. Perhaps all areas with ADTs should come up with a plan for the next program review cycle to promote their ADTs.

On the exit survey, students suggest that CR has low scores for preparing student for computing and technology. It is clear that we have a substantial population of students who really struggle with technology.

**ILO 2: Students will reach their career, transfer or personal goals**.

How well did we help students from the get go: Did they have/follow an education plan? Students who have an education plan have grown significantly over the past 4 years.

Looking at students transferring to HSU, the numbers have fallen since 2011. Participants suggest that HSU’s enrollment is also going down, and that they have short staff in counseling. 89% of HSUs transfers are not from CR, most students are coming from Southern California. Participants suggest that CR has not been a priority for HSU, but that recently HSU has been considering ways to court our students. CR Geology takes a field trip to HSU Geology lab. Art has hosted HSU Art faculty to learn about the different degrees offered at HSU. They also hosted an art exhibition featuring HSU students and faculty. What if CR had priority registration at HSU? The students need access to the HSU “Student Preview”. Perhaps we need to organize a variety of workshops to help educate students about the costs of transferring to HSU. Many CR students are turned off by four-year schools--the perception is that costs will be prohibitive.

CTE Outcomes Survey: Administered to 500 students who have obtained CR CTE “skills”. CR students have high levels of satisfaction, compares to the state wide average. Students are experiencing improvements with hourly wage increases and being placed in jobs within 6 months of improving skills through CR CTE.

**ILO #3: Students will develop the awareness and skills need to contribute to local and global communities**.

This ILO is somewhat difficult to obtain data on.

Students strongly agree that their academic experience was excellent, and overall students are very satisfied with learning/instruction/classroom side of CR.

The lowest data from the student exit survey was about CR making students aware of diverse student perspectives.

However the data does show that CR makes a notable commitment to students with disabilities, that faculty are unbiased and fair, and faculty take into account student differences when teaching. Participants wonder: Are there model institutions for commitment to underrepresented populations? How could we learn from other schools?

The CIRP Survey is regarded the most comprehensive source of information on college students. CR will be administering this survey in the fall. We hope this survey, in addition to the survey being written by Student Equity, will bring in better data regarding how CR serves underrepresented student groups.