



SOUTHWESTERN

AN OREGON COMMUNITY COLLEGE

NWCCU 2020 Comprehensive Report *Overview and Preface Exhibits*



e **APP 6045**

TUITION AND FEES

It is the Administrative policy of the Southwestern Oregon Community College District that tuition shall be assessed for each credit hour of enrollment in credit courses. It is also the Administrative procedure that fees will be assessed for programs and services provided by the College. The tuition and fees are included in the schedule that follows.

Tuition and fees shall be adjusted annually for inflation by the Higher Education Price Index (HEPI) or the U.S. Department of Labor Consumer Price Index (CPI) rounded to the nearest dollar. The administration will review the actual cost of programs, courses, services, and supplies during the annual budget planning cycle to determine if the automatic inflation adjustment will be sufficient to cover the actual costs or if additional adjustments will be necessary.

If necessary, fees may also be adjusted at any time to reflect the actual cost of supplies and parts used by the student to produce or repair a project which the student owns or will have possession of when the course is completed, or for classes, activities or services for which a fee is charged by the College.

A copy of the revised tuition and fee schedule will be forwarded to the Board of Education for review during the regularly scheduled Board of Education meeting. The College administration will notify the Board of Education of any adjustments to tuition and fees above the annual inflationary index. An inflation adjustment to tuition and fees does not prevent the Board of Education from considering and approving other changes to tuition and the fee schedule.

Revised:

Policy #7.004 May 15, 1989

Revised: April 16, 1990

Revised: April 19, 1993

Changed to Administrative Policy: January 22, 1996

Revised: September 28, 1998

Reviewed: October 28, 2014 (Formerly Admin. Policy 9.014)

Revised: February 6, 2018

Revised: February 6, 2019 (combined with APP 6045A, APP 8061 and APP 8061A into one APP)

Fee Title/Description	FEES
Tuition:	
Per Credit US Residents	\$96
Per Credit International	\$288
Per Credit Incidental Fee	\$32
Per Course Registration Fee	\$33
Distance Education Per Course Surcharge	\$37
Self –Support Courses	At Cost
Program or Course Associated/Required Fees	At Cost
Transitional Education (per term/unlimited courses) (Curry)	\$50
Transitional Education (per term/unlimited courses) (Coos)	\$57
Music Individual Lessons (1 credit)	\$150
Music Individual Lessons (2 credits)	\$300
Dental Assistant Program Per Course (DEN101,DEN105,DEN109,DEN113)	\$150
Medical Assistant - Clinical Procedures I (AH131)	\$50
Medical Assistant - Clinical Procedures II (AH132)	\$50
Nursing Application	\$50
Nursing Program Fee First Year	\$3,325
Nursing Program Fee Second Year	\$3,075
EMT Basic Fee Per Course (EMT151, EMT152)	\$225
EMT 161/162 Per Course	\$350
Paramedic Fee Per Course (EMT296, EMT297, EMT298, EMT280F)	\$500
Student Housing Deposit	\$250
Accuplacer Test/Retest	\$18
Challenge Fee (per credit)	1/2 tuition
Meyer Briggs Test Fee	\$20
Strong Interest Inventory Fee	\$20
Other Test Proctored	\$20
Catalog (mailed request)	\$6
Catalog (Bookstore purchase)	\$4
Duplicate Diploma	\$15
NSF Fees	\$25
Transcript Fee (after 7 per academic year)	\$10
First-Time/One-Time Registration Fee	\$40
Late Registration (after last day to withdraw w/o grade)	\$150
Late Registration (after the end of the term)	\$250
Payment Plan Set-Up Fee	\$32
OCCI Payment Plan Set-Up Fee (10-month)	\$96
OCCI – Culinary Programs per credit Fee	\$90
OCCI – Baking Programs per credit Fee	\$85
OCCI – Externship Program Fee (CRT280C1: 6 credits)	\$3,375
OCCI – Externship Program Fee (CRT280C2: 12 credits)	\$6,750
Recreation Center – Community Member – Monthly	\$44
Recreation Center – Community Member – Quarterly	\$110
Recreation Center – Community Member – Annually	\$360
Recreation Center – Military (Active/Retired) – Monthly	\$34
Recreation Center – Military (Active/Retired) – Quarterly	\$95
Recreation Center – Seniors (55 and older) – Monthly	\$34
Recreation Center – Seniors (55 and older) – Quarterly	\$95

Adopted by Board of Education:

Policy #7.014(A) June 15, 1987

Revised July 5, 1990

Revised April 29, 1991

Revised April 20, 1992

Revised April 19, 1993

Revised April 18, 1994

Revised December 19, 1994

Revised March 27, 1995

Changed to Administrative Policy January 22, 1996

Revised by Southwestern Administration:

Policy #9028(A) March 16, 1998

Revised January 25, 1999

Revised March 27, 2000

Revised March 19, 2001

Revised January 28, 2002

Revised April 22, 2002

Revised April 28, 2003

Revised April 26, 2004

Revised November 15, 2004

Revised June 22, 2009

Revised April 26, 2010

Revised March 28, 2011

Revised March 26, 2012

Revised March 25, 2013

Revised February 24, 2014

Revised February 23, 2015

Revised February 22, 2016

Revised February 27, 2017

Revised February 26, 2018

Revised: April 22, 2019

Revised: June 25, 2019

TERM CREDIT HOUR TUITION SCHEDULE

Effective Summer Term 2019

	Tuition Per Credit Hour United States Residents	Tuition Per Credit Hour International Students
09/10	\$69	\$207
10/11	\$73	\$219
11/12	\$79	\$237
12/13	\$82	\$246
13/14	\$85	\$255
14/15	\$87	\$261
15/16	\$89	\$267
16/17	\$91	\$273
17/18	\$92	\$276
18/19	\$94	\$282
19/20	\$96	\$288

Approved by Board of Education Action:

7.004 A April 27, 1987
Revised: March 21, 1988
Revised: May 15, 1989
Revised: April 16, 1990
Revised: March 18, 1991
Revised: March 16, 1992
Revised: February 22, 1993
Revised: April 19, 1993
Revised: May 24, 1993
Revised: March 27, 1995
Revised: March 25, 1996
Revised: April 22, 1996
Revised: May 5, 1997
Revised: March 16, 1998
Revised: January 25, 1999
Revised: January 24, 2000
Revised: December 18, 2000

Revised: November 26, 2001
Revised: April 22, 2002
Revised: September 4, 2002
Revised: April 28, 2003
Revised: January 23, 2006
Revised: February 23, 2009
Revised: April 26, 2010
Revised: March 28, 2011
Revised: March 26, 2012
Revised: June 24, 2013
Revised: February 24, 2014
Reviewed October 28, 2014 (Formerly Admin. Policy 9.014A)
Revised: March 23, 2015
Revised: March 28, 2016
Revised: February 27, 2017
Revised: February 26, 2018
Revised: April 22, 2019
Revised: June 25, 2019

BOARD POLICY

Southwestern Oregon Community College

BP: 6045

TUITION AND FEES

The Board of Education shall establish tuition rates and fees. The President or his/her designee shall submit recommended rates and fees to meet the budget calendar.

The President will develop Administrative Policies and Procedures, as necessary, to implement this policy including provisions for tuition waivers, deferred tuition fee payment, and refunds.

END OF POLICY

Legal Reference(s):

ORS 341.290 (7) and (8)

OAR 589-002-0200

Administrative Policies and Procedures:

6045

BOARD POLICY

Southwestern Oregon Community College

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ORS 341.290 (7) and (8)

OAR 589-002-0200

Administrative Policies and Procedures:

6045



CELEBRATING STUDENTS' SUCCESS

Southwestern Oregon Community College



'I COME FROM HUMBLE ROOTS'

2019 Distinguished Alumnus LaMont Swinson found his way to Southwestern from small-town Alaska playing basketball. On the court, Swinson could change his environment. It was the one place he could beat the odds.

"I have so much love for this college. I spent a lot of time here back in my college days, and honestly probably just as much time now volunteering as a coach, serving on the alumni board and playing basketball.

"Southwestern was just what I needed when I was 19, to help set the path for me to reach success personally and professionally.

"I come from humble roots. The parents I lived with didn't have a drive to improve themselves. Instead, they became substance abusers. As a child, I was labeled a certain way off of the decisions my parents made. That is what drove me to become the person I am today, wanting different, wanting to be better."

"Southwestern was the first positive change in my life. I am forever grateful for the encouragement this college family provided me."

LaMont returned to Coos Bay several years after graduating. Now an assistant vice president at First Community Credit Union, he spends time teaching students about credit and managing their money, and meets often with first-generation college students.



‘WE ARE ALL CAPABLE OF EXTRAORDINARY CHANGE’

In her mid-20s, Crystal (Gray) Wink found herself on a 21-mile walk home from a police station. She realized she had hit rock bottom and needed to make a change.

No one believed in her except her mom, who mercifully took her in. Crystal started recovery and eventually began to work and gain confidence. Still, she longed for something more fulfilling in her life.

“When I entered the GED Program in 2014, I had little confidence in my capacity to perform as a student. However, staff members within the program soon helped me to see the potential that I had all along.

“They also encouraged me to further my education, become involved in school and community activities, and explore potential career paths. Their support never wavered.”

Crystal began volunteering. She did an internship in psychology around helping people overcoming mental illness to find jobs. She tutored other GED students. In 2017, Crystal graduated with not one, but three associate’s degrees. Today she’s starting a family and attends Portland State University.

“My hope is that by sharing my journey, I will inspire others and help them understand how we are all capable of extraordinary change no matter what obstacle might stand before us.”



‘EVEN IF YOU THINK YOU CAN’T DO IT – TRY’

It’s not easy for veterans to come back to regular life at home.

When Eric Gleason left the U.S. Navy in 2007, he went to work in a casino. Then he worked as a welder until he hurt his shoulder. Unable to work, he became very depressed. His wife (then girlfriend) told him to go to school.

“I really struggled in high school,” Eric said. “I had the mindset that college wasn’t something I could do.”

Eric sat down with Shana Brazil in Southwestern’s veterans service office. She pushed him to use his college benefit, and since he is a combat veteran, the college awarded him a two-year tuition waiver.

“Eric is one of my vets. I will always hold dear,” Shana said.

That was in 2009. Eric took classes at night and most online. It gave him time to be with his baby daughter.

“I realized I was actually pretty good at school,” Eric said.

Today – Eric has a doctoral degree. He works at Coos Health & Wellness helping individuals with mental illness. Shana saw promise in Eric no one else had seen and Southwestern provided him with the foundation to build a future.



‘PURSUING EDUCATION HAD A RIPPLE EFFECT FOR MY FAMILY’

Maria Arellano had a good year in 2019. She traveled to Turkey through Southwestern’s Study Abroad program. The Alumni Association honored her for her path to success, and she walked beside her stepfather in Southwestern’s commencement ceremony.

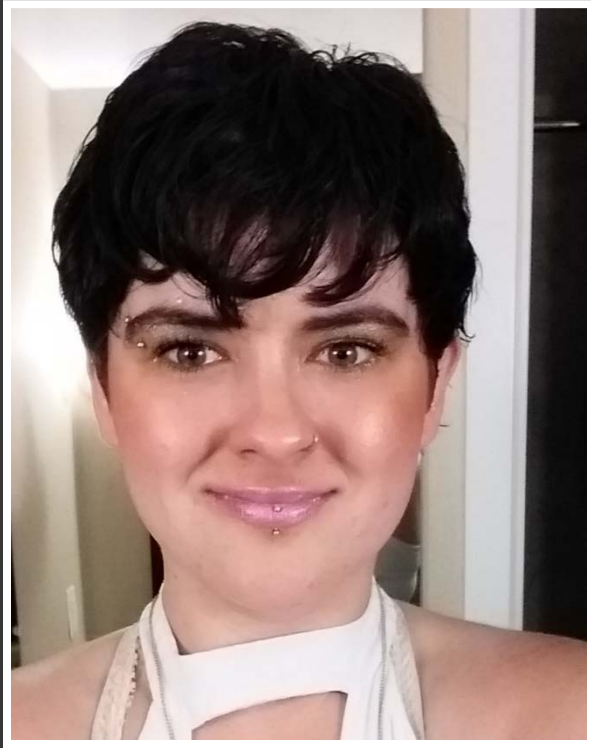
Maria’s journey through school started as a 6-year-old learning to speak English. When she was a teenager, she helped raise her younger brothers while her mother traveled to Mexico to complete her U.S. Citizenship work.

She set her mind on being a doctor after seeing her brother battle diabetes. As a first-generation college student, Maria excelled. She was accepted in the honor program. The Southwestern Foundation awarded her scholarships, and the college provided her with an academic excellence tuition waiver.

“Pursuing an education has had a ‘ripple effect’ for my family—my brother was recently accepted into Southwestern’s nursing program and will begin nursing school next fall. And my mother now aspires to possibly attend culinary school.

“I am proud to have begun that journey right here at Southwestern.”

Today, Maria is at Oregon State University, pursuing a bachelor’s degree in BioHealth Sciences, before applying to medical school.



“It is my ultimate goal to work as a traveling nurse all over the United States, and potentially all over the world. I am always looking for opportunities to explore new places, try new things, experience other cultures, learn new languages, and help as many people as I can along the way. I feel that by using my nursing degree to travel to many places and be as helpful as I can be, I can give back not only to my community, but to the world.”

Jaden Justice, Hedian Swanson Nursing Scholarship to Promote Respect for Cultural Diversity in Health Care.



“The best gift that you can bestow on someone is the gift of education. That is what you have given me. As a single dad of three struggling to get through school, I cannot begin to tell you how much I appreciate your generosity. It feels good getting a degree and working towards a promising career.”

Jacob Burch, Southwestern Foundation Scholarship recipient. Jacob graduated in 2018 with a certificate in welding.



“I decided to pursue my career as a registered nurse. The biggest reason of all is to show my two sons that even when life hits you and doesn’t seem to be any worse, you can always make a choice on how you respond. And I choose to do better and to help not only me but them and anyone else I can along the way.”

Stephanie Higgins, Sheryl Rosenbaum Scholarship Recipient. Stephanie also taught Medical Assisting part-time at Southwestern and has been an inspiration to her students.



SOUTHWESTERN

AN OREGON COMMUNITY COLLEGE

VISION STATEMENT

Southwestern leads and inspires lifelong learning.

MISSION STATEMENT

Southwestern Oregon Community College supports student achievement by providing access to lifelong learning and community engagement in a sustainable manner.

CORE THEMES AND OBJECTIVES

Learning and Achievement

1. Students demonstrate progress
2. Students complete certificates, degrees, and transfer
3. Students demonstrate that they have met learning outcomes

Access

1. Students access varied learning opportunities
2. Students access services that support learning
3. Students access relevant curricula that support lifelong learning and achievement

Community Engagement

1. Southwestern serves our communities by providing quality training and business development to address the changing community workforce needs
2. Southwestern provides our community members access to a wide range of quality, lifelong learning activities
3. Our community members participate and contribute to the College

Sustainability

1. Southwestern provides responsible fiscal management
2. Southwestern builds and maintains a sustainable infrastructure of human, technology, and facility resources
3. Southwestern delivers viable quality instruction

MISSION FULFILLMENT

- Mission fulfillment is defined as attaining Core Theme fulfillment for each of the four Core Themes.
- Core Theme fulfillment is defined as attaining 70% of all the Core Theme's data indicators within the achieved or minimally achieved range.
- The minimum threshold of Mission fulfillment is defined as attaining 70% or better of all indicators within the achieved or minimally achieved range.

CORE VALUES

Community - Build collegiality by providing a welcoming and supportive atmosphere with respect for diversity.

Learning - Filter every decision, activity, and function through the lens of learning.

Innovation - Empower creative, progressive thinking that results in a sustainable, positive change.

Professionalism - Present ourselves with honesty and integrity working together to achieve our goals.

Stewardship - Sustainably manage our environment and fiscal resources to support our staff, students, and community.

Adopted by the Board of Education November 19, 2012 and revised February 17, 2016.

Southwestern Oregon Community College is an equal opportunity educator and employer.

Application: Southwestern Oregon Community College

Ali Mageehon - ali.mageehon@socc.edu

2021 Aspen Prize

Summary

ID: 0000000038

Status: Submitted

Last submitted: Dec 5 2019 04:54 PM (PST)



Agreements & Reference Document

Completed - Oct 28 2019

[Click here to download](#) a .docx version of the application narrative questions. Please note this document is for reference and drafting purposes only. All applications must be submitted through this online portal.

Agreements

Only fully accredited, Title IV-participating institutions are eligible for the Aspen Prize. Accredited institutions not in good standing will be reviewed for eligibility on a case-by-case basis.

Responses Selected:

I agree to make the Aspen Institute aware if my institution is not in good standing with my regional accreditor.

The Aspen Institute reserves the right to share select information submitted in this application—including student outcomes and examples of institutional practices—as part of our commitment to learn from the Prize and share insights with the field.

Responses Selected:

I agree to allow the Aspen Institute to use the information and data submitted with this application for research and knowledge dissemination.



National Student Clearinghouse Authorization Form

Completed - Oct 31 2019

National Student Clearinghouse Authorization

By Tuesday, November 5, 2019, complete and submit within the online portal the National Student Clearinghouse (NSC) Authorization Form, allowing Aspen to collect transfer and completion outcome data from NSC on the institution's behalf.

Aspen will work with the National Student Clearinghouse to collect transfer metrics for eligible institutions. If you submit data to NSC and have done so since 2010, please sign this authorization. If this is not applicable to your institution, please check the appropriate option below.

Aspen Prize Authorization Form

The undersigned, as an authorized representative of this institution (“Institution”), authorizes and instructs the National Student Clearinghouse (“Clearinghouse”) to use the Institution’s data already provided to the Clearinghouse under the School Participation Agreement existing between them to prepare a study for the Aspen Prize competition.

The Clearinghouse will compare three cohorts of students who previously enrolled at the Institution with its nationwide postsecondary student database to determine the subsequent enrollment and academic achievements of those individuals. The Clearinghouse will use this information to prepare Institution level totals for first-time students with transfer-out and graduation rates.

The Institution authorizes the Clearinghouse to send the resulting aggregate level report to the Aspen College Excellence Program (“Aspen”), who will then use it among other criteria for determining the Aspen Prize top ten, winner and finalists-with-distinction. Data included in the report will include the number and percentage of students who completed a degree at the Institution, transferred to a four-year institution, and completed at a four-year institution. For each cohort, the Clearinghouse will provide Aspen with two-year outcomes, three-year outcomes, and six-year outcomes as available from the already submitted data.

Clearinghouse acknowledges that it shall comply with the Family Educational Rights and Privacy Act (“FERPA”), as amended, to the extent that FERPA applies to this authorization to prepare a study for Aspen. It also acknowledges and promises that it shall inform Aspen in writing of its obligation to comply with FERPA, to the extent that the Act applies to the report (and data contained therein) delivered to Aspen from Clearinghouse.


The Institution acknowledges that the Clearinghouse will not be responsible for the accuracy of the information provided to it by the Institution. There will be no charge to the Institution for this study.

This Authorization Form shall remain effective for the duration of the study, unless terminated earlier by either Party by providing fourteen (14) days written notice to the other Party.

As an authorized representative of my institution, I authorize and instruct the National Student Clearinghouse to use the Institution’s data already provided to the Clearinghouse under the School Participation Agreement existing between us to prepare a study for the Aspen Prize completion as described in the above terms.

I agree

Full Name:	Robin Bunnell
Title:	Institutional Researcher
Date (MM/DD/YYYY)	10/31/2019
OPEID	00322000


Application Cover Sheet
 Completed - Dec 5 2019

Narrative Cover Sheet

NAME OF INSTITUTION:

Southwestern Oregon Community College

SERVICE AREA

Describe the institution's defined service area (e.g., county, city, etc.), if applicable.	Coos, Curry, Western Douglas
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INSTITUTION DETAILS

Address	1988 Newmark Avenue
City	Coos Bay
State	Oregon
Zip	97420
Website	https://www.socc.edu/

POINT OF CONTACT

Institutional point of contact for Aspen to maintain correspondence with throughout the Prize cycle.

First Name	Ali
Last Name	Mageehon
Title	Vice President of Instruction
Telephone	541-888-7417
Email	ali.mageehon@socc.edu

PRESIDENT DETAILS

President's Name (Prefix First Last)	Patty Scott, Ed.D.
President's Email	pscott@socc.edu
# of Years Current President Has Held the Position	11 Years
Assistant Name (Prefix First Last)	Dina Laskey
Assistant's Email	dina.laskey@socc.edu
Assistant's Phone	541-888-7400



Narrative Section 1: Executive Summary

Completed - Dec 5 2019

Narrative Section 1: Executive Summary

Notes to applicants:

- Contributors to this section may wish to cross-reference subsequent sections of the application narrative to assist in the writing of this executive summary.
- The online application form limits entries to the word counts listed for each section.

The executive summary should provide the selection committee with an overview of the institution's most significant current college-wide strategies to achieve high and continuously improving levels of student success and equity. The summary should provide

the “big picture” of the college’s student success improvement trajectory and what leaders believe have contributed most significantly to the levels of student success that qualified the institution to apply for the Aspen Prize. In crafting this summary, you may wish to reflect on the following:

1. What are the major college-wide strategies for continuous improvement in student success? Why were those strategies chosen/developed? How were they informed by the college’s contexts, student demographics, observed challenges, and unique mission and goals?
2. Have those student success strategies changed the experience of a student who started at the college this fall as compared to those who started five years ago? If so, how specifically?
3. What specific goals has the college set for improving student success and equity?
 - How are these goals communicated to faculty, staff, students, and the community?
 - How broadly understood and shared are the definition of student success and goals for improvement at the college?

Maximum word count: 750

“I’ve never thought College was something I can do, but I want more for my life.” “I want to go to college to escape the lifestyle I was born into.”

These are our students’ voices. Many want out of poverty – the first in their families to go to college. They want fulfilling jobs. Many want their children, their parents, their partners to see them succeed. Their stories are the meaning behind Southwestern Oregon Community College’s year-over-year gains in students completing, graduating and transferring.

Our district spans Coos, Curry and western Douglas counties. With a population of 95,000, this super-rural region has spiraled in financial recession since the 1980s. Foremost, our students battle poverty.

- 91% receive financial aid (IPEDS 2017 first-time full-time);
- 89% qualify for overall aid (IPEDS);
- 20% of families live in poverty.

Still, our students succeed.

- 65% (2016 FTFT cohort) graduate or transfer within three years, highest among Oregon colleges;
- 64% of Latinx/Hispanic transfer students complete a bachelor’s within six years;
- We have a 2.0 social mobility rate, highest among Oregon CCs/4th combined with 4-year colleges

“I had the mindset college wasn’t something I could do,” Eric said.

Eric struggled through high school, and joined the U.S. Navy. In 2007 he came home, worked a casino job and then as a welder until he hurt his shoulder. Concerned about depression, his girlfriend badgered him to go to college. Eric found Shana Brazil, Southwestern’s Veterans Service advocate. She encouraged him to use his college benefit and he found new meaning in life through Southwestern.

Our touchstones for success come from meeting students such as Eric where they are. Staff understands the challenges students face, because many traveled this road themselves. We leverage their knowledge, and strong academic and financial support systems to reduce barriers, and help students develop clear career pathways.

Southwestern accomplishes its “support student achievement” mission in three ways: 1) unwavering focus on access, 2) commitment to data-driven improvement, and 3) consistent leadership with a clear “why we need to do this.”

Students like Eric are why. “I reluctantly went back to school and realized I was pretty good.” He attended part-time so he could spend days with his baby. Since he was a combat vet, Southwestern gave him a two-year tuition waiver and work-study through the Veterans Office. He gained confidence and after graduating with a two-year degree, connected with Southwestern’s University Center, enrolling online in Oregon State University.

In 2004, Southwestern knew it had to begin a Student Success journey. We had a dismal 41% graduation/transfer rate. CCSSE showed students wanted more faculty time and supports. We created a retention committee. With presidential buy-in and \$35,000 committed, effort spread.

Our now-President led the committee as faculty (hired in 1993 as TRIO SSS), served as Faculty Senate chair, and continues her Student Success mantra today. Our elected board and staff share her commitment. Our community does, too, evidenced by a recent \$19 million campaign to construct a science, nursing/EMT program building. Donors stepped forward, lifting the burden off students and taxpayers.

Rural colleges face significant challenges with a two-decade decline in K-12 enrollment. Southwestern led Oregon’s colleges in building housing in 1997. We started a culinary institute in 1999 (63% graduation rate 2010-18) and grew a strong athletics program (73% graduation/transfer rate). Our two-pronged

enrollment strategy focuses on Western states recruitment to increase student diversity; and strategic high school partnerships, so students can access free dual-credits to complete transfer courses. We provide support for our most rural population through online and on-site education, with a Curry County presence since 1975 and satellite campus in 2012.

In 2016, Southwestern became an Achieving The Dream Leader and leader in Guided Pathways. We integrated EMSI's labor market interface into our website, so students can access information linked to career pathways.

Staff engage in high-impact practices to support success. All students attend orientation and actively use supports, including Tutoring, Veterans Center, Accessibility Services, One-Stop Enrollment and Advising. Faculty flip classrooms and inspire learning through research and service-learning projects. For students who struggle most, we run a 24-hour food pantry.

There is no better way to understand the college's impact than to look at Eric's story. Today – Eric has his doctoral degree. He works at Coos Health & Wellness helping individuals with mental illness. His story is one of many that illustrate student success. Shana saw promise in Eric no one else had seen and Southwestern provided him with the foundation to build a future for himself. This is Southwestern's story.



Narrative Section 2: Completion Outcomes

Completed - Dec 5 2019

Narrative Section 2: Completion Outcomes

Notes to applicants:

- If helpful, you may include visual representations of the college's programs of study, advising structure, or student onboarding processes to support the narrative responses below.
- The online application form limits entries to the word counts listed for each section.

1. Describe how the college advises students. In your response, address the following:

- How does advising help to ensure college-wide success in student completion?
- What strategies exist within advising for connecting students to the college in the first semester,

including helping students select programs of study, and connecting them to supports and resources at the institution.

- Describe any significant improvements to advising made in recent years or planned for the coming 1-2 years, but note specifically what is current versus planned practice.

Maximum word count: 1000

“I came to Southwestern in 2016 with a shred of hope that I could be successful, but I was filled with self-doubt and uncertainty from the numerous years of abuse I inflicted upon myself.”

These were the words our 2018 student speaker Francesca Jacquez, sharing her story of success.

“I stand before you as a student, a recipient of foundation scholarships and tomorrow, I will be a graduate. However, the path of success has not always been my story. I am also a high school dropout, a previous drug user and a felon.”

Because of Southwestern’s long-term commitment to comprehensive advising and support, we are able to connect with students like Francesca to help them become involved in campus community and find the inspiration to set goals and succeed. We strive always to cultivate a student-centered learning environment, and have long reinforced that strong advising is vital. Southwestern has made advising mandatory for 40 years, ensuring students are on a path to completion, transfer or move directly into local jobs.

There have been multiple iterations of student success efforts, but one factor is constant: Our faculty have served as one-on-one advisers since the 1980s. We know this long-standing commitment to intensive advising adapted specifically to individuals has a positive, measurable impact on student success.

In 2000, counseling faculty started coordinating student success work, including orientation, high school registration and college success HD100 classes. In 2005, we shifted from assigning advisers to students in week eight, to requiring students meet with assigned advisers before they started their first class. Since 2007, the majority of our instructors have committed time to helping students succeed through advising and mentorship.

Through all of these efforts, students have always followed a written educational plan. Academic maps have evolved, but they have always been in our catalog. We were one of the first colleges in Oregon to engage in career pathways work and part of this involved changing the orientation of our catalog from vertical to horizontal, so maps were easy to read and showed a visual path.

Our advisers have focused on helping students stay on a degree path, as well as identifying a career

interest area. Beginning in the 1990s, we installed a computer program Career Information System (CIS) to help students explore majors and careers. Undecided students met with a counselor to explore job areas through interest inventories, using CIS tools. From there, the counselor helped students identify classes and internship opportunities. We have constantly adapted college success courses since 1993. HD102 has always had a strong advising component to help students stay on track to completion, employment or transfer. Faculty have been engaged from being actively involved in student housing and tutoring, to participating in Welcome Week activities to get to know their students before the term starts. We also value the role of students mentoring students. This process starts at recruitment: our student ambassadors give campus tours, make phone calls to prospective students, and help students with applying, the FAFSA, etc.

We based our most recent advising design on research from the Community College Research Center (Karp 2011), requiring that advising outcomes promote completion. These outcomes revolve around four functions:

- help students create campus relationships;
- help students clarify educational aspirations;
- reinforce students' commitment to reaching goals; and
- help students develop college know-how and plans that make college life feasible for their individual situations.

For Francesca, her adviser was there every step. As Francesca transitioned to a faculty adviser, her first still checked in and suggested ways to be more involved. Francesca took it to heart. She became a student ambassador and learned the power of sharing experiences. She led workshops to help students apply for financial aid and scholarships. She also tutored. "Our success is dependent in our ability to believe in ourselves," she said. "Upon reflection, the position allowed me to step into a role that gave me purpose."

Southwestern is again improving our advising model. When students apply, they now identify a meta-major, then schedule an intake appointment with a professional adviser assigned to that meta-major. Advisers and students review multiple measures placement information, confirm educational goals, and identify resources a student may need. If students are undecided, the adviser takes them through an EMSI interest inventory. Career Technical Education students will join with a program adviser within their field. Lower Division Transfer students meet consistently with a professional adviser within the Student Success Center their first year. During this year, advisers work with students to navigate the college environment and connect to the campus community.

The college offers a week of welcome activities, so students feel included from their first day. Advisers participate with their students. Each adviser has a specific concentration and curriculum expertise area. They suggest courses and activities that will help a student determine their academic and career path.

Consequently, advisers get to know their students and can connect them to clubs and events they are interested in, and the resources they need to be successful. Adviser clearance is required every term before students enroll. Once students develop college going know-how, they are better able to benefit from a relationship with faculty. During the second year, each student gets a faculty mentor in their pathway to help them explore transfer colleges or direct job opportunities.

In our work to identify and close equity gaps, we dis-aggregated outcomes in defined student sub-groups and realized part-time students complete and transfer at significantly lower rates than full-time students. Under our Title III grant, we hired an adviser in 2015 who focuses specifically on part-time students, providing resources and support via Skype, phone and in-person advising. We also provide an online college success course with content specific to helping part-time students succeed. Similarly, distance education staff inventoried all online supports, as we know many of our part-time students are primarily taking courses via distance. The inventory provides a baseline of information regarding where we have support gaps, and the work to minimize those gaps is ongoing.

2. Summarize the most important specific efforts, innovations, interventions, or strategies that have uniquely contributed to high and continuously improving completion rates college-wide. Be specific regarding the current status and scale of implementation of each strategy.

Maximum word count: 500

Southwestern joined Achieving The Dream at the time our state was coming out of the Great Recession. Communities here were not recovering quickly, and Oregon had slashed community college funding from 51% to 23%. Colleges raised tuition. Alarmed, faculty embraced the early initiative with ATD. The committee created a data team, and looked deeper into the data, with a student-focused methodology. They methodically developed systems, including intensive advising, to help student subgroups progress and complete.

In 2018, Southwestern joined the Oregon Student Success Center's Guided Pathways initiative. This model led to substantive changes in how we ease students onto a clear career path and keep them on track until they complete a quality credential that leads to transfer or employment. This helps us continually improve student success rates in a methodical, data-driven way, with metrics in program review as Success Indicators to guide strategic planning and budgeting.

Students get quality advising, as noted above. Advisers sit down with every student, every term. Additionally, the college provides ongoing training for professional advisers to replicate best practices. Professional advisers then train faculty advisers, creating a continuous improvement loop. We meet our students where they are, and have extended advising to distance students through phone and video conferencing.

A Title III grant ending this year provided a dedicated adviser for our part-time students, whom we identified as completing at far lower rates than full-time students. Southwestern developed a predictive model of student attrition for full-time cohorts, leading to Laker Connect. This Early Alert system notifies advisers and key staff immediately when students fail to achieve levels commensurate with passing course work. A Retention Action Team connects them with specialized support.

Through the newest phase to refine academic advising, professional advisers and faculty better understand and are clarifying their roles. Previously, we set assignments based on workload, rather than the interest area of the student. Consequently, the quality of students' advising experiences varied widely. Students indicated a 51% satisfaction rating related to ongoing feedback about their progress toward their academic goals, and 68% or less were satisfied with advising services based on the Student Satisfaction Inventory (SSI - Spring 2018).

As we embrace and implement these well-designed Guided Pathways, it's helped us envision new ways to advise. We can specialize, assigning professional advisers to one of the six pathways as a concentration area. They help students develop college going know-how and habits to become better learners. Faculty take on mentorship roles to help students review transfer options and job opportunities. In spring 2021, we hope to see SSI satisfaction increase by 5% based on this refined advising.

We recently instituted a year-round schedule. The college previously scheduled classes term-by-term, leaving students and advisers in the dark about offerings until enrollment opened. Now the college schedules when and where courses are available for the entire year – prior to the start of fall term. Students now can see the full-year schedule, while designing their educational plan. It's also vital to part-time and working students.

3. Describe any work the college has done to provide students with clear pathways to degrees and credentials (i.e., development of meta-majors, creating course sequence guides/course outlines, etc.).

Maximum word count: 300

We have had maps in place since early 2000. Most recently, as part of Guided Pathways, we refined academic maps that direct a sequence of courses required for students to meet milestones to complete a transfer or specific degrees in two years. We have also identified six meta-majors: Advanced Technologies, Arts & Humanities, Business & Culinary, Health & Public Safety, Social Sciences & Education, and STEM.

Maps within the meta-majors identify institutional and program requirements with program-specific course choices and preferred electives that faculty have carefully vetted. The maps include program outcomes and term-by-term schedules for timely completion leading to transfer or graduation for both full-time and part-time students. We are also developing maps that show a path from dual credit in high school, through college to career.

Southwestern designs every program to guide students to enter employment and further education in fields needed in our college service area. The college's website provides easily accessible, detailed information on employment and further education opportunities targeted by each program. Students know which courses they should take and in what sequence. We clearly identify courses critical for success in each program and other key progress milestones. All of this information is easily accessible on the college's website.

For the undecided-major students, we have created suggested first-year maps allowing students to explore curriculum within chosen meta-majors. For instance, for the first term, undecided students will take a course in writing, math, student success, and health education, plus an exploration course in arts and letters, social science, or science. This suggested schedule gets students on a solid path while still directing them in a meaningful direction.

We have identified gateway courses in programs and degrees and are establishing student support to assist struggling students for success in their academic goals.

4. Explain how data are used to assess student success challenges, monitor/refine reforms, and support continuous improvement in completion outcomes. If possible, provide 1-2 specific examples of how data are routinely used, by whom and in what contexts, to set goals and monitor outcomes in student success.

Maximum word count: 300

As part of Southwestern's program review process, we review data annually so we can adjust projects and develop new projects where we see achievement gaps. This means Southwestern continually assesses students' success and refines projects to support improvement in completion outcomes. For example, Southwestern had 549 credential-seeking students in the two-year 2015-17 cohort of first-time college students. Of those students, 59.6% (327 students) needed developmental math. Of this group, 62.4% (204 students) took "college ready" math with 26.3% (86 students) successfully completing. Through assessment data, the math department noted a dramatic drop in developmental math course rates between 2016 and 2017. The pass rate in 2016 was an impressive 68%; whereas, the rate dropped to an alarming 51% in 2017.

We reviewed full-time math faculty course syllabi for 2016 and 2018, finding a probable cause for the drop. In 2016, the department syllabi showed that in developmental math courses, tests only counted as little as 40% of students' grades, with heavy emphasis on homework, clocked time on ALEKS, the number of weekly topics completed, and weekly meetings with the instructor. Students could fail all tests, yet still pass their developmental math class.

As a result of the review, the department decided in 2017 to increase the weight of tests and quizzes. Most math developmental education courses now have mid-terms and finals that count 75-80% of the grade, and quizzes count 10-15% of the grade. Although the success rate has dropped with increased testing emphasis, students who complete developmental math are better prepared for college-level math. Data shows the pass rate for math college-level classes in 2016 was at 70.2% . In 2017, the rate dropped only 2% to 68.2%. However, the pass rate for the gateway MTH 111 in 2016 was 57.9% while in 2017, the rate increased to 61.4%.



Narrative Section 3: Transfer Outcomes

Completed - Dec 5 2019

Narrative Section 3: Transfer Outcomes

Note: The online application form limits entries to the word counts listed for each section.

1. Describe any specific strategies and processes used to support the success of students who intend to earn a bachelor's degree, including through transfer to a four-year institution.

Maximum word count: 300

Students have had local access for more than 20 years to complete a four-year degree from Oregon universities. Our most effective tool is our University Center, assisting current students to link to advanced degrees throughout Oregon. Southwestern has also strategically built a support system, from assigning advisers to be resources for specific university transfer maps to developing a transfer success course (HD215). And, the Oregon Associate of Arts degree allows students to transfer in junior status. Due to our region's isolation, students come to us for university transfer advising, navigating the admissions process, and guidance with financial aid/scholarships. They can access dual-enrollment with Oregon's major universities, including Oregon Health Sciences University (for students on an RN to BSN path). With these close partnerships, we even confer bachelor's degrees on behalf of universities at our graduation.

We organize many activities that support transfer, including Oregon Transfer Days and student trips to universities. University representatives come to our campuses to meet students, advise, enroll, and help support transfers.

Also, our adviser – a University Center graduate – understands the fears many students face with online learning. She guides them in developing skills for effective time management and independent learning. For place-bound students, the center provides computers and printing, and our testing center provides free test proctoring. These students have access to Southwestern's tutoring. Our tutoring center also helps students build foundational skills to be successful when they transfer. Finally, TRIO Support Student Services provides support for first-generation students, taking them on university visits, providing intensive advising, and developing four-year programs of study.

Through Guided Pathways, we have developed 90 maps for the first two years of transfer degrees to Oregon universities. Our focus on equity also means we do our best to ensure students' first two-years of credits are fully transferable.

2. How does the college measure the effectiveness of transfer functions and supports?

Maximum word count: 200

Southwestern gathers data around graduates' success obtaining 4-year degrees. It's fragmented and limited by a small research staff. Further complicating the task, our students often take breaks before continuing studies, and have not one, but many transfer destinations – seven public universities, private universities, and online and out-of-state options. This prompts us to look to many sources to create a picture of graduate success.

Our University Center compiles information on transfer advising and student contacts. Center Staff tracks campus events, and monitors articulation partnerships. Southwestern also sees annual data on student transfers related to the number of associate of arts and science transfer degrees.

We reach out to partners, including the Higher Education Coordinating Commission (HECC) to provide meaningful information, and review studies. A recent ECONorthwest Southwestern case study analyzed bachelor's degree completion rates from 2007-08 through 2010-11. It showed our American Indian/Alaskan Native and Latinx/Hispanic graduates exceeded completion rate predictions by 6% and 18% respectively. And, 49% of Southwestern's transfer students graduated with a bachelor's degree within six years.

This shows progress that starts to color a partial picture of success, and yet we know to see a full picture, we need access to comparable data from other colleges.

3. Describe how the college engages with the four-year institutions that are the primary transfer destinations. In your summary, you may address:

- How the college selects, establishes, and sustains key four-year partnerships
- How these partners contribute to program and/or course design and delivery (e.g., alignment of curriculum, course selection, advising, etc.)

Maximum word count: 300

Our student success is important, but we can't only focus on success for "our" campuses. With adviser input, students can choose a pathway and know their classes will transfer no matter where they go. Faculty lead this effort, identifying career areas that require at least a Bachelor's Degree and actively engaging in developing university articulation agreements. Faculty start by analyzing a combination of labor market need, industry interest, and faculty expertise. Our Forestry program is a primary example. Industry partners told us they needed Bachelor's prepared individuals for high-skill, high-tech positions. Southwestern worked closely with Oregon State University's Forestry program to develop a 2+2 program. Faculty also engage with OSU around STEAM programs that have led to undergraduate research opportunities via the NASA Space Grant program, as well as with Portland State University around programs in physics/engineering.

We have a similar program in elementary school education with Southern Oregon University. We expanded this partnership to include Master's level education. This is a significant resource for coastal elementary schools. Our education degree partnership has been in existence for more than 15 years and started as a face-to-face cohort model. The program is now online, but faculty and advising staff at Southwestern are very closely connected to faculty and advising staff at SOU to align outcomes. Southwestern also has a clear path for students from RN to BSN through OHSU. Students are able to complete the first three years nursing at Southwestern and finish the last year via a combination of online instruction and on-site clinicals. They never have to leave the area and ultimately meet employers' needs to hire trained nurses.

Finally, the University Center and advising staff attend program informational sessions, such as Oregon State's STEM Adviser Drive-In to ensure we understand and link our students with these opportunities.

4. Explain specifically how data (e.g., bachelor's degree attainment, transfer-out rate, etc.) are used to improve transfer outcomes. Cite the source of the information, indicate how frequently the information is collected, and describe how and by whom the information is used to ensure students' success in transfer.

Maximum word count: 300

Southwestern is working to develop better information. We want to look at dual-credit students who take the first year or more of transfer credits while still in high school, then transfer, to see how well they complete at universities. We want to ensure these courses are "credit with a purpose" – that they actually transfer and help a student along a path. The state has struggled with this. Our sense is Southwestern does well, as many of our dual credit courses fit on Major Transfer Maps.

Faculty are highly engaged in these Maps, from serving on the statewide transfer workgroup to engaging with map development in elementary education and criminal justice. We also respond to our four-year partner institutions' processes. When Oregon State changed math requirements, we made sure our path to OSU matched. We are making the switch to 8 writing credits over two terms (from 9 credits over three) to ensure students have a more seamless transfer. We make sure transfer course outcomes align with outcomes for partners in articulated degrees. We also verify general education courses transfer.

The University Center uses the annual transfer-out rate reported by the Student Clearing House to plan strategies and identify common transfer partners. In identifying partners, the college is able to determine where to improve our students' experience and ensure they transfer seamlessly to universities.

Southwestern reviews all data on an annual basis, sharing it with faculty during in-service and throughout the year. Together with faculty, our office of instruction uses data to develop and implement strategies into advising.

In the past year, Southwestern also participated in the Ford Family Foundation Research Project: Supporting Transfer Student Success in Oregon. This study confirmed what we knew to be gaps. Now we will work on tools and resources to strengthen our transfer outcomes.

5. How has the college tracked and responded to achievement gaps in transfer outcomes for different groups of students (e.g., gender, race/ethnicity, socioeconomic background, part-time, adult, etc.)? Where relevant, include key metrics around the relative scale and impact of specific interventions or programs designed to eliminate disparities in transfer outcomes.

Maximum word count: 300

Our data shows few equity gaps when it comes to race in this area. We attribute it to the fact that we recruit for athletic teams and the culinary institute out of our area. This creates more diversity, and in turn, Southwestern provides these students with lots of support within the cohort (culinary) and teams (athletics).

Southwestern has looked at data through our work in Achieving the Dream. We have been particularly attentive to achievement gaps in our work for Guided Pathways. Our college is a leader in developing Guided Pathways for Oregon schools, and we know the challenge for rural colleges like ours will be to reduce disparities for non-traditional and part-time students. We also want to look more closely at equity gaps and transfer as it relates to low-income and first-generation, especially for students who do not get additional supports through programs like TRIO.

There are unknowns that may be unique to our college, but also issues that are universal. We want our partner public universities to have a voice in this discussion as we develop strategies. Our goal in the short-term will be to work with the Oregon Higher Education Coordinating Commission, Oregon Community Colleges Association and other key data-sourcing organizations to gather better information, listen and engage with other colleges to understand the scope of the issues we all must address. At that same time, as we are able to gather information more specific to our students, we can develop actions to better serve our unique populations and address issues unique to our campuses.



Narrative Section 4: Labor Market Outcomes

Completed - Dec 5 2019

Narrative Section 4: Labor Market Outcomes

Note: The online application form limits entries to the word counts listed for each section.

1. Please describe the characteristics of the labor market in the college's region (e.g., major industries and employers, recent economic shifts, etc.) that are helpful to contextualize the institution's employment and earnings outcomes.

Maximum word count: 200

Businesses have always had difficulty competing with metropolitan markets for employees. Portland, the nearest major city, is 225 miles away, with winding roads and mountains between these locales. Wages for the region (Per Capita Income: \$26,007) lag behind the Portland-metro area (\$36,492), state (\$30,410), and nation (\$31,177) (U.S. Census).

Our region has struggled since the timber and commercial fishing crashes in the 1990s. Significant recessions further rocked the region in 2000 and 2007, amplified by increasing environmental regulation, production limits and automation. Also, this is a "blue collar" retiree destination, adding additional healthcare demands, creating an urgent need for healthcare workers, as 2/3 of the region's professionals are 55 and older. Approximately 37% of the area's jobs are in healthcare (CEDs). Through 2024, the region is expected to experience 9.5% growth in positions for which only an associate's degree is required.

The service sector has joined healthcare as the major employers. Next to the Pacific Ocean, the region is increasingly drawing tourists to the natural beauty. To this end, the economy is shifting toward entrepreneurship and small business development to support tourism and sustain an improved livelihood for residents, as regional and state pressures limit large-scale economic development opportunities.

2. Please describe how the college supports students as they explore, define, and pursue their career and employment goals. In your summary, you may wish to address:

- Guidance and/or information that students are given in their program selection process
- Opportunities for "professional skill" development (i.e., critical thinking, time management, teamwork, interviewing, workplace communication)
- Any significant or innovative strategies to provide access to work-based or applied learning for students in CTE and non-CTE programs
- Efforts to place students in jobs

Maximum word count: 300

Student Success is at the core of Southwestern's strategic and ongoing planning. The college constantly

adjusts student advising and tools to help students pursue relevant, trending careers and jobs. We are excited to implement EMSI Career Coach, so students can interactively explore their interests and skill affinities to find good career fits. Advisers will access this student-produced information, so together with students they design clear career pathways. They can study real-time labor market information for this region and western states that are home to the majority of our out-of-state students.

Southwestern also built a career-forum component into its student success course required for all first-time, full-time students, in addition to those undecided on a career pathway. The forums designed around meta-majors link students with alumni and local industry partners. Annually, the college partners in a job/career fair with the Coquille Indian Tribe, and TRIO/Outward Bound hosts an event with employers and industry professionals for students interested in and seeking jobs in civil and forest engineering. In science and other transfer programs, faculty are highly engaged with industry partners to bring career advising and conversations, research and mentoring opportunities into the classroom.

Southwestern provides intensive coaching for students flagged through early alerts and in danger of non-completion. We integrate these student into the SNAP 50/50 program. Students in this path work side-by-side with a career coach and have access to coaching through the Department of Human Services' JOBS program.

The college also employs a full-time internship adviser and embeds work-based learning into CTE programs, helping students complete cooperative work experience through internships or practicums. These efforts are especially important when employment sectors are struggling to find qualified workers. Many career and technical students develop professional relationships leading directly to jobs in high-skill healthcare, para-medicine, fire science, forestry, welding and culinary fields.

3. Please describe the college's approach to engaging and partnering with employers. In your summary, you may wish to address:

- How the college prioritizes industry sectors and establishes and sustains key employer partnerships
- How employers contribute to program and/or course design and delivery (e.g., employer feedback on course/program effectiveness, work-based learning opportunities, apprenticeships, etc.)
- Significant other forms of employer support (e.g., heavy equipment donations, shared facilities, grants)
- Any significant or innovative programs that provide non-credit workforce courses or industry-

recognized credentials (i.e., courses and programs leading to licensure, a third-party validated certification, or occupational certificate) and the number of students participating

Maximum word count: 300

Southwestern starts with labor market research. Staff analyzes state forecasts focused on high-priority relationships in sectors with high employment demand. Once we understand industry gaps and trends, we invite professionals to join CTE advisory committees that meet twice or more yearly to discuss needs impacting facilities and equipment, program and course design, as well as course delivery. Our process may not be unique, but the results are impactful because faculty and employers improve programs together.

Recent examples:

- Medical assisting students enter an apprenticeship program developed in partnership with the regional workforce investment board.
- Our criminal justice partners meet monthly and include our faculty.
- Businesses and the college joined to create the forestry/natural resources program and with the foundation fundraised start-up.
- Dentists donated chairs and supplies for the new Dental Assisting program.
- Industry partners donated an ambulance, police car, fire engine and supplies for Fire Science, Paramedicine, and Criminal Justice programs.
- Nearly 30 businesses and organizations throughout the tri-county region host interns in job-experience settings each term.

We've developed solid partnerships with our region's level 3 trauma hospital and four community hospitals. All provide clinical sites and mentors for our first- and second-year nursing students.

Our CTE fields have joined with firefighting agencies, the U.S. Coast Guard, the regional hospital and police services to host annual disaster exercises. Together, we host an emergency services camp for high school students in the three-county region, and our students serve as "sleeper" firefighters in city and rural fire stations throughout the district.

Since 2015, the college, foundation and community members raised \$19 million to replace 55-year-old science, health and nursing labs with a new Health and Science Facility. This is the largest fundraiser in our college's 58-year history, surpassing the previous largest donation of \$1 million. This state-of-the-art facility will open in 2020.

4. Explain how the college uses data to (1) drive strong labor market outcomes for students and (2) ensure alignment with regional labor market needs. Cite the source of the information, indicate how frequently the information is collected, and describe how and by whom the information is used to improve curricula or practice.

Maximum word count: 300

Market needs drive program design. We use multiple data points, including Burning Glass, which provides real-time labor market data. Southwestern is the lead institution for the statewide consortium for Burning Glass. We also make use of continually updated labor market information from the Oregon Labor Market Information System (OLMIS). Most recently, we contracted with EMSI for our website and will cross-reference new program ideas with OLMIS and EMSI to determine labor market viability.

In addition, the college reviews the region's Comprehensive Economic Development Strategy (CEDS) goals 2014-18 and 2019-23. This way we ensure program development and infrastructure investments align with regional goals. An example of our use of labor market data to make program decisions is our dental assisting program. We started the program based on industry need and labor market analysis in 2016. We have had steady enrollment ever since and high rates of placement of graduates in local dental clinics. We have been actively engaged in LMI research and discussion with industry about developing a dental hygiene program.

Southwestern's strategic enrollment process also guides program development. Our strategic enrollment management group meets monthly to review industry trends, program ideas, and enrollment trends. The team investigates suggestions from industry partners, and ultimately the Vice President of Instruction vets each program proposal with a review of labor market information. The vice president also serves on the Southern Oregon Workforce Investment Board (SOWIB) and has regular conversations with the SOWIB Executive Director regarding industry needs, economic development, and potential program development.

The college reviews existing programs on a five-year rotation. Faculty with expertise in specific programs look closely at labor market data. They also look at student success results for their programs on an annual basis and seek feedback from industry-partners during advisory meetings twice a year.

5. How has the college tracked and responded to achievement gaps in employment and earning

outcomes for different groups of students (e.g., gender, race/ethnicity, socioeconomic background, part-time, adult, etc.)? Where relevant, include key metrics around the relative scale and impact of specific interventions or programs designed to eliminate disparities in outcomes.

Maximum word count: 300

We track achievement through the Oregon Employment Department (OED) and Oregon Higher Education Commission (OHEC). Snapshots help in several ways:

- measuring who gets jobs,
- comparing graduate success across gender, race/ethnicity, and
- understanding upward mobility. During five-year program review, this information helps guide program changes and investment, and educational supports.

Our numbers show improvement and equity, starting with an increase overall in completions and transfer rates from 47% in 2008-09 to 65% in 2018-19, with parity among sub-groups.

OED's quarterly reports, on recent graduates who get jobs, show our students (55%) lag behind the state (63%) and regions with stronger economies. However, across gender and race categories, we see equity generally among graduates in gaining jobs and wage gains.

Over the past 20 years, our Student Success model incorporated strong tutoring, second-language and developmental skill supports, and ongoing faculty assessment. We use inclusive early alerts. We adapt reading, writing and math development around students' evolving learning styles. Equally, we focus on creating thriving community, including robust housing and athletic programs. These increase diversity and foster a livelier environment for clubs and activities around the culture of learning.

In 2015-16, OED saw 58% of our students found jobs within two months of graduation. Veterans and students with disabilities mirror this, with Hispanic/Latinx students seeing greater success. (61% Hispanic/Latinx, 58% non-Hispanic, 51% African American/Black, 58% American Indian/Alaskan Native, 57% Asian, 48% Native Hawaiian/Pacific Islander and 58% White)

OHEC provides colleges with data around lowest-income students (families below \$25,000) making it to the middle class, by showing:

- access to college,
- whether our poorest students achieve earning success (> average), and
- whether they achieve mobility, i.e. exceeding their parents' incomes.

Through this, we have learned our college excels in student access. They lag somewhat in annual income success, but are outpacing their parents' household incomes.



Narrative Section 5: Learning Outcomes

Completed - Dec 5 2019

Narrative Section 5: Learning Outcomes

Note: The online application form limits entries to the word counts listed for each section.

1. Provide an overview of how the college defines and measures excellence in teaching and learning.

Maximum word count: 200

The college defines excellence in teaching from the standpoint of the learner – learning that meets students where they are, actively engages, and provides support. Staff recently read *Becoming a Student-Ready College* (Brown et al.). We are using this lens to help staff understand they are all educators and all in a position to influence student success.

Excellence is our physics instructor and students gaining statewide attention for launching weather balloons through a NASA project and becoming finalists in the InventOR competition. Faculty embrace hybrid teaching, synchronous courses via Zoom to both campuses, international study and undergraduate research. Faculty ask students to solve real-world problems: our fire science instructor teaches safety through a Southwestern is Burning exercise, requiring students to problem-solve within context of their own institution. Similarly, paramedic students race practicing skill sets (blood pressure checks, etc.) on staff and students stationed throughout campus.

Southwestern recently started work on practices to enhance online education. We implemented a policy in 2019, ensuring all students have access to a high-quality distance education experience that includes regular faculty engagement. We are developing an online course template for consistency in course design. Faculty are also piloting an evaluation process specific to online courses.

2. Describe the most significant needs for improvement in student learning at the college. You may wish

to address:

- How does the college identify needs for improvement in learning outcomes (e.g., through program review, standardized learning assessments, or other processes)?
- Are the most significant needs for improvement at the course/program levels or college-wide?
- How does the college assess whether curriculum and learning outcomes are aligned to transfer/workforce requirements?

Maximum word count: 1000

Southwestern's most significant need is identifying gaps in student learning. This is a universal truth. Community colleges struggle as a whole with how we know whether students are meeting outcomes. How do we prove that when a student walks across the stage at graduation with a diploma or certificate in hand, they meet the outcomes we said they would? This is where Southwestern needs and will work to improve its data.

Faculty has spent a lot of time over the past six years on development education redesign. We have made significant progress and the data proves it. As a result, we have not spent a lot of time looking at success rates in gateway courses, nor have we spent significant time on our assessing general student learning outcomes. Southwestern is in the process of identifying gateway courses in each of our pathways and reviewing data to determine where student success gaps are. The long-term goal is to engage in cross-discipline assessment efforts.

Southwestern has also worked on refining the program course outcome assessment process. Faculty evaluate all program course outcomes each year, using rubrics to assess student learning. We review state-level data for programs in CTE that are Perkins eligible each year and know that there are equity gaps based on gender in some of our CTE programs. For example, the majority of our nursing students are female - we recognize this is a gap in gender equity, especially as we have equity gaps in completion for white males - and nursing is the highest paid field for entry-level wage for all of our programs. Faculty in CTE areas conduct a program review on a five-year cycle. Program review includes analyzing enrollment, instructional effectiveness, program student success, graduate success, and learning outcomes assessment data. We steadily increase the consistency of how we assess student-learning outcomes at all levels.

Faculty efforts circle around balancing program accreditation requirements with industry needs, and student success. One challenge for us is how to best make use of this information so that there is not data overload that leads to decision-paralysis. We have worked on streamlining the assessment process so course level outcomes clearly map to program level outcomes and general student learning outcomes (GSLOs) map to our degrees.

Our assessment system also allows us to capture disaggregated data for both program and general

student learning outcomes. This allows faculty to review the data and incorporate changes into their classrooms. We know we need to better assist faculty in learning how to connect this data to teaching. Our CTE programs have robust advisory committees that meet twice or more a year. Industry partners share information about changes in practice and standards within their fields, as well as feedback on graduate success. Employers provide annual feedback on student work experience/internship performance and dependability. The data allows faculty and staff align changes in curriculum to meet current industry needs. Work experience partners regularly hire their students after graduation and the employers indicate that if a position were open 100% would hire the graduate (2016-17).

Many of our transfer programs have articulation agreements with university partners to help students transfer directly as juniors. Faculty at Southwestern and at the partnering university also collaborate to ensure that learning outcomes align. For example, our forestry program faculty lead meets annually with the Oregon State University Professional School of Forestry to make updates to the program, as well as to gather feedback on transfer student success. Business, Computer Science and Elementary Education programs all have statewide alignment and faculty are actively engaged in conversations regarding outcome development.

3. Describe the most important strategies at the institution for strengthening teaching and improving student learning outcomes, noting the scale at which these strategies are implemented/impacting students or faculty. Also note, where applicable, if/how adjunct faculty are engaged in these strategies.

You may wish to address:

- Teaching and learning centers
- Professional development for faculty
- Hiring/evaluation of faculty including adjuncts
- Course- or program-level innovations in pedagogy (e.g., digital courseware, applied or work-based learning, etc.)

Maximum word count: 500

Southwestern systematically reviews program learning outcomes to determine that they align with requirements for success in the further education and employment outcomes targeted for each program. The Guided Pathways model integrates program review to align programs and degrees to specific programs. CTE courses continue to work with advisory boards to ensure alignment with industry and needed skills.

Faculty and administrators have identified active learning/service, and study abroad goals as part of Southwestern's Academic Master Plan. In the past year, students traveled to Turkey as part of a sociology course. This year, Criminal Justice students will go to London to learn about the history of CJ in the British

system. Our culinary institute has embedded international travel opportunities to explore international cuisine.

We also have a faculty senate committee that is exploring how to scale up study abroad and service learning. This committee is also supporting faculty by identifying best practices in grant writing - the idea is to help faculty who are interested in trying innovative practices find funding to do so.

We work with students to put knowledge and skills in action through projects, internships, clinical placements, group projects outside of class, service learning, study abroad, and other active learning activities. Our internship coordinator brings students and businesses together in program and course internships. We integrate clinical placements for nursing, paramedic/EMT, dental assisting, education, and medical assistants.

Faculty review programs or degrees to assess whether students are mastering learning outcomes and building skills across each program or degree in both the arts and sciences transfer degrees and career technical programs. Most faculty participate in ongoing assessment of student learning outcomes.

Significantly, during 2018-2019, 88% of the faculty submitted annual student learning outcomes assessment reports. An example of making use of assessment data can be found in our CHEM223 course: students were only deemed emerging proficient using literature evidence in a lab report. The Chemistry faculty member worked with our Library Director to develop a library guide specific to chemistry.

Since 2015, Southwestern has regularly reviewed its course, program/discipline, and global student learning outcomes. The results of student learning outcomes assessment are used to improve teaching and learning through program review, professional development, and other intentional campus efforts. Southwestern has a well-defined and strategic faculty observation and evaluation process. The primary purposes of faculty observation and evaluation are to ensure quality in the teaching and learning environment and enhance student learning; to support each individual's growth and development; to support faculty creativity, experimentation and risk-taking; and to support alignment of performance with new needs of the discipline and department/division, and promote departmental/divisional clarity of purpose.

We've developed nearly all institutional strategies for strengthening teaching and improving student learning outcomes with full-time faculty. Some strategies also include part-time faculty. For example, all faculty participated in adapting and developing the general student learning outcomes VALUE rubrics for Communication; Computation; Creative, Critical & Analytical Thinking; and Community/Global Consciousness & Responsibility. Part-time faculty also participate in-service workshops and part-time faculty meetings.

4. How has the college tracked and responded to achievement gaps in learning for different groups of students (e.g., gender, race/ethnicity, socioeconomic background, part-time, adult, etc.)? Where relevant, include key metrics around the relative scale and impact of specific interventions or programs designed to close achievement gaps.

Maximum word count: 300

Southwestern tracks and responds to achievement gaps in learning for different groups of students. For instance, the number of students taking developmental courses at Southwestern has decreased significantly for the 2016-2017 year since 2010. The developmental total course enrollment for 2015 is 1,562 students (132 FTE) and for 2016 is 1,203 (104 FTE). The student unduplicated count for 2015 is 697 students and for 2016 is 579 students.

Of the 697 student unduplicated students in 2015, 388 are female and 309 are male. In 2016, of the 579 students, 324 are female and 255 are male. Of the 2015-2016, developmental students, 71.30% of the females passed math and 67.31% passed reading/writing; 66.79% males passed math and 63.78% passed reading/writing. Of the 2016-2017 developmental students, 71.71% of the females passed math and 61.96% passed reading/writing; 64.82% males passed math and 52.85% passed reading/writing.

The demographics of DE student unduplicated count for 2015 and 2016 include American Indian or Alaska Native (31; 21), Asian (10; 9), Black or African American (21; 10), Hispanics of any race (90; 73), Native Hawaiian or Other Pacific Islander (9; 8); Nonresident Alien (4; 4); Two or more races (37; 35); Undisclosed (42; 17), and White (453; 402).

The 2016-2017 demographic developmental pass rate for math then for reading/writing include the following: American Indian or Alaska Native (63.89%; 83.33%), Asian (87.50%; 42.86%), Black (44.44%; 50.00%), Hispanics of any race (59.54%; 44.44%), International (87.50%; 78.57%), Multi-Racial/Ethnic (57.63%; 46.67%), Not Reported (81.82%; 100%), Pacific Islander (54.55%; 40.00%), White 71.13%; 59.50%).40.00%), White 71.13%; 59.50%).

There is still much we don't know. We still need to determine how successful math and writing students are in their college gateway math and writing courses, in successful placement and completion; and diversity and equity gaps and successes.

5. Describe how the institution supports students who enter needing academic catch-up in order to successfully complete college-level coursework (particularly in math and English/writing). This may include developmental education placement and delivery or strategies to advise and support students in

entry-level college courses. In your response, you may wish to address:

- What changes, if any, have been made to developmental education placement or delivery in the past 2-3 years or are planned for the coming 2-3 years and why?
- How does the college assess the effectiveness of developmental education courses, placement policies, and/or delivery models of developmental or co-requisite/gateway courses?
- How are students currently placed; or, if placement is not allowed by state policy, how does the institution otherwise try to guide students into the appropriate level math and English courses?

Maximum word count: 500

Southwestern provides special supports to provide help academically unprepared students to succeed in “gateway” courses for the college’s major program areas—not just in college-level math and English.

Through the Title III grant, some disciplines offer Supplemental Instruction for gateway courses.

Supplemental instruction has been piloted and implemented in the sciences (biology, chemistry, anatomy & physiology) and social sciences (anthropology and sociology).

Southwestern provides intensive support to provide help for very poorly prepared students to succeed in college-level courses as soon as possible. Writing has implemented a writing co-requisite model WR 95

English Composition Fundamentals to accompany WR 121 English Composition and WR 115

Fundamentals of Report Writing. The goal of this course is to streamline the writing program and accelerate a student's pathway from the developmental education side of the curriculum to the standard college writing sequence.

Through DE redesign, we have combined reading and writing into one course and collapsed other previously required courses. In the past, underprepared students were required to take 17 credits of developmental reading and writing courses. Now, DE reading and writing are integrated into a 4 credit WR90R Academic Literacy.

Southwestern had developed multiple measures placement methods to provide more accurate initial placement. When compared to a group of students with similar demographics, multiple measures placement is linked to better first year outcomes for students. A higher proportion of multiple measures students progress into and complete college math and English at Southwestern compared to students with similar demographic characteristics placed using traditional methods.

Southwestern’s Laker Commons tutoring center helps students become better learners and to be more successful in their courses. All services offered through Laker Commons are free to full- and part-time students taking day, evening, or online courses at Southwestern.

Tutors assist students in enhancing their academic performance with assistance in a wide range of fields such as math (from arithmetic to calculus), science (biology, chemistry, anatomy & physiology, geology, and physics), writing, reading, computer science, business, and CTE courses.

Our peer and professional tutors are nationally-certified who have extensive tutoring experience and are committed to the success of Southwestern students. Our services include explanation of concepts that students have difficulty understanding, discussion of assignments, general feedback on assignments, reinforcement of classroom instruction, and referral to appropriate resources.

TRIO SSS supports poorly prepared students who are first generation college students. Our in-district small rural high school programs have not prepared students to compete in an academic curriculum designed for transfer to four-year institutions.

To assist these students, TRIO SSS instruct and encourage time management skills, note taking, and test preparation. TRIOs provides for SSS eligible students individual tutoring, intrusive academic advising, graduation and transfer assistance, increased financial and economic literacy, financial aid and scholarships, career exploration, individualized counseling/coaching, mentoring, increased technological proficiency training, and additional support systems.



Narrative Section 6: Equity

Completed - Dec 5 2019

Narrative Section 6: Equity

Note: The online application form limits entries to the word counts listed for each section.

1. Describe how the college defines equity and how equity goals, values, and strategies are communicated within the institution.

Maximum word count: 300

Southwestern strives to learn from differences in people, ideas and opinions, while setting a standard for the larger community by promoting tolerance, communication, fairness and understanding among people of differing beliefs, color, gender, cultures and backgrounds.

The college increases awareness of cultural diversity through communications and leading by example with prospective employees, staff and students. Southwestern adopted its core values in 2012 of Community, Learning, Innovation, Professionalism and Stewardship. The college defines its top priority of “Community” as the desire to “Build collegiality by providing a welcoming and supportive atmosphere with respect for diversity.”

While it’s easy to “see” diversity in Southwestern’s athletic teams and student clubs, it’s more challenging to infuse an equity mindset in our culture. We believe employees who see the college demonstrate fairness are more likely to advocate for equity for all. The college also has worked to ensure pay equity. Two years ago, we analyzed 238 employees for equity, covering 151 positions in 46 groups, with the result being adjustments in only three classified and one management position.

In 2018, the college put a greater focus on nurturing diverse and equitable campuses. Faculty, staff and students created a Diversity, Equity and Inclusion Committee. With a mission to “foster a safe, equitable and inclusive learning environment for people of diverse backgrounds and experiences,” the committee is working from the grassroots through Associated Student Government and with the leadership team to implement:

- equity-based standards and policies,
- multicultural and diversity programming,
- professional development,
- cultural competency training, and
- program evaluation.

The committee hired two AmeriCorps to help Southwestern better serve low-income and first-generation students, particularly students of color. They also created a Diversity Film Series; and trainings in – “What’s Your Story?” and Social Identity, along with Understanding Adverse Childhood Experiences, Generational Diversity and equity-minded change leadership.

2. Describe how the college understands and ensures equitable access given the demographic and social characteristics of the community, including populations or regions in the community with the greatest unemployment or poverty rates, lowest rates of educational attainment, etc.

Maximum word count: 300

The college district's greatest equity gaps center around first-ever in college and grant aid-reliant students, who comprise 50% and 89% of our learners. We have engaged in many efforts to reach out to and ensure equitable access across these populations. Our strongest effort focuses on five key areas:

- Dual-credit enrollment: Every high school-aged student within the district has the opportunity to enroll in free credit classes. Last year, 925 students enrolled in college credits and saved their families \$1.4 million in Southwestern tuition, and \$2.4 million in Oregon 4-year tuition. Each year, an average of 10 of these students completed their two-year degree while still in high school.
- GED access: Our GED program encourages transition to college and career-technical courses. We've seen a 39% increase in GED enrollment over the past five years to 213 in 2018-19. Southwestern also collaborates with the college foundation, which provides scholarships covering all fees and tuition for GED students. GED "graduates" also can receive tuition waivers for their first three terms of college.
- Scholarships: The college foundation has made a priority to increase access for all students. In 2016, the foundation removed all general scholarship restrictions. Also employees and the community have increased funding for emergency scholarships and the college's food pantry.
- Housing: Southwestern is Oregon's most remote community college, in terms of distance to higher education opportunities and cities. We have taken great steps in ensuring equitable access for students through construction of residence halls at the Coos campus and through use of distance education for in-district students.
- University Center: College district residents can access local advising and online classes to four-year college programs, many of which would be unattainable for place-bound students in our remote rural communities.

3. Describe the 2-3 most pressing equity challenges the institution has identified in terms of student success outcomes (e.g., disparities in which outcomes for which populations of students), and what evidence the college uses to identify and understand the root causes of these disparities.

Maximum word count: 300

Southwestern wants to increase efforts in three areas to tackle and close its most frustrating gaps:

- The population of our local area largely identifies as white, but our Hispanic/Latinx students perform slightly better than the non-Hispanic population after graduation in gaining jobs and wage increases (Oregon Employment Department). However, we have seen equity gaps between the Hispanic/Latinx students we recruit from outside of our district and those within our district.
- We see the most significant equity gap between our part-time student completions as compared to our full-time student completions (IPEDS/Guided Pathways).
- We also have identified completion gaps between students who have support through cohort programs, through athletic teams, and through student services programs such as TRIO, as compared to students who do not have these supports.

The college has placed an overarching theme for equity success outcomes on students who are first time ever in college (FTEIC). In winter 2018, Southwestern committed to use the Institutional Capacity Assessment Tool (ICAT). All staff took the ICAT, and we learned that student success is in the fabric of our culture. Staff rated our college “Strong” (Level 3) for every item, with the highest rating being leadership and vision and second highest around engagement and communication. We found among our staff that there is confusion around equity, and it was our lowest rating. The results confirmed that while some tracking numbers around student success and employment suggest equity, it is a key focus area for discussion and training on both campuses given the high number of “I Don’t Know” responses in this category.

4. Describe the institution’s most significant strategies to address the equity challenges identified above. These may include both targeted equity-focused interventions as well as structural/cultural efforts to advance diversity, equity, and inclusion. In your response, you may wish to address:

- At what scale are the strategies currently implemented, and is the scale adequate to the need? If not, what are the institution’s plans for scaling to meet need?
- How does the institution measure the effectiveness of these strategies/interventions?
- How are these strategies/interventions resourced and sustained?

- What key strategic partnerships with external organizations/institutions exist to advance equity in access or success?

Maximum word count: 500

Faculty and staff embrace a holistic approach to student success, which has fueled increased graduation and transfer rates for all students and within multiple sub-population groups. The three-year graduation rate for all students increased by 19% over the last four years, exceeding national and Oregon rates (cohort years 2011 to 2014). Graduation rates may not always reveal a gap decrease, however, a key focus of the college mission is student transfer success, which has increased slightly over the last four years. Most notably, we've documented significant increases for Hispanic/Latinx students - the largest sub-population of non-white students. Faculty, staff and student government have increased their work around student success and cultural diversity, followed by a 27% increase in the combined graduation and transfer rate for these students over the last four years. Our internal research shows minorities, males and low-income students also are graduating and/or transferring at increased rates.

In 2018, we partnered with Campus Compact to bring AmeriCorps volunteers to work on community outreach and cultural competence standards and training. We continued this year with an AmeriCorps volunteer to mentor FTEIC students. In addition, the active DEI Committee committed to supporting equity work. This grassroots committee evolved from a small group of faculty and staff to a fully institutional committee with broad representation across campus.

We are one of the first five schools in Oregon working to take guided pathways to scale, including developing program maps, working on holistic student support, and redesigning our approach to advising. We have made the move to redesign our admissions application with a focus on meta-majors. Our workgroups are focusing on three major categories: program mapping and communication; student supports for all students, including part-time; and making use of our data and, including CCSSE and SENSE.

Southwestern also partners with agencies as part of our efforts to improve student success for all. Our dual-credit with a purpose has resulted in savings of an average \$1 million in tuition costs. We have a strong history of leveraging state and federal funding for transitional education to support adult learners. This has included engagement with the SNAP 50/50 program and partnership with Department of Human Services to provide career coaching through their JOBS program.

Finally, our GED program provides students with an opportunity to earn college credit by offering them a

free one-credit Career & College Exploration course (HD110). GED students can then qualify for tuition waivers for up to three terms. One student who benefited from this is Philip Metz. Philip came from a home that did not value education, so he dropped out at the end of his sophomore year. He hid this from his children for many years. The turning point for him was when he couldn't help his daughter with her fifth grade homework. He successfully completed the GED, is in his second quarter of classes with a 3.41 GPA, and has developed a close connection with our Geology instructor and plans to pursue geology to "discover the stories buried in time."

5. Explain how data are used to diagnose, monitor, and intervene to ensure success for all students and how college leaders work to systematically understand the experiences of different student groups at the institution. Describe what quantitative or qualitative data are collected, indicate how frequently the information is collected, and describe how and by whom that information is used to improve equity.

Maximum word count: 200

Southwestern has been active since 2004, continuously using data to develop student success interventions. College stakeholders translate data review into action from national surveys and studies (CCSSE, SENSE, SSI, RELNorthwest, NSC, ATD) during annual program reviews and institutional level indicator analysis and planning.

Data has opened the doors for understanding and new perspectives. The use of dis-aggregated data based on regional studies and the VFA/NSC equity gap reports demonstrate the specific student needs where the college must focus future efforts. Planning and ongoing monitoring occur at the institutional, program and department levels. (Equity Section 6 Uploads)

Faculty redesigned DE for writing, reading, and math, after data suggested students in the pathway did not have equitable opportunities for success. Similarly, Southwestern led the state developing a math pathway for STEM and non-STEM majors to reduce time to completion.

Faculty and Success Center staff rely on predicted analytics to provide early intervention supports to identified students, specifically FTEIC students. Annual student success projects focus on creating a student-centered culture. Examples include developing an annual community resource fair, streamlining processes to make prior learning assessment credit easier for students, revising our admission application, redesigning new student orientation, and enhancing the early-alert system.



Narrative Section 7: Institutional Strategies and Capacities

Notes to applicants:

- Contributors to this section may wish to cross-reference previous sections of the application narrative.
- The online application form limits entries to the word counts listed for each section.

Describe the capacities that have most enabled the institution's progress in advancing student success and building a student-centered culture, as well as where organizational constraints have most constrained progress. Which areas of institutional capacity are being prioritized for future investment and why? Consider the following in your response:

a. Human Capital: What are the college's most impactful hiring, promotion/tenure, and professional development practices for staff and faculty? In what ways do these practices align with student success goals?

b. Strategic Finance/Resource Allocation: How does college leadership ensure that resource allocation strategies align with the institution's student success goals? What have been the institution's most important resource allocation strategies to ensure adequate and sustained funding for student success efforts?

c. Governance: How do people at all levels of the institution contribute to decision-making processes aligned with college-wide student success goals? How do leaders ensure that decisions are made efficiently and effectively, with appropriate engagement, to move student success work forward? What key attributes/structures/practices of the leadership team ensure accountability for strong performance and continuous improvement?

d. Student Communications: How do college leaders work to understand the student experience and use this understanding in decision-making processes? How does the institution ensure that faculty, advisers, and administrators have clear and consistent information about students' experiences to improve outcomes?

e. Institutional research and evidence-based decision-making: In what way is evidence used throughout the college to guide evaluation of student success outcomes? When, how, with whom, and how often are

key sources of information—KPIs, student experience survey data, etc.—shared across the college? In what other ways are institutional researchers engaged in supporting institutional decision-making?

Maximum word count: 1000

Southwestern Oregon Community College started as an idea, a dream in the 1950s among working families who wanted their children to go to college. They sensed that economic and technology changes would slowly erode decades of living-wage jobs. They wanted their children to learn skills and earn degrees that could sustain families during recessions, as well as sustain them beyond on-the-job injuries in highly dangerous fields, and beyond industry advances that would displace workers. These were the men and women who worked in the forests, in mills and on ships, and who met in living rooms and cafes that forged the pathway to create this community college.

Nearly 60 years later, our college is thriving and enjoying great student success. Southwestern leads the state in completions (65%, HECC) and time to graduation (2.3 years HECC). Yet, many of the demographic realities and frankly the challenges on the southwest Oregon coast today are similar if not the same as they were six decades ago. There's still a culture that believes only hard work, not education, is the ticket to prosperity. There's still a population of first-gens in need of education -- though more Latinx today than decades ago -- still dependent on boom-bust seasons tied to tourism, fishing and natural resource production. The majority of Southwestern's out-of-district students come from similar-sized communities in similar economies from native Alaskan populations, from rural Washington, Montana, Idaho and Hawaii.

Today, our college employees' faces are a reflection of that heritage and culture. This is our strength. Many of our employees were first-generation college students and many are alumni. Some stayed and others returned after pursuing college training, inspired by knowing their work here will change lives and have a great impact, because they've come down this path to success. From faculty in business, math, health, culinary, nursing and computer science to financial aid advisers, to the registrar, HR director and facilities workers, advancement in our organization is tied to a drive to learn, understand and serve. In every department, at every level our employees are people who share a common story.

We start with a mindset toward inclusive hiring, intuitive onboarding and ongoing evaluation. For faculty, the Vice President of Instruction attends all teaching demonstrations of prospective faculty and meets with candidates individually to ask questions specifically around student success, assessment, and teaching and learning. New faculty attend a mandatory one-day orientation on processes and our student success culture. They meet with the executive team to learn about our shared vision of student success, and pair with mentors.

In the past year, administration and faculty senate developed a student-centered approach to faculty evaluation, with a handbook defining shared values of teaching and learning. We adopted performance

standards in teaching, advising, assessment, communication, diversity and inclusion, ethics and integrity, professional learning and scholarship, and collegiality and service. Peer observation and evaluation includes more engagement between senior faculty and new faculty, emphasizing continuous improvement and lifelong learning.

This march toward success began in 2004. We compared our college to others around our state. The numbers showed our students were leaving too soon, without the skills they needed. We resolved to learn new methods for delivering services and focus on retention in ways to 1) eliminate barriers, 2) increase academic support, and 3) grow our advising. In 2008, we held our first Student Success Summit on retention, and now every summer a cross section of employees come together to share insights on areas students struggle most and settle on project specific strategies to better connect with students and help them overcome.

“Student success isn’t tied to ‘what we normally do,’” says President Patty Scott. “There’s an expectation that all people of all walks are engaged, from every corner of our campuses.”

From 2010-12, this college developed core themes to be inclusive, so every individual knows how they contribute to the institution. Each new employee meets with the president in one-on-one sessions designed for individuals to learn where they fit in the college and visualize how their work contributes to students' success so they feel valued.

Today’s college employees, much like our founders, listen to intuition and each other. We embrace a system of shared governance with committees that include staff from all areas and allow information and discussion around issues to flow in all directions. Institution-wide committees have led to innovations, including the early-alert “Laker Connect” system and faculty program redesigns.

We have refined a system for mission fulfillment that ties measurements across all disciplines with program development. That mission fulfillment links to budgeting. It guides targeted college and community investment that strategically accrues to student-centric success. Industry partners work with faculty to develop curriculum and hands-on training with students. Oregon and regional workforce market data and trends for program improvement and development guide CTE and program development. Southwestern sets high expectations and high bars for achievement. Managers must demonstrate budgets and department projects address data-backed goals. They must demonstrate new initiatives strategically target areas data shows weakness, and identify how they envision this impacts student enrollment and retention.

Equally importantly, students talk to us through surveys upon entering college and throughout their studies. They recently shared concerns in food and housing, and equity surveys.

Students serve on grassroots committees. Student government leaders sit alongside board of education members at meetings. Current and prospective students access the powerful EMSI Career Coach tool, which assists them in making decisions about career paths to jobs.

Our 2016 Distinguished Alumni Don Grotting tells it best. Grotting started as a displaced lumber mill

worker at our college in the 1990s. He went on to become a teacher, and then an administrator. He's now superintendent at Oregon's largest K-12 school district, and has won awards year after year for closing achievement gaps with Hispanic/Latinx and other underrepresented groups.

"I would not be where I am today without the support, academic expertise and high expectations of the Southwestern teaching faculty, support staff and administration."

This is exactly what our college founders envisioned.



Prize Application Data Template

Completed - Dec 5 2019

[Click here to download](#) the 2021 Aspen Prize Application Data Template. Please fill out relevant sections and upload a completed version.

Please refer to [this document](#) for frequently asked questions and guidance on how to complete the template.

Note: If you submit data to the National Student Clearinghouse and did so in 2010, please disregard Tab 4 in this data template. Tab 4 transfer should only be completed by institutions who do not submit data to the National Student Clearinghouse (or did not submit data to NSC in 2010) **and** have access to state or system data.

2021_Aspen_Prize_Data_SWOCC_FINAL

Filename: 2021_Aspen_Prize_Data_SWOCC_FINAL.xlsx Size: 28.2 kB



Upload Supplemental Documents

Completed - Dec 5 2019

Please use this space to upload any supporting graphs or visuals that relate to the narrative portion of your application. Completion of this task is entirely optional.

Economic Section 1 Aspen Application

Filename: Economic_Section_1_Aspen_Application.pdf Size: 869.9 kB

Student Success Section 2 and 3

Filename: Student_Success_Section_2_and_3.pdf Size: 209.8 kB

Employment Outcomes Section 4

Filename: Employment_Outcomes_Section_4.pdf Size: 83.8 kB

Equity Section 6

Filename: Equity_Section_6.pdf Size: 1.7 MB

Student Satisfaction Section 7

Filename: Student_Satisfaction_Section_7.pdf Size: 815.3 kB

Employment Outcomes Data

Filename: Employment_Outcomes_Data.pdf Size: 307.5 kB

Celebrating Success

Filename: Celebrating_Success.pdf Size: 1.4 MB



Southwestern Student Success 2017-2018

#1

Among All Oregon Community Colleges

63%

Graduation and Transfer Rate

4 Year Rate

Affordability and Access

73% Latinx/Hispanic Students Graduated/Transferred

65% Other Minorities

48% Oregon Community College Students

64% Latinx/Hispanic Transfer Bachelor Degree Rate - 6 yrs

Higher Earnings Potential and Lower Cost of Degree

3.3 years Oregon CC/National CC Average

Reduces Student Debt

Source: [Urban Institute](#)

LOWEST TIME to completion

2.3 Years

Southwestern

2.3

All Oregon Community Colleges

3.3

Accelerated Learning: High School Student Success

- \$ 2,320,375 Savings at [Oregon 4 Year College Average](#)
- 11 Graduates: Southwestern & High School Simultaneously

5 Year Achievement and Savings Overview

\$9,000,000+ Tuition and Fee Savings
 55,000+ Credits Earned in 1,700+ Courses
 3,000+ Students

\$1,425,500 + Tuition/Fee Savings

925

High School Students





Southwestern Quick Facts

Our Mission

Southwestern Oregon Community College supports student achievement by providing access to lifelong learning and community engagement in a sustainable manner.

2018



Student Achievement



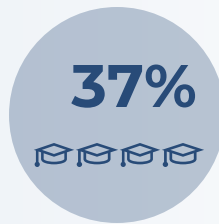
63%

Highest Graduation/Transfer Rate of Oregon Community Colleges Fall 2015 Cohort



57%

Graduation & Transfer Rate Student Right to Know - 4 Year Average Over 3 Years
49% Fall - Fall Retention Rate



37%

Student Right to Know Graduation Rate - 4 Year Average Completed in 3 Years



73%

Athletic Graduation & Transfer Rate Fall 2015 Cohort 63% Fall 2016 Cohort

795

Degrees & Certificates Awarded

460

Students Awarded Degrees & Certificates

78

Program Degrees & Certificates

Degrees & Certificates

65% Enrolled in Transfer Degrees
35% in CTE Degrees

Top 5

Associate Arts - AAOT
Associate General Studies
Nursing/Pre-Nursing
Associate Science
Culinary/Baking & Pastry

Student Diversity

All Students

84%

In-District

16%

Out-District

53% 43%

Undisclosed 4%

Total Students

6411

Credit Students

2959

Curry: 1156

Curry: 435

Race/Ethnicity	All Students	First-Time Full-Time	Pell Grant Recipients
American Indian Alaska Native	2%	3%	3%
Asian or Pacific Islander	1%	1%	1%
Black or African American	1%	1%	2%
Hispanic/Latino(x)	7%	18%	15%
Native Hawaiian/Other Pacific Islander	1%	2%	1%
White	54%	64%	69%
Two or More Races	3%	8%	6%
Undisclosed	31%	3%	3%

91%

Financial Aid Recipients First-Time Full-Time 2017 Cohort

Athletes

226

in 18 Sports

Housing Students

446

Campus Facts

24

Average Age Credit Classes

12

Average Class Size Credit Classes

201

Fall Full-Time Employees

156

Fall Part-Time Employees

174

Acres

44

Buildings





FACT SHEET

The Economic Value of Southwestern Oregon Community College | July 2017
<https://www.socc.edu/ie/ie-reports>

Southwestern Oregon Community College creates a significant positive impact on the business community and generates a return on investment to its major stakeholder groups — students, taxpayers, and society. Using a two-pronged approach that involves an economic impact analysis and an investment analysis, this study calculates the benefits to each of these groups. Results of the analysis reflect Fiscal Year (FY) 2015-16.

IMPACTS CREATED BY SWOCC IN FY 2015-16

ADDED INCOME	JOBS
\$19.9 million	433
Operations spending impact	
\$50 thousand	1
Construction spending impact	
\$4.4 million	136
Student spending impact	
\$54.1 million	1,415
Alumni impact	
\$78.5 million	1,985
Total impact	

IMPACT ON BUSINESS COMMUNITY

During the analysis year, SWOCC and its students added **\$78.5 million** in income to the SWOCC service district economy. This is equal to **3.7%** of the region's total gross regional product. By comparison, this contribution that the college provides on its own is slightly larger than the Transportation & Warehousing industry in the region. The economic impacts of SWOCC break down as follows:

Operations spending impact

- SWOCC employed 347 full-time and part-time employees in FY 2015-16. Payroll amounted to **\$16.4 million**, much of which was spent in the college district to purchase groceries, clothing, and other household goods and services. The college spent another **\$26.3 million** to support its day-to-day operations.
- The net impact of college payroll and expenses in the college district during the analysis year was approximately **\$19.9 million** in income.

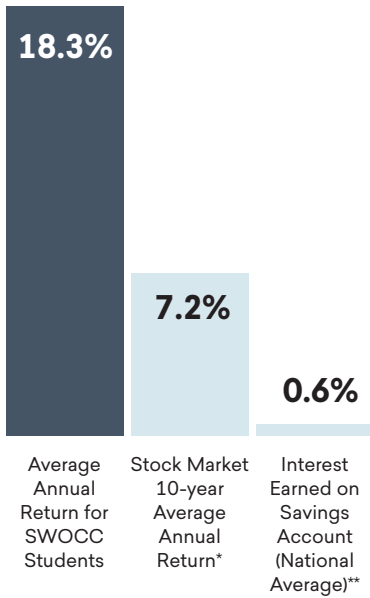
Construction spending impact

- SWOCC commissioned contractors to build or renovate its facilities during the analysis year. This generated a short-term infusion of spending and jobs in the regional economy.
- The net impact of SWOCC's construction spending in FY 2015-16 was **\$50 thousand** in added income for Coos County.

Student spending impact

- Nearly **18%** of SWOCC students originated from outside the region. Some of these students relocated to the college district. In addition, a number of students would have left the region if not for SWOCC. These relocated and retained students spent money on groceries, transportation, rent, and goods and services at regional businesses.

STUDENT RATE OF RETURN



* Forbes' S&P 500, 1994-2014.

** FDIC.gov 12-2016.

- The expenditures of relocated and retained students during the analysis year added approximately **\$4.4 million** in income to the region's economy.

Alumni impact

- Over the years, students have studied at SWOCC and entered or re-entered the workforce with newly-acquired skills. Today, thousands of these former students are employed in the SWOCC service district.
- The accumulated contribution of former students currently employed in the regional workforce amounted to **\$54.1 million** in added income during the analysis year.

RETURN ON INVESTMENT TO STUDENTS, TAXPAYERS, AND SOCIETY

Benefits to Students

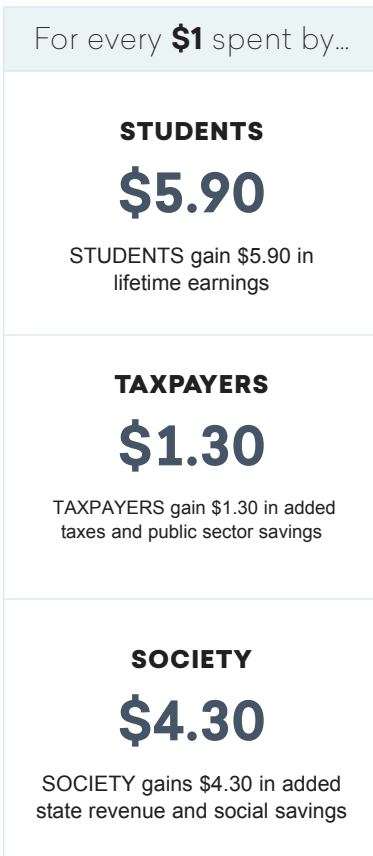
- SWOCC's FY 2015-16 students paid a total of **\$4 million** to cover the cost of tuition, fees, and supplies. They also chose to give up **\$5.5 million** in money that they would have earned had they been working instead of learning.
- In return for the monies invested in the college, students will receive a present value of **\$55.9 million** in increased earnings over their working lives. This translates to a return of **\$5.90** in higher future earnings for every \$1 that students invest in their education. The average annual return for students is **18.3%**!

Benefits to Taxpayers

- In FY 2015-16, state and local taxpayers in Oregon paid **\$16.1 million** to support SWOCC's operations. The net present value of the added tax revenue stemming from the students' higher lifetime earnings and the increased output of businesses amounts to **\$19.6 million** in benefits to taxpayers. Savings to the public sector add another **\$1.7 million** in benefits due to a reduced demand for government-funded services in Oregon.
- Dividing benefits to taxpayers by the associated costs yields a **1.3** benefit-cost ratio. That means for every \$1 in costs SWOCC returns \$1.30 in benefits. The average annual return on investment for taxpayers is **2.2%**.

Benefits to Society

- The economic base in Oregon will grow by **\$209.5 million** over the course of SWOCC's students' working lives. Society will also benefit from **\$5.5 million** in present value social savings related to reduced crime, lower unemployment, and increased health and well-being across the state.
- For every dollar that society spent on SWOCC and its students' education during the analysis year, society will receive a cumulative value of **\$4.30** in benefits, for as long as the FY 2015-16 student population at SWOCC remains active in Oregon's workforce.



Students Benefit our Economy



\$215M total benefit from *future* earnings, tax revenue and private savings



78.5M total income added in the region during 2015-2016



18% rate of return to students



1,985 jobs supported in the region



\$55.9M student benefit from higher future earnings



840 degrees and certificates awarded to **457** students in 2015-2016



**2015-2016
Academic Year**



\$1.24M saved by high school students taking college courses



898 high school students enrolled in college courses



9906 credits completed by high school students taking college courses



3120 courses completed by high school students taking college courses



\$21.4M future tax revenue and government savings



2.2% rate of taxpayer return



3.7% of the region's GRP in 2015-16



Student Achievement 15 Years Later

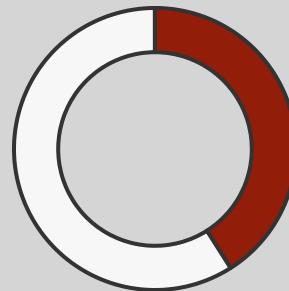
2004

2019

GRADUATION RATE

12%

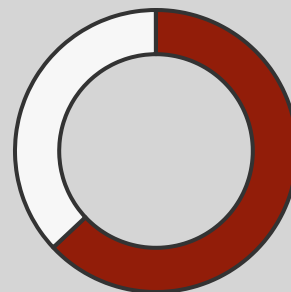
41%



GRADUATION AND TRANSFER RATE

41%

63%





Latinx/Hispanic Achievement

Cohort Year and Rates 4 Years Later

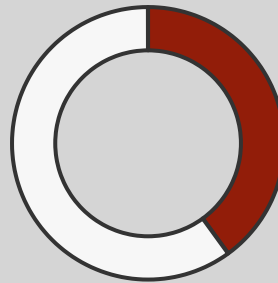
2007

2014

GRADUATION RATE

27%

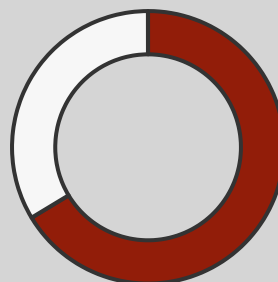
40%



GRADUATION AND TRANSFER RATE

62%

73%



2014 Cohort
Low Income: 65%
All Other Minorities: 67%
First Ever College: 68%
White: 69%



Low Income (Pell) Achievement

Cohort Year and Rates 4 Years Later

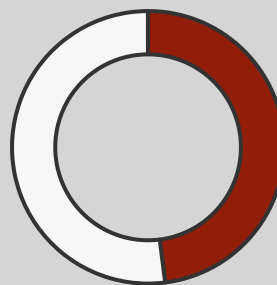
2007

2014

GRADUATION RATE

32%

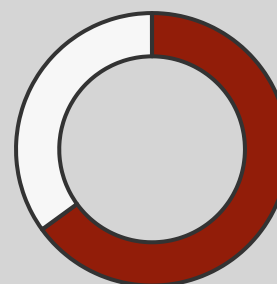
48%



GRADUATION AND TRANSFER RATE

58%

65%



2014 Cohort

All Other Minorities: 67%

First Ever in College: 68%

White: 69%

Latinx/Hispanic: **73%**



First Ever in College Achievement

Cohort Year and Rates 4 Years Later

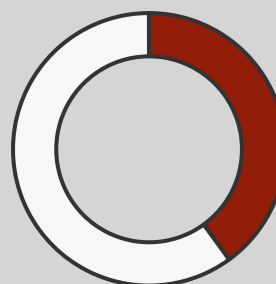
2007

2014

GRADUATION RATE

27%

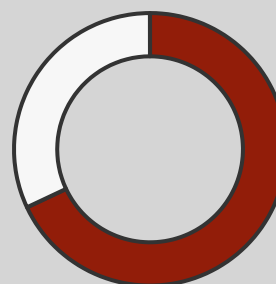
40%



GRADUATION AND TRANSFER RATE

61%

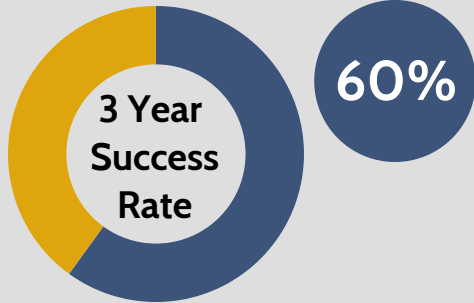
68%



2014 Cohort
Low Income: 65%
All Other Minorities: 67%
White: 69%
Latinx/Hispanic: **73%**

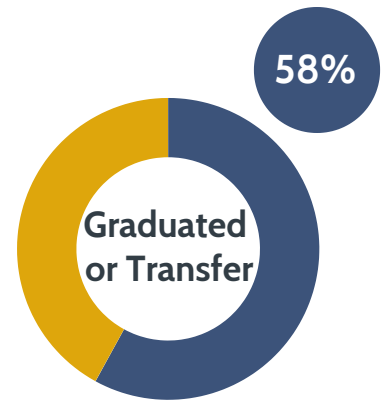
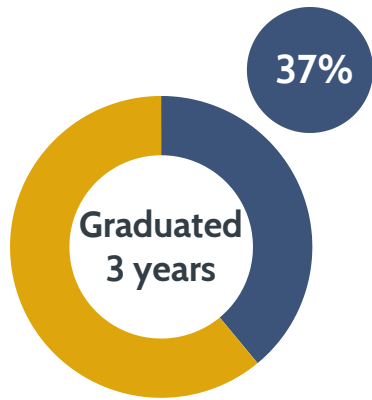
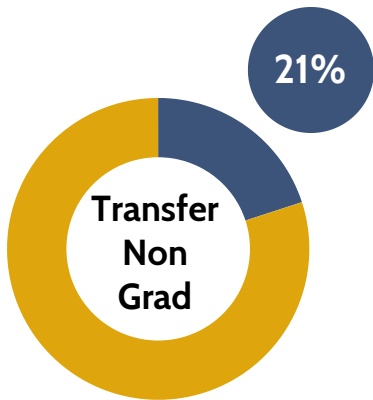


Student Success Reaches New Heights



Southwestern

Student Success Fall 2015 First Time Full Time Students Three Year Success Rates



Success rate refers to students who graduated, transferred or were still enrolled Fall 2018.

Rates based on full-time first-time cohort students enrolled Fall 2015.

First-time-ever in college (FTEIC) is defined as never taking a college credit prior to college entry.



Fall 2015 Cohort: GAP Focus Areas

First-time ever in college (FTEIC) students
FTEIC low-income (Pell) students

10 percentage points lower compared to Non-FTEIC

Latinx FTEIC Grad/Transfer Rates

88% FTEIC Athletes

38% FTEIC Non-Athletes

Fall 2015 Cohort Gap Comparisons: Graduation and Transfer Rates



● Prior College (Non-FTEIC) ● FTEIC

● Pell Non-FTEIC ● Pell FTEIC

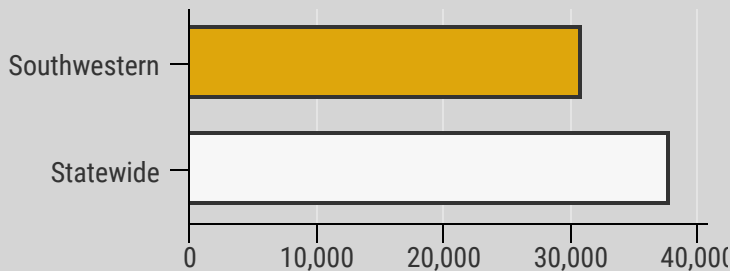
● Latinx Non-FTEIC ● Latinx FTEIC



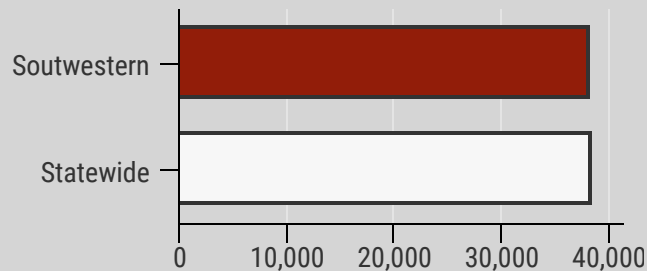
Employment Outlook

Average Earnings = 24% Increase

2016



2017



Oregon Statewide Snapshots - HECC

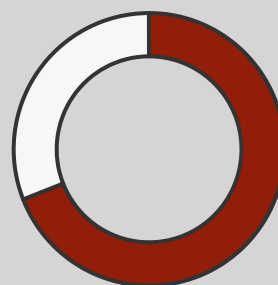
Oregon Quarter 8 Gains

All

Latinx/Hispanic

67%

69%



Oregon Employment Department - Wage Gain Measures

2015-2016 Quarter 8 Gains



Achieving the Dream™

Southwestern Oregon Community College

Achieving the Dream Student Success Report

Spring 2019

Report shortened to illustrate equity data.

Southwestern Oregon Community College
PERSISTENCE: FALL-TO-SPRING AND FALL-TO-FALL, BY STUDENT SUBGROUPS

By Gender: Fall-to-Spring

ATD Cohort	Female		Male	
	# Persist (FA-SP)	% Persist (FA-SP)	# Persist (FA-SP)	% Persist (FA-SP)
Fall 2014	226	90%	190	89%
Fall 2015	254	92%	245	93%
Fall 2016	250	92%	194	94%
Fall 2017	298	92%	252	87%

By Gender: Fall-to-Fall

ATD Cohort	Female		Male	
	# Persist (FA-FA)	% Persist (FA-FA)	# Persist (FA-FA)	% Persist (FA-FA)
Fall 2014	143	57%	116	54%
Fall 2015	172	63%	144	55%
Fall 2016	188	69%	128	62%

By Race/Ethnicity: Fall-to-Spring

ATD Cohort	Hispanic		Multi-Race		White	
	# Persist (FA-SP)	% Persist (FA-SP)	# Persist (FA-SP)	% Persist (FA-SP)	# Persist (FA-SP)	% Persist (FA-SP)
Fall 2014	45	78%	26	93%	283	93%
Fall 2015	47	87%	29	94%	351	93%
Fall 2016	46	90%	34	94%	315	94%
Fall 2017	90	93%	37	84%	350	89%

By Race/Ethnicity: Fall-to-Fall

ATD Cohort	Hispanic		Multi-Race		White	
	# Persist (FA-FA)	% Persist (FA-FA)	# Persist (FA-FA)	% Persist (FA-FA)	# Persist (FA-FA)	% Persist (FA-FA)
Fall 2014	28	78%	16	93%	185	93%
Fall 2015	27	87%	19	94%	228	93%
Fall 2016	33	90%	23	94%	228	94%

By Age Group: Fall-to-Spring

ATD Cohort	<20		20 - 24		25 - 34		≥ 35	
	# Persist (FA-SP)	% Persist (FA-SP)	# Persist (FA-SP)	% Persist (FA-SP)	# Persist (FA-SP)	% Persist (FA-SP)	# Persist (FA-SP)	% Persist (FA-SP)
Fall 2014	312	91%	54	90%	30	88%	21	75%
Fall 2015	380	93%	56	93%	37	93%	26	87%
Fall 2016	343	94%	40	83%	31	91%	30	100%
Fall 2017	429	90%	47	82%	38	86%	36	92%

By Age Group: Fall-to-Fall

ATD Cohort	<20		20 - 24		25 - 34		≥ 35	
	# Persist (FA-FA)	% Persist (FA-FA)	# Persist (FA-FA)	% Persist (FA-FA)	# Persist (FA-FA)	% Persist (FA-FA)	# Persist (FA-FA)	% Persist (FA-FA)
Fall 2014	196	57%	33	55%	19	56%	11	39%
Fall 2015	247	60%	30	50%	22	55%	17	57%
Fall 2016	237	65%	28	58%	26	76%	25	83%

By FTEIC Status: Fall-to-Spring

ATD Cohort	FTEIC		Non-FTEIC	
	# Persist (FA-SP)	% Persist (FA-SP)	# Persist (FA-SP)	% Persist (FA-SP)
Fall 2014	281	92%	136	85%
Fall 2015	319	92%	180	93%
Fall 2016	309	95%	135	89%
Fall 2017	386	91%	164	86%

By FTEIC Status: Fall-to-Fall

ATD Cohort	FTEIC		Non-FTEIC	
	# Persist (FA-FA)	% Persist (FA-FA)	# Persist (FA-FA)	% Persist (FA-FA)
Fall 2014	174	57%	85	53%
Fall 2015	209	61%	107	55%
Fall 2016	214	66%	102	68%

Note: FTEIC = First-Time-Ever-in-College (new to postsecondary). Non-FTEIC = Non-First-Time-Ever-in-College (prior postsecondary experience).

Southwestern Oregon Community College
SIX- AND EIGHT-YEAR COMPLETION AND TRANSFER, BY STUDENT SUBGROUPS

By Gender Student status at the end of the <u>SIXTH</u> year after enrollment			By Gender Student status at the end of the <u>EIGHTH</u> year after enrollment		
	Fall 2012			Fall 2010	
	Female	Male		Female	Male
Home Completion + 4-Year Degree	10% 29	7% 20	Home Completion + 4-Year Degree	7% 18	6% 16
No Home Completion + 4-Year Degree	9% 25	10% 30	No Home Completion + 4-Year Degree	14% 36	11% 33
Associate/Cert Completion at Home Inst.	25% 74	22% 66	Associate/Cert Completion at Home Inst.	22% 58	19% 55
Associate/Cert Completion at Transfer Inst.	5% 16	4% 13	Associate/Cert Completion at Transfer Inst.	6% 17	7% 19
No Completion, Still Enrolled at Home Inst.	3% 8		No Completion, Still Enrolled at Home Inst.	1% 3	1% 3
No Completion, Still Enrolled at Transfer Inst.	7% 20	9% 25	No Completion, Still Enrolled at Transfer Inst.	5% 13	5% 15
Dropped Out	41% 120	48% 140	Dropped Out	45% 119	51% 146
Grand Total	100% 292	100% 294	Grand Total	100% 264	100% 287

By Race/Ethnicity Student status at the end of the <u>SIXTH</u> year after enrollment				By Race/Ethnicity Student status at the end of the <u>EIGHTH</u> year after enrollment			
	Fall 2012				Fall 2010		
	White	Hispanic	Multi-Race		White	Hispanic	Multi-Race
Home Completion + 4-Year Degree	9% 29	12% 4	3% 1	Home Completion + 4-Year Degree	7% 20	6% 2	
No Home Completion + 4-Year Degree	8% 26	9% 3	10% 3	No Home Completion + 4-Year Degree	12% 37	17% 6	
Associate/Cert Completion at Home Inst.	24% 79	18% 6	39% 12	Associate/Cert Completion at Home Inst.	20% 62	11% 4	28% 5
Associate/Cert Completion at Transfer Inst.	5% 16	6% 2	6% 2	Associate/Cert Completion at Transfer Inst.	7% 20	11% 4	
No Completion, Still Enrolled at Home Inst.	2% 7			No Completion, Still Enrolled at Home Inst.	1% 4	3% 1	
No Completion, Still Enrolled at Transfer Inst.	6% 21	6% 2	10% 3	No Completion, Still Enrolled at Transfer Inst.	6% 17	6% 2	17% 3
Dropped Out	45% 147	50% 17	32% 10	Dropped Out	47% 144	47% 17	56% 10
Grand Total	100% 325	100% 34	100% 31	Grand Total	100% 304	100% 36	100% 18

Southwestern Oregon Community College
SIX- AND EIGHT-YEAR COMPLETION AND TRANSFER, BY STUDENT SUBGROUPS

By Age Student status at the end of the <u>SIXTH</u> year after enrollment					By Age Student status at the end of the <u>EIGHTH</u> year after enrollment				
	Fall 2012					Fall 2010			
	<20	20 - 24	25 - 34	>= 35		<20	20 - 24	25 - 34	>= 35
Home Completion + 4-Year Degree	11%	9%	4%		Home Completion + 4-Year Degree	6%	5%	4%	6%
	40	7	2			24	4	3	3
No Home Completion + 4-Year Degree	10%	9%	13%	3%	No Home Completion + 4-Year Degree	12%	16%	9%	15%
	39	7	7	2		45	12	7	8
Associate/Cert Completion at Home Inst.	25%	20%	27%	20%	Associate/Cert Completion at Home Inst.	21%	12%	26%	21%
	96	16	15	14		76	9	20	11
Associate/Cert Completion at Transfer Inst.	4%	9%	4%	7%	Associate/Cert Completion at Transfer Inst.	7%	4%	8%	4%
	15	7	2	5		27	3	6	2
No Completion, Still Enrolled at Home Inst.	1%	2%	4%		No Completion, Still Enrolled at Home Inst.	1%	3%	1%	
	4	2	2			3	2	1	
No Completion, Still Enrolled at Transfer Inst.	9%	7%	7%	3%	No Completion, Still Enrolled at Transfer Inst.	6%	5%	3%	2%
	33	6	4	2		23	4	2	1
Dropped Out	40%	45%	43%	67%	Dropped Out	46%	55%	49%	53%
	152	37	24	47		172	41	37	28
Grand Total	100%	100%	100%	100%	Grand Total	100%	100%	100%	100%
	379	82	56	70		370	75	76	53

By FTEIC Status Student status at the end of the <u>SIXTH</u> year after enrollment			By FTEIC Status Student status at the end of the <u>EIGHTH</u> year after enrollment		
	Fall 2012			Fall 2010	
	FTEIC	Non-FTEIC		FTEIC	Non-FTEIC
Home Completion + 4-Year Degree	8%	9%	Home Completion + 4-Year Degree	6%	5%
	32	17		26	8
No Home Completion + 4-Year Degree	9%	11%	No Home Completion + 4-Year Degree	10%	19%
	36	19		42	30
Associate/Cert Completion at Home Inst.	23%	26%	Associate/Cert Completion at Home Inst.	21%	19%
	94	47		86	30
Associate/Cert Completion at Transfer Inst.	3%	9%	Associate/Cert Completion at Transfer Inst.	6%	9%
	12	17		24	14
No Completion, Still Enrolled at Home Inst.	2%		No Completion, Still Enrolled at Home Inst.	1%	2%
	8			3	3
No Completion, Still Enrolled at Transfer Inst.	7%	9%	No Completion, Still Enrolled at Transfer Inst.	5%	6%
	29	16		20	10
Dropped Out	48%	36%	Dropped Out	52%	40%
	196	64		215	63
Grand Total	100%	100%	Grand Total	100%	100%
	407	180		416	158

Note: FTEIC = First-Time-Ever-in-College (new to postsecondary). Non-FTEIC = Non-First-Time-Ever-in-College (prior postsecondary experience).

Southwestern Oregon Community College
STUDENTS' HIGHEST DEGREE ATTAINMENT AT THE END OF SIX AND EIGHT YEARS

Student status at the end of the SIXTH year after enrollment

	Fall 2010	Fall 2012
Completed a Bachelor's Degree	14% 82	18% 104
Completed an Associate Degree	25% 142	23% 135
Completed a Certificate	3% 15	6% 35
Still Enrolled	9% 52	9% 53
Not Enrolled Anywhere	49% 283	44% 260
Grand Total	100% 574	100% 587

Student status at the end of the EIGHTH year after enrollment

	Fall 2010
Completed a Bachelor's Degree	18% 106
Completed an Associate Degree	24% 140
Completed a Certificate	2% 14
Still Enrolled	6% 36
Not Enrolled Anywhere	48% 278
Grand Total	100% 574

By Gender

Student status at the end of the SIXTH year after enrollment

	Fall 2012	
	Female	Male
Completed a Bachelor's Degree	18% 54	17% 50
Completed an Associate Degree	27% 78	19% 57
Completed a Certificate	4% 12	7% 22
Still Enrolled	10% 28	9% 25
Not Enrolled Anywhere	41% 120	48% 140
Grand Total	100% 292	100% 294

By Gender

Student status at the end of the EIGHTH year after enrollment

	Fall 2010	
	Female	Male
Completed a Bachelor's Degree	20% 54	17% 49
Completed an Associate Degree	27% 72	22% 64
Completed a Certificate	1% 3	3% 10
Still Enrolled	6% 16	6% 18
Not Enrolled Anywhere	45% 119	51% 146
Grand Total	100% 264	100% 287

By Age

Student status at the end of the SIXTH year after enrollment

	Fall 2012			
	<20	20 - 24	25 - 34	>= 35
Completed a Bachelor's Degree	21% 79	17% 14	16% 9	3% 2
Completed an Associate Degree	25% 93	23% 19	23% 13	14% 10
Completed a Certificate	5% 18	5% 4	7% 4	13% 9
Still Enrolled	10% 37	10% 8	11% 6	3% 2
Not Enrolled Anywhere	40% 152	45% 37	43% 24	67% 47
Grand Total	100% 379	100% 82	100% 56	100% 70

By Age

Student status at the end of the EIGHTH year after enrollment

	Fall 2010			
	<20	20 - 24	25 - 34	>= 35
Completed a Bachelor's Degree	19% 69	21% 16	13% 10	21% 11
Completed an Associate Degree	26% 97	13% 10	28% 21	23% 12
Completed a Certificate	2% 6	3% 2	7% 5	2% 1
Still Enrolled	7% 26	8% 6	4% 3	2% 1
Not Enrolled Anywhere	46% 172	55% 41	49% 37	53% 28
Grand Total	100% 370	100% 75	100% 76	100% 53

By FTEIC Status

Student status at the end of the SIXTH year after enrollment

	Fall 2012	
	FTEIC	Non-FTEIC
Completed a Bachelor's Degree	17% 68	20% 36
Completed an Associate Degree	20% 83	29% 52
Completed a Certificate	6% 23	7% 12
Still Enrolled	9% 37	9% 16
Not Enrolled Anywhere	48% 196	36% 64
Grand Total	100% 407	100% 180

By FTEIC Status

Student status at the end of the EIGHTH year after enrollment

	Fall 2010	
	FTEIC	Non-FTEIC
Completed a Bachelor's Degree	16% 68	24% 38
Completed an Associate Degree	24% 100	25% 40
Completed a Certificate	2% 10	3% 4
Still Enrolled	6% 23	8% 13
Not Enrolled Anywhere	52% 215	40% 63
Grand Total	100% 416	100% 158

Note: FTEIC = First-Time-Ever-in-College (new to postsecondary). Non-FTEIC = Non-First-Time-Ever-in-College (prior postsecondary experience).

Southwestern Oregon Community College
STUDENT STATUS AT THE END OF THE FOURTH YEAR AFTER INITIAL ENROLLMENT
 Fall 2013 Cohort, First-Time-Ever-in College Students

Overall

	Fall 2014
Completed and Transferred to 4-Year Inst.	16% 50
Completed, Did Not Transfer	22% 68
Did Not Complete, Transferred to 4-Year Inst.	21% 65
Transferred to 2-Year Inst.	13% 41
Still Enrolled at Home Inst.	2% 7
Dropped Out	25% 75
Grand Total	100% 306

By Gender

	Fall 2014	
	Female	Male
Completed and Transferred to 4-Year Inst.	18% 31	14% 19
Completed, Did Not Transfer	21% 37	23% 31
Did Not Complete, Transferred to 4-Year Inst.	23% 40	19% 25
Transferred to 2-Year Inst.	13% 23	14% 18
Still Enrolled at Home Inst.	2% 3	3% 4
Dropped Out	23% 39	27% 35
Grand Total	100% 173	100% 132

By Race/Ethnicity

	Fall 2014		
	White	Hispanic	Multi-Race
Completed and Transferred to 4-Year Inst.	18% 34	18% 8	11% 2
Completed, Did Not Transfer	26% 50	11% 5	6% 1
Did Not Complete, Transferred to 4-Year Inst.	21% 41	18% 8	17% 3
Transferred to 2-Year Inst.	9% 18	27% 12	22% 4
Still Enrolled at Home Inst.	2% 4	2% 1	6% 1
Dropped Out	23% 44	23% 10	39% 7
Grand Total	100% 191	100% 44	100% 18

By Age Group

	Fall 2014			
	<20	20 - 24	25 - 34	>= 35
Completed and Transferred to 4-Year Inst.	17% 45	5% 1	14% 2	18% 2
Completed, Did Not Transfer	20% 51	36% 8	36% 5	36% 4
Did Not Complete, Transferred to 4-Year Inst.	24% 62	9% 2		9% 1
Transferred to 2-Year Inst.	15% 39	5% 1	7% 1	
Still Enrolled at Home Inst.	2% 5	5% 1	7% 1	
Dropped Out	22% 57	41% 9	36% 5	36% 4
Grand Total	100% 259	100% 22	100% 14	100% 11

Data Source

The information contained in this report originates from student enrollment data submitted to the National Student Clearinghouse (NSC). For more information about NSC, please visit <http://www.nationalstudentclearinghouse.com>.

Student Cohorts

Student cohorts in this report are defined as credential-seeking students, both full-time and part-time, who first enrolled at an ATD college in the fall semester. For example, the Fall 2017 cohort students are those who first enrolled at an ATD college between August 1, 2017 and September 30, 2017.

Due to the limitation that the degree-seeking indicator in the NSC data file is not consistently populated by colleges, ATD uses a proxy to define students' degree-seeking behavior through their enrollment history, which is also in alignment with the approach adopted by American Association of Community College's Voluntary Framework of Accountability (AACC's VFA). AACC defines degree-seeking as completing 12 credits in the first two years after initial enrollment. Accordingly, ATD includes students who completed 15 FTE weeks of enrollment (approximately 12 credit hours) in their first two years of enrollment (8 FTE weeks in the first year for the most recent cohort). For more details, please refer to "Weeks of Full-Time Equivalent (FTE) Enrollment" (below).

Detailed outcome information for five- and seven-year completion is not included in this report. With four-, six-, and eight-year completion metrics already provided for multiple cohorts, these additional completion times are not critical to understanding overall trends.

Top 3 Student Race/Ethnicity Groups

Outcome comparisons are provided for the three race/ethnicity groups with the largest student populations, as calculated from the subpopulation of students with known race/ethnicity in the most recent cohort (i.e., Fall 2017). Please note that these groups are ordered from largest to smallest in size in the report.

Persistence Fall-to-Spring

The student persisted at the home institution from the fall semester of first enrollment to the following spring semester, defined as either (a) having an enrollment record with at least one day of enrollment in the spring semester (January 1 to May 15) of the following calendar year, or (b) having completed a credential by that time.

Persistence Fall-to-Fall

The student persisted at the home institution from the fall semester of first enrollment to the following fall semester, defined as either (a) having an enrollment record with at least one day of enrollment in the fall semester (August 1 to December 31) in the following year, or (b) having completed a credential by that time.

Weeks of Full-Time Equivalent (FTE) Enrollment

The National Student Clearinghouse currently does not collect credit information (e.g., number of credits completed each semester) in the student enrollment data. Based on the number of days of enrollment and student participation status, NSC reports weeks of FTE enrollment. This measure is used as a proxy for course credits in this report.

Weeks of FTE enrollment is calculated by the number of days of enrollment (D) weighted by student's participation status (S) in a given period of time: $(D*S)/7$, where D equals a number of days a record spans (calculated as the difference between term begin date and term end date), and S equals a factor representing the enrollment status:

- Full Time (F) = 1.00
- Three Quarter Time (Q) = 0.75
- Half Time (H) = 0.50
- Less Than Half Time (L) = 0.25

The F, Q, H, and L statuses are indicated by the colleges as they submit student enrollment data to NSC.

At most community colleges, a semester is approximately 15 weeks and 12 credits are required for full-time enrollment. AACC's VFA defines degree-seeking students as those who have completed 12 credits in their first two years of enrollment. For the purpose of this report, degree-seeking is measured as completion of 15 weeks of FTE enrollment in the first two years after initial enrollment. For the most recent student cohort for which only one year of data is available, completion of 8 weeks of FTE enrollment in the first year is used as an indicator of degree-seeking.

Comparison to Prior Versions of the Report

This current version (2019) features cohorts and outcomes calculated in the same fashion as in the 2018 version, as confirmed by NSC. You may notice minor variations in cohort sizes for older cohorts, due to the dynamic nature of NSC data collection. Outcomes for these students can also change due to continuous updates of student information as submitted from institutions nationwide.

However, you will notice the largest difference in the Fall 2016 cohort. As of the 2018 report, students in this cohort only had a single year of outcomes available and degree-seeking was defined as having completed 8 weeks of FTE enrollment in one year. With an additional year of outcomes now present, degree-seeking for this cohort is now calculated as 15 weeks of FTE enrollment in two years. This updated information will naturally yield an updated cohort size.

Home

The ATD institution associated with a student as the place of enrollment at the time of cohort assignment—the institution named on the cover of this report. This term is used throughout the report alongside completion to indicate an activity that took place at this “original” institution.

Completion

The student received a certificate, associate’s degree, or any other credential/award by the end of the specified reporting period (on or before August 14th of the reporting period). The credential reflects one received at the home institution unless otherwise specified in the category name (e.g., Associate/Certificate Completion at Transfer Institution).

Transfer

The student had at least one enrollment record at a four-year institution or two-year institution other than the originating institution by the end of the reporting period.

Still Enrolled

The student had at least one day of enrollment at a postsecondary institution in the last year of the reporting period.

Dropped Out

The student had not completed a credential or transferred to another institution, and had no enrollment record at any institution in the last year of the reporting period.

Disaggregated Data

This report presents student outcome data disaggregated by gender, race/ethnicity, age group, and FTEIC status. Data are not disaggregated by Pell status, remedial course enrollment, veteran status, or citizenship status due to the extremely low submission rate of those indicators.

Disaggregated data by race/ethnicity are not presented if less than 50% of a student cohort’s race/ethnicity is reported (40% for cohorts prior to Fall 2012).

First-Time-Ever-in-College (FTEIC)

The student has no higher education history prior to the first fall enrollment reported in this report. Students who enter only with dual enrollment credit are also included in this category.

ATD Benchmark

ATD benchmarks are calculated as the average outcomes of all cohort students enrolled at ATD network colleges in the dataset.

State/Regional Benchmark

State benchmarks are calculated as the average outcomes of all ATD colleges in the state where the reporting ATD college is located. If there are fewer than five ATD colleges in the state, a regional benchmark is provided.

ATD follows the region assignment by the U.S. Department of Education:

New England: CT ME MA NH RI VT
Mid East: DE DC MD NJ NY PA
Great Lakes: IL IN MI OH WI
Plains: IA KS MN MO NE ND SD
Southeast: AL AR FL GA KY LA MS NC SC TN VA WV
Southwest: AZ NM OK TX
Rocky Mountains: CO ID MT UT WY
Far West: AK CA HI NV OR WA

In 2018-19, there were fewer than five ATD colleges in the Rocky Mountains region. Therefore, colleges in this region are included with Plains for benchmarking purposes.

Additional Data on Student Status

More detailed student completion and transfer data are presented in the table below, for colleges that are interested in regrouping such data.

	Three Years After Enrollment		Four Years After Enrollment
	Fall 2014	Fall 2015	Fall 2014
Completed, Did Not Transfer	113	114	104
Completed and Transferred to 4-Year Institution	59	57	81
Completed and Transferred to 2-Year Institution	3	9	5
Did Not Complete and Transferred to 4-Year Institution	84	89	100
Did Not Complete and Transferred to 2-Year Institution	80	77	67
Still Enrolled at Home Inst.	37	64	13
Dropped Out	90	129	96
Grand Total	466	539	466

	Six Years After Enrollment		Eight Years After Enrollment
	Fall 2010	Fall 2012	Fall 2010
Earned a Bachelor's or Higher Degree from Home Inst.			
Earned an Associate Degree from Home Inst. and Bachelor's or Higher Degree from a Transfer Inst.	24	49	34
Earned an Certificate from Home Inst. and Bachelor's or Higher Degree from a Transfer Inst.			
No Award from Home Inst. but Earned a Bachelor's or Higher Degree from a Transfer Inst.	58	55	72
Earned an Associate Degree from Home Inst., No Higher Degree from a Transfer Inst.	113	111	107
Earned a Certificate from Home Inst. and an Associate Degree from a Transfer Inst.		2	
No Award from Home Inst. But Earned an Associate Degree from a Transfer Inst.	29	22	33
Earned a Certificate from Home Inst., No Higher Degree from a Transfer Inst.	10	30	9
No Award from Home Inst. But Earned a Certificate from a Transfer Inst.	5	5	5
No Award but Still Enrolled at Home Inst.	7	8	6
No Award but Still Enrolled at a Transfer Inst.	45	45	30
No Award and Not Enrolled Anywhere	283	260	278
Grand Total	574	587	574

Questions

For questions about the data or student outcome calculation, please e-mail data@achievingthedream.org.



**Early Momentum Key Performance Indicators (KPIs):
New Metrics for the Voluntary Framework of Accountability**

Southwestern Oregon Community College

The Voluntary Framework of Accountability (VFA) is building on the work of the American Association of Community Colleges Pathways Project (AACC Pathways) reform work to improve the value of the VFA to participating colleges. College-wide reforms, like AACC Pathways, are complex endeavors that take many years to implement fully. That means that colleges will not see expected improvements in student completion rates for several years after the implementation of such reforms. Colleges need indicators in the near-term that they can examine to see if their reform efforts are having a positive effect and are likely to improve student success over a longer term. The AACC Pathways KPIs can fulfill this need.

The calculation of the KPIs is included in the process of calculating metrics for data submitted through the VFA data system. These metrics were chosen for community colleges because they can be measured over a single year and yet research suggests that they are the leading indications of increased student completion over a longer term*. In addition to the value of these one-year measures as early indicators of progress toward longer term student success goals, tracking year-over-year change in these KPIs can motivate colleges to implement practices that can effectively create the initial conditions required for subsequent success.

*For a review, see Jenkins, D., & Bailey, T. (2017). Early momentum metrics: Why they matter for college improvement. New York, NY: Columbia University, Teachers College, Community College Research Center. Retrieved from <https://ccrc.tc.columbia.edu/media/k2/attachments/early-momentum-metrics-college-improvement.pdf>

Colleges will not see major improvements in student completion rates until several years after the implementation of reforms. Therefore, colleges can use KPIs in the short-term so they are able to examine if their reform efforts are having a positive effect and are likely to improve student success over a longer term.

The AACC Pathways KPIs (listed below) are presented in the subsequent tables. Trend data are presented for the main cohort in the fall of each given year, followed by disaggregated data for the most recent year reported.

- 1) Credit momentum KPIs:
 - a) Earned 6+ college credits in 1st term
 - b) Earned 12+ college credits in 1st term
 - c) Earned 15+ college credits in year 1
 - d) Earned 24+ college credits in year 1
 - e) Earned 30+ college credits in year 1

- 2) Gateway math and English completion KPIs:
 - a) Completed college math in year 1
 - b) Completed college English in year 1
 - c) Completed both college math and English in year 1

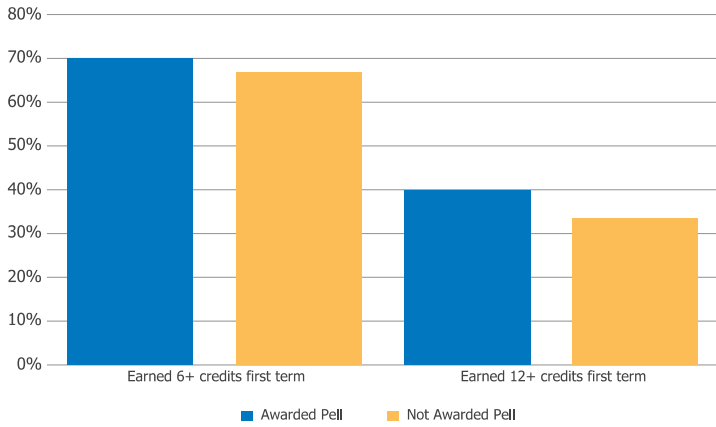
- 3) Persistence KPIs:
 - a) Fall to next term retention

- 4) College course completion KPI:
 - a) College-level course success rate in students' first academic year

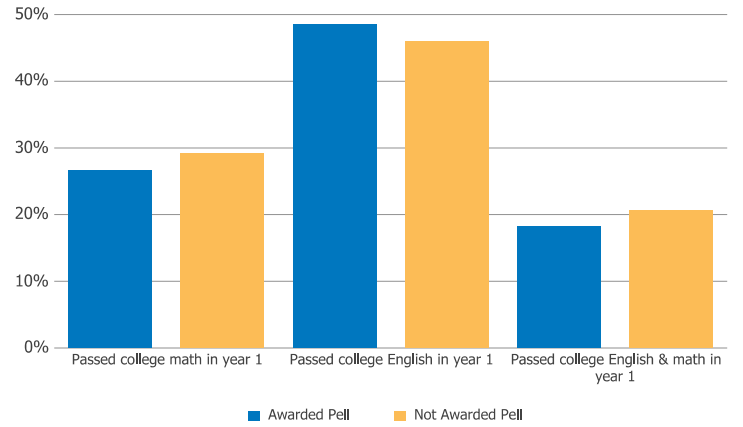
The cohorts tracked here include both full-time and part-time students but exclude students who are current high school dual enrollment students. The VFA has disaggregated these KPIs by race/ethnicity, age and other factors, which will enable colleges to see if there are gaps in progression among different student groups.

Pell Status Disaggregation - Fall 2017 Main Cohort

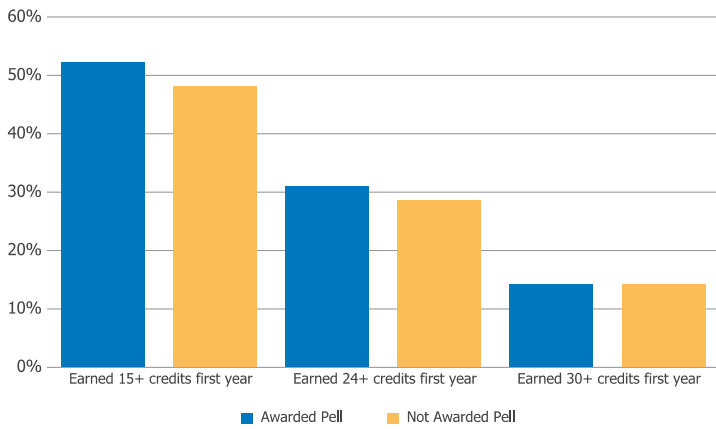
First Term Credit Success Rate by Pell Status



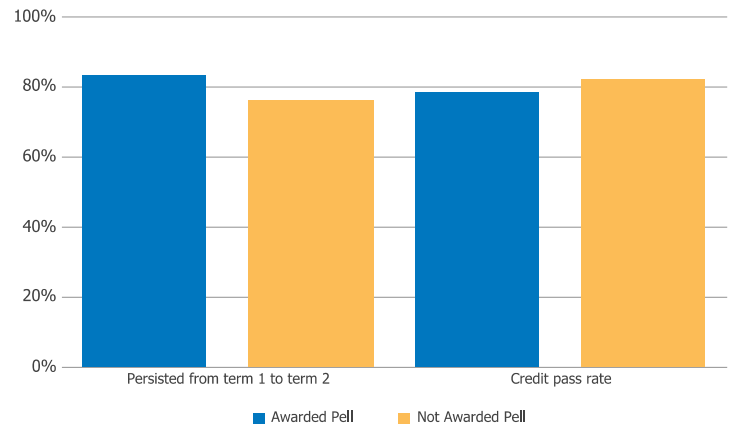
College Course Success Rate by Pell Status



Year 1 Credit Success Rate by Pell Status

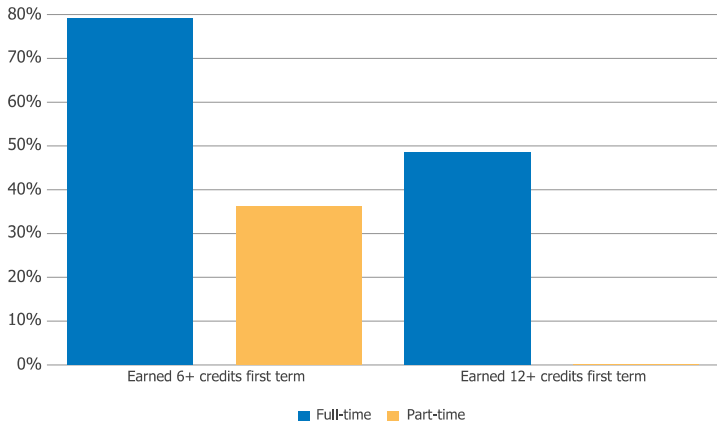


Retention and Credit Success Rate by Pell Status

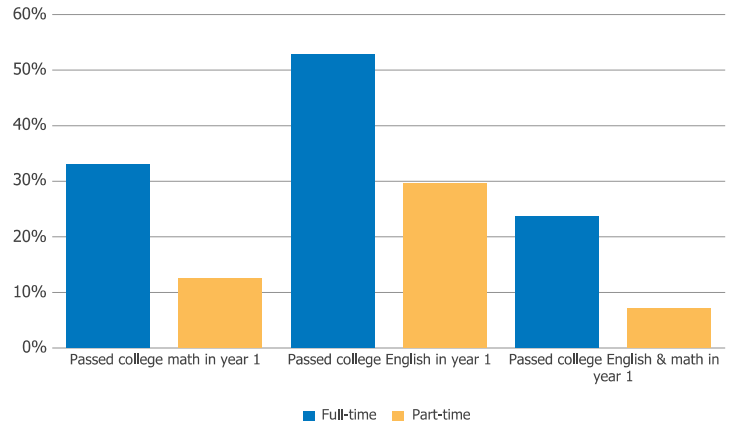


First-term Attendance Status Disaggregation - Fall 2017 Main Cohort

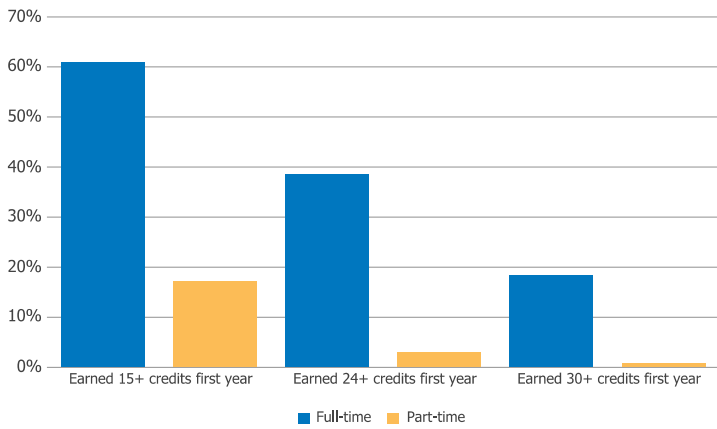
First Term Credit Success Rate by First-term Attendance Status



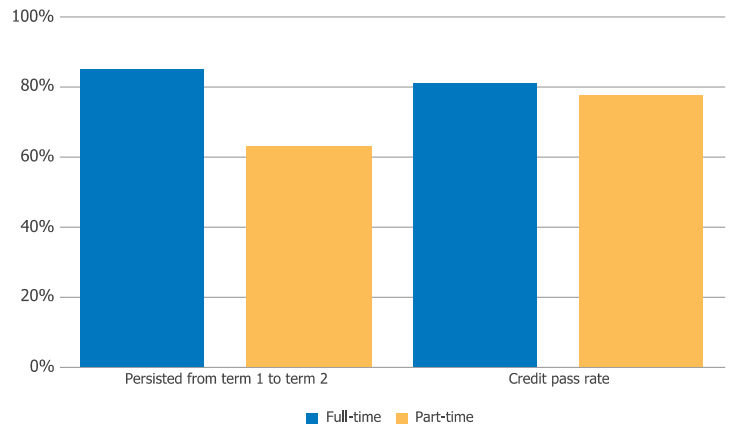
College Course Success Rate by First-term Attendance Status



Year 1 Credit Success Rate by First-term Attendance Status

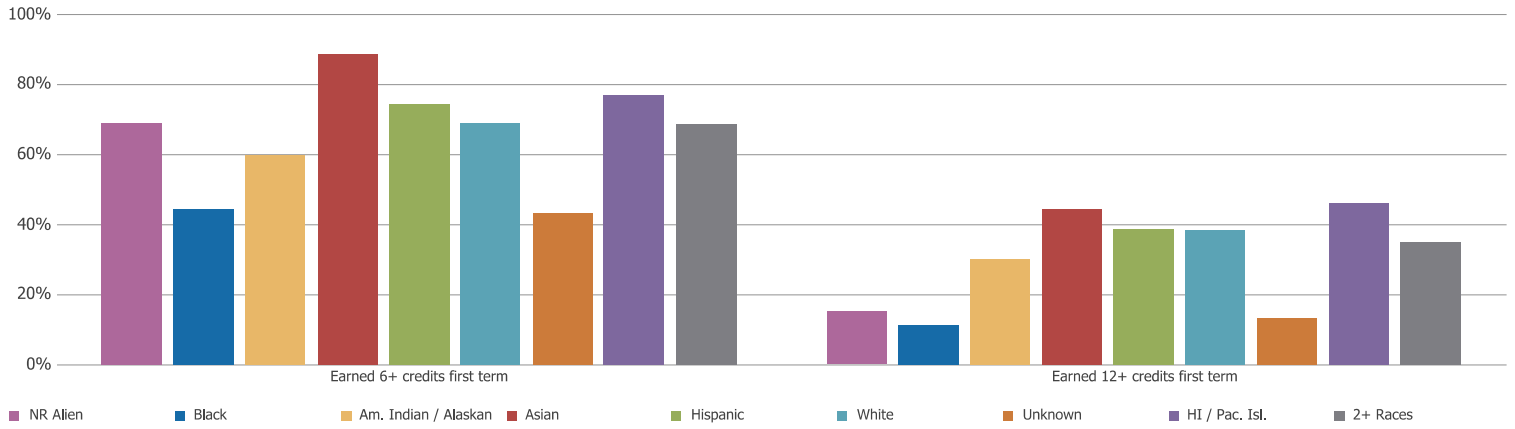


Retention and Credit Success Rate by First-term Attendance Status

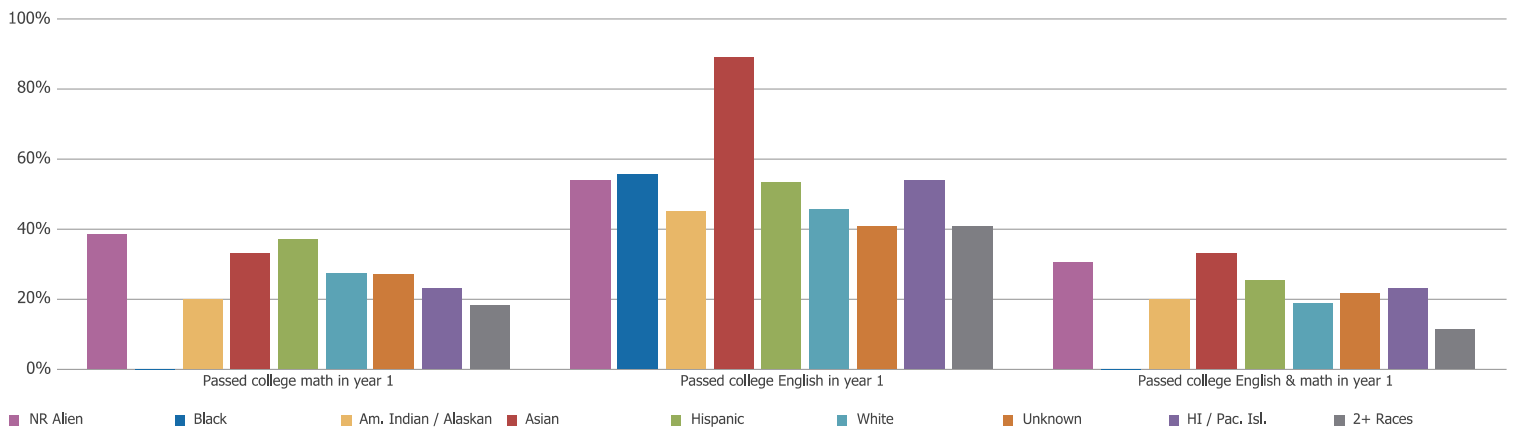


Race/Ethnicity Disaggregation - Fall 2017 Main Cohort

First Term Credit Success Rate by Race/Ethnicity

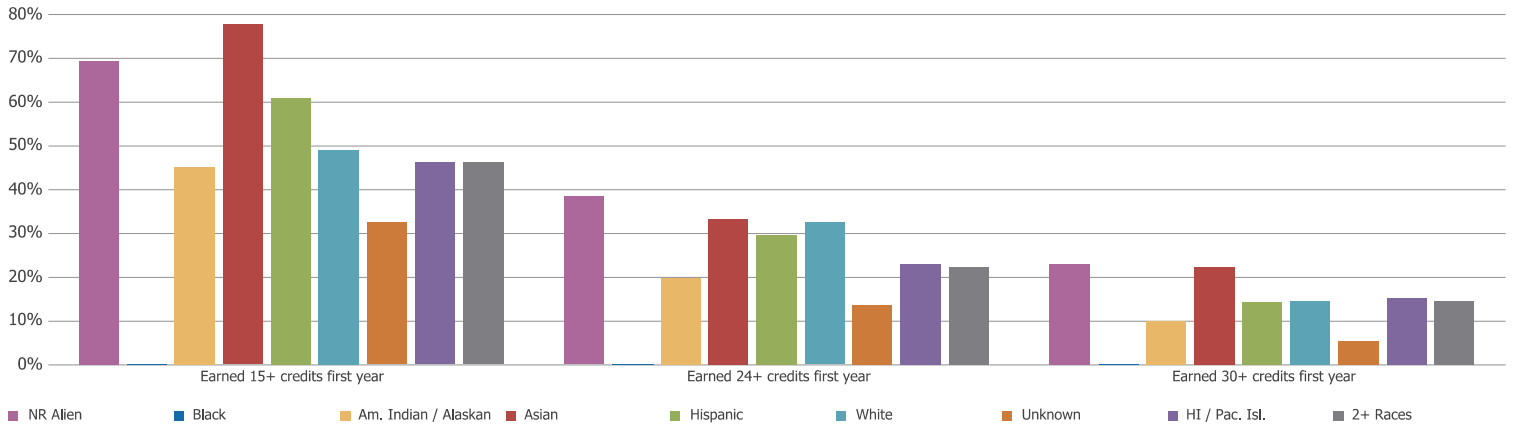


College Course Success Rate by Race/Ethnicity

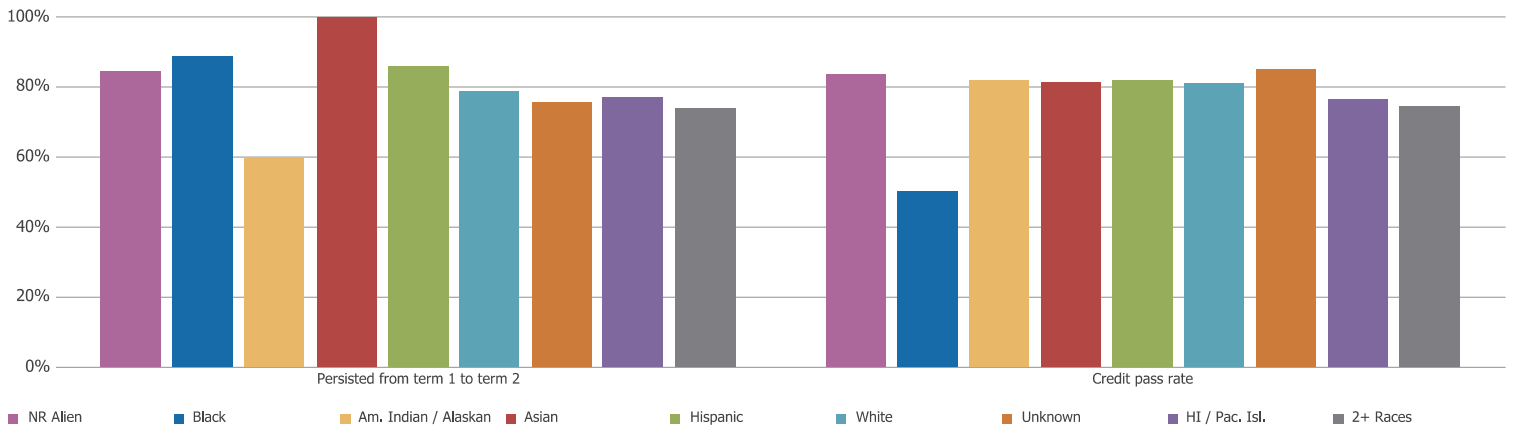


Race/Ethnicity Disaggregation - Fall 2017 Main Cohort

Year 1 Credit Success Rate by Race/Ethnicity



Retention and Credit Success Rate by Race/Ethnicity



KPI Baseline Report for Southwestern Oregon Community College

Definitions

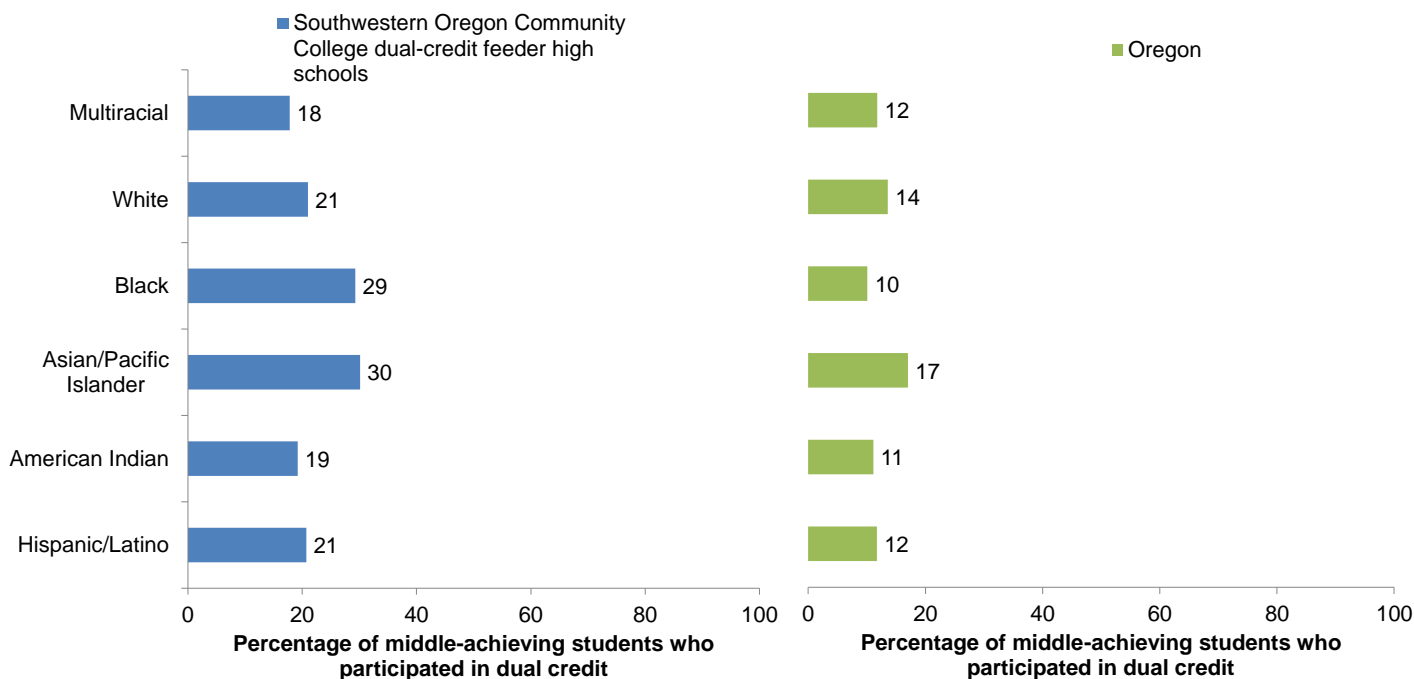
Cohort	Definition
Main Cohort students	All students who entered the institution for the first time post high school completion and are enrolled in credit or developmental education classes in the fall term. Includes the following: Full-time and part-time enrollment, degree and non-degree seeking students, and transfer-in, and first-time in college students.

KPI	Definition
Earned 6+ college credits in 1st term	Number and % of fall cohort students who successfully completed 6 or more college-level (i.e., non-developmental) credits (with grade A-C- or P) in first term
Earned 12+ college credits in 1st term	Number and % of fall cohort students who successfully completed 12 or more college-level (i.e., non-developmental) credits (with grade A-C- or P) in first term
Earned 15+ college credits in year 1	Number and % of fall cohort students who successfully completed 15 or more college-level (i.e., non-developmental) credits (with grade A-C- or P) in the first academic year
Earned 24+ college credits in year 1	Number and % of fall cohort students who successfully completed 24 or more college-level (i.e., non-developmental) credits (with grade A-C- or P) in the first academic year
Earned 30+ college credits in year 1	Number and % of fall cohort students who successfully completed 30 or more college-level (i.e., non-developmental) credits (with grade A-C- or P) in the first academic year
Completed college Math in year 1	Number and % of fall cohort students who attempted and successfully completed at least one college level (i.e., non-developmental) Math course (with grade A-C- or P) in the first academic year. Withdrawals are counted as attempting but not passing the course.
Completed college English in year 1	Number and % of fall cohort students who attempted and successfully completed at least one college level (i.e., non-developmental) English course (with grade A-C- or P) in the first academic year. Withdrawals are counted as attempting but not passing the course.
Completed college math and English in year 1	Number and % of fall cohort students who attempted and successfully completed at least one college level (i.e., non-developmental) course (with grade A-C- or P) in both Math and English in the first academic year. Withdrawals are counted as attempting but not passing the course.
Fall to next term retention	Number and % of fall cohort students who enrolled in at least one credit course (including developmental) in term 2 (spring term) or earned a formal award in the fall term.
Credit success rate	Number of college-level (i.e., non-remedial) credits successfully completed (with grade A-C- or P) by fall cohort students in their first full academic year divided by the total number of college-level credits attempted by students in the fall cohort within their first full academic year.

Equity gap: Race/ethnicity and middle-achieving students

Figure 8 examines gaps in participation across racial/ethnic groups for middle-achieving students (i.e., students who scored in the 26th–75th percentiles on the state assessments in math and reading) at your dual-credit feeder schools. The figure shows that Asian/Pacific Islander and Black middle-achieving students in your dual-credit feeder schools had the highest dual-credit participation in 2011/12-2014/15.

Figure 8. Dual-credit participation among middle-achieving students varied by race/ethnicity in 2011/12-2014/15



Note: Missing values (if present) indicate that data were suppressed to protect student privacy.

Example of how to read this figure

Among students from your dual-credit feeder high schools, 21 percent of middle-achieving Hispanic/Latino students participated in dual credit at your college in 2011/12-2014/15, compared to 21 percent of middle-achieving White students. Statewide, 12 percent of middle-achieving Hispanic/Latino students participated in dual credit at any community college, compared to 14 percent of middle-achieving White students.

Discussion questions

1. Does your college have any programs or course offerings that are geared toward middle-achieving students?
2. How could your college work with local high schools to encourage more middle-achieving students to participate in dual credit?

Conclusion

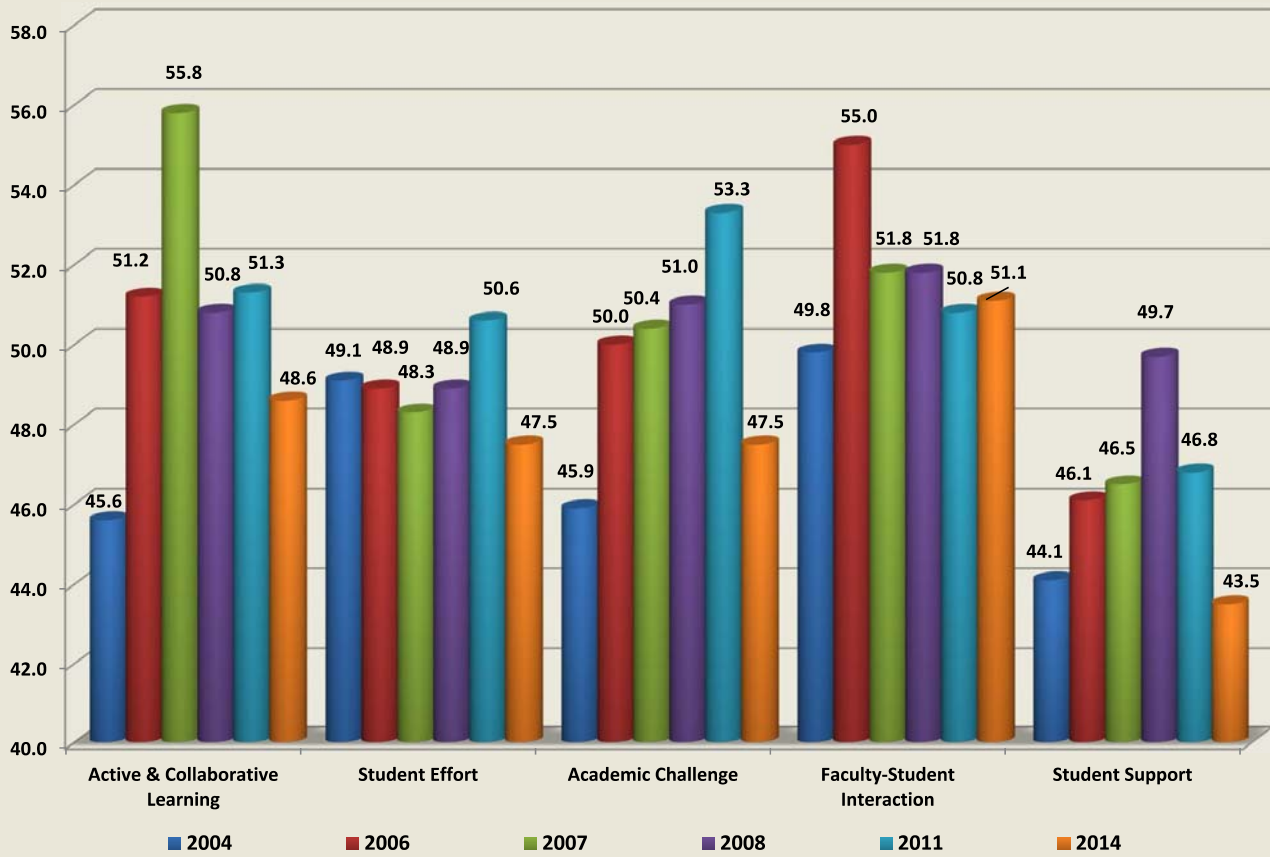
Now that you've reviewed your college's data, there are overarching questions that you might want to consider. These questions will help you formulate an action plan based on the data in this report.

1. What key issues did you identify based on the data?
2. What might the root causes be for the issues you identified?
 - a. Are any of these root causes things that your college could influence or affect through policy?
3. Are there any changes you can make that would influence these root causes and possibly lead to improved student outcomes?
4. What are some clear and actionable steps you can take to implement those changes?
 - a. Which stakeholders in the education system do you need to involve to implement those steps?
 - b. What goals will you set and how will you measure progress?

Version 9/30/16

Prepared by Regional Educational Laboratory Northwest
for the Oregon College and Career Readiness Research Alliance

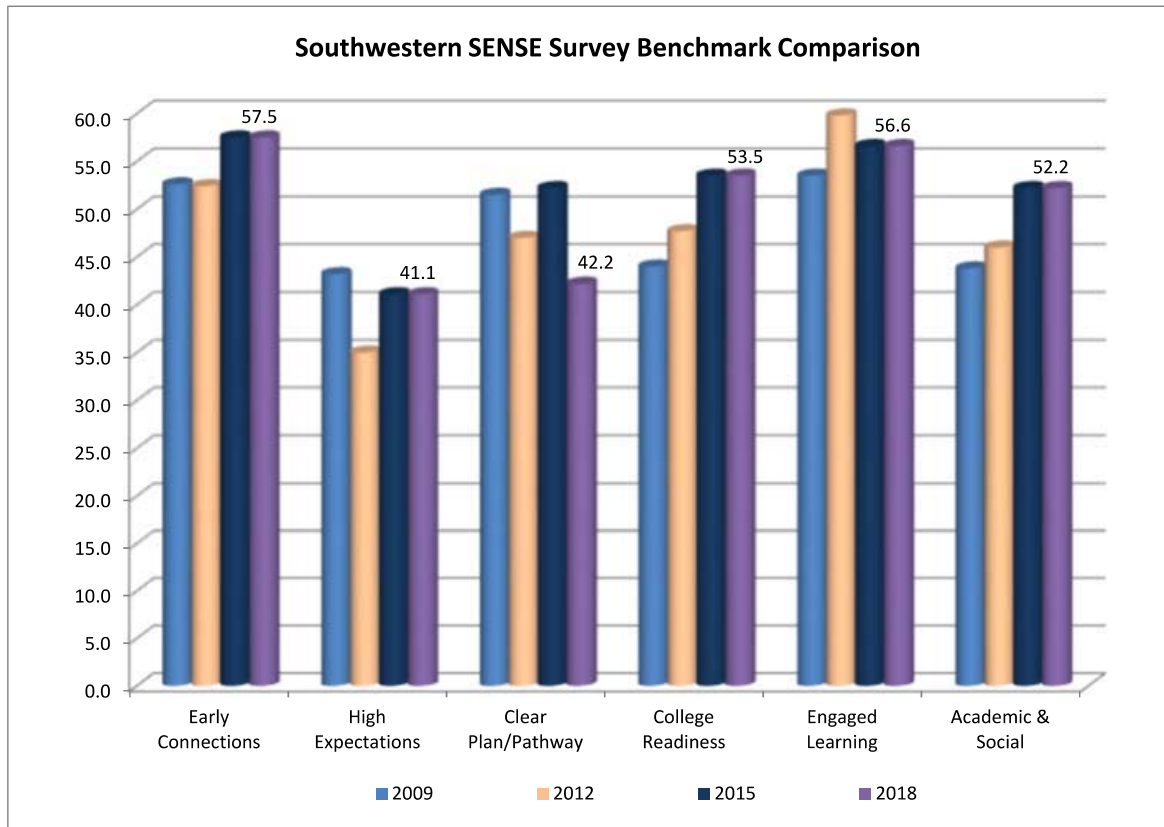
CCSSE Southwestern Benchmark Comparison





SOUTHWESTERN

AN OREGON COMMUNITY COLLEGE



Southwestern is an Equal Opportunity Educator and Employer



Student Engagement... Are you surprised by how students responded?



-85% of students indicated they received prompt written or oral feedback from instructors on performance



Students Need an Effective Path to College Readiness and Completion



SENSE Survey
Results Fall 2018





Connecting Our Mission to Planning and Student Success

Plan for Success: Core Themes - LA: Learning and Achievement; A: Access



Strategic Plan Projects 2017-2020
Guided Pathways Program Mapping
Guided Pathways Intake Advising
Student Learning Outcomes Assessment

75%

Day Courses Start
Between 9 and 1

"I would like to say it is hard to get in to classes in they are all offered in the same time block between 9 am to 12 Noon. I am also disappointed that only two to four business classes are being done in a classroom each term."

Support Student Success

LakerConnect - Early Alert System for Faculty & Advisors
EXi - Interactive Degree Planning for Students & Advisors
Provide Timely Feedback

"A couple of my teachers are great. They really communicate with me and email me if I need help. A couple teachers do not respond very quickly and, when I am taking an online class, it can hinder getting an assignment getting done if I needed clarification of how to proceed with the assignment."

Student Learning & Achievement

Learning Outcomes Assessment
Graduation & Success Rates

"This college has exceeded my expectations incredibly. I have received a ton of help regarding my career path and it has paid off incredibly. I would like to thank all of the Fire Science and paramedic faculty for their work in ensuring student success."



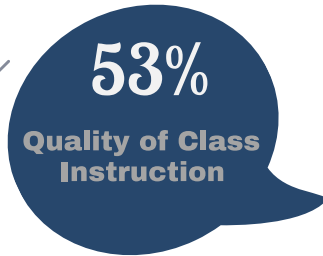
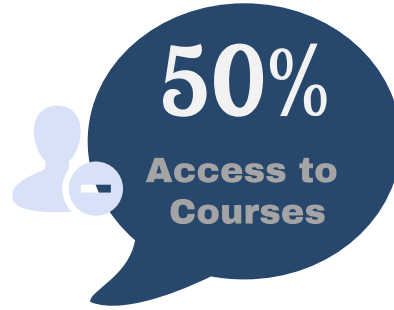
Now You Know ... What students said



Student Satisfaction ... Are you surprised by how students responded?



-75% of students are satisfied with access to faculty outside of the classroom and feel welcome at Southwestern!



**Students Expect
Access to Quality Learning**



Student Satisfaction
Inventory (SSI)
Results Spring 2018
Paid for by Title III Funds





Connecting Our Mission to Planning and Student Success

Plan for Success: Core Themes - LA: Learning and Achievement; A: Access



Strategic Plan Projects 2017-2020
Guided Pathways Program Mapping
Guided Pathways Intake Advising
Student Learning Outcomes Assessment

27%

of LakerConnect messages resulted in direct student contact

Support Student Success

LakerConnect - Early Alert System for Faculty & Advisors
EXi - Interactive Degree Planning for Students & Advisors
Timely Faculty and Advisor Feedback

"A couple of my teachers are great. They really communicate with me and email me if I need help. A couple teachers do not respond very quickly and, when I am taking an online class, it can hinder getting an assignment getting done if I needed clarification of how to proceed with the assignment."

75%

Day Courses Start
Between 9 and 1

"I would like to say it is hard to get in to classes in they are all offered in the same time block between 9 am to 12 Noon. I am also disappointed that only two to four business classes are being done in a classroom each term."

Student Learning & Achievement

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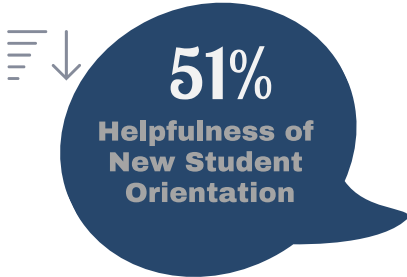
Now You Know ... What Students Said



Student Satisfaction ... Are you surprised by how students responded?



75% or more of students are satisfied with the first-stop services, tutoring availability and feel welcome at Southwestern!



**Students Expect
Access to Program &
Support Services**



Student Satisfaction
Inventory (SSI)
Results Spring 2018
Paid for by Title III Funds





Connecting Our Mission to Planning and Student Success

Plan for Success: Core Themes - LA: Learning and Achievement; A: Access



Strategic Plan Projects 2017-2020
Guided Pathways Program Mapping
Guided Pathways Intake Advising
Student Learning Outcomes Assessment

68% or less

Satisfied with
Academic Advising Services
and Support

"I love attending locally and seeing familiar faces coming to school. Financially I'm trying to figure out how to obtain my degree without access to financial aide because earning a degree will help my family in the long run in obtaining financial stability. Getting knowledge about how to obtain another means of going to college is vital and it seems those resources are extremely hard to come by."

"More than anything I appreciate the fact that faculty and staff have all been super supportive and they show that they believe in the students of Southwestern!"

51%

Satisfied with ongoing feedback about their progress toward their academic goals

Support Student Success

LakerConnect - Early Alert System for Faculty & Advisors
EXi - Interactive Degree Planning for Students & Advisors
Timely Financial Aid and Academic Progress Information

"I like the campus. I do think advisors need to be a little bit more informed on programs."

Student Learning & Achievement

Learning Outcomes Assessment
Graduation & Success Rates



Now You Know ... What Students Said

Employment Outcomes Data SWOCC and State Data Comparison



Performance Reporting Information System

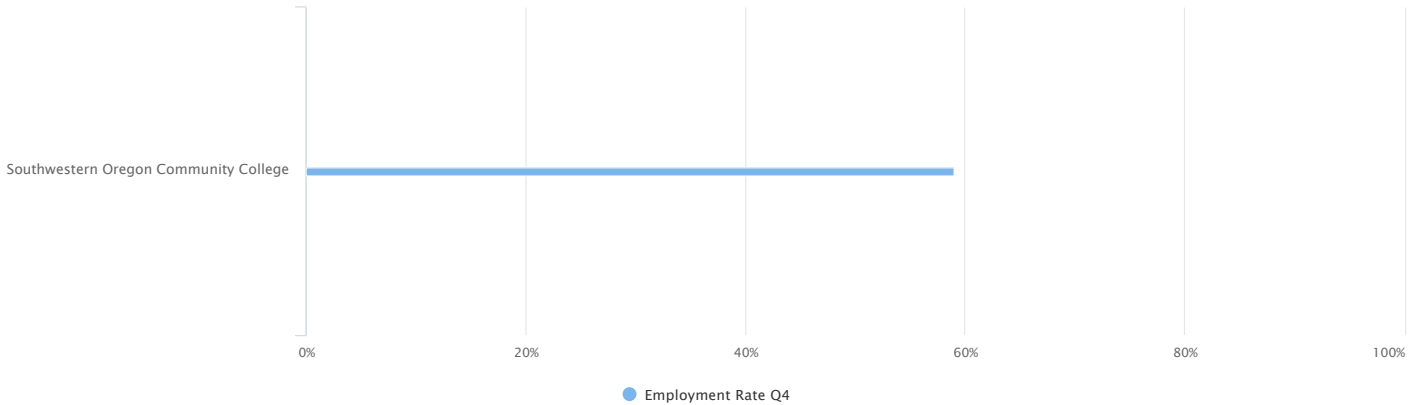
The PRISM Employment Rate Q4 tool is located on QualityInfo.org, a website of the Oregon Employment Department

Point in Time for PY 2016 (Jul 2016 - Jun 2017)

Selected Filters: HECC: Community Colleges, Southwestern Oregon Community College, CIPs (Total), Ethnicity (Total), Race (Total), Age (Total), Gender (Total), Veteran Status (Total), Disability Status (Total), Educational Attainment (Total)

Employment Rate Q4 Measure

Community Colleges for PY 2016 (Jul 2016 - Jun 2017)



Source: Oregon Employment Department QualityInfo.org

Employment Rate Q4 Measure
Classification of Instructional Programs (CIP)
by Education Type for PY 2016 (Jul 2016 - Jun 2017)
 ■ Southwestern Oregon Community College

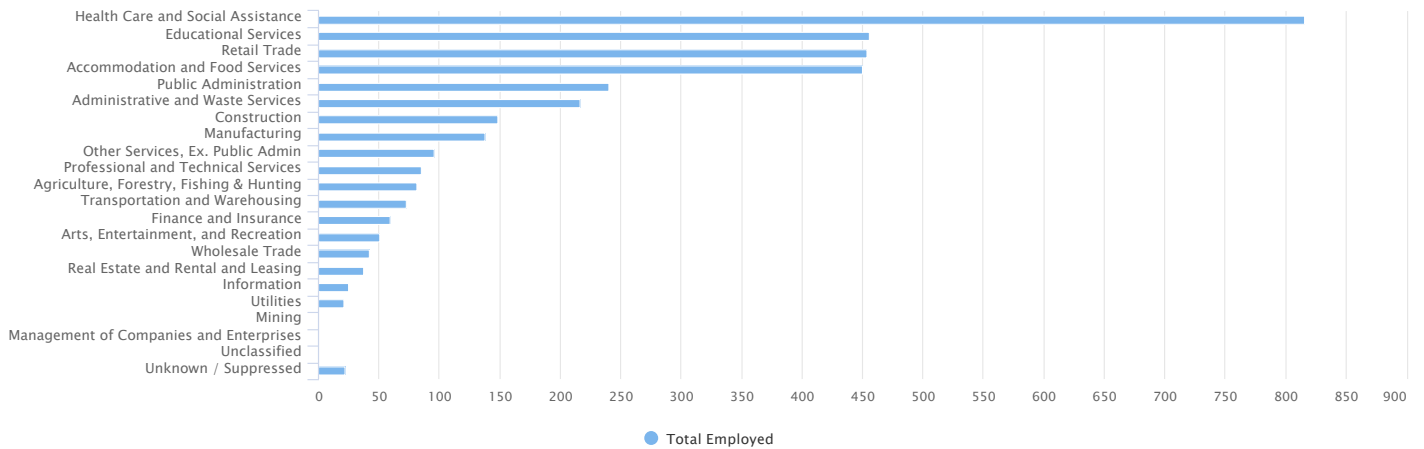
Program (CIP) Description	Employment Rate Q4
01 - Agriculture, Agriculture Operations, and Related Sciences	0%
32 - Basic Skills and Developmental/Remedial Education	0%
26 - Biological and Biomedical Sciences	0%
52 - Business, Management, Marketing, and Related Support Services	~60%
09 - Communication, Journalism, and Related Programs	0%
10 - Communications Technologies/Technicians and Support Services	~45%
11 - Computer and Information Sciences and Support Services	~60%
46 - Construction Trades	100%
13 - Education	~70%
14 - Engineering	~75%
15 - Engineering Technologies and Engineering-Related Fields	~70%
23 - English Language and Literature/Letters	0%
19 - Family and Consumer Sciences/Human Sciences	~70%
51 - Health Professions and Related Programs	~70%
53 - High School/Secondary Diplomas and Certificates	~70%
43 - Homeland Security, Law Enforcement, Firefighting and Related Protective Services	~65%
35 - Interpersonal and Social Skills	0%



Source: Oregon Employment Department QualityInfo.org

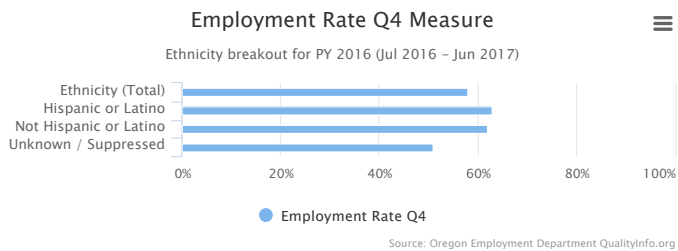
Employment Rate Q4 Measure

Industries for PY 2016 (Jul 2016 - Jun 2017)
 All Industries (Total Employed): 3,509

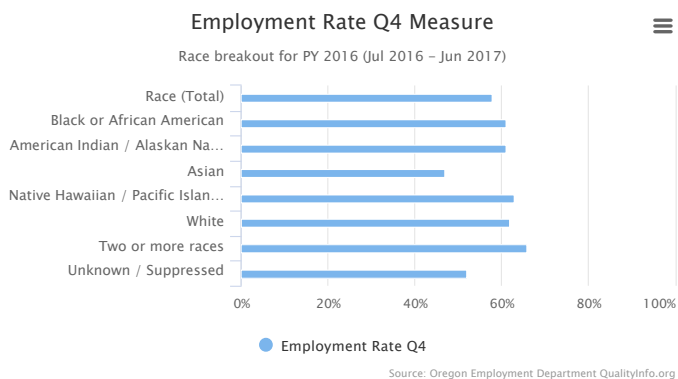


Source: Oregon Employment Department QualityInfo.org

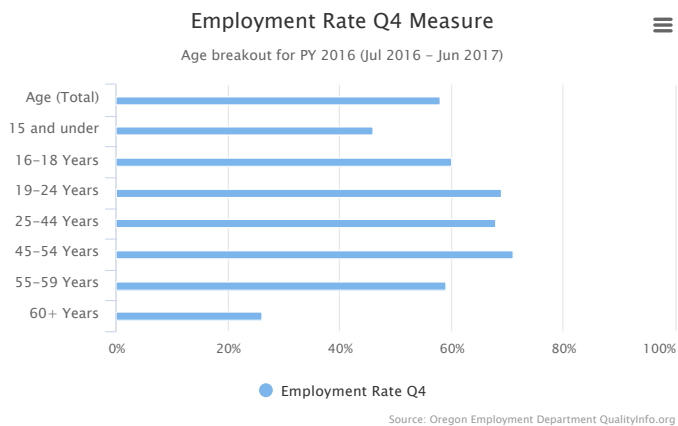
Employment Rate Q4 Measure Ethnicity breakout for PY 2016 (Jul 2016 - Jun 2017)				
Description	Total Employed	Total Exited	Employment Rate Q4	
Ethnicity (Total)	3,509	5,949	58%	
Hispanic or Latino	212	338	63%	
Not Hispanic or Latino	2,423	3,899	62%	
Unknown / Suppressed	874	1,712	51%	



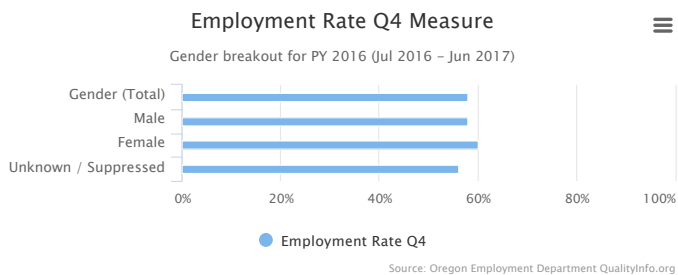
Employment Rate Q4 Measure Race breakout for PY 2016 (Jul 2016 - Jun 2017)				
Description	Total Employed	Total Exited	Employment Rate Q4	
Race (Total)	3,509	5,949	58%	
Black or African American	28	46	61%	
American Indian / Alaskan Native	99	161	61%	
Asian	39	83	47%	
Native Hawaiian / Pacific Islander	17	27	63%	
White	2,247	3,604	62%	
Two or more races	95	145	66%	
Unknown / Suppressed	984	1,883	52%	



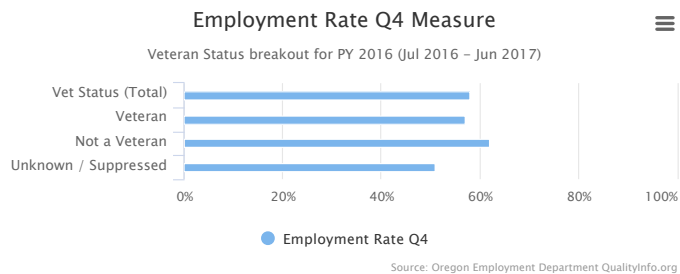
Employment Rate Q4 Measure Age breakout for PY 2016 (Jul 2016 - Jun 2017)				
Description	Total Employed	Total Exited	Employment Rate Q4	
Age (Total)	3,509	5,949	58%	
15 and under	103	224	46%	
16-18 Years	779	1,296	60%	
19-24 Years	692	1,001	69%	
25-44 Years	1,090	1,595	68%	
45-54 Years	407	570	71%	
55-59 Years	192	323	59%	
60+ Years	246	940	26%	



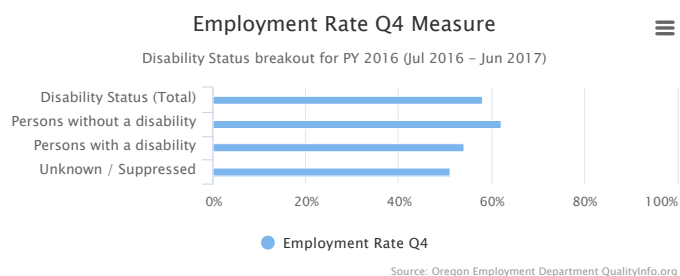
Employment Rate Q4 Measure Gender breakout for PY 2016 (Jul 2016 - Jun 2017)				
Description	Total Employed	Total Exited	Employment Rate Q4	
Gender (Total)	3,509	5,949	58%	
Male	1,403	2,422	58%	
Female	2,014	3,362	60%	
Unknown / Suppressed	92	165	56%	



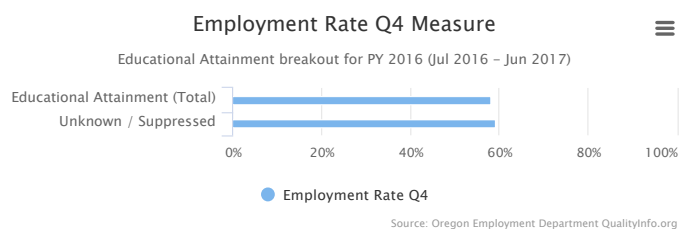
Employment Rate Q4 Measure Veteran Status breakout for PY 2016 (Jul 2016 - Jun 2017)			
Description	Total Employed	Total Exited	Employment Rate Q4
Vet Status (Total)	3,509	5,949	58%
Veteran	83	145	57%
Not a Veteran	2,552	4,092	62%
Unknown / Suppressed	874	1,712	51%



Employment Rate Q4 Measure Disability Status breakout for PY 2016 (Jul 2016 - Jun 2017)			
Description	Total Employed	Total Exited	Employment Rate Q4
Disability Status (Total)	3,509	5,949	58%
Persons without a disability	2,575	4,126	62%
Persons with a disability	60	111	54%
Unknown / Suppressed	874	1,712	51%



Employment Rate Q4 Measure Educational Attainment breakout for PY 2016 (Jul 2016 - Jun 2017)			
Description	Total Employed	Total Exited	Employment Rate Q4
Educational Attainment (Total)	3,509	5,949	58%
Unknown / Suppressed	3,509	5,949	59%



Definitions & Methods

- **Note regarding Community College data:** Community College data is available through the end of Program Year 2016 (2nd quarter of 2017). It is unknown whether students continued at a Community College or exited Community College at the end of Program Year 2016. For PRISM purposes, it is assumed all students exited at the end of the 2016 Program Year. All students are counted as exited and may or may not be employed. Therefore, Community College measures currently displayed for PY 2016 may be lower than actual levels.
- **Partners:** The following Oregon Education agencies and programs that currently submit data to PRISM 2 are HECC: Community Colleges and HECC: Public Universities.
- **Employment Rate Q4:** The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program. The employment rate is calculated by dividing the number of Total Employed by the number of Total Exited.
- **Exit:** For Workforce Partners, an exit occurs when a customer has not received any services for 90 days and no future services are planned. For Education Partners, an exit occurs when a student has not been enrolled in a community college or university for two consecutive terms.
- **Total Exited:** The total number of unduplicated participants who received workforce services and exited.
- **Total Employed:** The total number of unduplicated participants who exited and were employed in the fourth quarter after exit.



Performance Reporting Information System

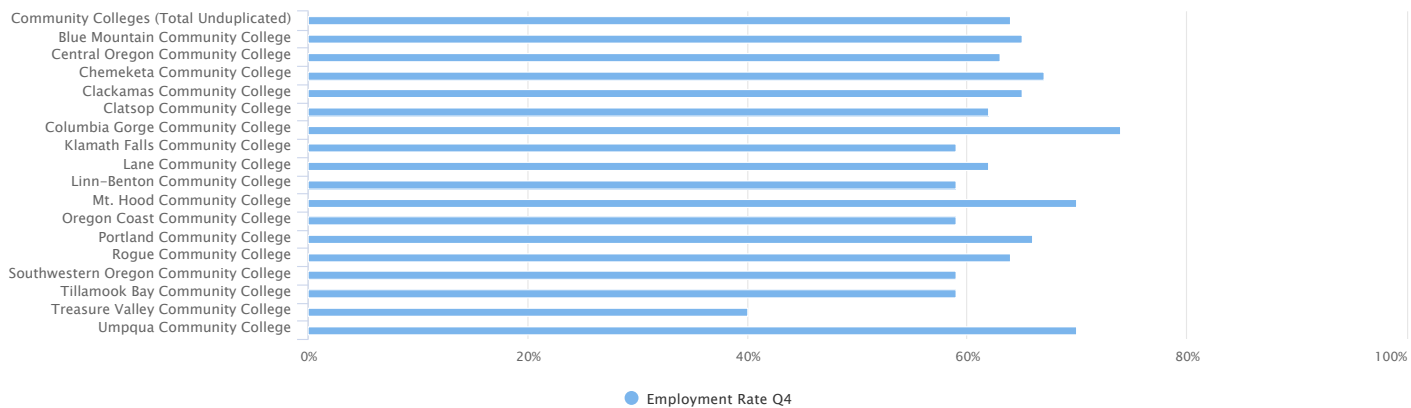
The PRISM Employment Rate Q4 tool is located on QualityInfo.org, a website of the Oregon Employment Department

Point in Time for PY 2016 (Jul 2016 - Jun 2017)

Selected Filters: HECC: Community Colleges, All Schools, CIPs (Total), Ethnicity (Total), Race (Total), Age (Total), Gender (Total), Veteran Status (Total), Disability Status (Total), Educational Attainment (Total)

Employment Rate Q4 Measure

Community Colleges for PY 2016 (Jul 2016 - Jun 2017)


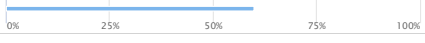
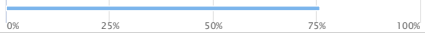
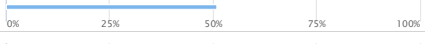
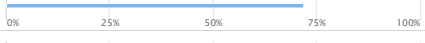
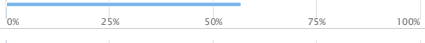
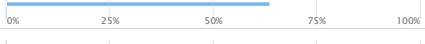
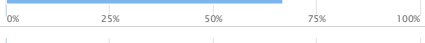
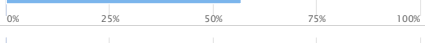
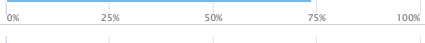
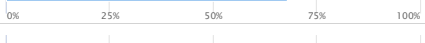
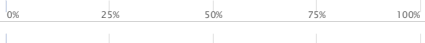
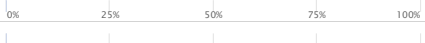
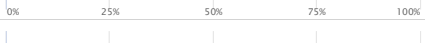
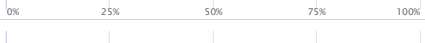
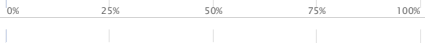
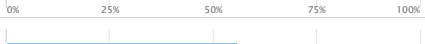
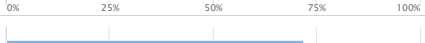
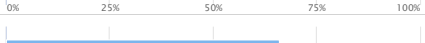
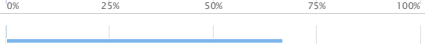
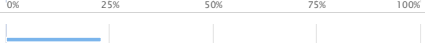
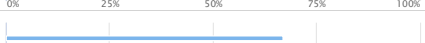

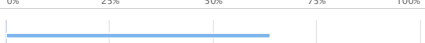



Source: Oregon Employment Department QualityInfo.org

Employment Rate Q4 Measure Classification of Instructional Programs (CIP) by Education Type for PY 2016 (Jul 2016 - Jun 2017)

HECC: Community Colleges

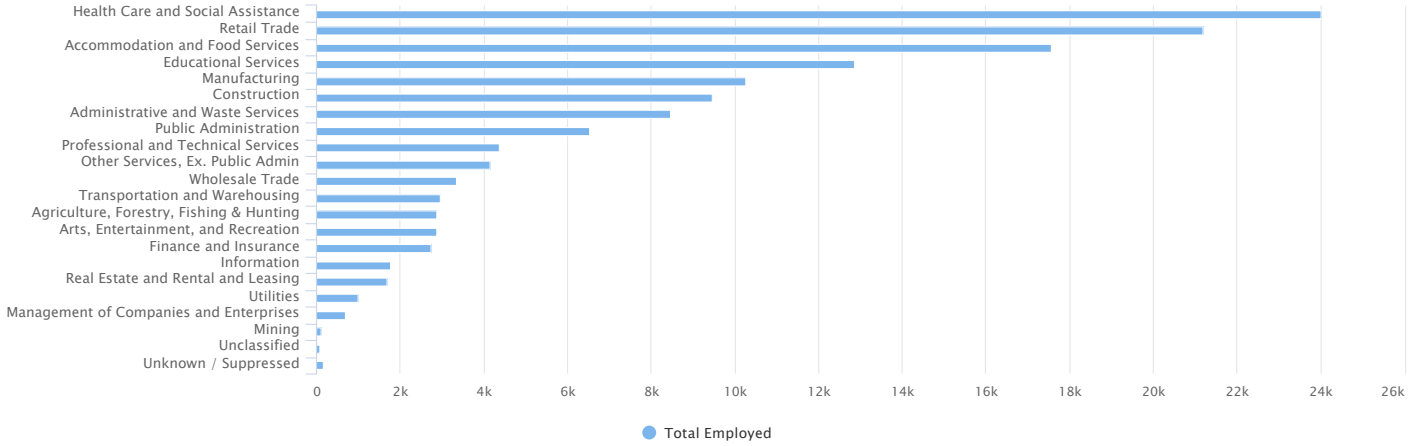
Program (CIP) Description	Employment Rate Q4
01 - Agriculture, Agriculture Operations, and Related Sciences	55
04 - Architecture and Related Services	65
32 - Basic Skills and Developmental/Remedial Education	55
26 - Biological and Biomedical Sciences	60
52 - Business, Management, Marketing, and Related Support Services	65
33 - Citizenship Activities	55
09 - Communication, Journalism, and Related Programs	65
10 - Communications Technologies/Technicians and Support Services	60
11 - Computer and Information Sciences and Support Services	60
46 - Construction Trades	85
13 - Education	70
14 - Engineering	60
15 - Engineering Technologies and Engineering-Related Fields	70
23 - English Language and Literature/Letters	55
19 - Family and Consumer Sciences/Human Sciences	65
16 - Foreign Languages, Literatures, and Linguistics	60
51 - Health Professions and Related Programs	75
34 - Health-Related Knowledge and Skills	75

Employment Rate Q4 Measure Classification of Instructional Programs (CIP) by Education Type for PY 2016 (Jul 2016 - Jun 2017)	
■ HECC: Community Colleges	
Program (CIP) Description	Employment Rate Q4
53 - High School/Secondary Diplomas and Certificates	
54 - History	
43 - Homeland Security, Law Enforcement, Firefighting and Related Protective Services	
35 - Interpersonal and Social Skills	
22 - Legal Professions and Studies	
36 - Leisure and Recreational Activities	
24 - Liberal Arts and Sciences, General Studies and Humanities	
25 - Library Science	
27 - Mathematics and Statistics	
47 - Mechanic and Repair Technologies/Technicians	
30 - Multi/Interdisciplinary Studies	
03 - Natural Resources and Conservation	
99 - No Information / Missing / Unknown	
31 - Parks, Recreation, Leisure, and Fitness Studies	
37 - Personal Awareness and Self-Improvement	
12 - Personal and Culinary Services	
38 - Philosophy and Religious Studies	
40 - Physical Sciences	
48 - Precision Production	
42 - Psychology	
44 - Public Administration and Social Service Professions	
41 - Science Technologies/Technicians	
45 - Social Sciences	
49 - Transportation and Materials Moving	
50 - Visual and Performing Arts	

Source: Oregon Employment Department QualityInfo.org

Employment Rate Q4 Measure

Industries for PY 2016 (Jul 2016 - Jun 2017)
All Industries (Total Employed): 138,974

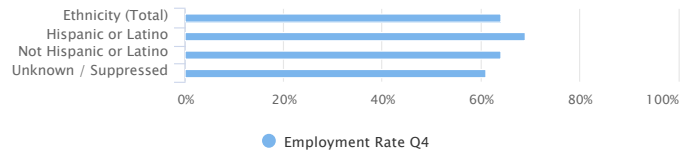


Source: Oregon Employment Department QualityInfo.org

Employment Rate Q4 Measure Ethnicity breakout for PY 2016 (Jul 2016 - Jun 2017)			
Description	Total Employed	Total Exited	Employment Rate Q4
Ethnicity (Total)	138,974	215,746	64%
Hispanic or Latino	18,596	26,792	69%
Not Hispanic or Latino	97,790	152,173	64%
Unknown / Suppressed	22,588	36,781	61%

Employment Rate Q4 Measure

Ethnicity breakout for PY 2016 (Jul 2016 - Jun 2017)

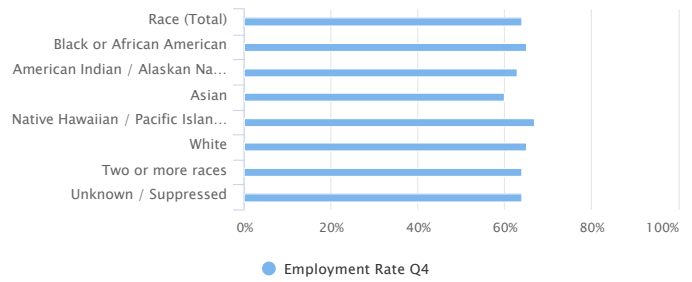


Source: Oregon Employment Department QualityInfo.org

Employment Rate Q4 Measure Race breakout for PY 2016 (Jul 2016 - Jun 2017)			
Description	Total Employed	Total Exited	Employment Rate Q4
Race (Total)	138,974	215,746	64%
Black or African American	3,478	5,311	65%
American Indian / Alaskan Native	1,985	3,164	63%
Asian	5,150	8,607	60%
Native Hawaiian / Pacific Islander	736	1,096	67%
White	86,509	133,759	65%
Two or more races	5,254	8,155	64%
Unknown / Suppressed	35,862	55,654	64%

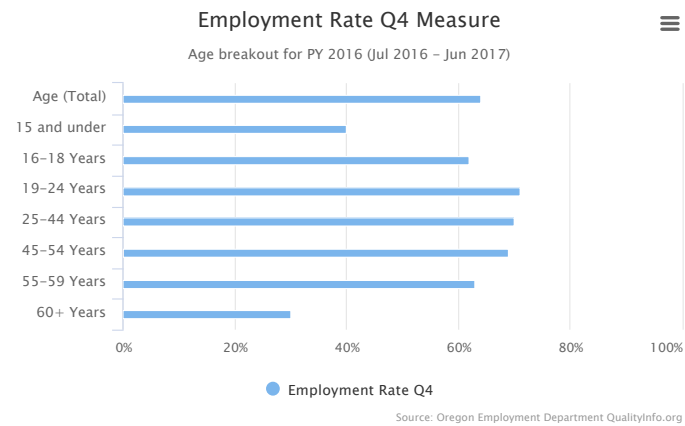
Employment Rate Q4 Measure

Race breakout for PY 2016 (Jul 2016 - Jun 2017)

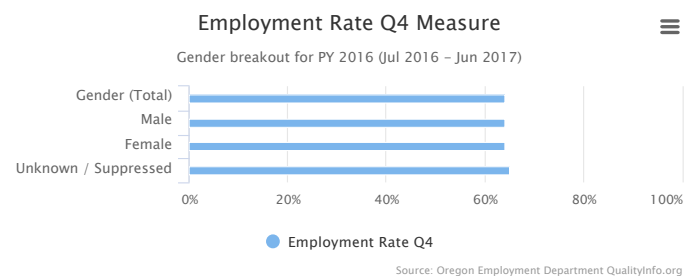


Source: Oregon Employment Department QualityInfo.org

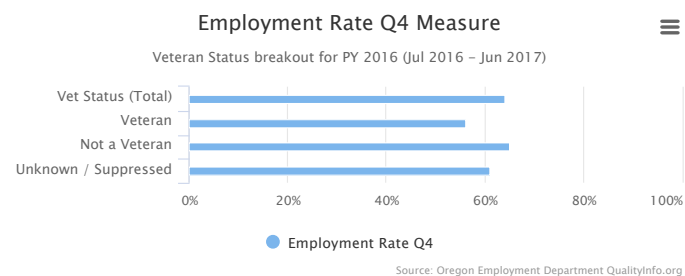
Employment Rate Q4 Measure Age breakout for PY 2016 (Jul 2016 - Jun 2017)			
Description	Total Employed	Total Exited	Employment Rate Q4
Age (Total)	138,974	215,746	64%
15 and under	2,433	6,012	40%
16-18 Years	27,007	43,216	62%
19-24 Years	36,829	52,106	71%
25-44 Years	50,324	71,661	70%
45-54 Years	12,359	17,880	69%
55-59 Years	4,721	7,436	63%
60+ Years	5,301	17,435	30%



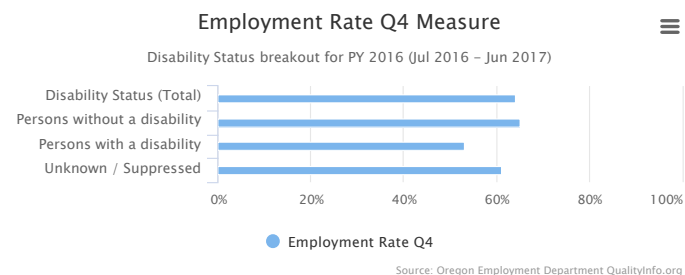
Employment Rate Q4 Measure Gender breakout for PY 2016 (Jul 2016 - Jun 2017)			
Description	Total Employed	Total Exited	Employment Rate Q4
Gender (Total)	138,974	215,746	64%
Male	60,812	94,492	64%
Female	75,427	117,065	64%
Unknown / Suppressed	2,735	4,189	65%



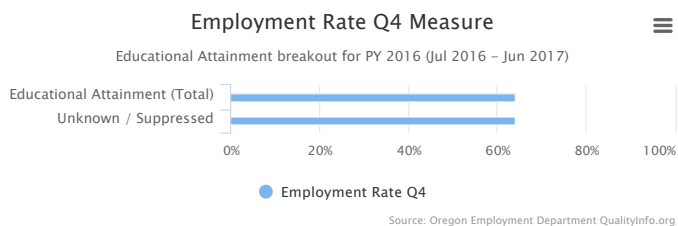
Employment Rate Q4 Measure Veteran Status breakout for PY 2016 (Jul 2016 - Jun 2017)			
Description	Total Employed	Total Exited	Employment Rate Q4
Vet Status (Total)	138,974	215,746	64%
Veteran	3,866	6,867	56%
Not a Veteran	112,520	172,098	65%
Unknown / Suppressed	22,588	36,781	61%



Employment Rate Q4 Measure Disability Status breakout for PY 2016 (Jul 2016 - Jun 2017)			
Description	Total Employed	Total Exited	Employment Rate Q4
Disability Status (Total)	138,974	215,746	64%
Persons without a disability	114,353	175,093	65%
Persons with a disability	2,033	3,872	53%
Unknown / Suppressed	22,588	36,781	61%



Employment Rate Q4 Measure Educational Attainment breakout for PY 2016 (Jul 2016 - Jun 2017)			
Description	Total Employed	Total Exited	Employment Rate Q4
Educational Attainment (Total)	138,974	215,746	64%
Unknown / Suppressed	138,974	215,746	64%



Definitions & Methods

- **Note regarding Community College data:** Community College data is available through the end of Program Year 2016 (2nd quarter of 2017). It is unknown whether students continued at a Community College or exited Community College at the end of Program Year 2016. For PRISM purposes, it is assumed all students exited at the end of the 2016 Program Year. All students are counted as exited and may or may not be employed. Therefore, Community College measures currently displayed for PY 2016 may be lower than actual levels.
- **Partners:** The following Oregon Education agencies and programs that currently submit data to PRISM 2 are HECC: Community Colleges and HECC: Public Universities.
- **Employment Rate Q4:** The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program. The employment rate is calculated by dividing the number of Total Employed by the number of Total Exited.
- **Exit:** For Workforce Partners, an exit occurs when a customer has not received any services for 90 days and no future services are planned. For Education Partners, an exit occurs when a student has not been enrolled in a community college or university for two consecutive terms.
- **Total Exited:** The total number of unduplicated participants who received workforce services and exited.
- **Total Employed:** The total number of unduplicated participants who exited and were employed in the fourth quarter after exit.



Performance Reporting Information System

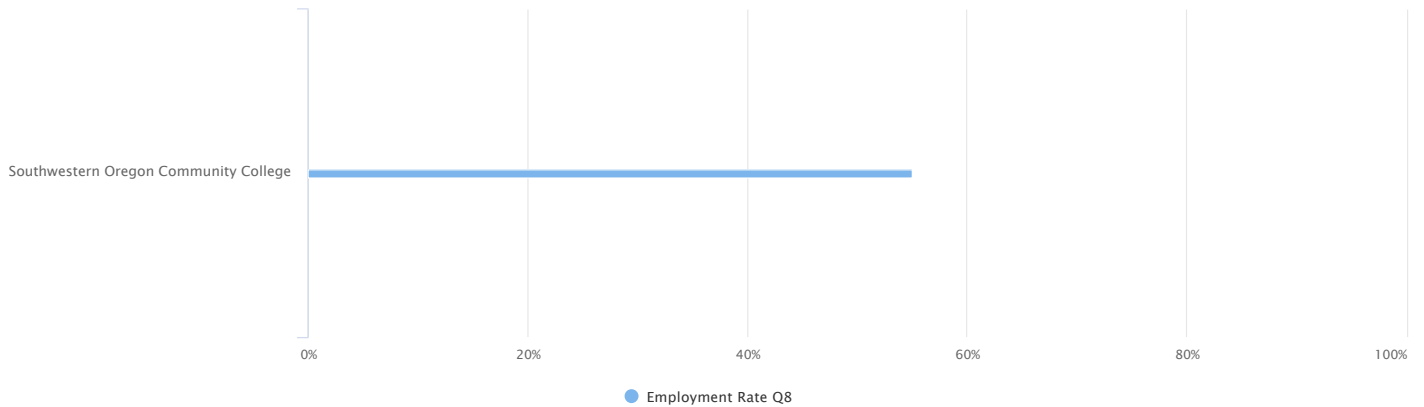
The PRISM Employment Rate Q8 tool is located on QualityInfo.org, a website of the Oregon Employment Department

Point in Time for PY 2015 (Jul 2015 - Jun 2016)

Selected Filters: HECC: Community Colleges, Southwestern Oregon Community College, CIPs (Total), Ethnicity (Total), Race (Total), Age (Total), Gender (Total), Veteran Status (Total), Disability Status (Total), Educational Attainment (Total)

Employment Rate Q8 Measure

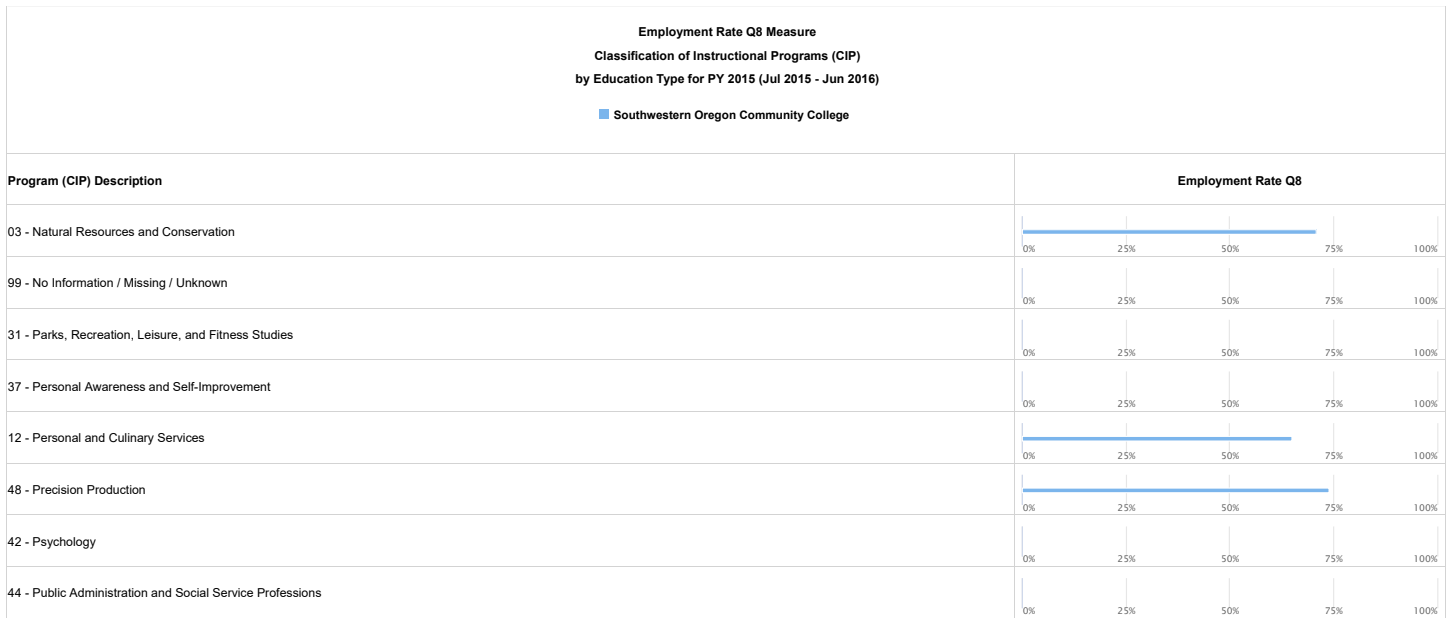
Community Colleges for PY 2015 (Jul 2015 - Jun 2016)



Source: Oregon Employment Department QualityInfo.org

Employment Rate Q8 Measure
Classification of Instructional Programs (CIP)
by Education Type for PY 2015 (Jul 2015 - Jun 2016)
 ■ Southwestern Oregon Community College

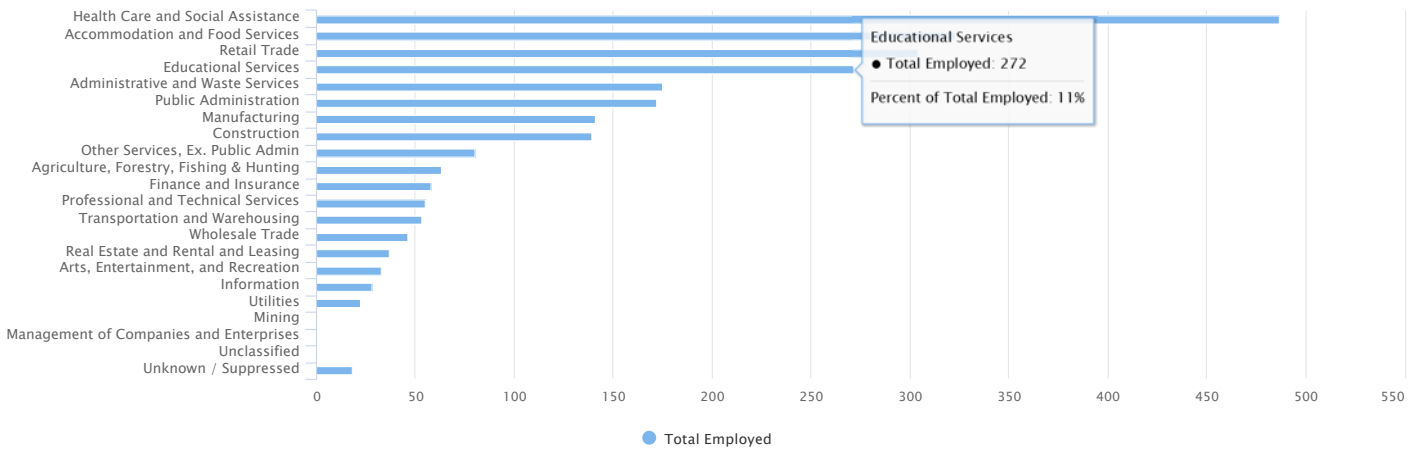
Program (CIP) Description	Employment Rate Q8
01 - Agriculture, Agriculture Operations, and Related Sciences	0%
52 - Business, Management, Marketing, and Related Support Services	~65%
10 - Communications Technologies/Technicians and Support Services	0%
11 - Computer and Information Sciences and Support Services	~60%
46 - Construction Trades	0%
13 - Education	~55%
14 - Engineering	0%
15 - Engineering Technologies and Engineering-Related Fields	0%
19 - Family and Consumer Sciences/Human Sciences	~75%
51 - Health Professions and Related Programs	~65%
53 - High School/Secondary Diplomas and Certificates	0%
43 - Homeland Security, Law Enforcement, Firefighting and Related Protective Services	~55%
36 - Leisure and Recreational Activities	~50%
24 - Liberal Arts and Sciences, General Studies and Humanities	~65%
27 - Mathematics and Statistics	0%
47 - Mechanic and Repair Technologies/Technicians	0%
30 - Multi/Interdisciplinary Studies	~65%



Source: Oregon Employment Department QualityInfo.org

Employment Rate Q8 Measure

Industries for PY 2015 (Jul 2015 - Jun 2016)
All Industries (Total Employed): 2,504



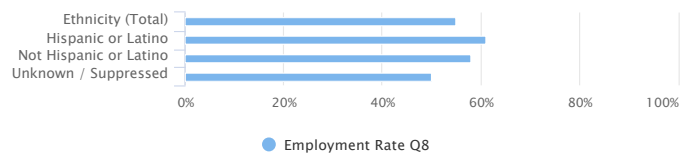
Source: Oregon Employment Department QualityInfo.org

Employment Rate Q8 Measure Ethnicity breakout for PY 2015 (Jul 2015 - Jun 2016)

Description	Total Employed	Total Exited	Employment Rate Q8
Ethnicity (Total)	2,504	4,528	55%
Hispanic or Latino	150	245	61%
Not Hispanic or Latino	1,614	2,793	58%
Unknown / Suppressed	740	1,490	50%

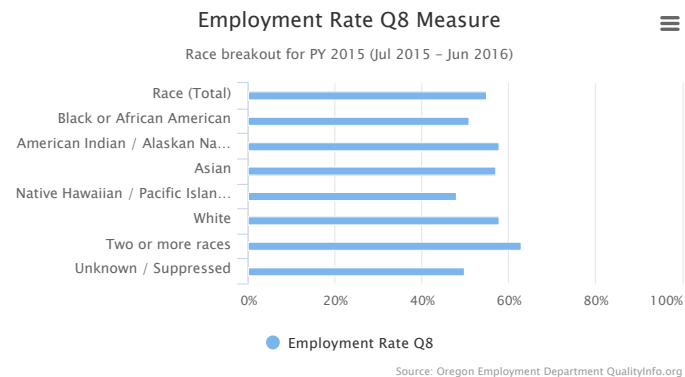
Employment Rate Q8 Measure

Ethnicity breakout for PY 2015 (Jul 2015 - Jun 2016)

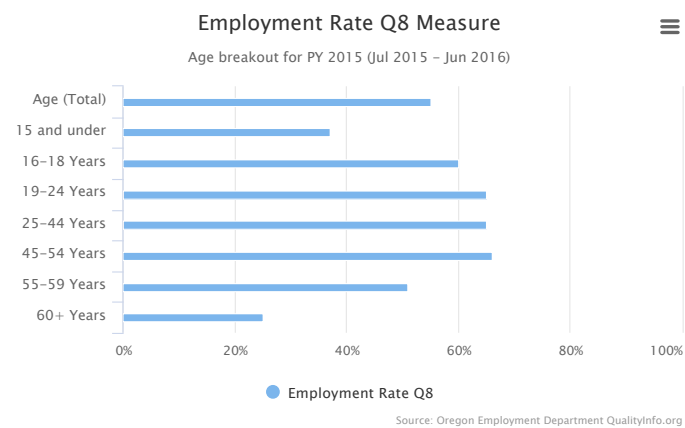


Source: Oregon Employment Department QualityInfo.org

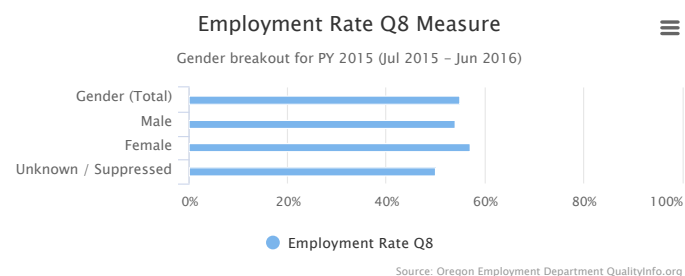
Employment Rate Q8 Measure Race breakout for PY 2015 (Jul 2015 - Jun 2016)				
Description	Total Employed	Total Exited	Employment Rate Q8	
Race (Total)	2,504	4,528	55%	
Black or African American	19	37	51%	
American Indian / Alaskan Native	76	132	58%	
Asian	26	46	57%	
Native Hawaiian / Pacific Islander	12	25	48%	
White	1,490	2,567	58%	
Two or more races	62	99	63%	
Unknown / Suppressed	819	1,622	50%	



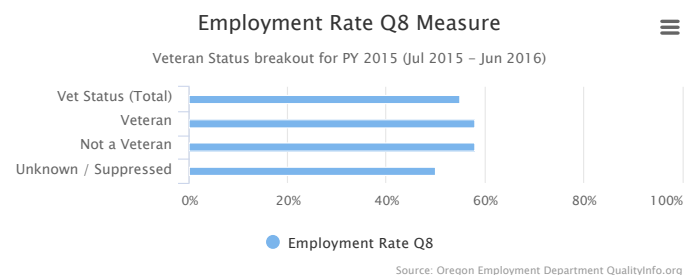
Employment Rate Q8 Measure Age breakout for PY 2015 (Jul 2015 - Jun 2016)				
Description	Total Employed	Total Exited	Employment Rate Q8	
Age (Total)	2,504	4,528	55%	
15 and under	45	122	37%	
16-18 Years	445	743	60%	
19-24 Years	473	725	65%	
25-44 Years	858	1,323	65%	
45-54 Years	311	474	66%	
55-59 Years	164	324	51%	
60+ Years	208	817	25%	



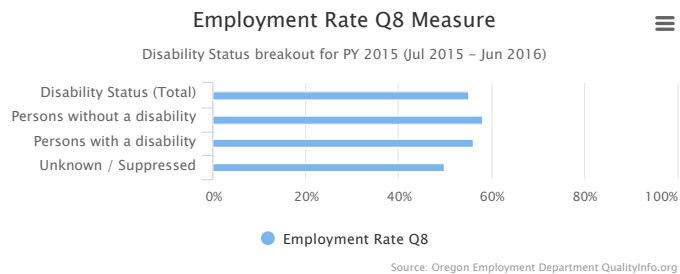
Employment Rate Q8 Measure Gender breakout for PY 2015 (Jul 2015 - Jun 2016)				
Description	Total Employed	Total Exited	Employment Rate Q8	
Gender (Total)	2,504	4,528	55%	
Male	1,042	1,931	54%	
Female	1,400	2,473	57%	
Unknown / Suppressed	62	124	50%	



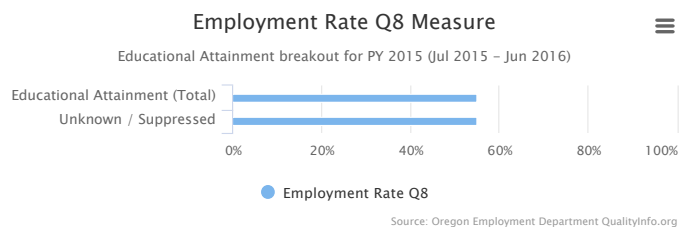
Employment Rate Q8 Measure Veteran Status breakout for PY 2015 (Jul 2015 - Jun 2016)				
Description	Total Employed	Total Exited	Employment Rate Q8	
Vet Status (Total)	2,504	4,528	55%	
Veteran	56	97	58%	
Not a Veteran	1,708	2,941	58%	
Unknown / Suppressed	740	1,490	50%	



Employment Rate Q8 Measure Disability Status breakout for PY 2015 (Jul 2015 - Jun 2016)			
Description	Total Employed	Total Exited	Employment Rate Q8
Disability Status (Total)	2,504	4,528	55%
Persons without a disability	1,728	2,974	58%
Persons with a disability	36	64	56%
Unknown / Suppressed	740	1,490	50%



Employment Rate Q8 Measure Educational Attainment breakout for PY 2015 (Jul 2015 - Jun 2016)			
Description	Total Employed	Total Exited	Employment Rate Q8
Educational Attainment (Total)	2,504	4,528	55%
Unknown / Suppressed	2,504	4,528	55%



Definitions & Methods

- **Note regarding Community College data:** Community College data is available through the end of Program Year 2016 (2nd quarter of 2017). It is unknown whether students continued at a Community College or exited Community College at the end of Program Year 2016. For PRISM purposes, it is assumed all students exited at the end of the 2016 Program Year. All students are counted as exited and may or may not be employed. Therefore, Community College measures currently displayed for PY 2016 may be lower than actual levels.
- **Partners:** The following Oregon Education agencies and programs that currently submit data to PRISM 2 are HECC: Community Colleges and HECC: Public Universities.
- **Employment Rate Q8:** The percentage of program participants who are in unsubsidized employment during the eighth quarter after exit from the program. The employment rate is calculated by dividing the number of Total Employed by the number of Total Exited.
- **Exit:** For Workforce Partners, an exit occurs when a customer has not received any services for 90 days and no future services are planned. For Education Partners, an exit occurs when a student has not been enrolled in a community college or university for two consecutive terms.
- **Total Exited:** The total number of unduplicated participants who received workforce services and exited.
- **Total Employed:** The total number of unduplicated participants who exited and were employed in the eighth quarter after exit.



Performance Reporting Information System

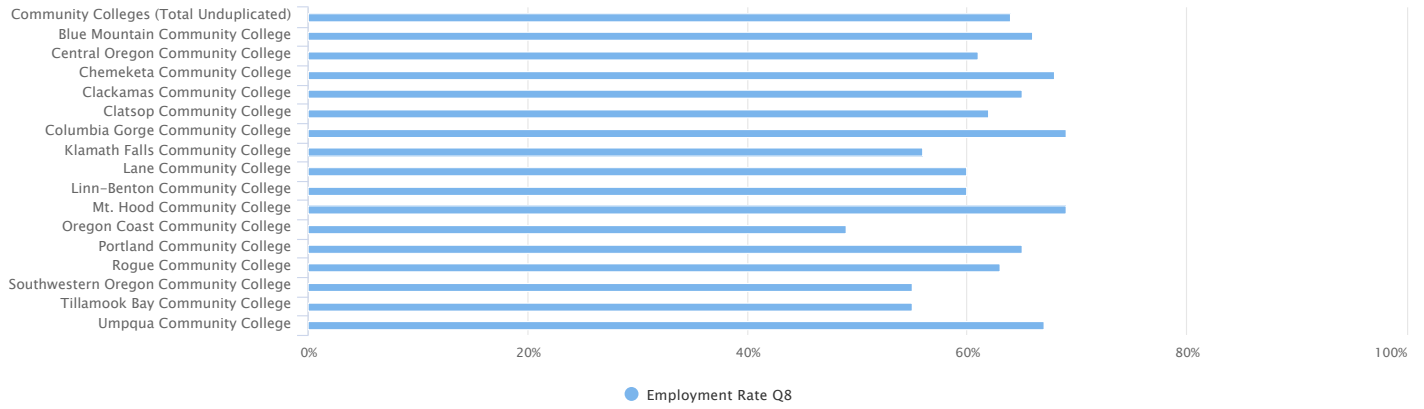
The PRISM Employment Rate Q8 tool is located on QualityInfo.org, a website of the Oregon Employment Department

Point in Time for PY 2015 (Jul 2015 - Jun 2016)

Selected Filters: HECC: Community Colleges, All Schools, CIPs (Total), Ethnicity (Total), Race (Total), Age (Total), Gender (Total), Veteran Status (Total), Disability Status (Total), Educational Attainment (Total)

Employment Rate Q8 Measure

Community Colleges for PY 2015 (Jul 2015 - Jun 2016)

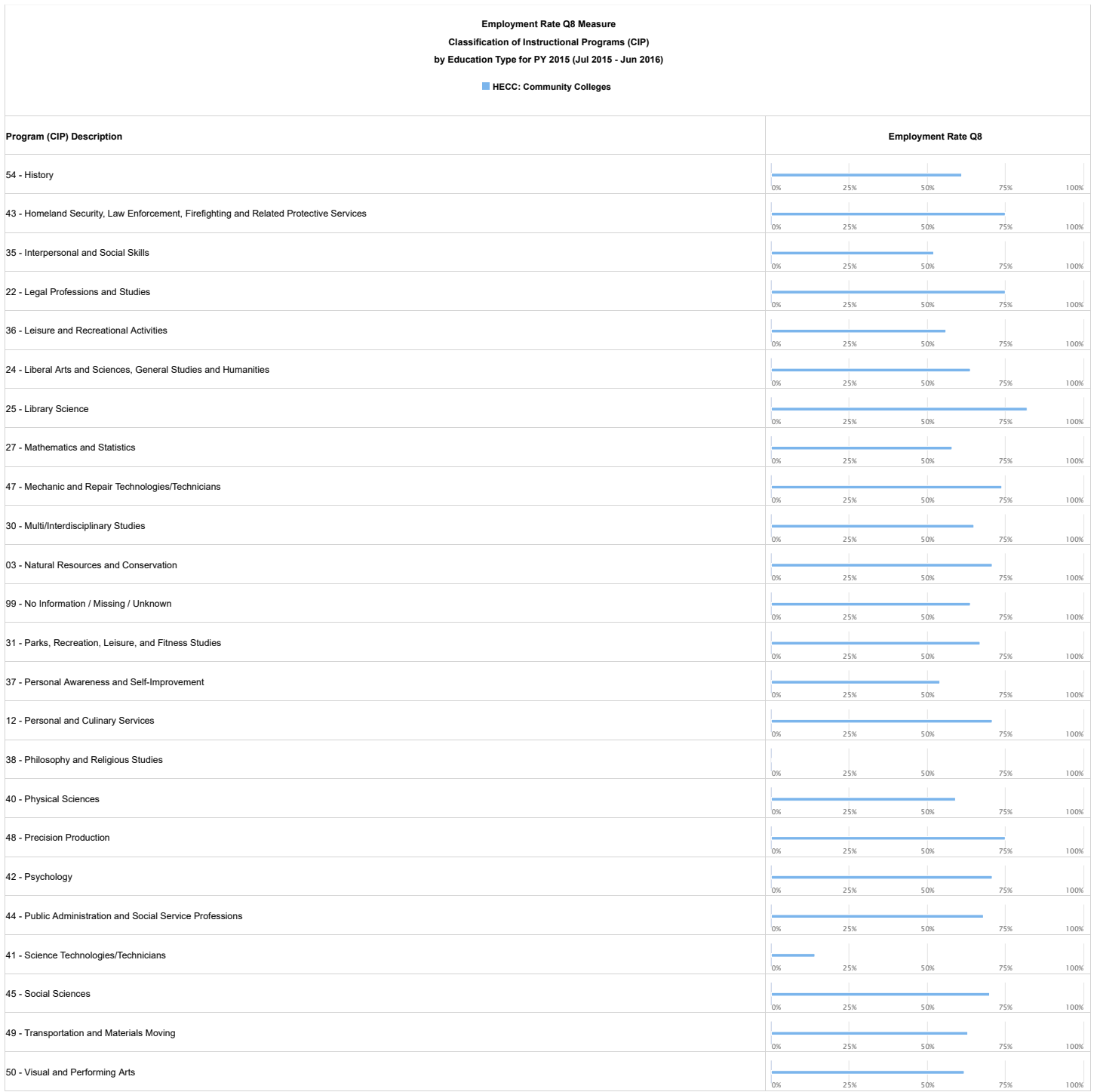


Source: Oregon Employment Department QualityInfo.org

Employment Rate Q8 Measure Classification of Instructional Programs (CIP) by Education Type for PY 2015 (Jul 2015 - Jun 2016)

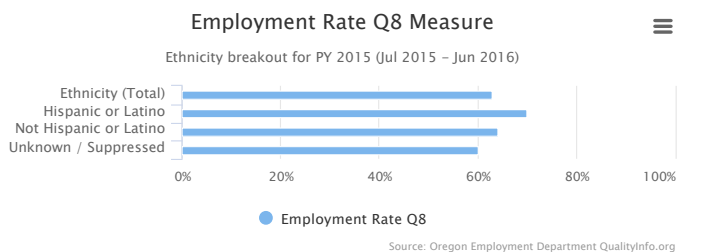
HECC: Community Colleges

Program (CIP) Description	Employment Rate Q8
01 - Agriculture, Agriculture Operations, and Related Sciences	60
04 - Architecture and Related Services	75
32 - Basic Skills and Developmental/Remedial Education	55
26 - Biological and Biomedical Sciences	60
52 - Business, Management, Marketing, and Related Support Services	70
09 - Communication, Journalism, and Related Programs	65
10 - Communications Technologies/Technicians and Support Services	70
11 - Computer and Information Sciences and Support Services	65
46 - Construction Trades	80
13 - Education	70
14 - Engineering	60
15 - Engineering Technologies and Engineering-Related Fields	70
23 - English Language and Literature/Letters	60
19 - Family and Consumer Sciences/Human Sciences	60
16 - Foreign Languages, Literatures, and Linguistics	60
51 - Health Professions and Related Programs	75
34 - Health-Related Knowledge and Skills	70
53 - High School/Secondary Diplomas and Certificates	60



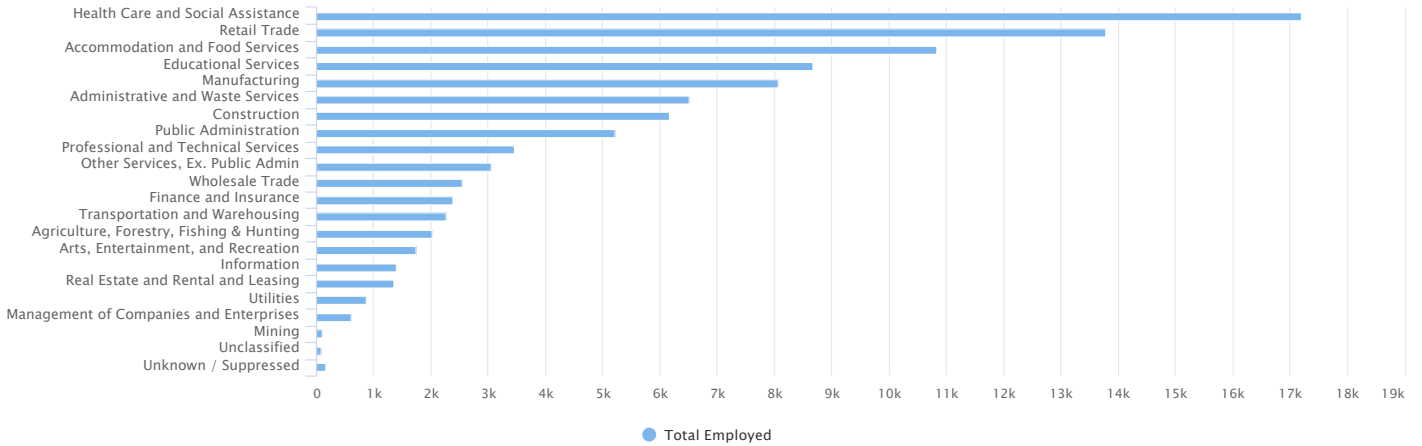
Employment Rate Q8 Measure
Ethnicity breakout for
PY 2015 (Jul 2015 - Jun 2016)

Description	Total Employed	Total Exited	Employment Rate Q8
Ethnicity (Total)	98,334	153,760	63%
Hispanic or Latino	12,083	17,176	70%
Not Hispanic or Latino	69,969	109,444	64%
Unknown / Suppressed	16,282	27,140	60%



Employment Rate Q8 Measure

Industries for PY 2015 (Jul 2015 - Jun 2016)
All Industries (Total Employed): 98,334

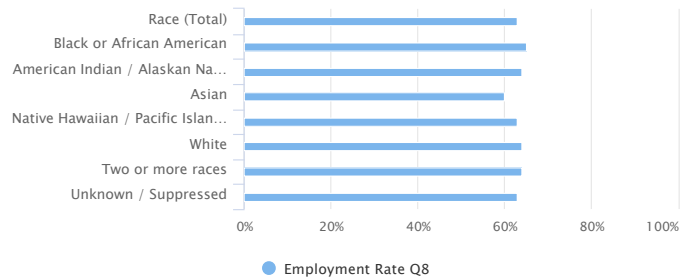


Source: Oregon Employment Department QualityInfo.org

Employment Rate Q8 Measure Race breakout for PY 2015 (Jul 2015 - Jun 2016)			
Description	Total Employed	Total Exited	Employment Rate Q8
Race (Total)	98,334	153,760	63%
Black or African American	2,443	3,781	65%
American Indian / Alaskan Native	1,556	2,444	64%
Asian	3,443	5,695	60%
Native Hawaiian / Pacific Islander	437	698	63%
White	62,110	96,520	64%
Two or more races	3,443	5,395	64%
Unknown / Suppressed	24,902	39,227	63%

Employment Rate Q8 Measure

Race breakout for PY 2015 (Jul 2015 - Jun 2016)

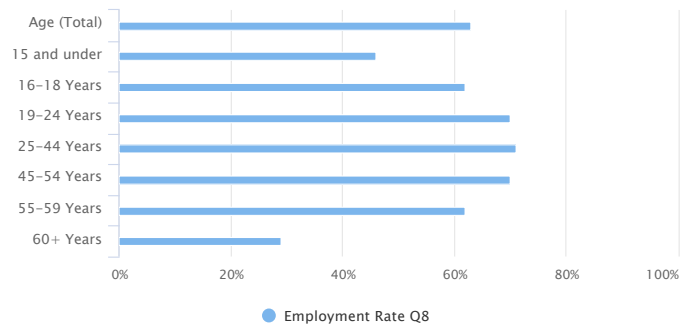


Source: Oregon Employment Department QualityInfo.org

Employment Rate Q8 Measure Age breakout for PY 2015 (Jul 2015 - Jun 2016)			
Description	Total Employed	Total Exited	Employment Rate Q8
Age (Total)	98,334	153,760	63%
15 and under	2,030	4,421	46%
16-18 Years	17,123	27,718	62%
19-24 Years	24,154	34,402	70%
25-44 Years	36,410	51,494	71%
45-54 Years	10,340	14,783	70%
55-59 Years	4,211	6,743	62%
60+ Years	4,066	14,199	29%

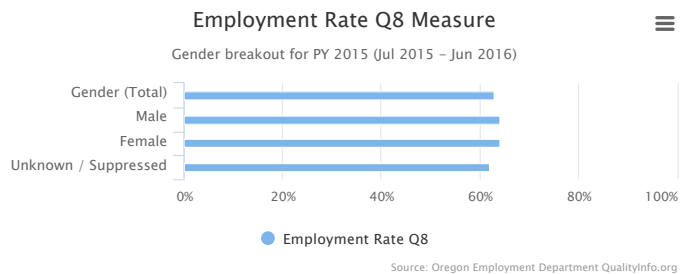
Employment Rate Q8 Measure

Age breakout for PY 2015 (Jul 2015 - Jun 2016)

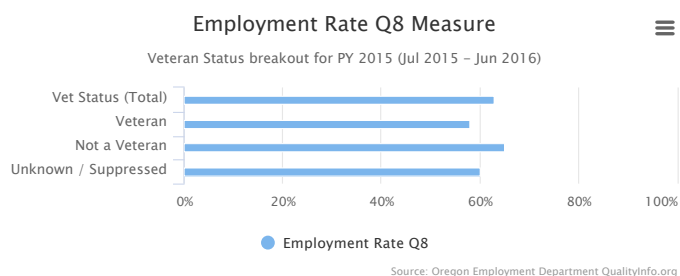


Source: Oregon Employment Department QualityInfo.org

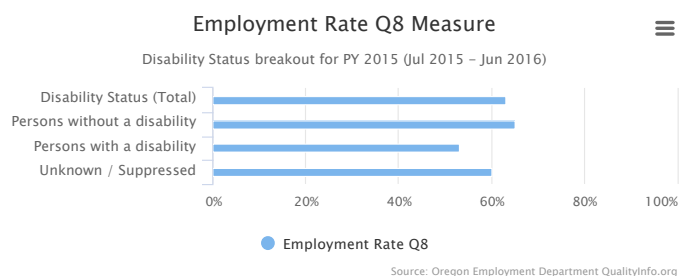
Employment Rate Q8 Measure Gender breakout for PY 2015 (Jul 2015 - Jun 2016)			
Description	Total Employed	Total Exited	Employment Rate Q8
Gender (Total)	98,334	153,760	63%
Male	43,490	67,787	64%
Female	53,276	83,442	64%
Unknown / Suppressed	1,568	2,531	62%



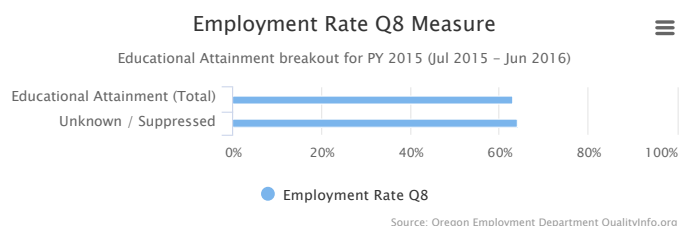
Employment Rate Q8 Measure Veteran Status breakout for PY 2015 (Jul 2015 - Jun 2016)			
Description	Total Employed	Total Exited	Employment Rate Q8
Vet Status (Total)	98,334	153,760	63%
Veteran	2,629	4,495	58%
Not a Veteran	79,423	122,125	65%
Unknown / Suppressed	16,282	27,140	60%



Employment Rate Q8 Measure Disability Status breakout for PY 2015 (Jul 2015 - Jun 2016)			
Description	Total Employed	Total Exited	Employment Rate Q8
Disability Status (Total)	98,334	153,760	63%
Persons without a disability	80,642	123,950	65%
Persons with a disability	1,410	2,670	53%
Unknown / Suppressed	16,282	27,140	60%



Employment Rate Q8 Measure Educational Attainment breakout for PY 2015 (Jul 2015 - Jun 2016)			
Description	Total Employed	Total Exited	Employment Rate Q8
Educational Attainment (Total)	98,334	153,760	63%
Unknown / Suppressed	98,334	153,760	64%



Definitions & Methods

- **Note regarding Community College data:** Community College data is available through the end of Program Year 2016 (2nd quarter of 2017). It is unknown whether students continued at a Community College or exited Community College at the end of Program Year 2016. For PRISM purposes, it is assumed all students exited at the end of the 2016 Program Year. All students are counted as exited and may or may not be employed. Therefore, Community College measures currently displayed for PY 2016 may be lower than actual levels.
- **Partners:** The following Oregon Education agencies and programs that currently submit data to PRISM 2 are HECC: Community Colleges and HECC: Public Universities.
- **Employment Rate Q8:** The percentage of program participants who are in unsubsidized employment during the eighth quarter after exit from the program. The employment rate is calculated by dividing the number of Total Employed by the number of Total Exited.
- **Exit:** For Workforce Partners, an exit occurs when a customer has not received any services for 90 days and no future services are planned. For Education Partners, an exit occurs when a student has not been enrolled in a community college or university for two consecutive terms.
- **Total Exited:** The total number of unduplicated participants who received workforce services and exited.
- **Total Employed:** The total number of unduplicated participants who exited and were employed in the eighth quarter after exit.



Performance Reporting Information System

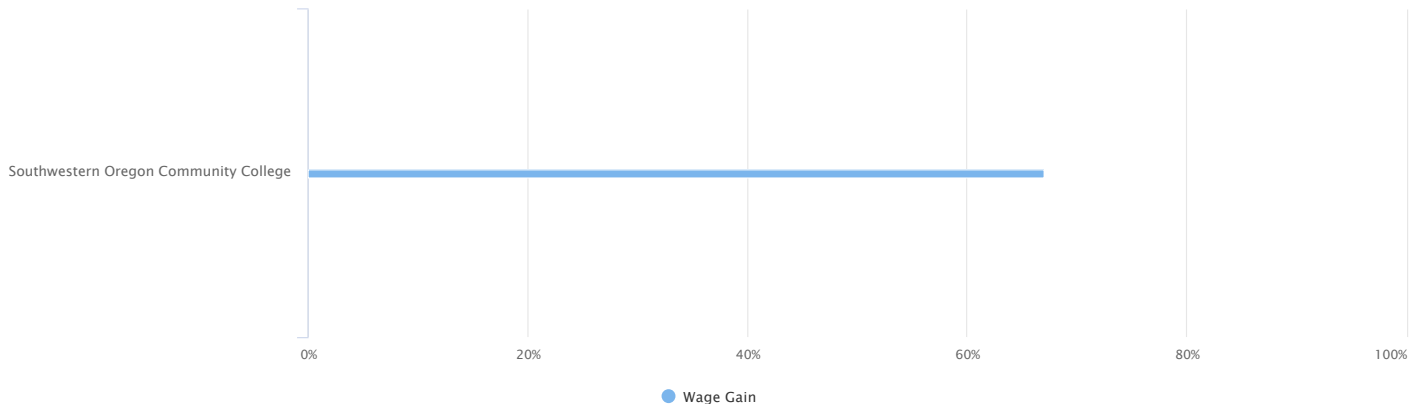
The PRISM Wage Gain tool is located on QualityInfo.org, a website of the Oregon Employment Department

Point in Time for PY 2016 (Jul 2016 - Jun 2017)

Selected Filters: All School Types, Southwestern Oregon Community College, CIPs (Total), Ethnicity (Total), Race (Total), Age (Total), Gender (Total), Veteran Status (Total), Disability Status (Total), Educational Attainment (Total)

Wage Gain Measure

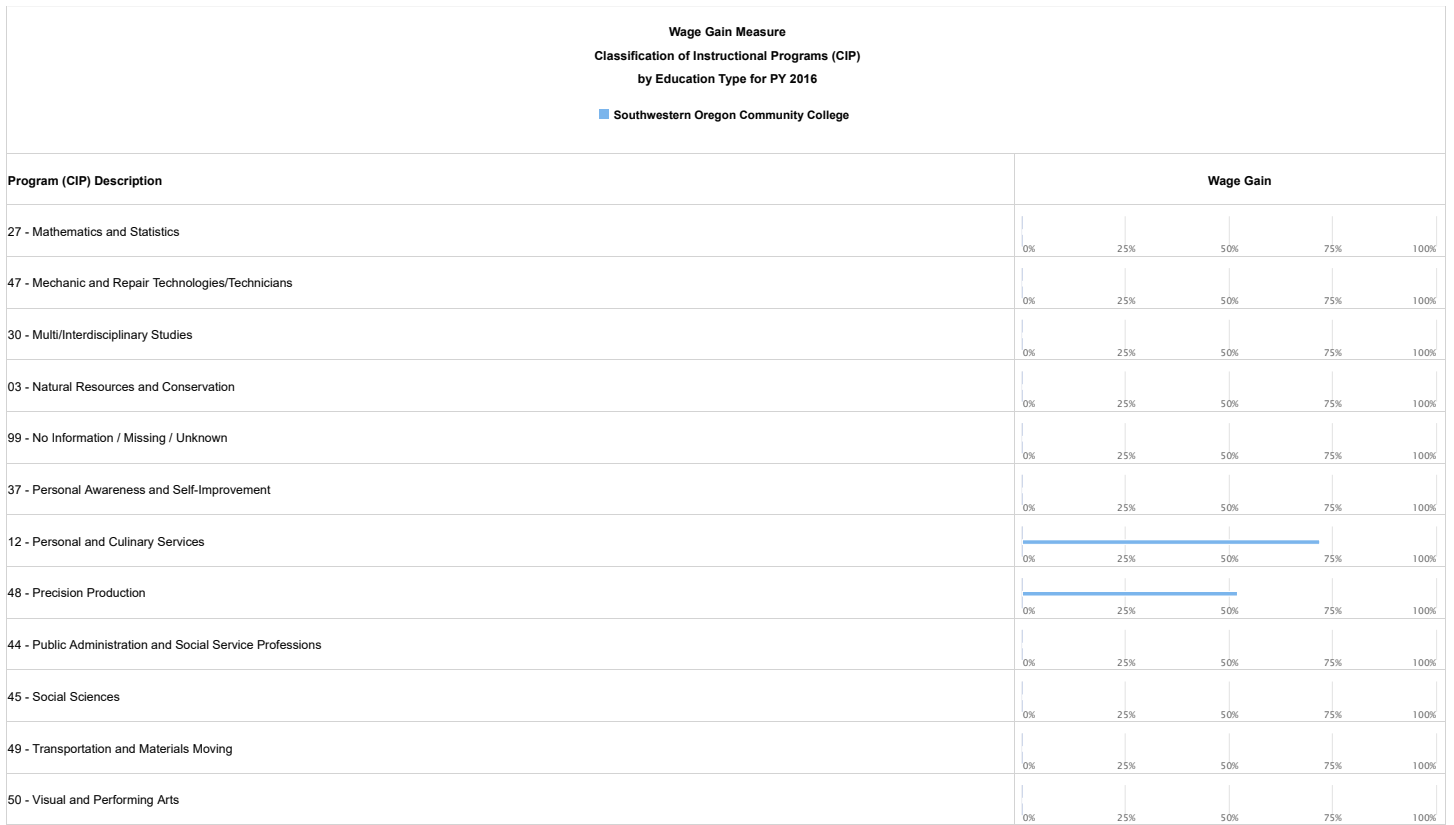
Community Colleges for PY 2016 (Jul 2016 - Jun 2017)



Source: Oregon Employment Department QualityInfo.org

Wage Gain Measure
Classification of Instructional Programs (CIP)
by Education Type for PY 2016
■ Southwestern Oregon Community College

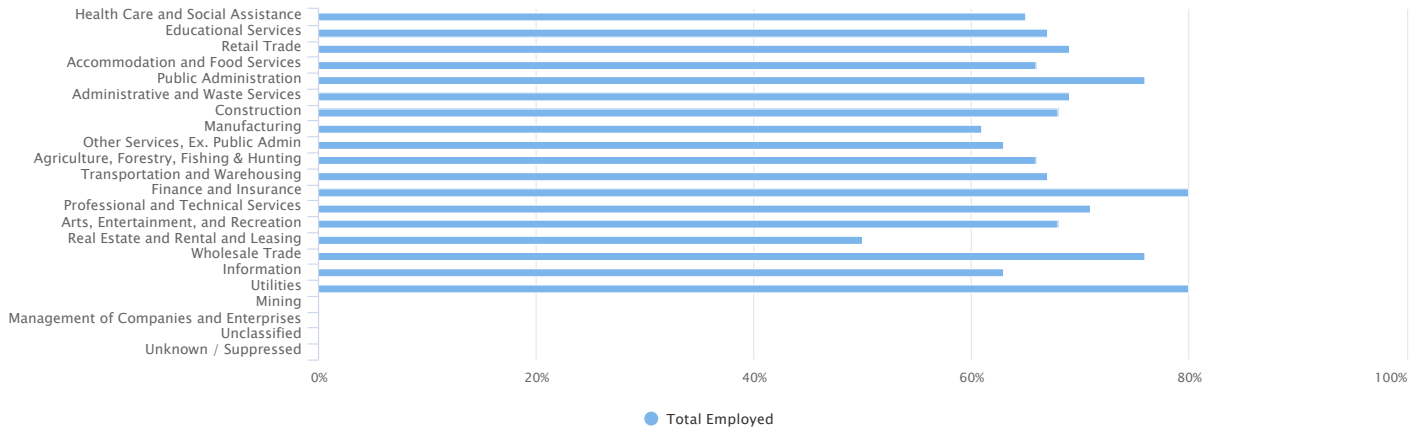
Program (CIP) Description	Wage Gain (%)
01 - Agriculture, Agriculture Operations, and Related Sciences	0%
26 - Biological and Biomedical Sciences	0%
52 - Business, Management, Marketing, and Related Support Services	~75%
10 - Communications Technologies/Technicians and Support Services	0%
11 - Computer and Information Sciences and Support Services	~80%
46 - Construction Trades	0%
13 - Education	0%
14 - Engineering	0%
15 - Engineering Technologies and Engineering-Related Fields	0%
23 - English Language and Literature/Letters	0%
19 - Family and Consumer Sciences/Human Sciences	~75%
51 - Health Professions and Related Programs	~75%
53 - High School/Secondary Diplomas and Certificates	0%
43 - Homeland Security, Law Enforcement, Firefighting and Related Protective Services	~70%
35 - Interpersonal and Social Skills	0%
36 - Leisure and Recreational Activities	~70%
24 - Liberal Arts and Sciences, General Studies and Humanities	~75%



Source: Oregon Employment Department QualityInfo.org

Wage Gain Measure

Industries for PY 2016 (Jul 2016 - Jun 2017)
All Industries (Total Employed Wage Gain): 1,590
All Industries (Total Employed All): 2,356



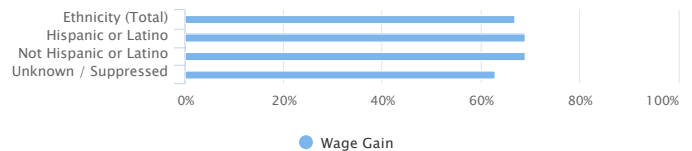
Source: Oregon Employment Department QualityInfo.org

Wage Gain Measure Ethnicity breakout for PY 2016 (Jul 2016 - Jun 2017)

Description	Exited and Employed (Wage Gain)	Exited and Employed (All)	Median Before Participation	Median After Exit	Wage Gain
Ethnicity (Total)	1,590	2,356	\$6,528	\$7,523	67%
Hispanic or Latino	85	124	\$4,309	\$6,155	69%
Not Hispanic or Latino	1,156	1,678	\$6,491	\$7,585	69%
Unknown / Suppressed	349	554	\$7,230	\$7,773	63%

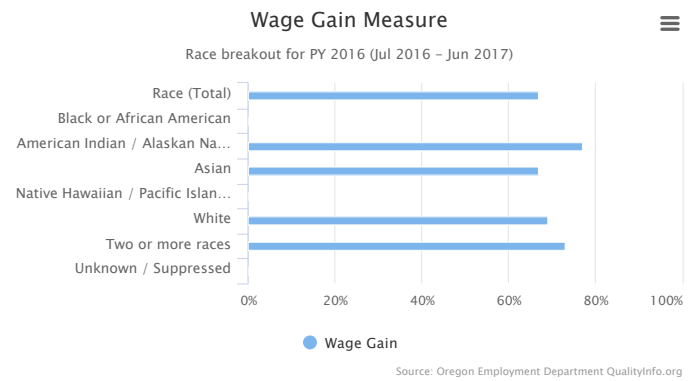
Wage Gain Measure

Ethnicity breakout for PY 2016 (Jul 2016 - Jun 2017)

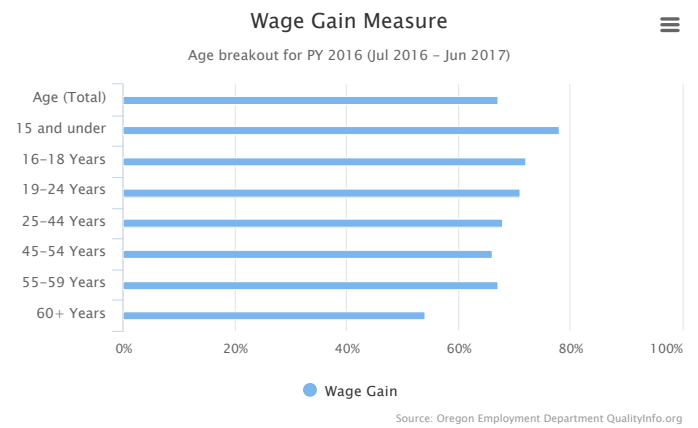


Source: Oregon Employment Department QualityInfo.org

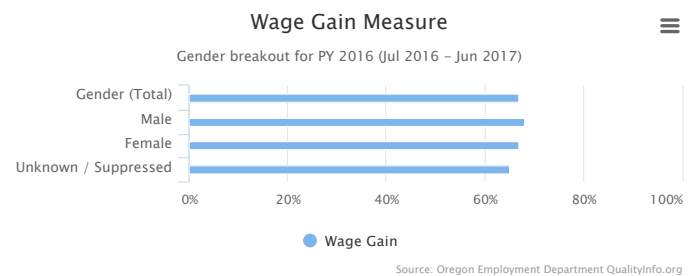
Wage Gain Measure					
Race breakout for PY 2016 (Jul 2016 - Jun 2017)					
Description	Exited and Employed (Wage Gain)	Exited and Employed (All)	Median Before Participation	Median After Exit	Wage Gain
Race (Total)	1,590	2,356	\$6,528	\$7,523	67%
Black or African American	(c)	(c)	(c)	(c)	(c)
American Indian / Alaskan Native	53	69	\$6,983	\$8,565	77%
Asian	16	24	\$4,804	\$6,092	67%
Native Hawaiian / Pacific Islander	(c)	(c)	(c)	(c)	(c)
White	1,074	1,567	\$6,589	\$7,672	69%
Two or more races	38	52	\$3,356	\$5,595	73%
Unknown / Suppressed	409	644	NA	NA	NA



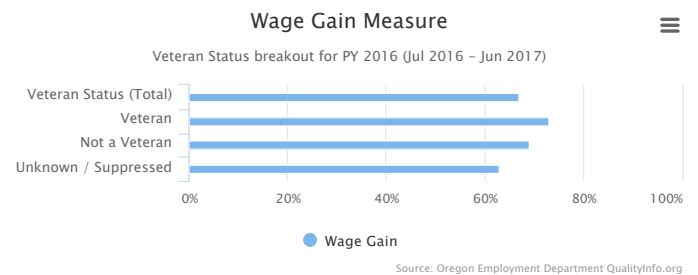
Wage Gain Measure					
Age breakout for PY 2016 (Jul 2016 - Jun 2017)					
Description	Exited and Employed (Wage Gain)	Exited and Employed (All)	Median Before Participation	Median After Exit	Wage Gain
Age (Total)	1,590	2,356	\$6,528	\$7,523	67%
15 and under	25	32	\$2,099	\$3,020	78%
16-18 Years	208	289	\$2,481	\$3,743	72%
19-24 Years	300	421	\$4,135	\$5,677	71%
25-44 Years	596	878	\$8,174	\$9,210	68%
45-54 Years	233	355	\$10,720	\$11,875	66%
55-59 Years	116	173	\$9,474	\$9,553	67%
60+ Years	112	208	\$7,882	\$7,579	54%



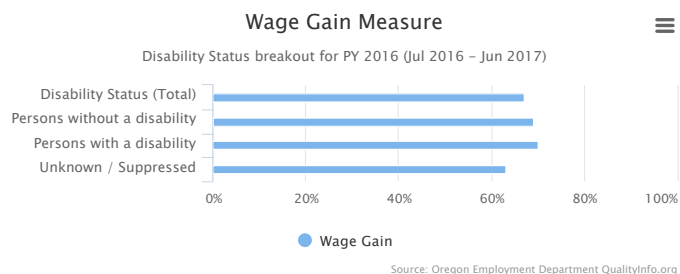
Wage Gain Measure					
Gender breakout for PY 2016 (Jul 2016 - Jun 2017)					
Description	Exited and Employed (Wage Gain)	Exited and Employed (All)	Median Before Participation	Median After Exit	Wage Gain
Gender (Total)	1,590	2,356	\$6,528	\$7,523	67%
Male	621	912	\$8,097	\$9,029	68%
Female	935	1,392	\$5,883	\$6,803	67%
Unknown / Suppressed	34	52	\$6,614	\$7,894	65%



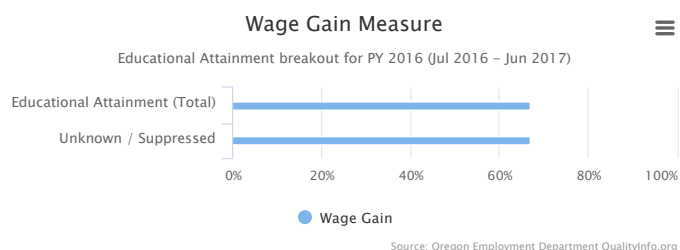
Wage Gain Measure					
Veteran Status breakout for PY 2016 (Jul 2016 - Jun 2017)					
Description	Exited and Employed (Wage Gain)	Exited and Employed (All)	Median Before Participation	Median After Exit	Wage Gain
Veteran Status (Total)	1,590	2,356	\$6,528	\$7,523	67%
Veteran	40	55	\$6,254	\$8,164	73%
Not a Veteran	1,201	1,747	\$6,316	\$7,335	69%
Unknown / Suppressed	349	554	\$7,230	\$7,773	63%



Wage Gain Measure					
Disability Status breakout for PY 2016 (Jul 2016 - Jun 2017)					
Description	Exited and Employed (Wage Gain)	Exited and Employed (All)	Median Before Participation	Median After Exit	Wage Gain
Disability Status (Total)	1,590	2,356	\$6,528	\$7,523	67%
Persons without a disability	1,218	1,769	\$6,374	\$7,438	69%
Persons with a disability	23	33	\$3,685	\$5,405	70%
Unknown / Suppressed	349	554	\$7,230	\$7,773	63%



Wage Gain Measure					
Educational Attainment breakout for PY 2016 (Jul 2016 - Jun 2017)					
Description	Exited and Employed (Wage Gain)	Exited and Employed (All)	Median Before Participation	Median After Exit	Wage Gain
Educational Attainment (Total)	1,590	2,356	\$6,528	\$7,523	67%
Unknown / Suppressed	1,590	2,356	\$6,528	\$7,523	67%



Definitions & Methods

- **Note regarding Community College data:** Community College data is available through the end of Program Year 2016 (2nd quarter of 2017). It is unknown whether students continued at a Community College or exited Community College at the end of Program Year 2016. For PRISM purposes, it is assumed all students exited at the end of the 2016 Program Year. All students are counted as exited and may or may not be employed. Therefore, Community College measures currently displayed for PY 2016 may be lower than actual levels.
- **Partners:** The following Oregon agencies and programs that currently submit data to PRISM 2 are HECC: Community Colleges and HECC: Public Universities.
- **Wage Gain:** Of those individuals employed during the second and third quarters prior to the date of first participation and employed during the second and third quarters after the exit quarter, wage gain is the percentage of unduplicated individuals who had higher wages after exit compared with the wages prior to participation.
- **Exit:** An exit occurs when a customer has not received any services for 90 days and no future services are planned.
- **Median Earnings:** Is the wage that is at the midpoint of all the wages between the lowest and highest wage earned.
- **Exited and Employed (Wage Gain):** The number of individuals with higher wages in the second and third quarters after the exit compared to wages in the second and third quarters prior to participation.
- **Exited and Employed (All):** The number of individuals that exited and were employed during the second and third quarters prior to the date of participation and employed during the second and third quarters after the exit quarter.
- **Median Before Participation:** The median wages during the second and third quarters prior to the first date of participation.
- **Median After Exit:** The median wages during the second and third quarters after exit.



CELEBRATING STUDENTS' SUCCESS

Southwestern Oregon Community College



'I COME FROM HUMBLE ROOTS'

2019 Distinguished Alumnus LaMont Swinson found his way to Southwestern from small-town Alaska playing basketball. On the court, Swinson could change his environment. It was the one place he could beat the odds.

“I have so much love for this college. I spent a lot of time here back in my college days, and honestly probably just as much time now volunteering as a coach, serving on the alumni board and playing basketball.

“Southwestern was just what I needed when I was 19, to help set the path for me to reach success personally and professionally.

“I come from humble roots. The parents I lived with didn't have a drive to improve themselves. Instead, they became substance abusers. As a child, I was labeled a certain way off of the decisions my parents made. That is what drove me to become the person I am today, wanting different, wanting to be better.”

“Southwestern was the first positive change in my life. I am forever grateful for the encouragement this college family provided me.”

LaMont returned to Coos Bay several years after graduating. Now an assistant vice president at First Community Credit Union, he spends time teaching students about credit and managing their money, and meets often with first-generation college students.



‘WE ARE ALL CAPABLE OF EXTRAORDINARY CHANGE’

In her mid-20s, Crystal (Gray) Wink found herself on a 21-mile walk home from a police station. She realized she had hit rock bottom and needed to make a change.

No one believed in her except her mom, who mercifully took her in. Crystal started recovery and eventually began to work and gain confidence. Still, she longed for something more fulfilling in her life.

“When I entered the GED Program in 2014, I had little confidence in my capacity to perform as a student. However, staff members within the program soon helped me to see the potential that I had all along.

“They also encouraged me to further my education, become involved in school and community activities, and explore potential career paths. Their support never wavered.”

Crystal began volunteering. She did an internship in psychology around helping people overcoming mental illness to find jobs. She tutored other GED students. In 2017, Crystal graduated with not one, but three associate’s degrees. Today she’s starting a family and attends Portland State University.

“My hope is that by sharing my journey, I will inspire others and help them understand how we are all capable of extraordinary change no matter what obstacle might stand before us.”



‘EVEN IF YOU THINK YOU CAN’T DO IT – TRY’

It’s not easy for veterans to come back to regular life at home.

When Eric Gleason left the U.S. Navy in 2007, he went to work in a casino. Then he worked as a welder until he hurt his shoulder. Unable to work, he became very depressed. His wife (then girlfriend) told him to go to school.

“I really struggled in high school,” Eric said. “I had the mindset that college wasn’t something I could do.”

Eric sat down with Shana Brazil in Southwestern’s veterans service office. She pushed him to use his college benefit, and since he is a combat veteran, the college awarded him a two-year tuition waiver.

“Eric is one of my vets. I will always hold dear,” Shana said.

That was in 2009. Eric took classes at night and most online. It gave him time to be with his baby daughter.

“I realized I was actually pretty good at school,” Eric said.

Today – Eric has a doctoral degree. He works at Coos Health & Wellness helping individuals with mental illness. Shana saw promise in Eric no one else had seen and Southwestern provided him with the foundation to build a future.



‘PURSUING EDUCATION HAD A RIPPLE EFFECT FOR MY FAMILY’

Maria Arellano had a good year in 2019. She traveled to Turkey through Southwestern’s Study Abroad program. The Alumni Association honored her for her path to success, and she walked beside her stepfather in Southwestern’s commencement ceremony.

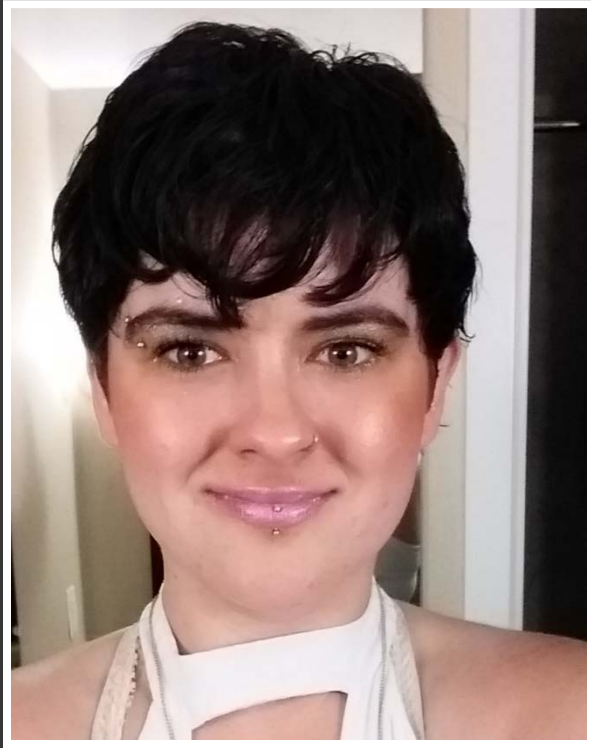
Maria’s journey through school started as a 6-year-old learning to speak English. When she was a teenager, she helped raise her younger brothers while her mother traveled to Mexico to complete her U.S. Citizenship work.

She set her mind on being a doctor after seeing her brother battle diabetes. As a first-generation college student, Maria excelled. She was accepted in the honor program. The Southwestern Foundation awarded her scholarships, and the college provided her with an academic excellence tuition waiver.

“Pursuing an education has had a ‘ripple effect’ for my family—my brother was recently accepted into Southwestern’s nursing program and will begin nursing school next fall. And my mother now aspires to possibly attend culinary school.

“I am proud to have begun that journey right here at Southwestern.”

Today, Maria is at Oregon State University, pursuing a bachelor’s degree in BioHealth Sciences, before applying to medical school.



"It is my ultimate goal to work as a traveling nurse all over the United States, and potentially all over the world. I am always looking for opportunities to explore new places, try new things, experience other cultures, learn new languages, and help as many people as I can along the way. I feel that by using my nursing degree to travel to many places and be as helpful as I can be, I can give back not only to my community, but to the world."

Jaden Justice, Hedian Swanson Nursing Scholarship to Promote Respect for Cultural Diversity in Health Care.



"The best gift that you can bestow on someone is the gift of education. That is what you have given me. As a single dad of three struggling to get through school, I cannot begin to tell you how much I appreciate your generosity. It feels good getting a degree and working towards a promising career."

Jacob Burch, Southwestern Foundation Scholarship recipient. Jacob graduated in 2018 with a certificate in welding.



"I decided to pursue my career as a registered nurse. The biggest reason of all is to show my two sons that even when life hits you and doesn't seem to be any worse, you can always make a choice on how you respond. And I choose to do better and to help not only me but them and anyone else I can along the way."

Stephanie Higgins, Sheryl Rosenbaum Scholarship Recipient. Stephanie also taught Medical Assisting part-time at Southwestern and has been an inspiration to her students.

e **APP 6045**

TUITION AND FEES

It is the Administrative policy of the Southwestern Oregon Community College District that tuition shall be assessed for each credit hour of enrollment in credit courses. It is also the Administrative procedure that fees will be assessed for programs and services provided by the College. The tuition and fees are included in the schedule that follows.

Tuition and fees shall be adjusted annually for inflation by the Higher Education Price Index (HEPI) or the U.S. Department of Labor Consumer Price Index (CPI) rounded to the nearest dollar. The administration will review the actual cost of programs, courses, services, and supplies during the annual budget planning cycle to determine if the automatic inflation adjustment will be sufficient to cover the actual costs or if additional adjustments will be necessary.

If necessary, fees may also be adjusted at any time to reflect the actual cost of supplies and parts used by the student to produce or repair a project which the student owns or will have possession of when the course is completed, or for classes, activities or services for which a fee is charged by the College.

A copy of the revised tuition and fee schedule will be forwarded to the Board of Education for review during the regularly scheduled Board of Education meeting. The College administration will notify the Board of Education of any adjustments to tuition and fees above the annual inflationary index. An inflation adjustment to tuition and fees does not prevent the Board of Education from considering and approving other changes to tuition and the fee schedule.

Revised:

Policy #7.004 May 15, 1989

Revised: April 16, 1990

Revised: April 19, 1993

Changed to Administrative Policy: January 22, 1996

Revised: September 28, 1998

Reviewed: October 28, 2014 (Formerly Admin. Policy 9.014)

Revised: February 6, 2018

Revised: February 6, 2019 (combined with APP 6045A, APP 8061 and APP 8061A into one APP)

Fee Title/Description	FEES
Tuition:	
Per Credit US Residents	\$96
Per Credit International	\$288
Per Credit Incidental Fee	\$32
Per Course Registration Fee	\$33
Distance Education Per Course Surcharge	\$37
Self –Support Courses	At Cost
Program or Course Associated/Required Fees	At Cost
Transitional Education (per term/unlimited courses) (Curry)	\$50
Transitional Education (per term/unlimited courses) (Coos)	\$57
Music Individual Lessons (1 credit)	\$150
Music Individual Lessons (2 credits)	\$300
Dental Assistant Program Per Course (DEN101,DEN105,DEN109,DEN113)	\$150
Medical Assistant - Clinical Procedures I (AH131)	\$50
Medical Assistant - Clinical Procedures II (AH132)	\$50
Nursing Application	\$50
Nursing Program Fee First Year	\$3,325
Nursing Program Fee Second Year	\$3,075
EMT Basic Fee Per Course (EMT151, EMT152)	\$225
EMT 161/162 Per Course	\$350
Paramedic Fee Per Course (EMT296, EMT297, EMT298, EMT280F)	\$500
Student Housing Deposit	\$250
Accuplacer Test/Retest	\$18
Challenge Fee (per credit)	1/2 tuition
Meyer Briggs Test Fee	\$20
Strong Interest Inventory Fee	\$20
Other Test Proctored	\$20
Catalog (mailed request)	\$6
Catalog (Bookstore purchase)	\$4
Duplicate Diploma	\$15
NSF Fees	\$25
Transcript Fee (after 7 per academic year)	\$10
First-Time/One-Time Registration Fee	\$40
Late Registration (after last day to withdraw w/o grade)	\$150
Late Registration (after the end of the term)	\$250
Payment Plan Set-Up Fee	\$32
OCCI Payment Plan Set-Up Fee (10-month)	\$96
OCCI – Culinary Programs per credit Fee	\$90
OCCI – Baking Programs per credit Fee	\$85
OCCI – Externship Program Fee (CRT280C1: 6 credits)	\$3,375
OCCI – Externship Program Fee (CRT280C2: 12 credits)	\$6,750
Recreation Center – Community Member – Monthly	\$44
Recreation Center – Community Member – Quarterly	\$110
Recreation Center – Community Member – Annually	\$360
Recreation Center – Military (Active/Retired) – Monthly	\$34
Recreation Center – Military (Active/Retired) – Quarterly	\$95
Recreation Center – Seniors (55 and older) – Monthly	\$34
Recreation Center – Seniors (55 and older) – Quarterly	\$95

Adopted by Board of Education:

Policy #7.014(A) June 15, 1987

Revised July 5, 1990

Revised April 29, 1991

Revised April 20, 1992

Revised April 19, 1993

Revised April 18, 1994

Revised December 19, 1994

Revised March 27, 1995

Changed to Administrative Policy January 22, 1996

Revised by Southwestern Administration:

Policy #9028(A) March 16, 1998

Revised January 25, 1999

Revised March 27, 2000

Revised March 19, 2001

Revised January 28, 2002

Revised April 22, 2002

Revised April 28, 2003

Revised April 26, 2004

Revised November 15, 2004

Revised June 22, 2009

Revised April 26, 2010

Revised March 28, 2011

Revised March 26, 2012

Revised March 25, 2013

Revised February 24, 2014

Revised February 23, 2015

Revised February 22, 2016

Revised February 27, 2017

Revised February 26, 2018

Revised: April 22, 2019

Revised: June 25, 2019

TERM CREDIT HOUR TUITION SCHEDULE

Effective Summer Term 2019

	Tuition Per Credit Hour United States Residents	Tuition Per Credit Hour International Students
09/10	\$69	\$207
10/11	\$73	\$219
11/12	\$79	\$237
12/13	\$82	\$246
13/14	\$85	\$255
14/15	\$87	\$261
15/16	\$89	\$267
16/17	\$91	\$273
17/18	\$92	\$276
18/19	\$94	\$282
19/20	\$96	\$288

Approved by Board of Education Action:

7.004 A April 27, 1987
Revised: March 21, 1988
Revised: May 15, 1989
Revised: April 16, 1990
Revised: March 18, 1991
Revised: March 16, 1992
Revised: February 22, 1993
Revised: April 19, 1993
Revised: May 24, 1993
Revised: March 27, 1995
Revised: March 25, 1996
Revised: April 22, 1996
Revised: May 5, 1997
Revised: March 16, 1998
Revised: January 25, 1999
Revised: January 24, 2000
Revised: December 18, 2000

Revised: November 26, 2001
Revised: April 22, 2002
Revised: September 4, 2002
Revised: April 28, 2003
Revised: January 23, 2006
Revised: February 23, 2009
Revised: April 26, 2010
Revised: March 28, 2011
Revised: March 26, 2012
Revised: June 24, 2013
Revised: February 24, 2014
Reviewed October 28, 2014 (Formerly Admin. Policy 9.014A)
Revised: March 23, 2015
Revised: March 28, 2016
Revised: February 27, 2017
Revised: February 26, 2018
Revised: April 22, 2019
Revised: June 25, 2019

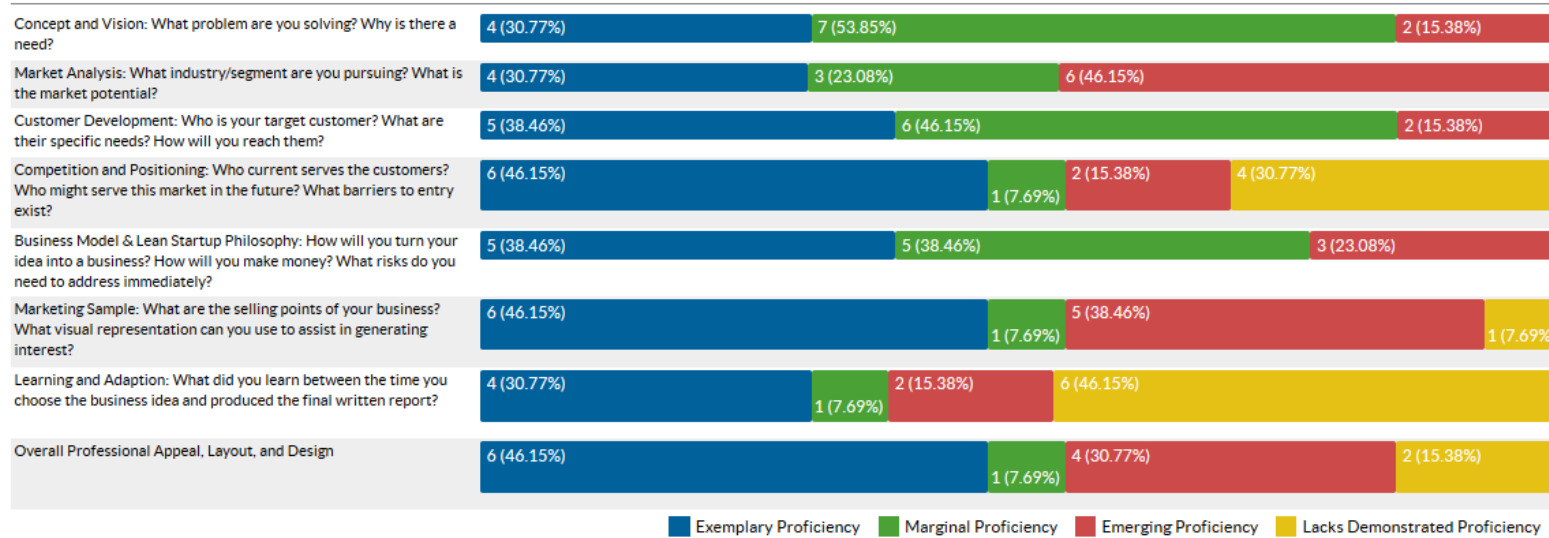
APPENDIX G

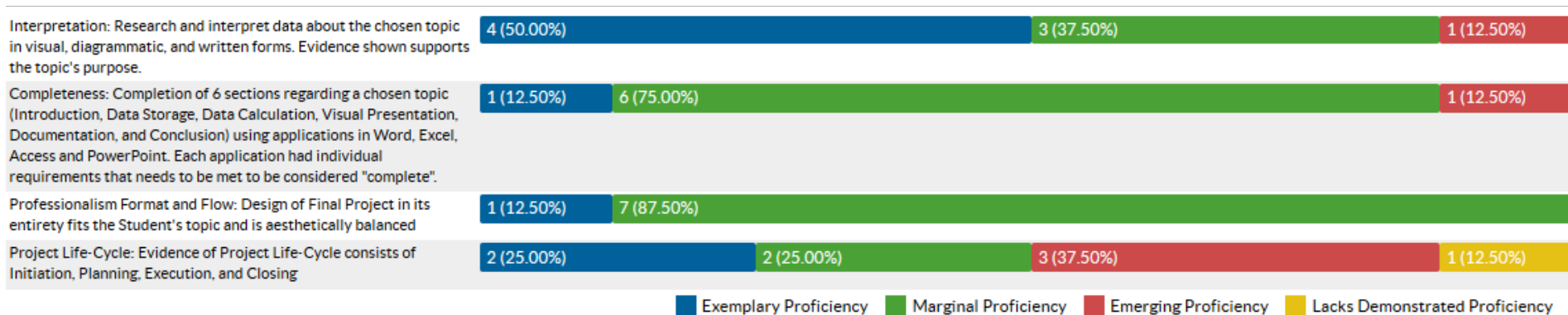
Sample Outcomes Assessments

Computer Information Systems

Program Outcome 5	Measureable Criteria	Measurement Tool	Courses	Time Frame
Apply project-life-cycle concepts to assist in business need solutions.	Overall Proficiency @ 50%	Rubric for assessing final project. Learning and Adaption (CIS 250) and Project Life-Cycle evidence (CIS 120)	CIS 250 CIS 120	Fall 2017-2018 Term

Results:





Analysis:

- ✓ I do not think the measurement tool did a fair job at measuring the level of outcome for CIS 250.
- ✓ Did a fair job at measuring outcome for CIS 120. I was able to use this outcome in previous terms. Though planning, I added it to the grading rubrics and instructions.

Plan: (KEY Step in outcomes assessment process)

- ✓ CIS 250 –
 - Used rubric for assessment, but did not include it as a grading rubric for the final assignment. Making the rubric available to students will give the students a better idea of expectations regarding professionalism and layout.
 - This was the first time I had taught this course. The coursework resulted in two exceptional examples to show to future students.
- ✓ CIS 120 –
 - This was an improvement from previous term's course assessment. Added the outcome of Life Cycle Improvement to the grading and assessment rubric and gave example of using instructor feedback to aid in making enhancements to previously submitted assignments before turning the project in for the final.
 - Will take extra time to stress the importance on continual improvement going forward.

Psychology

Outcome 1	Measurable Criteria	Measurement Tool	Courses	Time Frame
Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.	80% of the class will earn a C or better on the research project/essay following the scoring rubric for essay questions.	Major Writing Assignment: Applying Psychology to Real Life	Douda PSY203	Spring 2017

Results: Figures on following page

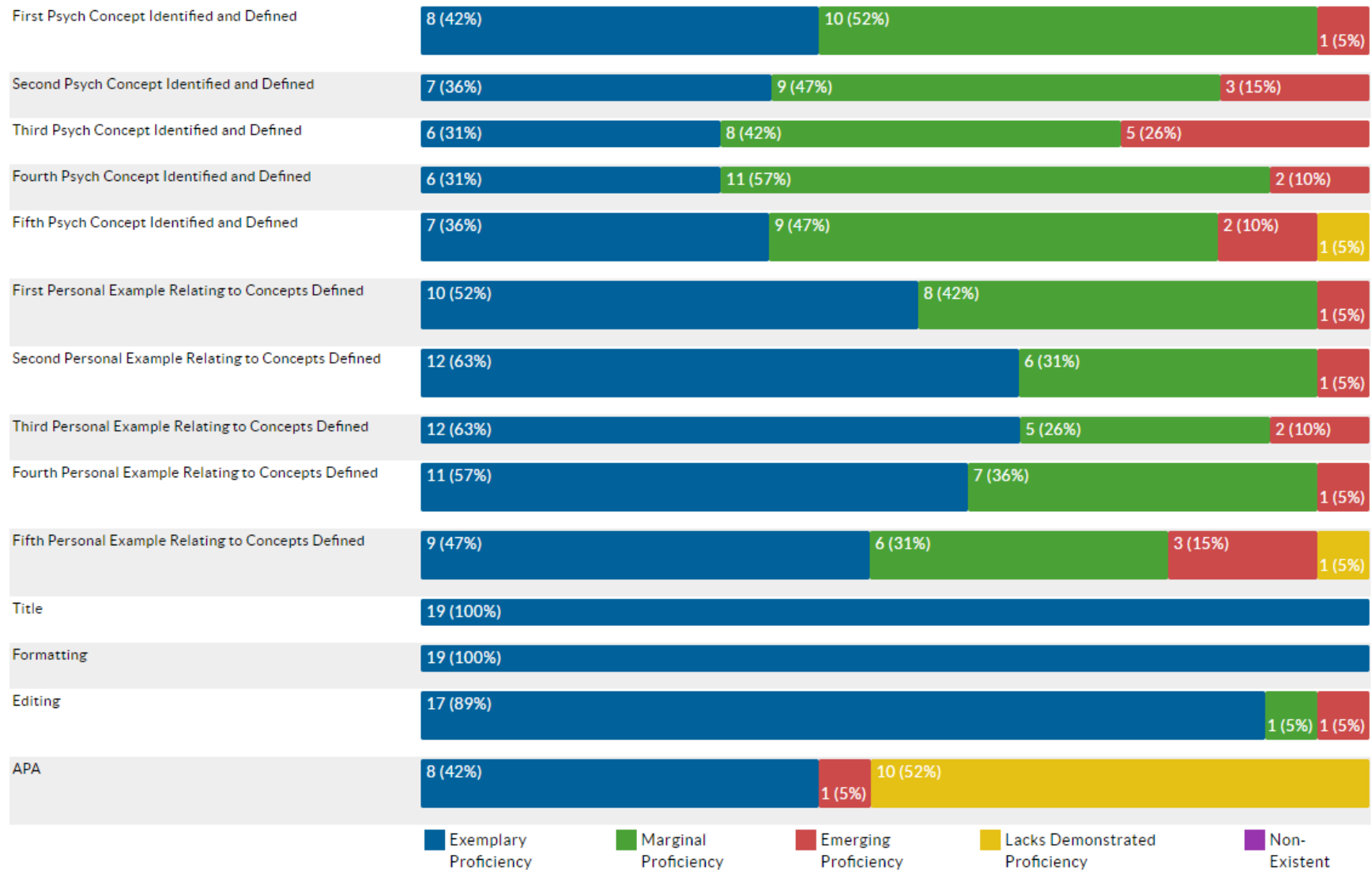
Analysis:

Overall, the average grade on this assignment was a 40.9/50, or an 81.8%. The biggest area for student improvement is their use and application of APA style in-text citations, where 52% of student assignments lacked demonstrated proficiency. This is an improvement over the assignment from the previous course/term (PSY202, Winter 2017), where 63% of students lacked demonstrated proficiency on their in-text citations. It is also apparent that students are better at coming up with examples to fit with certain concepts in psychology than they are at sufficiently defining those concepts.

Plan:

Students clearly grasped the critical thinking content of this assignment, but could use improvement in clearly defining psychological concepts in a way that an audience not familiar with psychology could understand. Students' use and proper application of APA in-text citations are still below expectations. In future classes using this assignment, I will spend more in-class time, in the form of low-stakes writing assignments and a group activity, demonstrating the importance of giving credit to the work of others (e.g., in-text citations). In addition, more time will also be spent helping the students understand the importance of writing clearly so that individuals who don't share their same knowledge-base can understand their ideas fully.

Major Writing Assignment:



Major Writing Assignment, GSLO Rubric:

Rubric View: 4GSLO CCAT Creative, Critical & Analytical Thinking

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Identifies and explains issues	8	9	2	0	3.316	3.000	0.653
Recognizes contexts and assumptions	0	0	0	0	0.000	NA	0.000
Recognizes perspectives	0	0	0	0	0.000	NA	0.000
Evaluates evidence to reach conclusions	14	5	0	0	3.737	4.000	0.440

Identifies and explains issues	8 (42%)	9 (47%)	2 (10%)	
Recognizes contexts and assumptions				
Recognizes perspectives				
Evaluates evidence to reach conclusions	14 (73%)	5 (26%)		

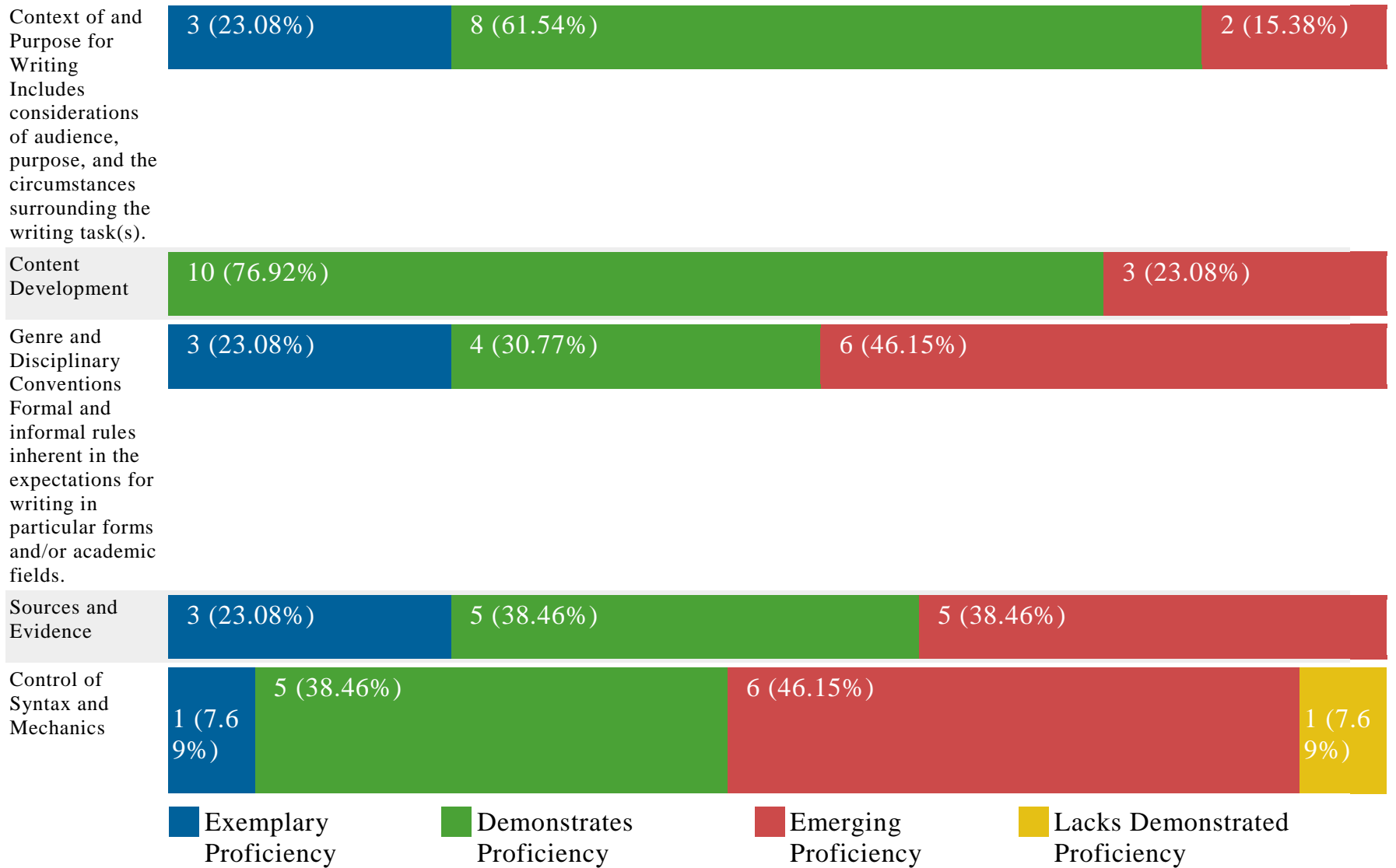
■ Exemplary Proficiency
 ■ Marginal Proficiency
 ■ Emerging Proficiency
 ■ Lacks Demonstrated Proficiency

Writing

Outcome 2	Measureable Criteria	Measurement Tool	Courses	Time Frame
Demonstrate consistent use of conventions particular to a specific writing task including organization, content, presentation, and stylistic choices.	70% of students have achieves “demonstrates proficiency” or higher on context and purpose, content development, genre conventions, sources and evidence, and control of syntax and mechanics.	Final research essay	WR 123	Spring 2017

Rubric View:

	Exemplary Proficiency (4 pts)	Demonstrates Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Context of and Purpose for Writing Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	3	8	2	0	3.077	3.000	0.615
Content Development	0	10	3	0	2.769	3.000	0.421
Genre and Disciplinary Conventions Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields.	3	4	6	0	2.769	2.000	0.799
Sources and Evidence	3	5	5	0	2.846	2.000	0.769
Control of Syntax and Mechanics	1	5	6	1	2.462	2.000	0.746



Results: Less than a third of the class demonstrated exemplary proficiency in recognizing the effectiveness and purpose of **sources and evidence**. The majority of students took the texts at face value without examining the credibility or agenda of the authors. Because of this, sources with little merit, or that relied on sketchy evidence, were given the same attention as works of greater magnitude in which the authors had incorporated careful and thorough research. 76% of students were successful in their **content development**. Only 23% of students displayed exemplary proficiency in incorporating **genre and disciplinary conventions**. Only 23% of students displayed exemplary proficiency in utilizing **sources and evidence**. Only 1% of students displayed exemplary proficiency in control of **syntax mechanics**. 70% of students have demonstrated proficiency in these areas.

Analysis: An inability to determine the efficacy of a source, I feel, stems from haphazard planning and poor time management on the part of students. I think a clear solution to this problem is to have students present their sources before the entire class and to ask their colleagues important questions about the veracity and design of the sources. I have found that often students not involved with research for the specific topic are able to better identify a compelling and accurate source than the student who has chosen the topic. This inability on the part of students to identify a worthwhile source comes from poor time management and source overload. I find it important to remind them that a large number of sources does not always insure accurate or compelling information. A careful examination and open discussion of source material in the classroom helps eliminate the use of less than effective sources. 70% of students will have demonstrated proficiency in these areas.

Plan:

- **In regards to context and purpose, my aim is to enhance student's understanding and utilization of these two concepts by making students more aware of the historical, social, and cultural significance of the material they are discussing. In order to achieve this, students be aware of authors and their backgrounds as well as have an awareness of the era in which a piece was written.**
- **In regards to helping students gain a more comprehensive understanding of genre and disciplinary conventions, I will ask that they recognize different styles and approaches in writing as well as the audiences these styles are intended to address. Once they recognize an effective design in a published piece of writing, I will encourage them to considering modeling their own writing after that particular style.**
- **In regards to having students enhance their interpretation and inclusion of sources and evidence, I intend to have students, in the weeks leading up to the time of writing their essay, present to the class the sources they hope to use for their research essay. During this presentation each student must display a clear understanding of each source's strengths and weaknesses. This presentation must include an examination of the source's own citations. Important**

questions that must be addressed during this discussion are: Does the source reveal examples of thorough research? Is the source's research recorded clearly? And perhaps, most importantly, does the author analyze their sources clearly? The point here is to drive home the idea that these three questions are what readers will be asking of the student's own work. Insubstantial sources, it must be stressed, will only weaken a student's essay. The main point of this exercise will be to establish the idea that careful consideration of sources, as well as a thorough understanding of them, is essential to a successful essay.

- In regards to control and syntax I see value in having students review each other's work. There is added incentive for students to craft correct and clear sentences when they are sharing work with classmates. I also feel there is less immediate stress for students when working in this environment. Perhaps the most important part of this task is asking the students who are doing the reviewing to identify the most consistent errors and for them to find a way to address these issues with the classmate whose work they are commenting on.

Outcome 1	Measureable Criteria	Measurement Tool	Courses	Time Frame
Be able to use multiple writing strategies in order to explore, clarify, and effectively communicate ideas to appropriate audiences.	80% demonstrating proficiency	Essay Grading Rubric Evaluation of in-class persuasive essay with introduction, outline, and conclusion	WR 122	Winter 2017

Results: (See chart below)

Analysis: 82 % of the students demonstrated audience awareness when writing a persuasive essay, but more should be moving to an exemplary level. It is possible that a summative assignment done in class as a final examination depresses the level of audience awareness the students should be demonstrating. It might be wise to assess a final essay that is written to specific audience profile.

Plan: I might have students do a pre-writing exercise that demonstrates how they would frame the same argument differently for two different audiences. Another idea to is have student engage in more meta-discourse about what steps they had taken to persuade their specific audience.

Rubric View: SWOCCwritten communication rubric

	Exemplary Proficiency (4 pts)	Demonstrates Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Context of and Purpose for Writing Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	1	14	2	0	2.941	3.000	0.416
Content Development	0	8	9	0	2.471	2.000	0.499
Genre and Disciplinary Conventions Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields.	1	8	8	0	2.588	2.000	0.600
Sources and Evidence	0	11	6	0	2.647	3.000	0.478
Control of Syntax and Mechanics	0	9	8	0	2.529	3.000	0.499
Context of and Purpose for Writing Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	1 (5%)	14 (82%)		2 (11%)			
Content Development	8 (47%)		9 (52%)				
Genre and Disciplinary Conventions Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields.	1 (5%)	8 (47%)		8 (47%)			
Sources and Evidence	11 (64%)		6 (35%)				
Control of Syntax and Mechanics	9 (52%)		8 (47%)				



Assessment Reporting

OUTCOME ASSESSMENT REPORTS									
Outcome	<p>Which outcome is being measured or assessed?</p> <p>Utilize Social Science approaches, such as research methods, inquiry, or problem solving, to examine the variety of perspectives about human experiences.</p> <p>GLSO: Critical Thinking GLSO: Communication</p>								
Measure Title	<p>What is being measured within that outcome?</p> <p>Critically thinking with regard to interpreting and understanding the results of academic literature and its portrayal in popular press and academic journal articles.</p>								
Measure Type/Method	<p>Which type of method is used to measure the outcome?</p> <table><tbody><tr><td>Direct—Student Artifact</td><td>Indirect—Survey</td></tr><tr><td>Direct—Exam</td><td>Indirect—Focus Group</td></tr><tr><td>Direct—Portfolio</td><td>Indirect—Interview</td></tr><tr><td>Direct—Other</td><td>Indirect—Other</td></tr></tbody></table>	Direct—Student Artifact	Indirect—Survey	Direct—Exam	Indirect—Focus Group	Direct—Portfolio	Indirect—Interview	Direct—Other	Indirect—Other
Direct—Student Artifact	Indirect—Survey								
Direct—Exam	Indirect—Focus Group								
Direct—Portfolio	Indirect—Interview								
Direct—Other	Indirect—Other								
Measure Level	<p>Which outcome level is being measured?</p> <table><tbody><tr><td>Course</td><td>Institution (GSLO)</td></tr><tr><td>Program</td><td>Other</td></tr></tbody></table>	Course	Institution (GSLO)	Program	Other				
Course	Institution (GSLO)								
Program	Other								
Indicator (Measurement)	<p>How is the outcome to be measured?</p> <p>Measured by the percentage of students who demonstrate approaching proficiency or higher by earning a C or better on the research project/essay following the scoring rubric for essay questions on Writing Assignment #3: Evaluating Research for PSY 201.</p>								
Thresholds	<p>Which levels determine achievement?</p> <p><i>Green - 80% or higher (achieved proficiency)</i> <i>Yellow - 70%-79% (approaching proficiency)</i> <i>Red - at or below 69% (lacking proficiency)</i></p>								



Assessment Reporting

Purpose and Meaning	<p>What is the significance of this indicator?</p> <p>Students will demonstrate an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history culture, institutions, and ideas. Students getting a C or better have successfully demonstrated their ability to evaluate aspects of research claims.</p>
Key/Responsible Personnel	<p>Who assesses this outcome?</p> <p><i>Nathaniel Douda</i></p>
Summary of Findings	<p>What are the measurement results?</p> <p>The average grade on this assignment was an 82.2%.</p> <p>Fall 2018 Performance: Overall, the average grade on this assignment was an 83.3%.</p>
Reflection, Analysis and Data Evidence	<p>What do the results reveal?</p> <p>Overall, the average grade on this assignment was an 82.2%, which suggests the majority “achieved proficiency”. This assignment meets two of the general student learning outcomes (critical thinking and communication).</p> <p>Students did an excellent job summarizing the claims they read and coming up with a thesis statement that summarized their argument. Compared the last term (Fall 2018), students performed much better on the section of this assignment that asked them to explain whether the claim was scientifically valid – I attribute this change in performance to the additional worksheet I asked them to complete as an earlier writing assignment in this series of assignments. Students had more difficulty thoroughly explaining all of the criteria they used to make their arguments and struggled with articulating the meaningful differences between the popular press articles rendition of the claim when compared to the academic article. While the mean score for “difference comparison” was the lowest, many students received perfect scores in this section of their papers. The way I implemented a comparison of the two articles could be revised in the next iteration of this assignment.</p> <p>It would be difficult to make direct comparisons to the assignment from previous terms, as I revised this assignment series and modified it significantly for the current term. I spent more time reflecting on what skills I was asking my students to demonstrate and improve upon with this particular assignment and then stripped out the unnecessary portions that may have been creating barriers to student success on the core skills I needed them to demonstrate. In previous terms, I was asking for a well-written essay with an integration of the methodical evaluation of the</p>



Assessment Reporting

scientific credibility of the claims they were asked to read. For a significant number of students, it was evident that effort they were putting into attempting to craft a well written argument was interfering with their ability to thoroughly critique the application of the scientific method in the claims they read. Many students in my class were lacking in the ability to write an argumentative essay, and the time required to develop those skills was taking away from the focus of the assignment. The revised version of the assignment still involves writing, but I have created a worksheet document where students are asked to discuss each component of their evaluation in a compartmentalized way (e.g., focusing on how biases impacted the research in one section, focusing on how the data was presented and analyzed in another, etc) as opposed to integrating all of these ideas into a cohesive essay.

In comparison to previous terms (FA2016, 2017), students did much better with their APA in-text citations and reference sections, and their performance was on par with FA2018. My approach in the previous two years to help improve their performance on this portion of the paper was to spend less class time talking about it, as it appeared students were becoming overwhelmed with all of the details required for this assignment when discussed in class. Instead, I created walk-through guides for using APA formatting and citations and made them available on MyLakerLink and provided additional examples within the assignment details. These walk-throughs appear to have given students enough assistance, but also required the students to develop some autonomy in figuring out how to complete this portion of the paper.

Plan:

As a whole, students met the measurable criteria for this assignment. Students who followed the directions did very well, while students who deviated from the assignment instructions performed worse than desired. I am working on new ways of getting more students to follow the instructions (which may including talking about the assignment less in class, so they are required to read about it on their own and instead use class-time to address their questions or concerns). This assignment coincides nicely with the learning outcomes of this course and discipline, so I will continue to use this assignment in the future.

Students could improve on the portion of the assignment where they are asked to thoroughly describe the criteria they used to support their evaluations of the claim. Since the previous two years (FA2017, FA2018), I have included more in-class discussion on the ways to evaluate scientific



Assessment Reporting

research and have designated time for the students to work together to complete a miniature version of this assignment. From soliciting student feedback, it appears that many students are underestimating the amount of time it will take them to thoroughly investigate these criteria throughout the claim – I will be sharing this feedback with future students as more evidence why they should start on these assignments earlier (other reasons include: I will give them unlimited feedback and revisions before the official due date, but few students take me up on that offer).

In order to help students become even more successful at this portion of the assignment, I will be adding an additional, intermediary in-class project where students will apply these research methods concepts to a variety of scenarios. I believe that additional practice will help to improve their performance.

Lastly, I will be revising this assignment for the next term. These revisions include changing the assignment series. Writing assignment #1 will be an evaluation criteria worksheet that applies to the popular press version of a research claim. Writing assignment #2 will be an evaluation criteria worksheet that applies to the academic journal article where the claim originated. Writing assignment #3 will focus exclusively on the comparing and contrasting between the two article sources (as opposed to combining their evaluation of the academic article and comparisons into one massive assignment like I attempted this Fall, 2019). I think these changes will help to build the skills in the earlier, lower-stakes assignments, and give even more time to the more challenging aspects of these later assignments.

Has the threshold been met?

Green 80% or higher; Yellow 70%-79%; Red >69%

Not Met Met Exceeded

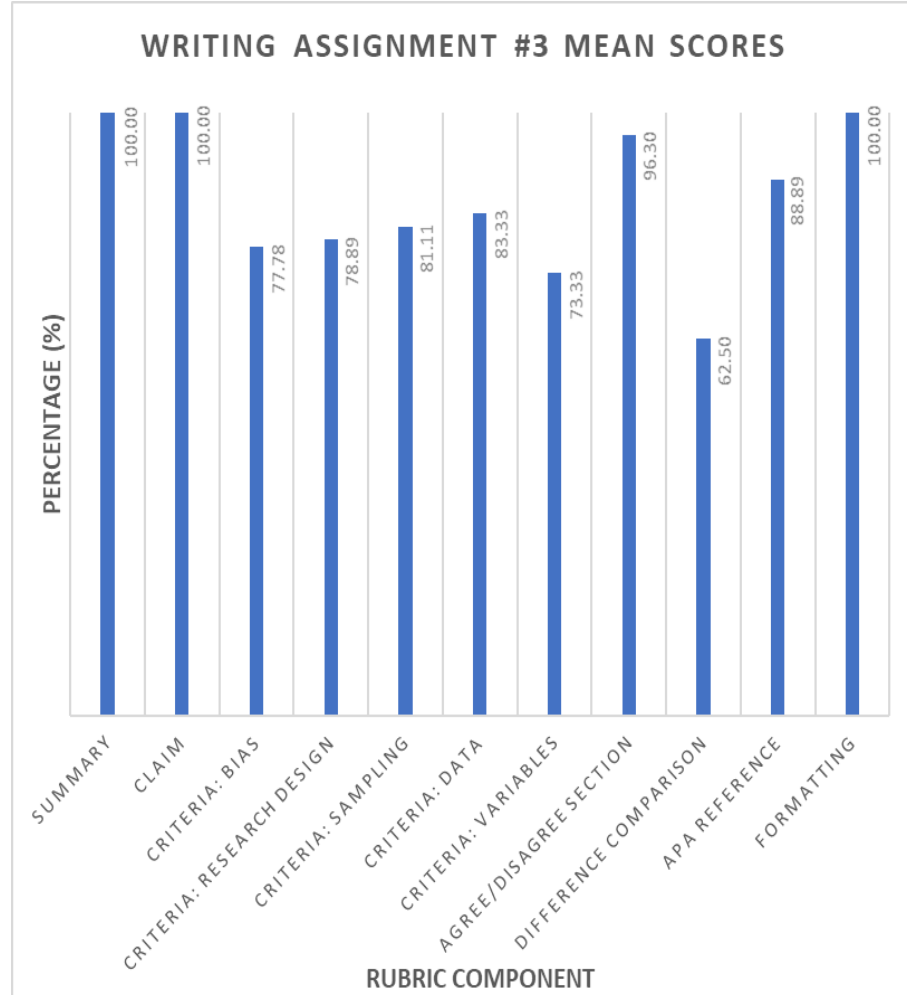
Threshold
Achievement



Assessment Reporting

What evidence supports the findings?

Substantiating Evidence

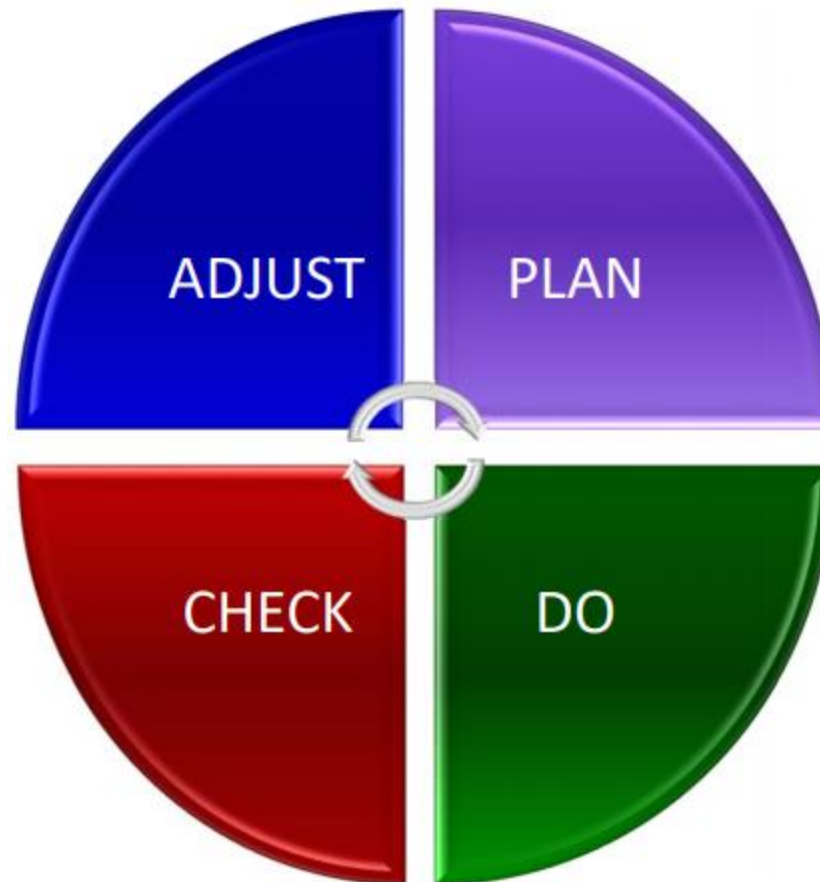


This figure represents the mean scores across students for the major graded components of the paper. The introduction section of the worksheet includes summarizing the topic/claim and stating their evaluation of the credibility of the claim in both popular press and academic journal article. The detailed analysis section of the worksheet involves thoroughly discussing the criteria used to support their arguments (broken up into 5 major criteria: Bias, Design, Sampling, Data, and Variables). The agree/disagree section of the worksheet asks students to talk about whether or not they believe the claim is scientifically valid. The explaining value of scientific writing section asks students to explain why there is a discrepancy between how a claim is portrayed in popular press articles and in academic articles. The formatting section includes proper formatting, sentence and paragraph structure, and APA references.

**Student Learning Outcomes Assessment Plan
(SLOAP)**

- Adjust Instruction, Assessments, Outcomes

- Record Data Results
- Analyze Data Results



- Map Program/Discipline Outcomes
- Map General Education Outcomes

- Identify Assessment Methods
- Identify Measurable Criteria
- Assess Course, Program, Discipline, GSLO Outcomes



CTE and AAS/AS Degree Tasks	Due Date
Complete curriculum assessment map in Taskstream. Review with Dean and VPI.	November 1
Include the GSLO of Communication on each curriculum assessment map. Assess communication in one class this year using the Value Rubric in VIA.	June 11
Assess each program outcome this year. Program outcome reports are due the last day of finals week each term. Program outcomes will be assessed using VIA rubrics.	December 6 March 20 June 11
Identify 2 course per term in which to measure at least 2 student learning outcomes using any method of assessment that has meaning for you. Submit the course outcome report form each term to your dean.	December 6 March 20 June 11
Complete program review if applicable.	March 20
Complete annual review of data if not completing a program review.	March 20
Present program review to general faculty and ET.	May 27

LDC and AAOT/AGS Degree Tasks	Due Date
Complete AAOT/AGS and GSLO curriculum assessment map in Taskstream. Review with Dean and VPI.	November 1
Assess 2 AAOT outcomes per term. AAOT outcome reports are due the last day of finals week each term. AAOT and GSLO outcomes will be assessed using VIA rubrics.	December 6 March 20 June 11
Identify 2 courses per term in which to measure at least 2 student learning outcomes using any method of assessment that has meaning for you. Submit the course outcome report form each term to your dean.	December 6 March 20 June 11
Complete annual review of data for AAOT Foundational and/or Discipline studies outcomes.	March 20
Present program review to general faculty and ET.	May 27



Fall Assessment Training Calendar	
Taskstream for Beginners	October 2, 3 – 5 p.m.
Open Assessment and Taskstream Lab Time	October 3, 9-11:30 a.m. October 3, 1-4 p.m.
Open Assessment and Taskstream Lab Time	October 4, 9-11:30 a.m. October 4, 1-4 p.m.
Assessment Conversations – Division Meetings (Assessment handbook and forms will be distributed at this time)	October 9, 3 – 5 p.m.
VIA Refresher	October 16, 3 – 5 p.m.
Open Assessment and Taskstream Lab Time	October 24, 9-11:30 a.m. October 24, 1-4 p.m.
Open Assessment and Taskstream Lab Time	October 25, 9-11:30 a.m. October 25, 1-4 p.m.
Advanced Taskstream	October 30, 3 – 5 p.m.
Open Assessment Lab Time	December 4, 3 – 5 p.m.
Open Assessment and Taskstream Lab Time	December 5, 9-11:30 a.m. December 5, 1-4 p.m.
Open Assessment and Taskstream Lab Time	December 6, 9-11:30 a.m. December 6, 1-4 p.m.
Winter Assessment Training Calendar	
Taskstream for Beginner to Intermediate	January 8, 3 – 5 p.m.
Assessment Conversations – Division Meetings	January 22, 3 – 5 p.m.
VIA Refresher	January 30, 3 – 5 p.m.
Annual Data Review Training	February 12, 3 – 5 p.m.
Open Assessment Lab Time	March 18, 3 – 5 p.m.
Open Assessment and Taskstream Time	TBA
Spring Assessment Training Calendar	
Taskstream for Intermediate	April 1, 3 – 5 p.m.
Assessment Conversations – Division Meetings	April 15, 3 – 5 p.m.
VIA Refresher	May 13, 3 – 5 p.m.
Program Review at General Faculty	May 27, 3 - 5 p.m.
Open Assessment and Taskstream Time	TBA
Open Assessment Lab Time	June 9, 3 – 5 p.m.

Chemistry Program Review Outcomes Chemistry Sample

VI. Learning Outcomes Assessment Data:

Exhibit VI.A: Review all learning outcomes assessment work plans developed in discipline or program.

Outcome 1	Measureable Criteria	Measurement Tool	Courses	Time Frame
Demonstrate knowledge of chemical structure to predict and explain the physical properties of chemical materials.	An average score of at least 80% or better on homework and 70% or better on homework and exam questions relating to chemical structure .	Homework, Exams	CHEM 110 CHEM 221 CHEM 222 CHEM 223	Data collection begins: 2015-2016 Analysis begins: 2016-2017

2015-2016 Results:

CHEM 221 – FL15	Average		Average		Average
HW Chp. 1	N/A	HW Chp. 7	87%	Exam 1	79%
HW Chp. 2	96%	HW Chp. 8	93%	Exam 2	70%
HW Chp. 3	N/A	HW Chp. 9	86%	Final Exam	
HW Chp. 4	N/A	HW Chp. 10	90%		

CHEM 110 – FL15	Average		Average		Average
HW Chp. 2	91%	HW Chp. 8	79%	Exam 1	80%
HW Chp. 3	97%	HW Chp. 17		Exam 2	57% (n=1)
HW Chp. 5	84%	HW Chp. 19		Final Exam	
HW Chp. 6	N/A	HW Chp. 21			

Analysis:

CHEM 221

Homework: 90%, Exams: 75%

CHEM 110

Homework: 88%, Exams: 69%

Plan:

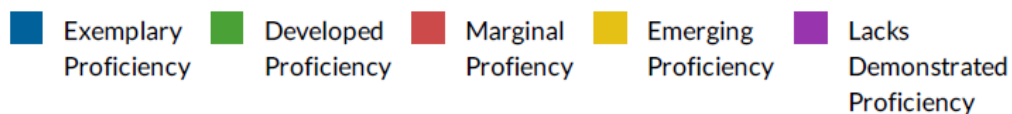
I will continue to examine my teaching methodologies and exam and homework questions to improve these numbers.

Further, although students have met my standards, it is difficult to know whether they have met national standards. To compare student achievement in my courses to student achievement in General Chemistry courses nation-wide, I plan to administer an American Chemical Society approved exam for general chemistry at the conclusion of CHEM 223.

Outcome 1	Measureable Criteria	Measurement Tool	Courses	Time Frame
Demonstrate knowledge of chemical structure to predict and explain the physical properties of chemical materials.	CHEM 110/GS 105/CHEM 221: at least 75% achieve “emerging proficiency” CHEM 222: at least 75% achieve “marginal proficiency” CHEM 223: at least 75% achieve “developed proficiency” CHEM 245/246/247: at least 75% achieve “exemplary proficiency”	Homework, Exams, Chemical structure rubric, ACS Exam	GS 105 CHEM 110 CHEM 221 CHEM 222 CHEM 223 CHEM 245 CHEM 246 CHEM 247	Data collection begins: WT17 Analysis begins: SP17

2016-2017 winter Results:

WINTER 2017



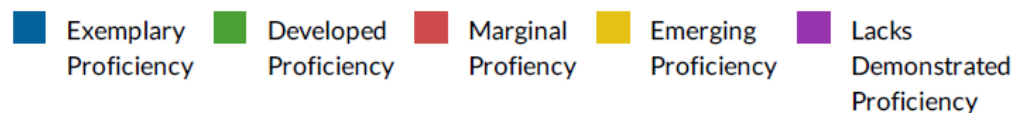
Rubric View: Chemical Structure Rubric **CHEM 110**

	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Proficiency (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Electronic Structure	0	0	21	0	2	1.826	2.000	0.564
Molecular Geometry	0	0	0	20	3	0.870	1.000	0.337
Spectroscopic Analysis	0	0	0	0	0	0.000	NA	0.000
Electronic Structure <i>std_text</i>	<div style="display: flex; justify-content: space-between;"> 21 (91%) 2 (8%) </div>							
Molecular Geometry <i>std_text</i>	<div style="display: flex; justify-content: space-between;"> 20 (86%) 3 (13%) </div>							
Spectroscopic Analysis <i>std_text</i>								

CHEM 110 GOAL:	WT17 RESULTS:
At least 75% of students achieve at least “emerging proficiency”	88.5% of students achieved at least “emerging proficiency”

Rubric View: Chemical Structure Rubric **CHEM 246**

	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Proficiency (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Electronic Structure	3	0	0	0	0	4.000	4.000	0.000
Molecular Geometry	3	0	0	0	0	4.000	4.000	0.000
Spectroscopic Analysis	0	0	3	0	0	2.000	2.000	0.000
Electronic Structure <i>std_text</i>	3 (100%)							
Molecular Geometry <i>std_text</i>	3 (100%)							
Spectroscopic Analysis <i>std_text</i>	3 (100%)							



CHEM 246 GOAL:	WT17 RESULTS:
At least 75% of students achieve at least "exemplary proficiency"	100% of students achieved at least "exemplary proficiency"

Rubric View: Chemical Structure Rubric **GS 105**

	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Proficiency (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Electronic Structure	0	17	2	0	0	2.895	3.000	0.307
Molecular Geometry	0	0	17	2	0	1.895	2.000	0.307
Spectroscopic Analysis	0	0	0	0	0	0.000	NA	0.000
Electronic Structure <i>std_text</i>	17 (89%)							
Molecular Geometry <i>std_text</i>	17 (89%)							
Spectroscopic Analysis <i>std_text</i>	0 (0%)							

GS 105 GOAL:	WT17 RESULTS:
At least 75% of students achieve at least "emerging proficiency"	100% of students achieved at least "emerging proficiency"

2016-2017 Winter Results

RESULTS: 100% of students in both CHEM 246 and GS 105 achieved the desired level of performance in the categories of chemical structure. 88.5% of students in CHEM 110 achieved the desired level of performance with regards to chemical structure.

ANALYSIS: Although a majority of students scored at the desired level of performance in this exercise, I believe that there is more work to be done. I do believe that these data reflect the true abilities of my students in this category, as I have been sufficiently impressed with their understanding of chemical structure. However, the data seem to indicate that nearly all of the students in the course are achieving at the same level; I do not necessarily believe this result. I think that the problem lies within the chemical structure rubric; if it were designed more carefully, it could be used to investigate these differences in abilities between students in the same course, even if they are achieving at the desired performance level.

PLAN: This initial assessment is promising, but I believe that students can perform even better in this area. I will take another look at the “chemical structure rubric” to see if I can change the wording of each category to better match student performance and to better tease out small differences in performance among students in the same course. Another possibility is to increase the measurable criteria for this outcome; rather than expecting 75% to perform better than “marginal proficiency”, perhaps I should expect 75% to perform at or better than “developed proficiency”.

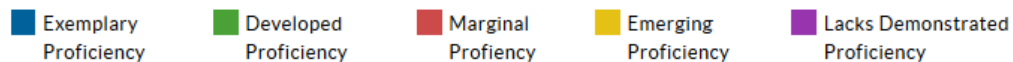
SPRING 2017
CHEM 110

Rubric View: Chemical Structure Rubric

	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Proficiency (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Electronic Structure	0	0	20	3	8	1.387	2.000	0.868
Molecular Geometry	0	0	0	15	16	0.484	0.000	0.500
Spectroscopic Analysis	0	0	0	0	0	0.000	NA	0.000

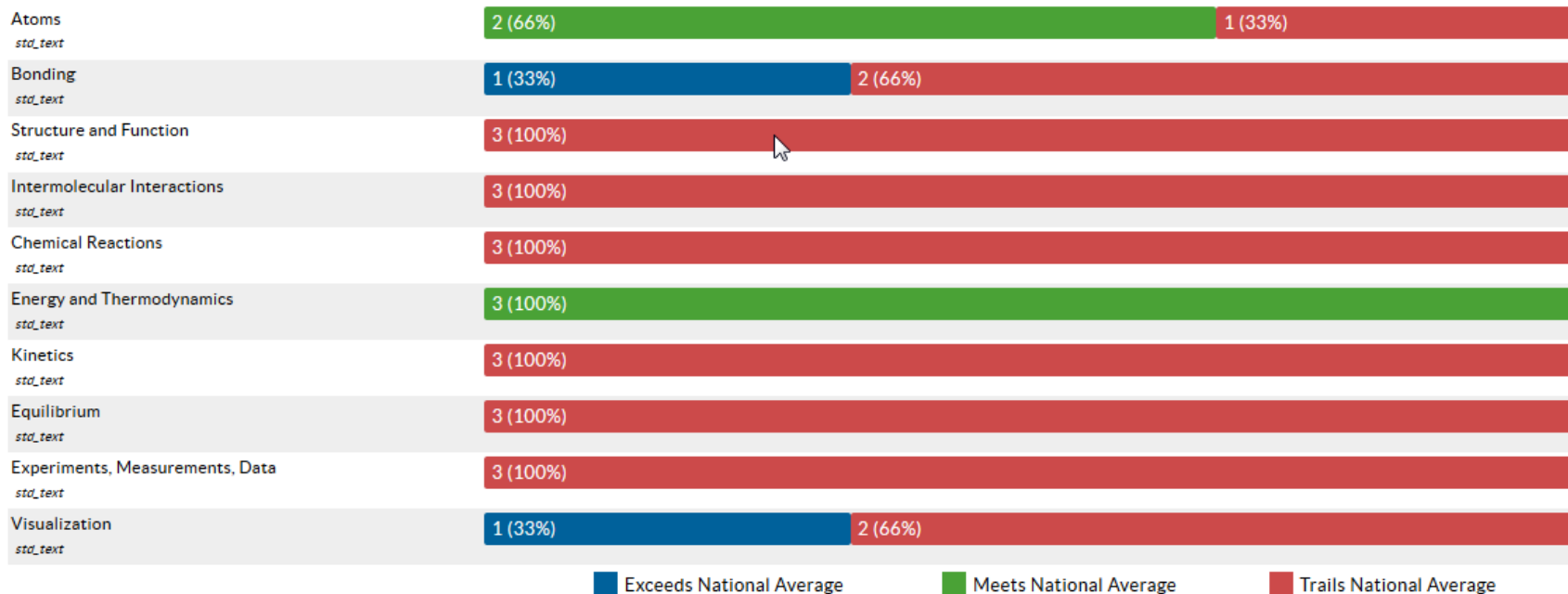


Spectroscopic Analysis
std_text



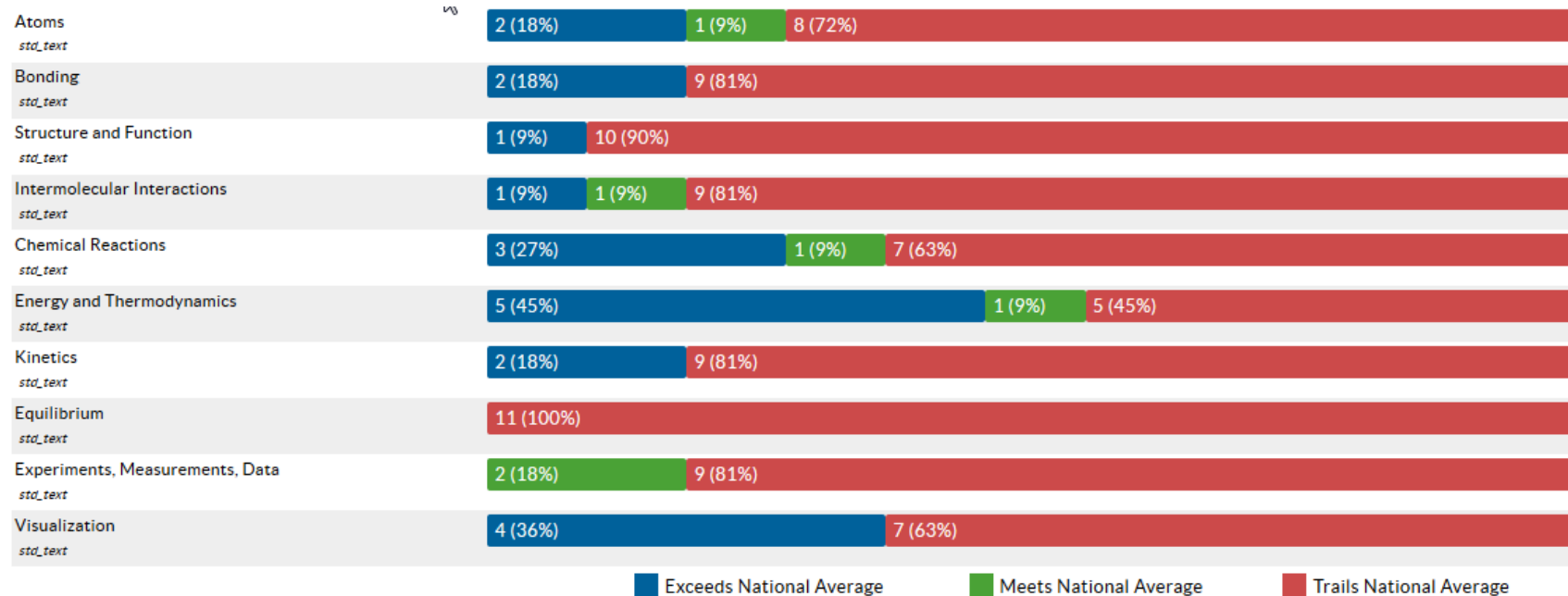
CHEM 110 GOAL:	SP17 RESULTS:
At least 75% of students achieve at least "emerging proficiency"	60.5% of students achieved at least "emerging proficiency"

CHEM 223-01



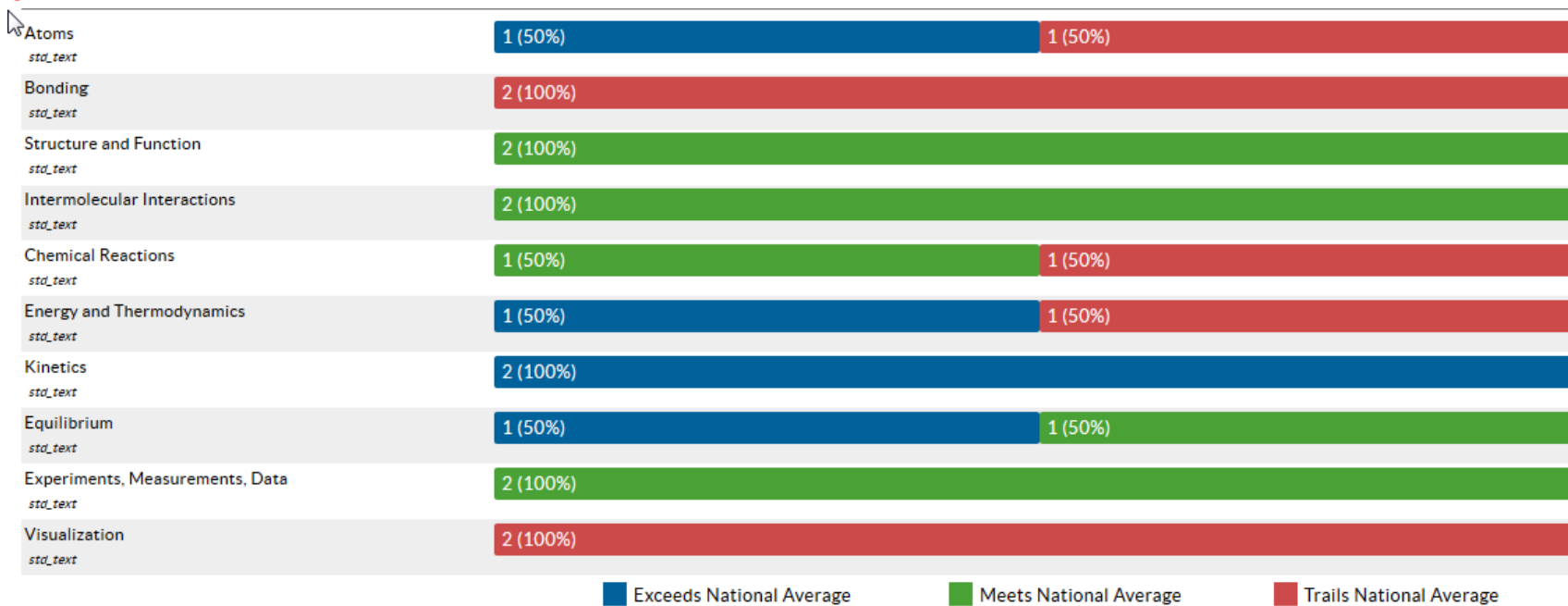
CHEM 223 GOAL:	SP17 RESULTS:
At least 75% of students achieve at least "meets national average"	Many areas met national average, but many areas were trailing national average

CHEM 223-02



CHEM 223 GOAL:	SP17 RESULTS:
At least 75% of students achieve at least "meets national average"	Many areas met national average, but many areas were trailing national average

CHEM 247



CHEM 247 GOAL:	SP17 RESULTS:
At least 75% of students achieve at least "meets national average"	Many areas met national average, but many areas were trailing national average

2016-2017 Spring Results

RESULTS: Although many areas were at or above the national average, there were many areas that were below the national average.

ANALYSIS: Many of the chemistry concepts were covered well, but students were not adequately prepared for the math portion of the course and many of the areas where students fell below the national average were “math-heavy” concepts.

PLAN: I am working with the math department to coordinate certain topics from the chemistry sequence so that they can be reinforced within math courses. We are working to coordinate the schedule of certain topics across chemistry, math, and physics, so that concepts can be introduced in one course, and reinforced in the other courses, both in terms of when the topics are introduced, as well as the specific content of assignments.

Outcome 2	Measureable Criteria	Measurement Tool	Courses	Time Frame
Demonstrate knowledge of chemical reactivity to predict and explain the outcomes of reactions.	An average score of at least 80% or better on homework and 70% or better on homework and exam questions relating to chemical reactivity .	Homework, Exams, ACS Exam	CHEM 110 CHEM 221 CHEM 222 CHEM 223	Data collection begins: 2015-2016 Analysis begins: 2016-2017

Results:

CHEM 221 – FL15	Average		Average		Average
HW Chp. 1	N/A	HW Chp. 7	N/A	Exam 1	86%
HW Chp. 2	N/A	HW Chp. 8	N/A	Exam 2	86%
HW Chp. 3		HW Chp. 9	N/A	Final Exam	
HW Chp. 4		HW Chp. 10	N/A		

CHEM 110 – FL15	Average		Average		Average
HW Chp. 2	N/A	HW Chp. 8	79%	Exam 1	82%
HW Chp. 3	N/A	HW Chp. 17		Exam 2	83%
HW Chp. 5	N/A	HW Chp. 19		Final Exam	
HW Chp. 6	88%	HW Chp. 21			

Analysis:

CHEM 221

Homework: N/A, Exams: 86%

CHEM 110

Homework: 84%, Exams: 82%

Plan:

I will continue to examine my teaching methodologies and exam and homework questions to improve these numbers.

Further, although students have met my standards, it is difficult to know whether they have met national standards. To compare student achievement in my courses to student achievement in General Chemistry courses nation-wide, I plan to administer an American Chemical Society approved exam for general chemistry at the conclusion of CHEM 223.

Outcome 3	Measureable Criteria	Measurement Tool	Courses	Time Frame
Demonstrate knowledge of chemical quantitation to predict and explain chemical phenomena.	An average score of at least 80% or better on homework and 70% or better on exam questions relating to chemical quantitation .	Homework, Exams, ACS Exam	CHEM 110 CHEM 221 CHEM 222 CHEM 223	Data collection begins: 2015-2016 Analysis begins: 2016-2017

Results:

CHEM 221 – FL15	Average		Average		Average
HW Chp. 1	97%	HW Chp. 7	N/A	Exam 1	N/A
HW Chp. 2	N/A	HW Chp. 8	N/A	Exam 2	N/A
HW Chp. 3	N/A	HW Chp. 9	N/A	Final Exam	
HW Chp. 4	N/A	HW Chp. 10	N/A		

CHEM 110 – FL15	Average		Average		Average
HW Chp. 2	93%	HW Chp. 8	79%	Exam 1	N/A
HW Chp. 3	N/A	HW Chp. 17		Exam 2	68%
HW Chp. 5	N/A	HW Chp. 19		Final Exam	
HW Chp. 6	88%	HW Chp. 21			

Analysis:

CHEM 221
Homework: 97%, Exams: N/A

CHEM 110
Homework: 87%, Exams: 68%

Plan:

I will continue to examine my teaching methodologies and exam and homework questions to improve these numbers.

Further, although students have met my standards, it is difficult to know whether they have met national standards. To compare student achievement in my courses to student achievement in General Chemistry courses nation-wide, I plan to administer an American Chemical Society approved exam for general chemistry at the conclusion of CHEM 223.

Outcome 4	Measureable Criteria	Measurement Tool	Courses	Time Frame
Critical Thinking: Collect and analyze data using classical methods and modern instrumentation and evaluate experimental results using the principles of the scientific method.	An average score of at least a 70% or better on correct identification of unknowns.	Identification of Unknowns, VALUE Rubric: Critical Thinking	CHEM 221 CHEM 222 CHEM 223	Data collection begins: 2015-2016 Analysis begins: 2016-2017

2015-2016 Results:

Results:

	Average
CHEM 221 (FL15)	(no data)
CHEM 222 (WT16)	72%
CHEM 223 (SP16)	63%

Analysis:

Average = 67.5%

Plan:

These numbers indicate that students are having a hard time “connecting the dots,” as it were, with regard to analysis of experimental data. To improve these numbers, I will continue to work with my students to help them identify the important aspects of a situation and to avoid fallacies of logic and critical thinking.

2016-2017

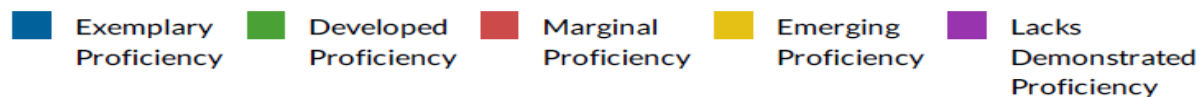
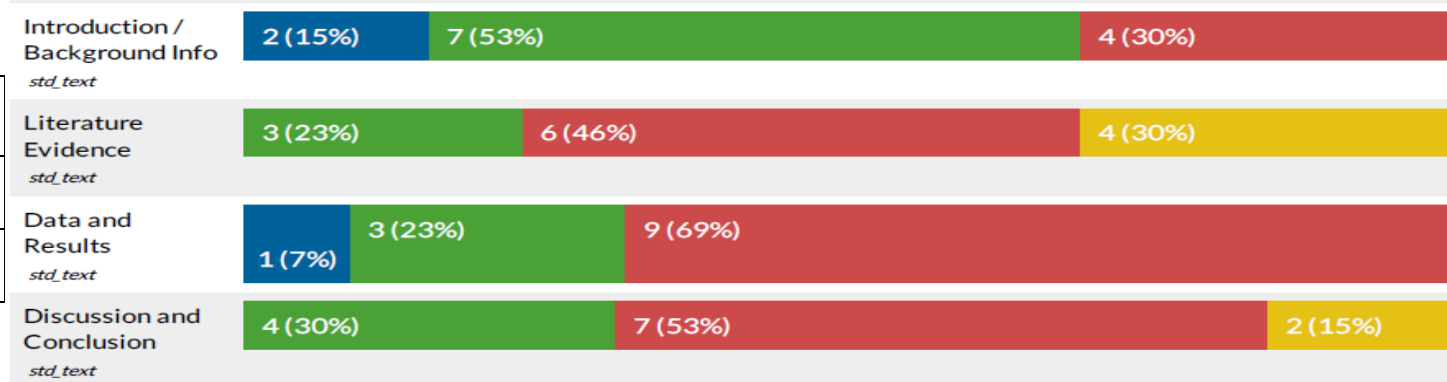
Results:

Rubric View: Chemistry Lab Report Rubric **CHEM 222**

	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Proficiency (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Introduction / Background Info	2	7	4	0	0	2.846	3.000	0.662
Literature Evidence	0	3	6	4	0	1.923	2.000	0.730
Data and Results	1	3	9	0	0	2.385	2.000	0.625
Discussion and Conclusion	0	4	7	2	0	2.154	2.000	0.662



% scoring at least "marginal proficiency"	
Data and Results	100%
Discussion and Conclusion	83%



2016-2017 Winter Results

RESULTS: 100% and 83% of students in CHEM 222 scored at least a “marginal proficiency” in the categories of “data and results” and “discussion and conclusion”, respectively, of the chemistry laboratory report rubric.

ANALYSIS: Although a majority of students scored above marginal proficiency in this exercise, I believe that there is more work to be done. My feeling is that students are not performing at the necessary level with regard to interpreting and analyzing experimental results; the fact that my data do not support this feeling suggests that I scored students too high when assessing their work or that I should expect more than “marginal proficiency” from these students.

PLAN: Although this initial assessment is promising, I believe that students can perform even better in this area. I will take another look at the “lab report rubric” to see if I can change the wording of each category to better match student performance. Another possibility is to increase the measurable criteria for this outcome; rather than expecting 75% to perform better than “marginal proficiency”, perhaps I should expect 75% to perform at or better than “developed proficiency”.

CHEM 223-01

Rubric View: Chemistry Lab Report Rubric

	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Proficiency (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Introduction / Background Info	0	2	2	0	0	2.500	2.000	0.500
Literature Evidence	0	2	0	0	2	1.500	0.000	1.500
Data and Results	0	0	2	2	0	1.500	1.000	0.500
Discussion and Conclusion	0	4	0	0	0	3.000	3.000	0.000

Introduction / Background Info <i>std_text</i>	2 (50%)	2 (50%)			
Literature Evidence <i>std_text</i>	2 (50%)	2 (50%)			
Data and Results <i>std_text</i>	2 (50%)		2 (50%)		
Discussion and Conclusion <i>std_text</i>	4 (100%)				

■ Exemplary Proficiency
 ■ Developed Proficiency
 ■ Marginal Proficiency
 ■ Emerging Proficiency
 ■ Lacks Demonstrated Proficiency

CHEM 223-02

Rubric View: Chemistry Lab Report Rubric

	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Proficiency (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Introduction / Background Info	0	5	4	1	0	2.400	3.000	0.663
Literature Evidence	0	0	0	3	7	0.300	0.000	0.458
Data and Results	0	4	5	1	0	2.300	2.000	0.640
Discussion and Conclusion	0	6	4	0	0	2.600	3.000	0.490

Introduction / Background Info <i>std_text</i>	5 (50%)	4 (40%)	1 (10%)		
Literature Evidence <i>std_text</i>	3 (30%)	7 (70%)			
Data and Results <i>std_text</i>	4 (40%)	5 (50%)	1 (10%)		
Discussion and Conclusion <i>std_text</i>	6 (60%)	4 (40%)			

■ Exemplary Proficiency
 ■ Developed Proficiency
 ■ Marginal Proficiency
 ■ Emerging Proficiency
 ■ Lacks Demonstrated Proficiency

2016-2017 Spring Results

RESULTS: In CHEM 223-01, 50% of students received a score of “marginal proficiency” in data and results and 100% of students received a score of “developed proficiency” in discussion and conclusions. In CHEM 223-02, 90% of students received a score of “marginal proficiency” or better in data and results and 100% of students scored “marginal proficiency” or better in discussion and conclusions.

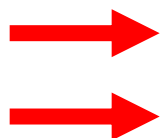
ANALYSIS: Students performed well on this learning outcome. This term in CHEM 223, we had a 10-week project where students were able to make a hypothesis, collect data, interpret the results, and write a lab report. Students were able to successfully collect and interpret their data. I think that there are several reasons that this term went better than last term: 1) the students had more practice from CHEM 221/222; 2) the entire lab sequence was based on one project, so students could keep adding to their knowledge week after week instead of starting a new experiment every week; 3) students were told to work independently, so they weren't as able to rely on their partner's work.

PLAN: Moving forward, I would like to create more term-long laboratory projects. It seems that having an open-inquiry, on-going lab project was conducive to critical thinking. I will design term-long lab projects for CHEM 221, 222, 245, 246, and 247.

Outcome 5	Measurable Criteria	Measurement Tool	Courses	Time Frame
Information Literacy: Locate, summarize, and critique scientific articles, as well as synthesize scientific information from various sources to communicate the results of their own experiments.	At least 75% of students will achieve at least "Marginal Proficiency" on the Chemistry Lab Report Rubric in the categories of " <u>Introduction/Background Info</u> " and " <u>Literature Evidence</u> "	Lab report, VALUE Rubric: Information Literacy	CHEM 222	Data collection begins: WT17 Analysis begins: SP17

2016-2017 Results:

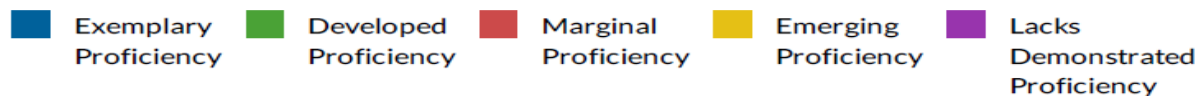
Rubric View: Chemistry Lab Report CHEM 222



	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Proficiency (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Introduction / Background Info	2	7	4	0	0	2.846	3.000	0.662
Literature Evidence	0	3	6	4	0	1.923	2.000	0.730
Data and Results	1	3	9	0	0	2.385	2.000	0.625
Discussion and Conclusion	0	4	7	2	0	2.154	2.000	0.662

Introduction / Background Info <i>std_text</i>	2 (15%)	7 (53%)	4 (30%)		
Literature Evidence <i>std_text</i>		3 (23%)	6 (46%)	4 (30%)	
Data and Results <i>std_text</i>	1 (7%)	3 (23%)	9 (69%)		
Discussion and Conclusion <i>std_text</i>		4 (30%)	7 (53%)	2 (15%)	

% scoring at least "marginal proficiency"
Intro/Background Info 100%
Literature Evidence 69%



2016-2017 Winter Results

RESULTS: 100% and 69% of students in CHEM 222 scored at least a “marginal proficiency” in the categories of “intro/background information” and “literature evidence”, respectively, of the chemistry laboratory report rubric.

ANALYSIS: Since 100% of students were able to score at least “marginal proficiency” in the area of “introduction/background information”, perhaps I should increase the expected performance level. It seems that 68% of students were able to score at least “developed proficiency” in this area. I will look into changing the measurable criteria for this outcome. However, only 69% of students were able to score at least “marginal proficiency” in the area of “literature evidence”. This suggests that students are having a difficult time either finding or properly utilizing peer-reviewed articles from the scientific literature when writing their lab reports. This is an essential component of a modern STEM education, so it is imperative that more emphasis is placed on this skill to increase the number of students performing at least at the “marginal proficiency” level. I will reach out to the librarian on campus to suggest the possibility of using a laboratory period to explore the library databases and locate and evaluate peer-reviewed articles.

PLAN: Although this initial assessment is promising, I believe that students can perform even better in this area. I will take another look at the “lab report rubric” to see if I can change the wording of each category to better match student performance. If it turns out that the rubric is capable of capturing the different levels of achievement as currently formatted, then another possibility is to increase the expected measurable criteria for each student outcome; perhaps I am underestimating what I can expect students at this level to accomplish. Therefore, another possibility is to increase the measurable criteria for this outcome; rather than expecting 75% to perform better than “marginal proficiency”, perhaps I should expect 75% to perform at or better than “developed proficiency”.

CHEM 223-01

Rubric View: Chemistry Lab Report Rubric

	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Proficiency (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Introduction / Background Info	0	2	2	0	0	2.500	2.000	0.500
Literature Evidence	0	2	0	0	2	1.500	0.000	1.500
Data and Results	0	0	2	2	0	1.500	1.000	0.500
Discussion and Conclusion	0	4	0	0	0	3.000	3.000	0.000

Introduction / Background Info <i>std_text</i>	2 (50%)	2 (50%)			
Literature Evidence <i>std_text</i>	2 (50%)	2 (50%)			
Data and Results <i>std_text</i>	2 (50%)		2 (50%)		
Discussion and Conclusion <i>std_text</i>	4 (100%)				

■ Exemplary Proficiency
 ■ Developed Proficiency
 ■ Marginal Proficiency
 ■ Emerging Proficiency
 ■ Lacks Demonstrated Proficiency

CHEM 223-02

Rubric View: Chemistry Lab Report Rubric

	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Proficiency (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Introduction / Background Info	0	5	4	1	0	2.400	3.000	0.663
Literature Evidence	0	0	0	3	7	0.300	0.000	0.458
Data and Results	0	4	5	1	0	2.300	2.000	0.640
Discussion and Conclusion	0	6	4	0	0	2.600	3.000	0.490

Introduction / Background Info <i>std_text</i>	5 (50%)	4 (40%)	1 (10%)		
Literature Evidence <i>std_text</i>	3 (30%)	7 (70%)			
Data and Results <i>std_text</i>	4 (40%)	5 (50%)	1 (10%)		
Discussion and Conclusion <i>std_text</i>	6 (60%)	4 (40%)			

■ Exemplary Proficiency
 ■ Developed Proficiency
 ■ Marginal Proficiency
 ■ Emerging Proficiency
 ■ Lacks Demonstrated Proficiency

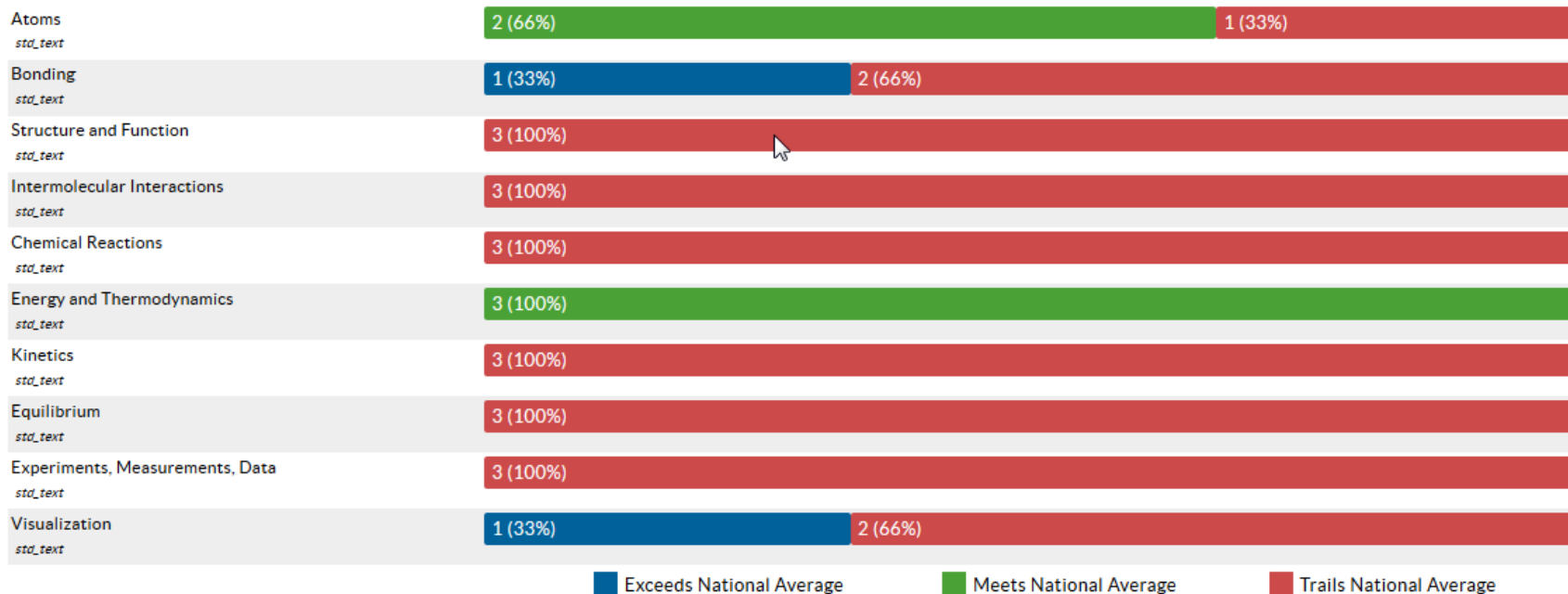
2016-2017 Spring Results

RESULTS: In CHEM 223-01, 100% of students scored at least marginal proficiency in introduction/background info and 50% of students scored developed proficiency in literature evidence. In CHEM 223-02, 90% of students scored at least marginal proficiency in introduction/background info and 0% of students scored marginal proficiency in literature evidence.

ANALYSIS: Students seem to have understood the components of a good introduction for a lab report. They were consistently able to explain what the experiment was about and why it was important. However, they were not very good at supporting this information using some outside source (literature evidence).

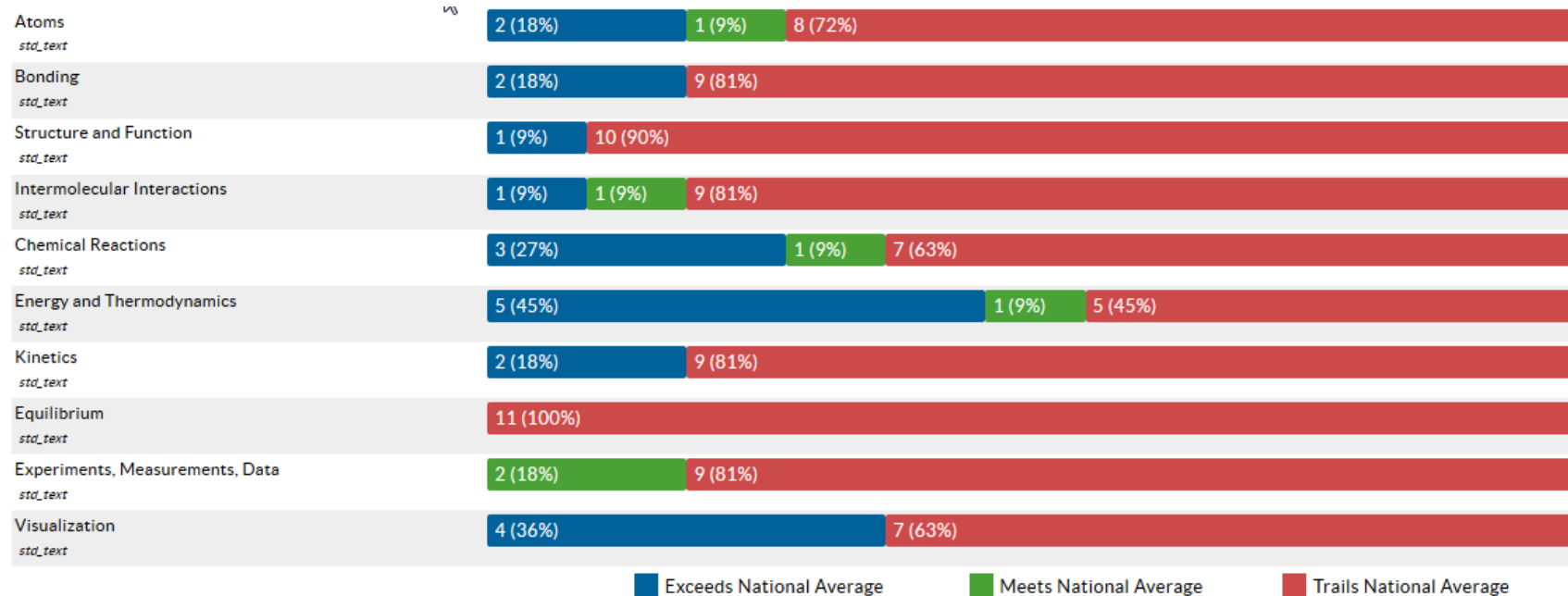
PLAN: I will work with the library to develop a module for my students to learn about computer databases and how to find relevant information for papers and lab reports. I will also introduce students to more peer-reviewed articles so they can start to see how literature evidence is used in professional papers.

CHEM 223-01



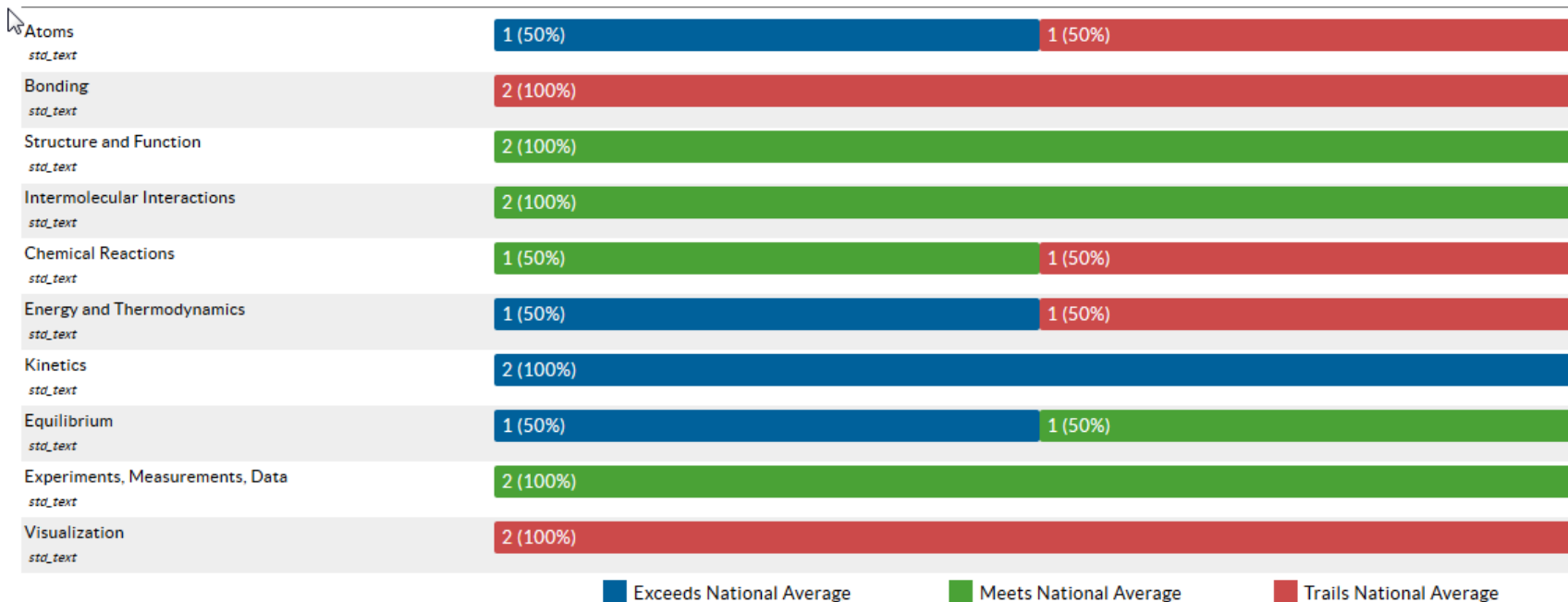
CHEM 223 GOAL:	SP17 RESULTS:
At least 75% of students achieve at least “meets national average”	Many areas met national average, but many areas were trailing national average

CHEM 223-02



CHEM 223 GOAL:	SP17 RESULTS:
At least 75% of students achieve at least "meets national average"	Many areas met national average, but many areas were trailing national average

CHEM 247



CHEM 247 GOAL:	SP17 RESULTS:
At least 75% of students achieve at least "meets national average"	Many areas met national average, but many areas were trailing national average

Outcome 6	Measureable Criteria	Measurement Tool	Courses	Time Frame
Global Learning: Demonstrate personal and social responsibility, environmental stewardship, and global self-awareness.	Student responses on survey	VALUE Rubric: Global Learning	GS 105 CHEM 221 CHEM 222 CHEM 223	Data collection begins: FL17 Analysis begins: FL17

Results: N/A

Analysis: N/A

Plan: To assess this learning outcome, a research report assignment has been created that asks students to choose one of the social/global issues that we discussed during class, like pollution or climate change, and to investigate further. This report will be assessed by using the VALUE rubric for Global learning. The plan is to assess this learning outcome for the first time at the end of CHEM 223 and CHEM 247 in Spring 2018.

Business / Accounting Department 2018-2019

Program: AAS Accounting

	Fall 2018	Winter 2019	Spring 2019
Program Outcome	4. Identify and record business transactions	8. Prepare budgets, payroll, and other quarterly tax reports	10. Use current and emerging technologies and software to solve workplace problems.
Measure Title	Final Exam	Spreadsheet assignments	Final Exam - Capital rationing problem
Measure Type	Direct – Exam	Direct – Student artifact	Direct – Student artifact
Measure Level	Program		
Indicator / thresholds	75% of all students will earn a C (70% of project points) or better		
Course	BA211	BA212	BA213
Purpose/Meaning	Students need to master fundamental concepts of accounting to successfully continue and complete the program.	Mastery of secondary concepts enable students to develop facility with more complex principles.	Students demonstrate successfully navigation of the problem solving process and clearly communicate the results using industry standard software.
Key personnel	L. Stagg-Brown		
Summary of Findings	80% of students achieved a score of 70% or higher on the final exam. This left 20% receiving less than the 70% threshold. 60% achieved 80% or higher and 20% achieved 90% or higher.	90% of students achieved a score of 70% or higher on the final exam. This left 10% receiving less than the 70% threshold. 80% achieved 80% or higher and 50% achieved 90% or higher.	100% of students achieved a score of 70% or higher on the final exam. This left 0% receiving less than the 70% threshold. 86% achieved 80% or higher and 71% achieved 90% or higher.
Reflection Analysis	The introductory accounting course provides students with an important insight into potential career opportunities. It is generally agreed to be successful in general business or accounting specific professions, one needs an understanding the basic mechanisms of the accounting equation.	Students add to their basic accounting knowledge with more complex concepts such as payroll calculations and budgeting. The high level of student achievement suggests that the design and presentation of increasingly complex topics supports student success.	Students in this last course in the accounting sequence are increasingly competent in using standard accounting software to apply appropriate calculations to make decisions. The high level of student achievement suggests that the design and presentation of increasingly complex topics supports student success.
Threshold Achievement	The threshold was met	The threshold was met	The threshold was met

Substantiating Evidence

Spreadsheet with summary scores.

BA211 - F19
FINAL EXAM

FINAL EXAM BA211 F19			
%	Let	Pts	Tot
65	D	65	100
65	D	65	100
70	C	70	100
70	C	70	100
83	B	83	100
85	B	85	100
85	B	85	100
85	B	85	100
90	A	90	100
90	A	90	100
70%<	80.0%		
80%<	60.0%		
90%<	20.0%		
<70%	30%		

BA212 - W19
STUDENT ARTIFACT - PAYROLL MODULE

5	<u>20</u>	<u>10</u>	<u>10</u>	45	<u>100%</u>	-
5	16.2	0	0	21.2	47%	F
5	9.2	10	9.8	34	76%	C
5	12	10	9.8	36.8	82%	B
5	12.4	10	9.6	37	82%	B
5	14.2	10	9	38.2	85%	B
5	16.8	10	8.8	40.6	90%	A
5	16.8	10	9.8	41.6	92%	A
5	18.6	10	8.8	42.4	94%	A
5	18.4	10	10	43.4	96%	A
5	20	10	9.8	44.8	100%	A
				70%<	90%	
				80%<	80%	
				90%<	50%	
				<70%	10%	

BA213 - SP19
STUDENT ARTIFACT/ - CAPITAL RATIONING

<u>20</u>	<u>100.0%</u>	
18.4	92.0%	A
17.6	88.0%	B
20	100.0%	A
14	70.0%	C
19	95.0%	A
18.4	92.0%	A
20	100.0%	A
70%<	100%	
80%<	86%	
90%<	71%	
<70%	0%	



Assessment Reporting

Purpose

At Southwestern, we assess our course, program, and GSLO student learning outcomes, and both assessment and reporting programs assist us as we document and report what we do. These programs insure complete and consistent reporting. This document serves as a guide and worksheet for faculty as they prepare outcome assessment reports. Another document will focus on using these reports to generate student learning assessment project plans to close the loop.

Location

Enter the reporting software TaskStream, and click on your discipline's **Program Review—Academic** link. On the left menu bar, locate the tab **2018-2019 Annual Outcome Results: Plan/Budget 2020-2021**. Under that section, click on and respond first to the prompts for **SLO & Operational Outcomes Indicators 18-19** then next to the prompts for **Results: SLO & Oper. Indicators 18-19**.

OUTCOME ASSESSMENT REPORTS									
Outcome	<p>Which program or course outcome is being measured or assessed? Plan, design, develop, and edit digital images and graphics.</p>								
Measure Title	<p>What is being measured within that outcome? Use of appropriate tools, techniques, and workflow.</p>								
Measure Type/Method	<p>Which type of method is used to measure the outcome?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Direct—Student Artifact</td> <td style="width: 50%;">Indirect—Survey</td> </tr> <tr> <td>Direct—Exam</td> <td>Indirect—Focus Group</td> </tr> <tr> <td>Direct—Portfolio</td> <td>Indirect—Interview</td> </tr> <tr> <td>Direct—Other</td> <td>Indirect—Other</td> </tr> </table> <p>Direct—Student Artifact</p>	Direct—Student Artifact	Indirect—Survey	Direct—Exam	Indirect—Focus Group	Direct—Portfolio	Indirect—Interview	Direct—Other	Indirect—Other
Direct—Student Artifact	Indirect—Survey								
Direct—Exam	Indirect—Focus Group								
Direct—Portfolio	Indirect—Interview								
Direct—Other	Indirect—Other								
Measure Level	<p>Which outcome level is being measured?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Course</td> <td style="width: 50%;">Institution (GSLO)</td> </tr> <tr> <td>Program</td> <td>Other</td> </tr> </table> <p>Program</p>	Course	Institution (GSLO)	Program	Other				
Course	Institution (GSLO)								
Program	Other								
Indicator (Measurement)	<p>How is the outcome to be measured? Measured by the percentage of students who achieve Emerging Proficiency or higher on the “Effectively apply appropriate beginning and intermediate software techniques” rubric for CIS125PH.</p>								
Thresholds	<p>Which levels determine achievement? Determine the levels of achievement</p> <ul style="list-style-type: none"> Green—achieved proficiency Yellow—approaching proficiency Red—lacking proficiency 								



Assessment Reporting

Thresholds	<ul style="list-style-type: none">• Green 85% or higher• Yellow 75%-84%• Red >74%
Purpose and Meaning	<p>What is the significance of this indicator? A strong indicator of student control over the design process as it pertains to digital images and graphics. This includes ideation, planning, selecting appropriate tools/techniques, file management, and publishing.</p>
Key/Responsible Personnel	<p>Who assesses this outcome? Digital Design Faculty</p>
Summary of Findings	<p>What are the measurement results? In fall 2018, CIS125PH, 100% of students reached a minimum of Emerging Proficiency for the ability to “effectively apply appropriate beginning and intermediate software techniques for given digital design challenges.”</p> <p>87.5% of students achieved Exemplary Proficiency; 12% achieved Demonstrates Proficiency; 0.5% or 1 student achieved Emerging Proficiency. The project focused on using Layer Blend Modes, Brush Tool, and Color Picker to colorize a vintage photograph. The students were excited about the project brief, and the ability to select their own vintage photograph translated into strong engagement.</p>
Reflection, Analysis and Data Evidence	<p>What do the results reveal? Students in CIS125PH are able to successfully “plan, design, develop, and edit digital images and graphics.” The course provides them with exposure to a wide range of tools/techniques and challenges them to employ the aforementioned to achieve creative objectives. I have put a tremendous amount of work in designing this course, and I feel that it has translated into a high level of student achievement.</p> <p>Exemplary Proficiency represents flawless execution using the relevant tools. I provide detailed screencasts that demonstrate how to accomplish this. I was very pleased that 87.5% of the class achieved this level in 2018.</p> <p>Projects at the Demonstrates Proficiency level include a minimum of one error—this could include evidence of brush marks, small areas that were not fully colorized, or incorrect blending modes.</p> <p>Projects at the Emerging Proficiency level include a minimum of two errors—these are the same as outlined above. Projects at this level still demonstrate a solid command of the relevant concepts & techniques.</p> <p>Projects at the Lacks Demonstrated Proficiency level include a minimum of three significant errors that detract substantially from the result. The student typically has not mastered the relevant tools/techniques and has not invested enough time in executing the project.</p>



Assessment Reporting

Threshold Achievement

Has the threshold been met?

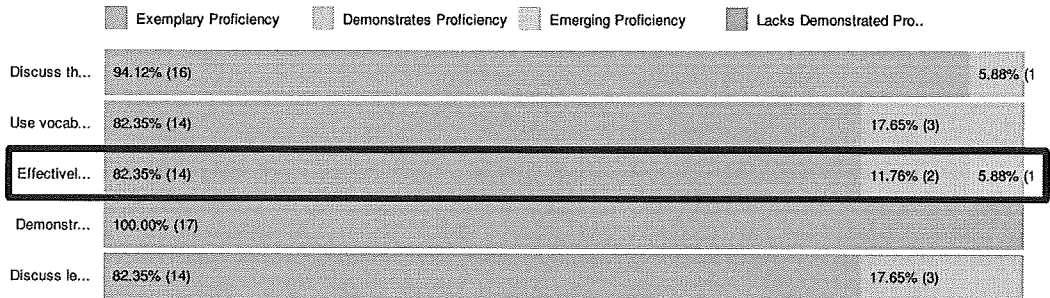
Green 85% or higher Yellow 75%-84% Red >74%

Not Met
 Met
 Exceeded

What evidence supports the findings?

Chart from assessment reporting VIA software.

Assessment Rubric (CIS 125PH Course Rubric)



Substantiating Evidence

Element	Exemplary Proficiency	Demonstrates Proficiency	Emerging Proficiency	Lacks Demonstrated Proficiency	Mean	Stdev
Discuss the design development process as it relates to the use of the subject software product	16	1	0	0	3.94	0.24
Use vocabulary of digital design and associated applications.	14	3	0	0	3.82	0.39
Effectively apply appropriate beginning and intermediate software techniques for given digital design challenges.	14	2	1	0	3.76	0.56
Demonstrate proper file management.	17	0	0	0	4.00	0.00
Discuss legal, ethical, and accessibility issues in a digital design.	14	3	0	0	3.82	0.39

Sample Closing the Loop

Chemistry

Outcome 1	Measureable Criteria	Measurement Tool	Courses	Time Frame
Utilize knowledge of chemical structure to predict and explain the physical properties of chemical materials.	An average score of at least 80% or better on homework and 70% or better on homework and exam questions relating to chemical structure .	Homework, Exams	CHEM 110 CHEM 221 CHEM 222 CHEM 223	Data collection begins: 2015-2016 Analysis begins: 2016-2017

2015-2016 Results:

CHEM 221 – FL15	Average		Average		Average
HW Chp. 1	N/A	HW Chp. 7	87%	Exam 1	79%
HW Chp. 2	96%	HW Chp. 8	93%	Exam 2	70%
HW Chp. 3	N/A	HW Chp. 9	86%	Final Exam	
HW Chp. 4	N/A	HW Chp. 10	90%		

CHEM 110 – FL15	Average		Average		Average
HW Chp. 2	91%	HW Chp. 8	79%	Exam 1	80%
HW Chp. 3	97%	HW Chp. 17		Exam 2	57% (n=1)
HW Chp. 5	84%	HW Chp. 19		Final Exam	
HW Chp. 6	N/A	HW Chp. 21			

Analysis:

CHEM 221

Homework: 90%, Exams: 75%

CHEM 110

Homework: 88%, Exams: 69%

Plan:

I will continue to examine my teaching methodologies and exam and homework questions to improve these numbers.

Further, although students have met my standards, it is difficult to know whether they have met national standards. To compare student achievement in my courses to student achievement in General Chemistry courses nation-wide, I plan to administer an American Chemical Society approved exam for general chemistry at the conclusion of CHEM 223.

Outcome 1	Measureable Criteria	Measurement Tool	Courses	Time Frame
Utilize knowledge of chemical structure to predict	CHEM 110/GS 105/CHEM 221 : at least 75% achieve "emerging proficiency"	Homework, Exams,	GS 105 CHEM 110 CHEM 221	Data collection begins: WT17

and explain the physical properties of chemical materials.	CHEM 222: at least 75% achieve “marginal proficiency” CHEM 223: at least 75% achieve “developed proficiency” CHEM 245/246/247: at least 75% achieve “exemplary proficiency”	Chemical structure rubric	CHEM 222 CHEM 223 CHEM 245 CHEM 246 CHEM 247	Analysis begins: SP17
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2016-2017 winter Results:

CHEM 246 GOAL:	WT17 RESULTS:
At least 75% of students achieve at least “exemplary proficiency”	100% of students achieved at least “exemplary proficiency”

■ Exemplary Proficiency
■ Developed Proficiency
■ Marginal Proficiency
■ Emerging Proficiency
■ Lacks Demonstrated Proficiency

WINTER 2017

CHEM 110

Rubric View: Chemical Structure Rubric

	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Proficiency (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Electronic Structure	0	0	21	0	2	1.826	2.000	0.564
Molecular Geometry	0	0	0	20	3	0.870	1.000	0.337
Spectroscopic Analysis	0	0	0	0	0	0.000	NA	0.000
Electronic Structure <i>std_text</i>	21 (91%)				2 (8%)			
Molecular Geometry <i>std_text</i>	20 (86%)			3 (13%)				
Spectroscopic Analysis <i>std_text</i>								

CHEM 110 GOAL:	WT17 RESULTS:
At least 75% of students achieve at least “emerging proficiency”	88% of students achieved at least “emerging proficiency”

Rubric View: Chemical Structure Rubric CHEM 246

	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Proficiency (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Electronic Structure	3	0	0	0	0	4.000	4.000	0.000
Molecular Geometry	3	0	0	0	0	4.000	4.000	0.000
Spectroscopic Analysis	0	0	3	0	0	2.000	2.000	0.000
Electronic Structure <i>std_text</i>	3 (100%)							
Molecular Geometry <i>std_text</i>	3 (100%)							
Spectroscopic Analysis <i>std_text</i>	3 (100%)							

■ Exemplary Proficiency
 ■ Developed Proficiency
 ■ Marginal Proficiency

Rubric View: Chemical Structure Rubric **GS 105**

	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Proficiency (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Electronic Structure	0	17	2	0	0	2.895	3.000	0.307
Molecular Geometry	0	0	17	2	0	1.895	2.000	0.307
Spectroscopic Analysis	0	0	0	0	0	0.000	NA	0.000
Electronic Structure <i>std_text</i>	17 (89%)					2 (10%)		
Molecular Geometry <i>std_text</i>	17 (89%)					2 (10%)		
Spectroscopic Analysis <i>std_text</i>								

RESULTS: 100% of students in both CHEM 246 and GS 105 achieved the desired level of performance in the categories of chemical structure. 88.5% of students in CHEM 110 achieved the desired level of performance with regards to chemical structure.

ANALYSIS: Although a majority of students scored at the desired level of performance in this exercise, I believe that there is more work to be done. I do believe that these data reflect the true abilities of my students in this category, as I have been sufficiently impressed with their understanding of chemical structure. However, the data seem to indicate that nearly all of the students in the course are achieving at the same level; I do not necessarily believe this result. I think that the problem lies within the chemical structure rubric; if it were designed more carefully, it could be used to investigate these differences in abilities between students in the same course, even if they are achieving at the desired performance level.

PLAN: This initial assessment is promising, but I believe that students can perform even better in this area. I will take another look at the “chemical structure rubric” to see if I can change the wording of each category to better match student performance and to better tease out small differences in performance among students in the same course. Another possibility is to increase the measurable criteria for this outcome; rather than expecting 75% to perform better than “marginal proficiency”, perhaps I should expect 75% to perform at or better than “developed proficiency”.

Southwestern Oregon Community College

Coos Bay, OR

USA

Test: HEIghten® Critical Thinking Assessment

REPORTING GROUP:

Cohort: Combined

Close Date: Combined

Students Tested: 46

Records Excluded: 1

Students Included in Report: 45

(See bottom of report to view filters applied)

COMPARISON GROUP:

Comparison Group: All Institutions

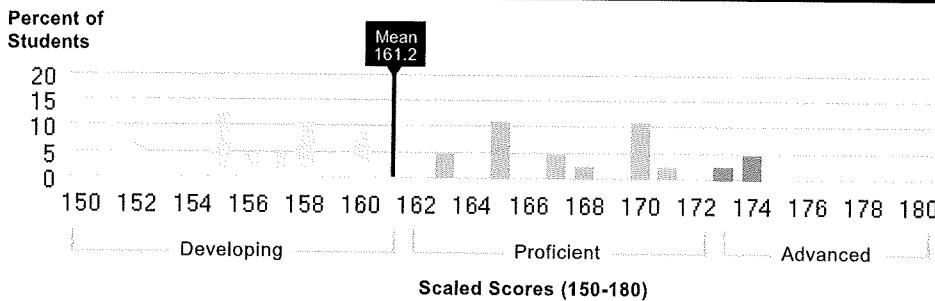
Institutions: 29

Students Included in Report: 2,520

INDIVIDUAL STUDENTS' OVERALL SCALED SCORES

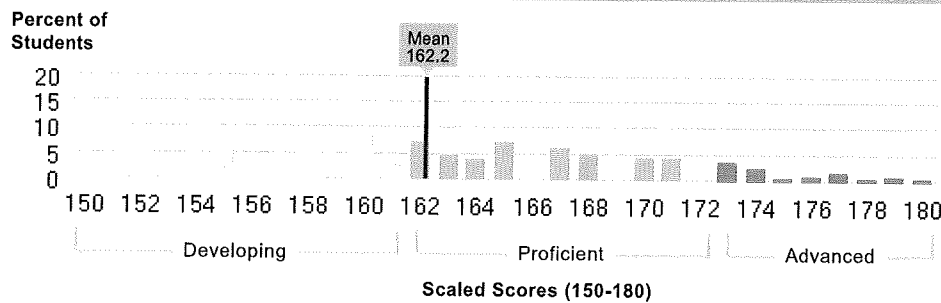
The histograms below show the distribution of individual students' scaled scores within the Reporting Group and the Comparison Group. The dark line indicates the overall mean score for that group.

REPORTING GROUP



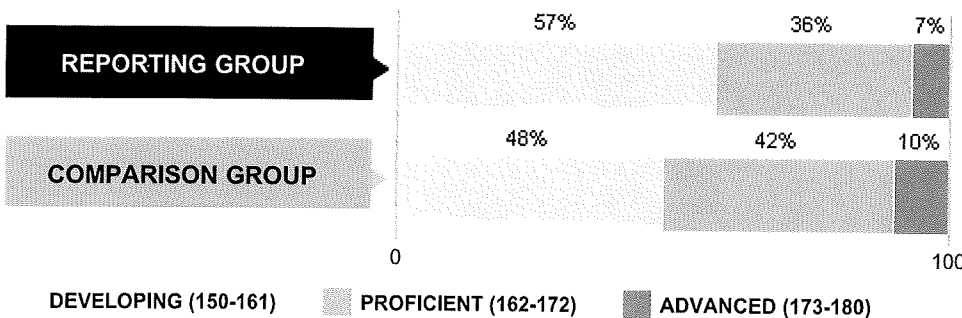
Different students take different forms of this test. On each form, some numbers in the score range are not possible scores. Consequently, the score distributions are not smooth, even for large groups of students.

COMPARISON GROUP



PROFICIENCY LEVELS

This chart shows the percentage of students at each proficiency level within the Reporting Group and the Comparison Group.



PROFICIENCY LEVEL DESCRIPTIONS

DEVELOPING (150-161)

A typical student at the **developing** level may:

- make inferential connections between two explicitly related points
- follow the logic of an explicitly structured argument
- mistake evidence that is broadly related to a topic for evidence that is relevant to a specific assertion
- identify evidence that directly supports or undermines a claim
- have difficulty distinguishing causation from correlation

PROFICIENT (162-172)

A typical student at the **proficient** level has demonstrated the ability to:

- make inferential connections
- follow the logic of an argument
- understand logical relationships between assertions/arguments and supporting information
- identify implicit assumptions and evidence that supports or undermines a claim
- distinguish causation from correlation

ADVANCED (173-180)

A typical student at the **advanced** level has demonstrated the ability to:

- extrapolate implications
- describe the logic of complex arguments
- understand subtle logical relationships between assertions/arguments and supporting information
- identify needed evidence and implicit assumptions
- identify possible alternative causes or explanations

See www.ets.org/heighten/ctproficiency for the complete descriptions.

Report Filters

Major: All | Class Level (Credit Hours): All

Report excludes students who complete fewer than 75% of the questions. See roster for list of students.

For more information about your score report, please go to <http://www.ets.org/heighten/scores>. For additional resources go to <http://www.ets.org/heighten>.

Southwestern Oregon Community College

Coos Bay, OR
USA
Test: HEIghten® Critical Thinking Assessment

REPORTING GROUP:

Cohort: Combined
Close Date: Combined
Students Tested: 46
Records Excluded: 1
Students Included in Report: 45
(See bottom of report to view filters applied)

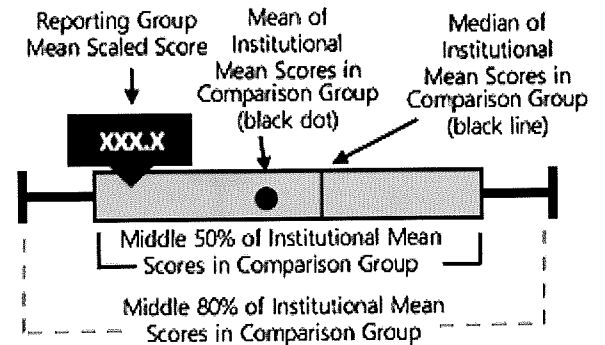
COMPARISON GROUP:

Comparison Group: All Institutions
Institutions: 29
Students Included in Report: 2,520

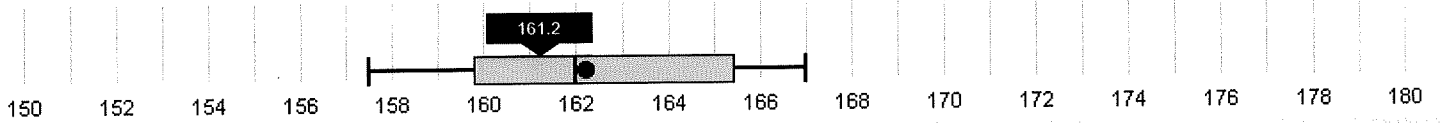
INSTITUTIONS' OVERALL SCALED SCORE AND SUBSCORE MEANS

The chart below enables you to compare the mean scaled scores for your Reporting Group with the mean scaled scores of the institutions in the Comparison Group.

The number in the dark rectangle is the mean scaled score of your Reporting Group. The figure below it is a "box-and-whisker" graph of the mean scores of the institutions in the Comparison Group. The yellow bar (the "box") shows the range of the middle 50% of the institutions. The black horizontal lines (the "whiskers") extend to the range of the middle 80%. The vertical line through the box indicates the median – the point that separates the upper half of the institutions from the lower half. The black dot indicates the mean of the institutions' mean scores.

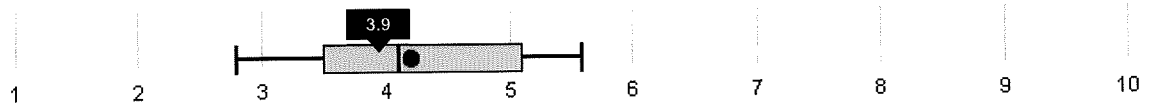


OVERALL SCALED SCORES (Scale of 150-180)

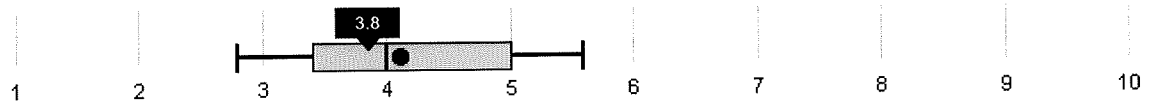


SUBSCORES (Scale of 1-10)

Analytic



Synthetic



Report Filters

Major: All | Class Level (Credit Hours): All

Report excludes students who complete fewer than 75% of the questions. See roster for list of students.

For more information about your score report, please go to <http://www.ets.org/heighten/scores>. For additional resources go to <http://www.ets.org/heighten>.

Southwestern Oregon Community College

Coos Bay, OR
USA

Test: HEIghten® Quantitative Literacy Assessment

REPORTING GROUP:

Cohort: Combined
Close Date: Combined
Students Tested: 43
Records Excluded: 1
Students Included in Report: 42
(See bottom of report to view filters applied)

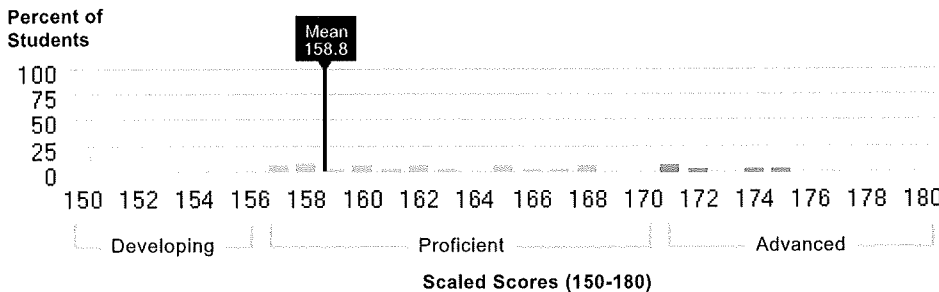
COMPARISON GROUP:

Comparison Group: All Institutions
Institutions: 12
Students Included in Report: 822

INDIVIDUAL STUDENTS' OVERALL SCALED SCORES

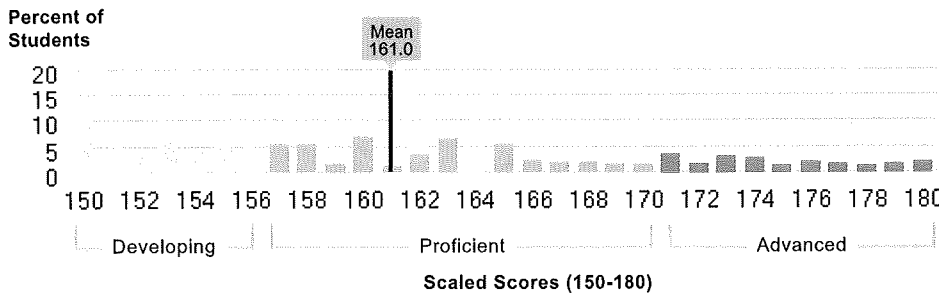
The histograms below show the distribution of individual students' scaled scores within the Reporting Group and the Comparison Group. The dark line indicates the overall mean score for that group.

REPORTING GROUP



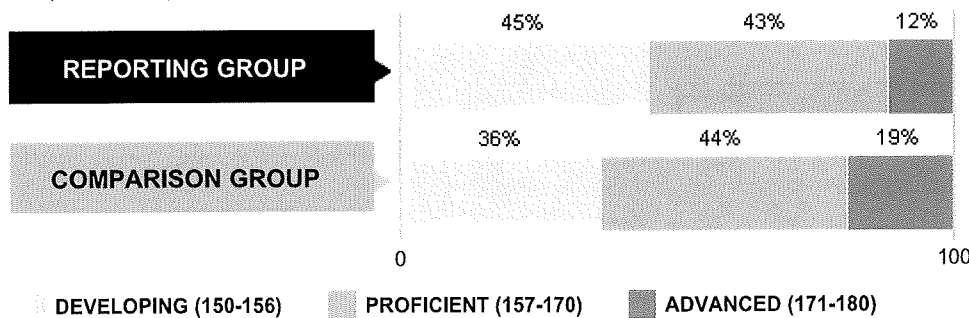
Different students take different forms of this test. On each form, some numbers in the score range are not possible scores. Consequently, the score distributions are not smooth, even for large groups of students.

COMPARISON GROUP



PROFICIENCY LEVELS

This chart shows the percentage of students at each proficiency level within the Reporting Group and the Comparison Group.



PROFICIENCY LEVEL DESCRIPTIONS

DEVELOPING (150-156)

A typical student at the **developing** level may:

- reason through single-step word problems
- recognize basic algebraic techniques and Euclidean geometry facts
- perform four basic operations with integers
- interpret simple quantitative relationships
- identify that terminology/notation are needed to communicate results

PROFICIENT (157-170)

A typical student at the **proficient** level has demonstrated the ability to:

- reason through simple multi-step word problems
- apply solution strategies to a particular context
- use basic algebra and Euclidean geometry facts
- compute basic percents and positive percent change
- perform the four basic operations with integers and decimals
- interpret simple quantitative relationships and some complex data representations
- recognize correct terminology/notation for communicating results

ADVANCED (171-180)

A typical student at the **advanced** level has demonstrated the ability to:

- reason through complex multi-step word problems
- apply solution strategies to a variety of contexts
- use and understand algebra and Euclidean geometry facts
- compute and interpret percents and percent change
- perform four basic operations with integers, decimals, and fractions
- interpret complex quantitative relationships and data representations
- use correct terminology/notation for communicating results

See www.ets.org/heighten/qiproficiency for the complete descriptions.

Report Filters

Major: All | Class Level (Credit Hours): All

Report excludes students who complete fewer than 75% of the questions. See roster for list of students.

For more information about your score report, please go to <http://www.ets.org/heighten/scores>. For additional resources go to <http://www.ets.org/heighten>.

Southwestern Oregon Community College

Coos Bay, OR
USA

Test: HEIghten® Quantitative Literacy Assessment

REPORTING GROUP:

Cohort: Combined
Close Date: Combined
Students Tested: 43
Records Excluded: 1
Students Included in Report: 42
(See bottom of report to view filters applied)

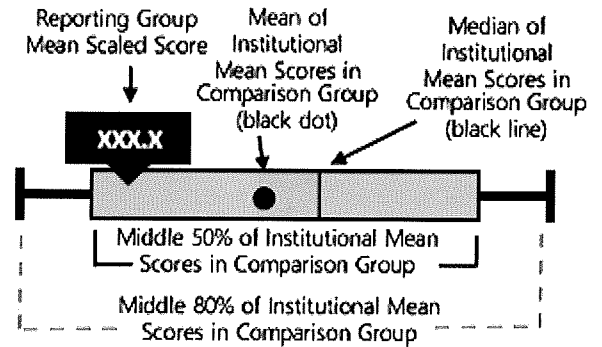
COMPARISON GROUP:

Comparison Group: All Institutions
Institutions: 12
Students Included in Report: 822

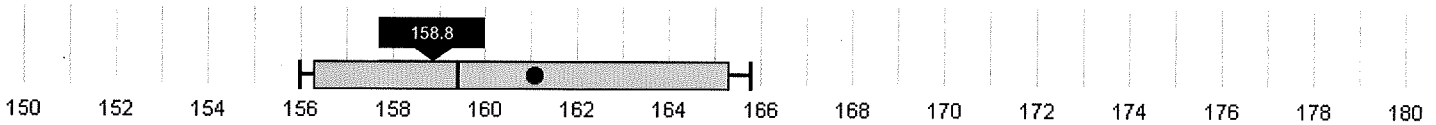
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OVERALL SCALED SCORES (Scale of 150-180)



SUBSCORES (Scale of 1-10)

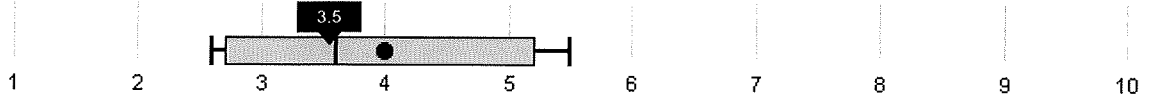
Number & Operations



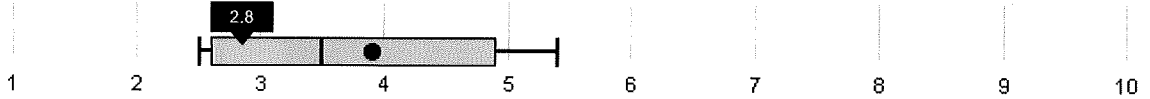
Algebra



Geometry & Measurement



Statistics & Probability



Report Filters

Major: All | Class Level (Credit Hours): All

Report excludes students who complete fewer than 75% of the questions. See roster for list of students.

For more information about your score report, please go to <http://www.ets.org/heighten/scores>. For additional resources go to <http://www.ets.org/heighten>.

Southwestern Oregon Community College

Coos Bay, OR

USA

Test: HEIghten® Written Communication Assessment

REPORTING GROUP:

Cohort: Combined

Close Date: Combined

Students Tested: 44

Records Excluded: 3

Students Included in Report: 41

(See bottom of report to view filters applied)

COMPARISON GROUP:

Comparison Group: All Institutions

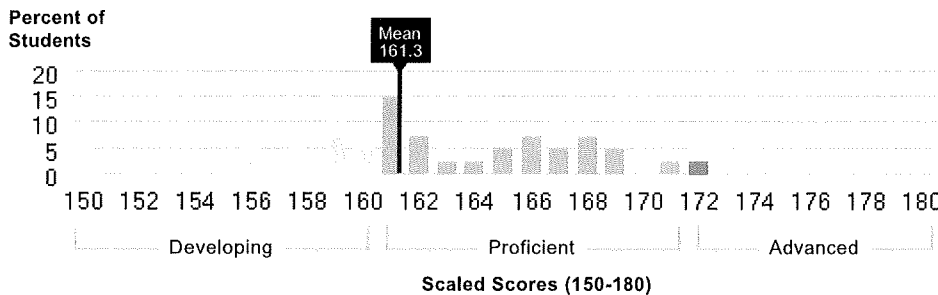
Institutions: 27

Students Included in Report: 2,162

INDIVIDUAL STUDENTS' OVERALL SCALED SCORES

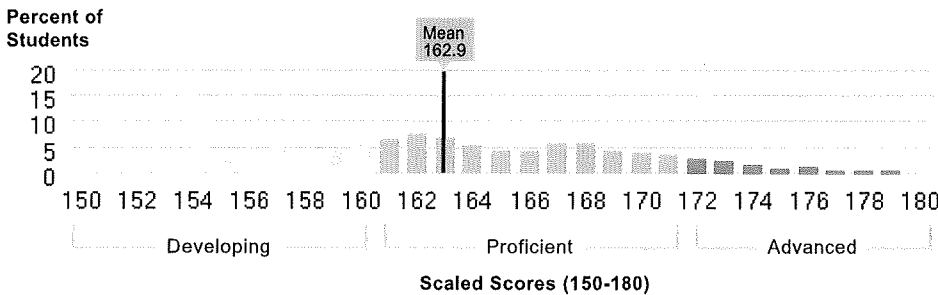
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REPORTING GROUP



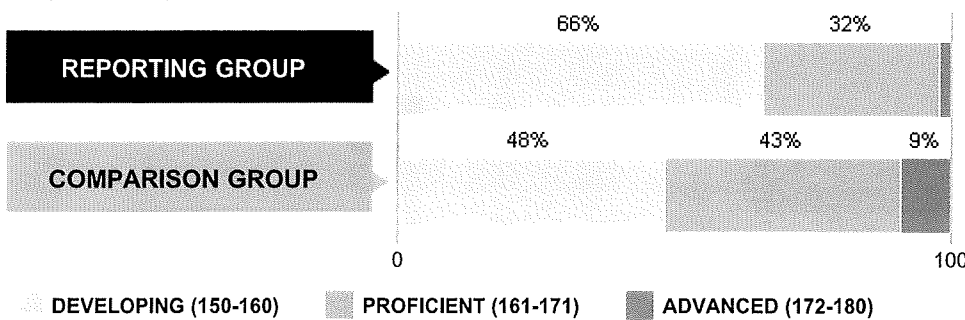
Different students take different forms of this test. On each form, some numbers in the score range are not possible scores. Consequently, the score distributions are not smooth, even for large groups of students.

COMPARISON GROUP



PROFICIENCY LEVELS

This chart shows the percentage of students at each proficiency level within the Reporting Group and the Comparison Group.



When a reporting group proficiency level is less than 6%, the percent value will not display. If the proficiency level information cannot be determined using the chart, administrators may calculate the percentages using the data download report.

PROFICIENCY LEVEL DESCRIPTIONS

DEVELOPING (150-160)

A typical student at the **developing** level may:

- not consistently use or recognize the use of appropriate information from source texts
- be unable to represent a source's meaning with accuracy
- have difficulty developing ideas or recognizing the development of ideas
- struggle to present ideas or recognize the presentation of ideas
- have difficulty composing or revising text to be generally free of errors

PROFICIENT * (161-171)

A typical student at the **proficient** level has demonstrated the ability to:

- use or recognize the use of appropriate information from source texts
- represent a source's meaning with general accuracy
- develop ideas or recognize the development of ideas
- present ideas or recognize the presentation of ideas
- compose or revise text to be generally free of errors

ADVANCED * (172-180)

A typical student at the **advanced** level has demonstrated the ability to:

- use or recognize the use of appropriate information from source texts to convincingly support ideas
- represent a source's meaning with accuracy
- fully develop ideas or recognize the full development of ideas
- effectively present ideas or recognize the effective presentation of ideas
- compose or revise text to be free of all but minor errors

*To qualify as Proficient or Advanced, test takers must also earn a minimum essay score of 6.

See www.ets.org/heighten/wcproficiency for the complete descriptions.

Report Filters

Major: All | Class Level (Credit Hours): All

Report excludes students who complete fewer than 75% of the questions. See roster for list of students.

For more information about your score report, please go to <http://www.ets.org/heighten/scores>. For additional resources go to <http://www.ets.org/heighten>.

Southwestern Oregon Community College

Coos Bay, OR
USA

Test: HEIghten® Written Communication Assessment

REPORTING GROUP:

Cohort: Combined
Close Date: Combined
Students Tested: 44
Records Excluded: 3
Students Included in Report: 41
(See bottom of report to view filters applied)

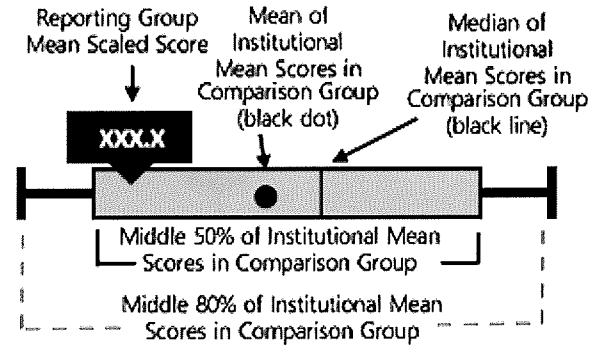
COMPARISON GROUP:

Comparison Group: All Institutions
Institutions: 27
Students Included in Report: 2,162

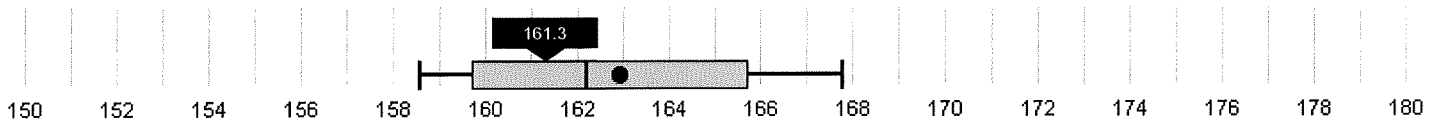
INSTITUTIONS' OVERALL SCALED SCORE AND SUBSCORE MEANS

The chart below enables you to compare the mean scaled scores for your Reporting Group with the mean scaled scores of the institutions in the Comparison Group.

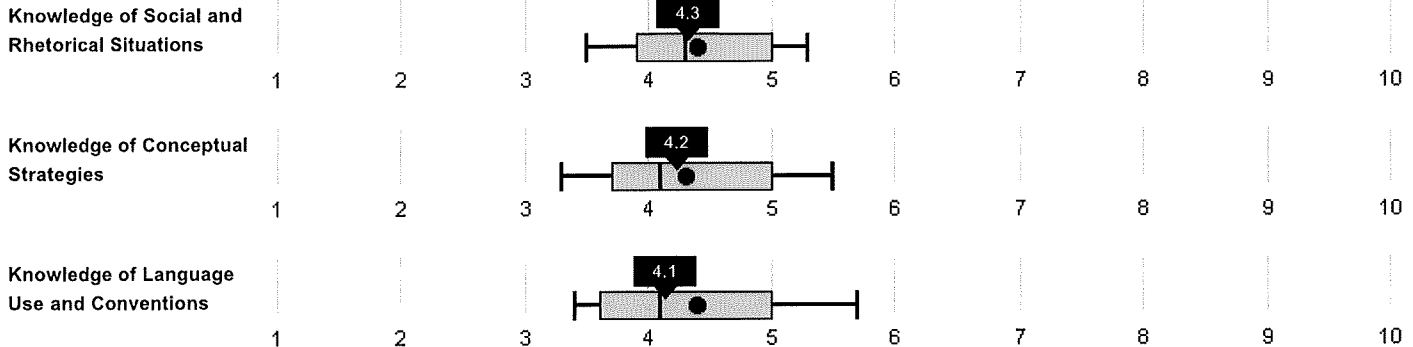
The number in the dark rectangle is the mean scaled score of your Reporting Group. The figure below it is a "box-and-whisker" graph of the mean scores of the institutions in the Comparison Group. The yellow bar (the "box") shows the range of the middle 50% of the institutions. The black horizontal lines (the "whiskers") extend to the range of the middle 80%. The vertical line through the box indicates the median – the point that separates the upper half of the institutions from the lower half. The black dot indicates the mean of the institutions' mean scores.



OVERALL SCALED SCORES (Scale of 150-180)



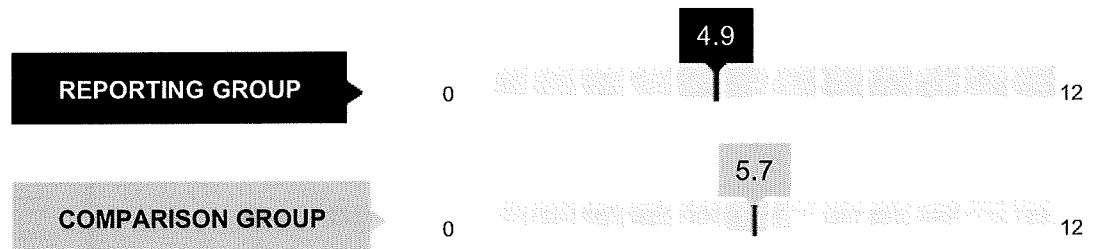
SUBSCORES (Scale of 1-10)



DIRECT WRITING MEASURE (Scale of 0-12)

The Direct Writing Measure requires students to compose an original response that adopts and defends a position on the claim presented in a passage.

To see the scoring rubric for the Direct Writing Measure, please go to: www.ets.org/heighten/scores.



Report Filters
Major: All | Class Level (Credit Hours): All

Report excludes students who complete fewer than 75% of the questions. See roster for list of students.
For more information about your score report, please go to <http://www.ets.org/heighten/scores>. For additional resources go to <http://www.ets.org/heighten>.



APPENDIX B



COMMUNICATION GENERAL STUDENT LEARNING OUTCOMES RUBRIC

for more information, please contact valuel@aacu.org

Definition

Students completing a degree will be able to demonstrate effective knowledge, skills, and attitudes in reading, writing, speaking, and listening, presentation of self and information.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Exemplary Proficiency 4	Marginal Proficiency 3	Emerging Proficiency 2	Lacks Demonstrated Proficiency 1
Control of Syntax and Mechanics	Uses graceful language skillfully, communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although the writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.
Comprehension	Recognizes possible implications of the source communication for contexts, perspectives, or issues beyond the assigned task within the classroom or beyond the speaker's or author's explicit message (e.g., might recognize broader issues at play or might pose challenges to the presenter's message and presentation.)	Uses the source, text, general background knowledge, and/or specific knowledge of the speaker's or author's context to draw more complex inferences about the presenter's message and attitude.	Evaluates how language features (e.g., sentence and paragraph structure or tone) contribute to the speaker's or author's message and draws basic inferences about context and purpose of oral or written language.	Apprehends vocabulary appropriately to paraphrase or summarize the information the text communicates.
Supporting Material	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre. Uses a variety of types of supporting material and presents appropriate references and analysis that establish the presenter's credibility on the topic. Always correctly credits the source of ideas not the student's own.	Demonstrates consistent use of credible, relevant sources to support ideas within the discipline and genre in oral or written communication.	Demonstrates an attempt to use credible and/or relevant sources that partially support ideas appropriately.	Demonstrates an attempt to use sources to support ideas, but produces insufficient supporting materials such as explanations, examples, illustrations, statistics, analogies, and quotations. Makes reference to information or analysis that minimally support the presentation or establish the student's authority on the topic.
Analysis: <i>Interacting with texts in parts and as wholes</i>	Evaluates strategies for relating ideas, text structure, or other textual features in order to build knowledge or insight within and across texts and disciplines.	Identifies relations among ideas, text structure, or other textual features, to evaluate how they support an advanced understanding of the text as a whole.	Recognizes relations among parts or aspects of a text, such as effective or ineffective arguments or literacy features, in considering how these contribute to a basic understanding of the text as a whole.	Identifies aspects of a text (e.g., content, structure, or relations among ideas) as needed to respond to questions posed in assigned tasks.



COMPUTATION

GENERAL STUDENT LEARNING OUTCOMES RUBRIC

for more information, please contact value@aacu.org



Definition

Students completing a degree will be able to demonstrate effective knowledge, skills, and attitudes in technology skills, computer proficiency, math proficiency, decision analysis (synthesis & evaluation), understanding of and ability to apply mathematical concepts and reasoning, analyzing and using numerical data.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Exemplary Proficiency 4	Marginal Proficiency 3	Emerging Proficiency 2	Lacks Demonstrated Proficiency 1
Application / Analysis <i>Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis</i>	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.
Communication <i>Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)</i>	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.)
Connections to Discipline <i>Sees (makes) connections across disciplines. perspectives</i>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.
Define Problem	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial	Demonstrates a limited ability in identifying a problem statement or related contextual factors.

Propose Solutions/Hypotheses	Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem. Solution/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.	Proposes one or more solutions/ hypotheses that indicates comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem.	Proposes one solution/hypothesis that is “off the shelf” rather than individually designed to address the specific contextual factors of the problem.	Proposes a solution/hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.
Implement Solution	Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.	Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner.	Implements the solution in a manner that addresses the problem statement but ignores relevant contextual factors.	Implements the solution in a manner that does not directly address the problem statement.



CREATIVE, CRITICAL & ANALYTICAL THINKING GENERAL STUDENT LEARNING OUTCOMES RUBRIC

for more information, please contact value@aacu.org



Definition

Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Exemplary Proficiency 4	Marginal Proficiency 3	Emerging Proficiency 2	Lacks Demonstrated Proficiency 1
Identifies and explains issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.	Issue or problem is not stated clearly even when explicitly required.
Recognizes contexts and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Appears unaware of varying contexts and assumptions for an issue.
Recognizes perspectives	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.	Specific position is vague and/or does not recognize multiple perspectives even when there are signs that they are present.
Evaluates evidence to reach conclusions	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	Conclusion is not reached or has little bearing on the actual issue.

Southwestern Oregon Community College General Student Learning Outcomes for **Creating, Critical & Analytical Thinking** are based on VALUE Rubrics in Critical Thinking, Creative Thinking, Information Literacy, and Inquiry and Analysis

Southwestern Oregon Community College is an equal opportunity educator and employer.



COMMUNITY/GLOBAL CONSCIOUSNESS & RESPONSIBILITY GENERAL STUDENT LEARNING OUTCOMES RUBRIC



for more information, please contact value@aacu.org

Definition

Students completing a degree will be able to demonstrate effective knowledge, skills and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity, and empathy

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Exemplary Proficiency 4	Marginal Proficiency 3	Emerging Proficiency 2	Lacks Demonstrated Proficiency 1
Interpersonal skills, respect, integrity, empathy	Supports a constructive team climate by doing four (4) of the criteria:	Supports a constructive team climate by doing three (3) of the criteria:	Supports a constructive team climate by doing two (2) of the criteria:	Supports a constructive team climate by doing one (1) of the criteria:
	<ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 			
Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student discusses in detail both core beliefs and the origins of the core beliefs.	Student states core beliefs and origins of the core beliefs	Student either states core beliefs or articulates the origins of the core beliefs, but not both.
Self-esteem	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact on one's own and others' specific local actions on the natural and human world	Analyzes ways that human actions influence the natural and human world	Identifies some connections between an individual's personal decision-making and certain local and global issues.
Citizenship, community service	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.
Cultural awareness	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.

Lifelong learning	Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.	Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.
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Southwestern Oregon Community College General Student Learning Outcomes for **Community/Global Student learning Outcomes** are based on VALUE Rubrics in Civic Engagement, Intercultural Knowledge and Competence, Global Learning, Ethical Reasoning, and Foundations and Skills for Lifelong Learning



SOUTHWESTERN OREGON COMMUNITY COLLEGE
SWOCC Outcomes Assessment Maps

Associate of Arts/Oregon Transfer (AA/OT)		
AA/OT Requirements	AA/OT GE Outcomes	Institutional General Student Learning Outcomes
Foundational Requirements All courses must be completed with a grade of 'C' or better		
Writing WR Three (3) courses from WR121, WR122, WR 123, or WR227 Note: Information Literacy is included through embedding the appropriate content in courses that count toward the writing Foundational Requirement.	<ol style="list-style-type: none"> 1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences. 2. Locate, evaluate, and ethically utilize information to communicate effectively. 3. Demonstrate appropriate reasoning in response to complex issues. 	<ul style="list-style-type: none"> • Communication. Students completing a degree will be able to demonstrate effective knowledge, skills, and attitudes in reading, writing, speaking, and listening, presentation of self and information. WR2 • Creative, Critical & Analytical Thinking. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving. WR1 • Community/Global Consciousness & Responsibility. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity, and empathy. WR3
Information Literacy IL Information Literacy is included through embedding the appropriate content in courses that count toward the writing Foundational Requirement.	<ol style="list-style-type: none"> 1. Formulate a problem statement. 2. Determine the nature and extent of the information needed to address the problem. 3. Access relevant information effectively and efficiently. 4. Evaluate information and its source critically. 5. Understand many of the economic, legal and social issues surrounding the use of information. 	<ul style="list-style-type: none"> • Creative, Critical & Analytical Thinking. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving. IL1, IL2, IL3, IL4 • Community/Global Consciousness & Responsibility. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity, and empathy. IL5



SOUTHWESTERN OREGON COMMUNITY COLLEGE
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<p>Communication COMM One (1) course from SP100, SP111, SP218, or SP219</p>	<ol style="list-style-type: none"> 1. Engage in ethical communication processes that accomplish goals. 2. Respond to the needs of diverse audiences and contexts. 3. Build and manage relationships. 	<ul style="list-style-type: none"> • Communication. Students completing a degree will be able to demonstrate effective knowledge, skills, and attitudes in reading, writing, speaking, and listening, presentation of self and information. COMM1, COMM2, COMM3 • Creative, Critical & Analytical Thinking. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving. COMM1, COMM2, COMM3 • Community/Global Consciousness & Responsibility. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity, and empathy. COMM1, COMM2, COMM3
<p>Mathematics MTH One (1) course from: MTH105 with a prerequisite of MTH 98 or MTH111 or higher with a prerequisite of MTH 95, excluding MTH 211</p>	<ol style="list-style-type: none"> 1. Use appropriate mathematics to solve problems. 2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results. 	<ul style="list-style-type: none"> • Computation. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes in technology skills, computer proficiency, math proficiency, decision analysis (synthesis & evaluation), understanding of and ability to apply mathematical concepts and reasoning, analyzing and using numerical data. MTH1, MTH2 • Creative, Critical & Analytical Thinking. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving. MTH1, MTH2
<p>Health, Wellness and Fitness HE PE185 (3 courses) or one (1) three credit course from HE250 or PE231</p>	<ol style="list-style-type: none"> 1. Evaluate and assess physical fitness needs. 2. Create an effective physical training program. 3. Evaluate how well a physical training program works and how to make adjustments to improve it. 4. Understand strength, flexibility, speed and power. 	<ul style="list-style-type: none"> • Communication. Students completing a degree will be able to demonstrate effective knowledge, skills, and attitudes in reading, writing, speaking, and listening, presentation of self and information. HE1, HE2 • Computation. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes in technology skills, computer proficiency, math proficiency, decision analysis (synthesis & evaluation), understanding of and ability to apply mathematical concepts and reasoning, analyzing and using numerical data. HE1, HE2, HE3, HE4 • Creative, Critical & Analytical Thinking. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving. HE1, HE2, HE3, HE4 • Community/Global Consciousness & Responsibility. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity, and empathy. HE2, HE3



SOUTHWESTERN OREGON COMMUNITY COLLEGE
SWOCC Outcomes Assessment Maps

Discipline Studies Requirements		
All courses must be completed with a grade of 'C' or better.		
<p>Arts and Letters. AL Three (3) courses chosen from two (2) or more disciplines. Note: A second year foreign language may be included, but not first year.</p>	<ol style="list-style-type: none"> 1. Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life. 2. Critically analyze personal values and ethics within the stream of human experience and expression to engage more fully in local and global issues. 	<ul style="list-style-type: none"> • Creative, Critical & Analytical Thinking. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving. AL1 • Community/Global Consciousness & Responsibility. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity, and empathy. AL2
<p>Social Science SS Four (4) courses chosen from two (2) or more disciplines</p>	<ol style="list-style-type: none"> 1. Apply analytical skills to social phenomena in order to understand human behavior. 2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live. 	<ul style="list-style-type: none"> • Creative, Critical & Analytical Thinking. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving. SS1 • Community/Global Consciousness & Responsibility. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity, and empathy. SS2
<p>Science/Mathematics/Computer Science SCI Four (4) courses from at least two (2) disciplines including at least three (3) laboratory course in biological and/or physical science.</p>	<ol style="list-style-type: none"> 1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions. 2. Apply scientific and technical models of inquiry, individually and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner. 3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment. 	<ul style="list-style-type: none"> • Communication. Students completing a degree will be able to demonstrate effective knowledge, skills, and attitudes in reading, writing, speaking, and listening, presentation of self and information. SCI1 • Computation. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes in technology skills, computer proficiency, math proficiency, decision analysis (synthesis & evaluation), understanding of and ability to apply mathematical concepts and reasoning, analyzing and using numerical data. SCI3 • Creative, Critical & Analytical Thinking. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving. SCI1 • Community/Global Consciousness & Responsibility. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity, and empathy. SCI2
<p>Cultural Literacy CL Students must select one course from</p>	Identify and analyze complex practices, values, and beliefs and the culturally and historically defined	<ul style="list-style-type: none"> • Community/Global Consciousness & Responsibility. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning,



SOUTHWESTERN OREGON COMMUNITY COLLEGE
SWOCC Outcomes Assessment Maps

any of the discipline studies that is designated as meeting the statewide criteria for cultural literacy.	meanings of difference.	community service, self-esteem, integrity, and empathy. CL1
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SOUTHWESTERN OREGON COMMUNITY COLLEGE
SWOCC Outcomes Assessment Maps

Associate of General Science (AGS)

AGS Requirements	AGS GE Outcomes	Institutional General Student Learning Outcomes
<p>Foundational Requirements All courses must be completed with a grade of 'C' or better</p>		
<p>Writing WR Two (2) courses at a level equivalent to the courses below: WR 121, 122.</p> <p>Note: Information Literacy is included through embedding the appropriate content in courses that count toward the writing Foundational Requirement.</p>	<ul style="list-style-type: none"> • Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences. • Locate, evaluate, and ethically utilize information to communicate effectively. • Demonstrate appropriate reasoning in response to complex issues. 	<ul style="list-style-type: none"> • Communication. Students completing a degree will be able to demonstrate effective knowledge, skills, and attitudes in reading, writing, speaking, and listening, presentation of self and information. WR2 • Creative, Critical & Analytical Thinking. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving. WR1 • Community/Global Consciousness & Responsibility. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity, and empathy. WR3
<p>Communication COMM One (1) course from SP100, SP111, SP218, or SP219</p>	<ul style="list-style-type: none"> • Engage in ethical communication processes that accomplish goals. • Respond to the needs of diverse audiences and contexts. • Build and manage relationships. 	<ul style="list-style-type: none"> • Communication. Students completing a degree will be able to demonstrate effective knowledge, skills, and attitudes in reading, writing, speaking, and listening, presentation of self and information. COMM1, COMM2, COMM3 • Creative, Critical & Analytical Thinking. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving. COMM1, COMM2, COMM3 • Community/Global Consciousness & Responsibility. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity, and empathy. COMM1, COMM2, COMM3
<p>Mathematics MTH One (1) course from: MTH105 with a prerequisite of MTH 98 or MTH111 or higher with a prerequisite of MTH 95, excluding MTH 211 Fundamentals of Elementary Mathematics I</p>	<ul style="list-style-type: none"> • Use appropriate mathematics to solve problems. • Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate 	<ul style="list-style-type: none"> • Computation. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes in technology skills, computer proficiency, math proficiency, decision analysis (synthesis & evaluation), understanding of and ability to apply mathematical concepts and reasoning, analyzing and using numerical data. MTH1, MTH2 • Creative, Critical & Analytical Thinking. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research,



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<p>Health, Wellness and Fitness HE Three (3) credits of PE 185 sport/activity or choose one (1) three-credit course form HE 250 Personal Health or PE 231 Wellness for Life.</p>	<p>the results.</p> <ul style="list-style-type: none"> Evaluate and assess physical fitness needs. Create an effective physical training program. Evaluate how well a physical training program works and how to make adjustments to improve it. Understand strength, flexibility, speed and power. 	<p>and problem solving. MTH1, MTH2</p> <ul style="list-style-type: none"> Communication. Students completing a degree will be able to demonstrate effective knowledge, skills, and attitudes in reading, writing, speaking, and listening, presentation of self and information. HE1, HE2 Computation. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes in technology skills, computer proficiency, math proficiency, decision analysis (synthesis & evaluation), understanding of and ability to apply mathematical concepts and reasoning, analyzing and using numerical data. HE1, HE2, HE3, HE4 Creative, Critical & Analytical Thinking. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving. HE1, HE2, HE3, HE4 Community/Global Consciousness & Responsibility. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity, and empathy. HE2, HE3
<p>Digital Literacy DL One (1) course from: CIS 120 CS 160 CS 161</p>	<ul style="list-style-type: none"> Discuss basic hardware and software concepts and demonstrate use of an operating system. Demonstrate care, skill, and knowledge of contemporary office productivity software. Discuss networks and the Internet, and their impact on Society. 	<ul style="list-style-type: none"> Computation. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes in technology skills, computer proficiency, math proficiency, decision analysis (synthesis & evaluation), understanding of and ability to apply mathematical concepts and reasoning, analyzing and using numerical data. DL1, DL2 Creative, Critical & Analytical Thinking. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving. DL3 Community/Global Consciousness & Responsibility. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity, and empathy. DL3

<p>Discipline Studies Requirements All courses must be completed with a grade of 'C' or better.</p>		
<p>Arts and Letters. AL Three (3) courses from the approved distribution list. Note: A second year foreign language may be</p>	<ul style="list-style-type: none"> Interpret and engage in the Arts and Letters, making use of the creative process to enrich the quality of life. Critically analyze personal values 	<ul style="list-style-type: none"> Creative, Critical & Analytical Thinking. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving. AL1



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<p>included, but not first year.</p>	<p>and ethics within the stream of human experience and expression to engage more fully in local and global issues.</p>	<ul style="list-style-type: none"> • Community/Global Consciousness & Responsibility. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity, and empathy. AL2
<p>Social Science SS Three (3) courses from the approved distribution list.</p>	<ul style="list-style-type: none"> • Apply analytical skills to social phenomena in order to understand human behavior. • Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live. 	<ul style="list-style-type: none"> • Creative, Critical & Analytical Thinking. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving. SS1 • Community/Global Consciousness & Responsibility. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity, and empathy. SS2
<p>Science/Mathematics/Computer Science SCI Three (3) courses from the approved distribution list.</p>	<ul style="list-style-type: none"> • Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions. • Apply scientific and technical models of inquiry, individually and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner. • Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment. 	<ul style="list-style-type: none"> • Communication. Students completing a degree will be able to demonstrate effective knowledge, skills, and attitudes in reading, writing, speaking, and listening, presentation of self and information. SCI1 • Computation. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes in technology skills, computer proficiency, math proficiency, decision analysis (synthesis & evaluation), understanding of and ability to apply mathematical concepts and reasoning, analyzing and using numerical data. SCI3 • Creative, Critical & Analytical Thinking. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving. SCI1 • Community/Global Consciousness & Responsibility. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity, and empathy. SCI2
<p>Electives Students may take any college-level-course including Career and Technical Education courses without limitation that would bring total credits to 90 quarter hours.</p>		



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Related Instruction Outcomes		
Requirements	AAS GE Outcomes	Institutional General Student Learning Outcomes
Related Instruction All courses must be completed with a grade of 'C' or better		
Communication	1. Engage in ethical communication processes that allow people to accomplish goals. 2. Respond to the needs of diverse audiences and contexts. 3. Build and manage personal and community relationships.	<ul style="list-style-type: none"> • Communication. Students completing a degree will be able to demonstrate effective knowledge, skills, and attitudes in reading, writing, speaking, and listening, presentation of self and information. • Computation. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes in technology skills, computer proficiency, math proficiency, decision analysis (synthesis & evaluation), understanding of and ability to apply mathematical concepts and reasoning, analyzing and using numerical data. • Creative, Critical & Analytical Thinking. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving. • Community/Global Consciousness & Responsibility. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity, and empathy.
Computation	1. Analyze and evaluate real-world problems in a logical manner. 2. Model, analyze, and solve real-world problems in a mathematical context. 3. Utilize technology for analyzing and evaluating real-world problems.	<ul style="list-style-type: none"> • Communication. Students completing a degree will be able to demonstrate effective knowledge, skills, and attitudes in reading, writing, speaking, and listening, presentation of self and information. • Computation. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes in technology skills, computer proficiency, math proficiency, decision analysis (synthesis & evaluation), understanding of and ability to apply mathematical concepts and reasoning, analyzing and using numerical data. • Creative, Critical & Analytical Thinking. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving. • Community/Global Consciousness & Responsibility. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes involving respect,



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		citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity, and empathy.
Human Relations	<ol style="list-style-type: none">1. Understand the importance of goal setting, planning, and the impact of a positive mental outlook in both one's personal and professional life.2. Recognize and respect diversity as a vital component of effective human relation skills	<ul style="list-style-type: none">• Communication. Students completing a degree will be able to demonstrate effective knowledge, skills, and attitudes in reading, writing, speaking, and listening, presentation of self and information.• Computation. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes in technology skills, computer proficiency, math proficiency, decision analysis (synthesis & evaluation), understanding of and ability to apply mathematical concepts and reasoning, analyzing and using numerical data.• Creative, Critical & Analytical Thinking. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes using curiosity, learning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.• Community/Global Consciousness & Responsibility. Students completing a degree will be able to demonstrate effective knowledge skills, and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity, and empathy.

2017

Physics Program Review

DR. AARON J. COYNER

SOUTHWESTERN OREGON COMMUNITY COLLEGE |

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Part A: Program Review Narratives

Program Description Goals/Philosophy

The physics discipline at Southwestern provides fundamental physics courses largely in fulfillment of the laboratory sciences components of the Associate of Arts Oregon Transfer and Associate of Science Oregon Transfer, ASOT-BUS, OTM, AS and AGS degrees offered at present by Southwestern. General science courses in physics (GS 104) and astronomy (GS 107) are included under the auspices of the physics program as lab sciences for non-STEM majors. The physics program also meets the following science student learning outcomes:

- Apply fundamental knowledge and models of a natural or physical science to analyze and/or predict phenomena.
- Understand the scientific method and apply scientific reasoning to critically evaluate arguments.
- Interpret and communicate scientific information via written, spoken, and/or visual representations.
- Describe the relevance of specific scientific principles to the human experience.
- Form and test a hypothesis in the laboratory or field using discipline-specific tools and techniques for data collection and/or analysis

In 2015, an initially part-time qualified physics faculty member was hired with the intention of revitalizing and building onto the existing physics program, particularly in light of the investment in the upcoming Health, Science, and Technology Building slated for completion in 2019. The program has moved forward with a philosophy to build it to a level of scholarly opportunity and achievement consistent with the first two years of a physics curriculum at a typical university. This includes not only the classes taught but the availability of outside research opportunities, additional student and community involvement and interactions. To that end, Southwestern has applied and been accepted as an affiliate member of the NASA Oregon Space Grant Consortium among other current projects.

Since 2015, we have expanded the physics program to offer the complete algebra-based and calculus-based sequences fundamental to transfer students in both physics and other STEM disciplines. Initially in 2015, only the PH 201 algebra-based physics first term was offered along with the full calculus based sequence. The PH 201 course was initially offered solely to meet

requirements for Forestry and Natural Resources transfer degrees; however, it has become apparent in recent years, that many other STEM or medical fields will accept algebra-based physics as a baseline for physics understanding needed for their respective programs. 2017-18 will be the first academic year since 2010 that both sequences will be allowed to run all three terms. 2016-17 saw the algebra-based sequence completed but as a reading and conference option (R and C) for students that required it for their transfer institutions.

The physics program at Southwestern is at a potential crossroads due to the investment in laboratory and classroom upgrades with the approval and construction of the new building. It is imperative that Southwestern as an institution continues to offer foundational courses in physics for students in all disciplines for years to come. We have the benefit at present of smaller class sizes and more individual student attention than students receive at the university level while still offering the rigor and challenge to prepare them for their transfer program aspirations. Continuing to offer these sequences along with additional physics and related courses provides our students with a firm foundation in further STEM studies. Consistency in the faculty and administrative support for these courses will also permit active recruiting for the physics and pre-engineering disciplines which could if properly implemented sustain the program well beyond the potential interest surge accompanying the new building

In addition to the courses offered, the physics program should facilitate research and learning opportunities beyond the classroom environment. Southwestern is not just a community college, but has enormous potential in students becoming active in STEM projects and collaborations to enhance the educational experience and the scientific skill set they transfer to their future endeavors. We foresee in the coming years, building a multi-disciplinary approach to STEM courses and collaborating both within the science faculty at Southwestern and beyond. Many programs are already in discussion:

- Collaboration with Dr. Springer, Dr. Brouse, and Dr. Kyriotakis on a potential multi-disciplinary living learning community cohort here at Southwestern led to valuable feedback from the NSF, and it is likely the proposal will be revised and resubmitted.
- Collaborations within OSGC facilitated through Dr. Jack Higginbotham at Oregon State University have provided the equipment to facilitate a high-altitude balloon team to conduct research into atmospheric and meteorological phenomena of the south coast.

Our intent is to collaborate with the existing balloon team at Oregon Coast Community College beginning in Winter 2018.

- Contact has been established with the PSAS at Portland State University to collaborate on portions of testing and development for their OreSat project.
- Discussion and collaboration spearheaded by Tasha Livingstone have begun to investigate offering courses or a beginning program in astrobiology.

It is the philosophy of this department that these opportunities should be fostered to benefit the long-term scientific development of our student population across disciplines. Additional projects may be forthcoming and will be discussed in more detail later in this review.

Administration

Faculty/Staffing:

Physics is currently staffed by a visiting instructor position as of the 2017-18 academic year. Dr. Aaron Coyner has served as physics faculty since September, 2015 first in part-time, then adjunct, and now visiting capacities. A full-time, tenure track position is warranted, and should be a critical priority for staffing the college going forward. The physics program plays a key role in Southwestern's involvement with the Oregon NASA Space Grant Consortium, and will be a key piece of the science department in the new building going forward. As such, facilitating and growing a competitive and sustainable physics program and curriculum requires a level of stability not seen at Southwestern since 2010 when the previous full-time physics instructor resigned. Going into a time when science at Southwestern will be at the forefront of much of the publicity at the college, it is in the best interest of the college to guarantee all of the science programs are on a stable foundation from which to grow. It is critical that the physics program hire a full-time tenure track faculty member to solidify the foundation and direction of the program.

There has been administrative discussion of reviving the pre-engineering sequence of courses and creating a path for interested engineering students to complete their pre-engineering core and prepare each of the students for the rigors of the engineering pro schools. To facilitate the new additions for pre-engineering, it is our contention that part time instructors (for the time being) should be considered to instruct either the general science courses or some of the pre-engineering requirements. This would allow the physics instructor to cover courses like statics, dynamics and mechanics of materials, courses that are largely physics intensive.

Professional Development:

Dr. Coyner attended the meeting of the American Astronomical Society's Solar Physics Division in August, 2017 in Portland in an attempt to stay current with research topics in his background of solar physics while also networking for potential student internships and/or research opportunities. In addition, Southwestern's involvement in the Oregon NASA Space Grant Consortium has facilitated a number of opportunities for networking and collaboration through the yearly affiliate meetings, research symposia, and collaborative projects.

Additionally, Dr. Coyner participated in the Leadership SWOCC cohort for the 2016-2017 academic year. This interaction has spawned opportunities for collaboration campus-wide. It has cemented the physics program as a part of the larger campus community.

Support Services Used:

Students within the physics program have been heavily involved in the tutoring services through the Laker Learning Commons on the Coos Bay campus. Many of the students serve as tutors for math and science course when not in class. Much of the class roster makes use of the tutoring center weekly for physics homework and exams. Beginning in Fall 2017, Title III grant funding was used to provide 3 1-hour long volunteer sessions per week of supplemental instruction with former physics student from 2016-17, Rand Black. These supplemental sessions have been reasonably well attended and from anecdotal reports very helpful to those students who have used them.

Community Relationships/Partnerships:

During the summer of 2017, Dr. Coyner did a number of media appearances along with a free public lecture at the Coos Bay Public Library regarding the August 21, 2017 total solar eclipse. As part of the information campaign for this event, Dr. Coyner made two appearances on KCBY television, conducted an interview with The World newspaper, engaged students at the SW Oregon Boys and Girls Club in an outreach discussion about the eclipse, and appeared on Hooked on Oregon Radio to discuss eclipse science and the scientific goings on at Southwestern. In addition, faculty from chemistry, geology, physics, and forestry along with representatives of Southwestern Foundation facilitated discussions with the Beetham Family to initiate the Beetham Family's \$1,000,000 match for Health, Science, and Technology Building funding.

It is our belief that these media relationships and community partnerships will persist in the coming years allowing the physics discipline at Southwestern to develop a recognizable footprint both on the campus and in the community. Our intention as a program is to use our new projects through OSGC and

collaborations with other institutions (See Project Planning) as a means of recruiting and community marketing in addition to providing research opportunities to our current and future students.

Curriculum

At present, the physics discipline oversees and conducts course sequences in algebra-based and calculus-based physics as well as general science courses in physics and astronomy. We are attempting to grow the program as we prepare for the move to the Health, Science, and Technology Building in the fall of 2019. To this end, we have proposed a new Associate of Science degree with a physics emphasis for inclusion in the 2018-2019 catalog. We propose this new degree because we believe physics and the other STEM disciplines are fundamental in college education, and are necessary degrees to offer to recruit and encourage modern students facing growing choices in their academic paths and more STEM opportunities being presented. While our STEM disciplines are integral to our transfer degrees such as the AA/OT, OTM, AS/OT Computer Science, AS/OT-Bus, etc., it is our contention that the existence of discipline specific AS degrees and course pathways will serve the Southwestern community in three ways:

- Existing students interested in STEM disciplines will have a more clear, coherent pathway to effective transfer at junior level at their chosen transfer institution.
- Individual degrees in the STEM disciplines will strengthen the overall science programs and offerings at Southwestern. Beginning with physics and chemistry (later expanding to biology, pre-engineering, etc.), students would have many more opportunities to explore science, engineering, and math and will have guidance to prepare them for university level science
- The existence of the degrees in our college catalog will provide prominent promotion within college documentation which will aid in active recruiting of physics and STEM discipline interested students. Active recruiting is anticipated to begin for the 2018-2019 academic year.

Each of these is a valuable aspect to have in a growing program, particularly considering the anticipated facilities upgrades coming in the near future. With Southwestern having the most current and most updated science facilities on the Oregon coast, it is our opinion that we at Southwestern should use these resources both as recruiting tools and collaboration opportunities with both 2-year and 4-year institutions.

Degrees Offered

- Physics courses fill requirements for the AA/OT, AS, AGS, AS/OT-BUS, and OTM degree plans
- In addition, a full AS degree with physics emphasis has been proposed and will go to Instructional Council in January 2018 for inclusion in the 2018-19 academic year catalog. The details and justifications for the AS degree are included below.

Associate of Science (physics emphasis) Proposal

Justification

This proposed Associate of Science in Physics degrees is designed to give students interested in pursuing STEM programs in physics a more complete transfer path than the existing AAOT bulk transfer degree. The logic behind this degree plan is two-fold. First and foremost, it provides the student with the necessary science and math course background to be properly prepared to enter a university physics program at the junior level. The degree in its entirety includes all of the baccalaureate core requirements from Oregon State University and Portland State University to ensure that graduating students have had a well-rounded first two years of undergraduate learning in addition to their science and mathematics focus.

The math and science courses included in the degree plan have been vetted by advising departments at both OSU and PSU. Both advisors and department chairs have stated via email communication that the courses involved will articulate individually and fulfill the requirements of the initial two years of the universities' respective physics programs. Articulation of individual courses from each university are included in the supporting documentation. The inclusion of CS 161 in the degree plan is in response to a trend in physics education where students are being expected in later years of their program to have a basic understanding of programming and some element of computer science knowledge. BI 203 was included to be consistent with the typical physics major course plan advising guide from OSU.

Given the number of students typically in physics courses at a 4-year institution, many students find it beneficial to take the courses at their community college prior to transferring, favoring classes of 10 to 20 students over the potential of up to 300 students in a PH 201 course. Having a physics degree offered will allow Southwestern to more actively recruit students into physics and other STEM disciplines by making it easier for prospective students to be aware of our existing and growing program.

Offering the AS degree in physics is a necessary step in combination with our involvement with the Oregon NASA Space Grant Consortium and other potential student opportunities we are actively pursuing. The degree path would provide interested students a clear process by which they could come to Southwestern to complete their introductory portion of the physics curriculum and the baccalaureate core prior to transfer to Oregon State or Portland State.

The degree courses are included on the next page as well and transfer information for the universities mentioned.

Proposed Coursework Sequence

First Year

Fall Term

MTH	251	Differential Calculus	4
CHEM	221	General Chemistry I	5
WR	121	English Composition	3
elective		Western Culture*	3

Winter Term

MTH	252	Integral Calculus	4
CHEM	222	General Chemistry II	5
WR	227	Technical Writing	3
elective		Diff. Power Discrimination*	3

Spring Term

MTH	253	Series Calculus	4
CHEM	223	General Chemistry III	5
BIO	203	General Biology	4
SP	111	Public Speaking	3
	or		
SP	112	Intro to Persuasion	3

Second Year

Fall Term

PH	211	General Physics I (w/calc)	5
MTH	254	Multivariable Calculus	4
elective		Cultural Diversity*	3
elective		Social Processes and Inst.*	3

Winter Term

PH	212	General Physics II (w/calc)	5
MTH	255	Vector Calculus	4
CS	161	Intro to Computer Science I	3
elective		Literature and the Arts*	3

Spring Term

PH	213	General Physics III (w/calc)	5
MTH	256	Differential Equations	4
MTH	260	Linear Algebra/Matrix	4
PE	231	Lifetime Health and Fitness	3

Total **92**

Articulations

Course Equivalencies and Articulations (OSU)

Southwestern Course	OSU Course Equivalent Articulation
BI 203	LDT Introductory Biology
CH 221	CH 231 & 261
CH 222	CH 232 & 262
CH 223	CH 233 & 263
MTH 251	MTH 251
MTH 252	MTH 252
MTH 253	MTH 253
MTH 254	MTH 254
MTH 255	MTH 255
MTH 256	MTH256
MTH 260	** LD LINEAR ALGEBRA
SP 111 OR 112	COMM 111 OR COMM 114
PH 211	PH 211 AND PH 221
PH 212	PH 212 AND PH 222
PH 213	PH 213 AND 223
WR 121	WR 121
WR 227	WR 327 * LD TECHNICAL WRITING

** MTH 260 at SWOCC does not directly count for transfer credit to MTH 314 but is strongly suggested and supported by OSU Physics Advising

Electives in the degree plan are consistent with the electives for OSU Baccalaureate Core.

Portland State University

18 Matches

The matches below indicate specific courses you may be awarded after completing and transferring, assuming you earned a passing grade in the transferred course. Matches may change depending upon your major.

Courses from:

Southwestern Oregon Community College

- BI203 Introductory Biology 2017 → BI253
-
- CHEM221 General Chemistry I 2017 → CH221, CH227
- CHEM222 General Chemistry II 2017 → CH222, CH228
-
- CHEM223 General Chemistry III 2017 → CH223, CH229
-
- CS161 Introduction to Computer Science I 2017 → CS161
-
- MTH251 Calculus I Differential Calculus 2017 → MTH251
-
- MTH252 Calculus II Integral Calculus 2017 → MTH252
-
- MTH253 Calculus III 2017 → MTH253
-
- MTH256 Differential Equations 2017 → MTH256
-
- MTH260 Matrix Methods and Linear Algebra 2017 → MTH261
-
- PE231 Wellness for Life 2017 → PHE295

PH211 Gen Physics w/Calculus I 2017 → PH211, PH214

PH212 Gen Physics w/Calculus II 2017 → PH212, PH215

PH213 Gen Physics w/Calculus III 2017 → PH213, PH216

SP111 Fundamentals of Public Speaking 2017 → SP220

WR121 English Composition 2017 → WR121

WR227 Report Writing 2017 → WR227

MTH254 Vector Calculus I 2017 , MTH255 Vector Calculus II 2017 → MTH254, MTHLD

Courses Offered

The physics discipline currently consists of 8 courses (2 physics sequences, and 2 general science courses).

- PH 201 General Physics I – Algebra-based investigation of the principles of Newtonian mechanics, energy and momentum conservation laws, and concepts of rotation and material strengths.
- PH 202 General Physics II – Algebra-based continuation of the sequence focusing of oscillations, fluids, waves, optics, and thermodynamics
- PH 203 General Physics III – Completion of the algebra-based series focused on electricity, magnetism, and their applications
- PH 211 General Physics I with Calculus - Calculus-based investigation of the principles of Newtonian mechanics, energy and momentum conservation laws, and concepts of rotation.
- PH 212 General Physics II with Calculus – Continuation of the calculus-based sequence focused on oscillations, fluids, waves, and optics
- PH 213 General Physics III with Calculus -Conclusion for the calculus-based sequence focused on electricity and magnetism.
- GS 104 Physical Science – General overview of conceptual physics typically for non-STEM majors although students from all disciplines have been enrolled
- GS 107 Astronomy – A general overview of both observational and theoretical astronomy

The most important development concerning courses since the last review is the support from the administration to run the full sequence of the algebra-based course. Until 2016, only the PH 201 was supported as it was a requirement for a direct transfer degree in forestry and natural resources. Research into all STEM disciplines offered at the University of Oregon, Oregon State University, and Portland State University shows than many offer alternate paths where either the algebra or calculus based physics sequences can fill physics requirements for the student's chosen discipline. In 2016, 3 students were able to complete the series, though the PH 202 and PH 203 courses were taught as reading and conference because the courses had not been officially offered in several years. Beginning in the 2017-18 academic year, the full algebra-based sequence is being offered. Though enrollment numbers for this initial class are not ideal given the limitations of losing the forestry students after PH 201. Running the sequence unhindered for an academic year will be an overall benefit to the discipline as it will show students and advisors alike that the sequence is and will continue to be an active path both for future physics students and for STEM career students need laboratory sciences for their respective transfer degrees. It is imperative to continue both algebra-based and calculus based options of the physics sequence each year for three fundamental reasons:

1. Physics is a fundamental part of nearly all STEM degrees; however, the various disciplines are split in preference between calculus-based and algebra-based focus.
2. Offering both sequences provides a well-rounded and balanced program allowing for the recruitment of students from diverse background of scientific interests. This broadens the discipline's reach into the Southwestern student population.
3. Going into the new building and the period of expected growth, a complete program being offered is more likely to be sustainable following the initial uptick due to the new facilities.

In the calculus-based series, enrollment counts have fluctuated from 8-10 in 2015-16, to 16-18 in 2016-17 and thus far 13 initially in 2017-18. It is difficult to discern a trend at this point, but our hope is with the introduction of the new degree path, more thorough advising, and active recruiting, we will continue to see growth in both sequences.

Since the last program review, we have revived the GS 107 Astronomy course. It has been offered during the spring the last two years, and online during the summer last year. The decision to have astronomy in the spring was largely based on weather to allow for better probability of good observing. The spring 2017 course did not have much luck though as clouds and rain were ever-present. Enrollments for astronomy have been steady at 25 to 30 in the two spring terms it has been offered and around 10 students for the summer.

Discussions have been started about the creation of non-lab GS course in meteorology though this course is still being designed. The physics discipline would also be improved by the inclusion and development of a more mathematical astronomy course, a planetary science course and or a cosmology course. We believe these courses would build a foundation for students wishing to pursue astronomy or space sciences degrees. In the coming weeks, Dr. Coyner will be reaching out to the astronomy department of the University of Washington to discuss the best means of building an astronomy pathway in addition to physics.

Career Pathways/Course of Study efforts

Course of study efforts summarized in the proposal for the new AS degree above.

Delivery Methods/ Instructional Methodology

Most courses in the physics discipline have been taught using traditional face to face delivery methods in combination with online resources and homework software. Many courses are standard lectures. Powerpoint lecture slides are used as a base augmented with examples on whiteboard or use of smartboard technology. One day per week, the PH 211-213 sequence students work in groups in the Laker Learning Commons on practice problems to reinforce concepts and mathematical processes from lectures. Each course also contains laboratory exercises and simulations for hands on practice of physics and astronomy principles. In addition, each course features a research paper and presentation on either famous physicists/astronomers (GS 104/107) or ongoing research in fields of physics consistent with topics in each segment of the physics sequences.

Articulation

Courses within the physics sequences have been verified to articulate at the University of Oregon, Oregon State University, and Portland State University. Email verifications have been sent in correspondence with chairs at OSU and PSU during the Associate of Science degree planning. Courses will be continually evaluated and adjusted to insure clear and consistent articulation each year.

For the GS courses, we find in articulation tables for the state of Oregon's institutions that GS 104 and 107 articulate as lower division introduction to physics and astronomy courses contained within the physics departments of the respective institutions. It is our contention that converting the general science courses to introductory courses in their respective disciplines would be beneficial to the students in clarifying the nature of the courses. Currently in our catalog both GS 104 and 105 are listed

as Physical Science. Under a new setup described above, GS 104 would become PH 104 Conceptual Physics and GS 105 would be a CH 105 introductory chemistry course for example. While there is a concern that calling the GS classes what they contain may intimidate some students prior to registering, it is in the best interest of the college to attempt to mirror the articulation tables of the state universities.

Scheduling Concerns

There have been a few scheduling concerns that have arisen over the past year that have been somewhat problematic for the physics program. The biggest of these concerns is the extension of calculus courses to five days a week. While I do not doubt that these courses warrant five days a week, the exact scheduling is a concern as the Thursday hour of the calculus series happens to interfere with physics and chemistry lab times. In past years, there was not a calculus session on Thursday. This allowed Thursday to be open for physics, chemistry, biology, and geology labs. With the addition of the organic chemistry series, the PH 211-213 labs had been moved to Thursdays at 11:00am so the physics labs would not conflict with organic chemistry labs. However, the current time for the calculus series is scheduled for every day between 11:00-11:50am, conflicting with the first hour of the PH 211-213 labs.

In a few cases, students who work day jobs outside of school have been unable to proceed with physics courses because the class time occurs during their work schedule. The possibility of additional physics students for evening courses may be worth exploring when Southwestern begins to use a new e-scheduling program in the coming months.

Currently, GS 104 runs in fall and winter term with lower numbers in the winter term. In the coming years, we intended to create a meteorology course (either as a lab or non-lab science course) which could take the place of the winter GS 104 course and provide another science option for non-STEM majors. The outline for the meteorology course should be presented to Instructional Council in the coming weeks allowing this opportunity to move forward.

Instructional Resources

The physics sequences are taught with traditional face-to-face teaching methodologies. Each course has a significant online component included in the form of online homework through initially MasteringPhysics and then through a program called The Expert TA. Physics courses began using The Expert TA for online homework during the 2016-2017 academic year following student issues and dissatisfaction with the MasteringPhysics platform.

After discussions with colleagues at Oregon State University in January 2017, The PH 211-213 series began to incorporate one day per week where students collaborate on group assignment practice problems in the Laker Learning Commons each Tuesday. A student from the 2016-2017 PH 211-213 sequence recently mentioned that the Laker Learning Commons group work was very beneficial to her as she transferred from Southwestern to biochemistry at The University of Oregon. She said the group learning experience and practice was a beneficial tool in learning new concepts in her new classes post-transfer.

The general science courses have been taught both as face-to-face courses and online over the summer term. Results for the online GS 104 class have been similar to those taught face to face though there have been some adaptations made with the online lab exercises to increase their effectiveness.

Open Educational Resources

Beginning in the spring term of the 2016-17 academic year, The GS 107 astronomy course was taught using the OER textbook *Astronomy* by Fraknoi et al. published by Rice University as part of their Openstax program. The course was taught face to face with the Openstax text in the spring term thanks in part to an OER adoption grant through the Open Oregon program. In comparison to comments from students prior to the changeover, student response was positive to the OER text compared to my previous Pearson text and MasteringAstronomy software.

In addition to the astronomy text change, the physics sequences were both formally switched to Openstax OER textbooks beginning in Fall 2017. The Openstax texts were used during the latter portions of the 2016-17 sequences for supplemental problems and group assignments during that time. The OER texts mentioned above will be the primary texts for the respective classes going forward for the coming years. That said, the texts will be reevaluated each year for content and student accessibility,

Students

Student Populations

Enrollment counts in the physics discipline have not shown a clear trend since 2015. The PH 201-203 series is on an upward slope over the three-year span. None of the algebra based sequence courses were offered in 2013 and 2014. In 2015, only PH 201 was offered (as a requirement for the Forestry and Natural Resources program). As a result, only 5 students were enrolled in the course. In 2016, we made a first attempt to run the full sequence. PH 201 had an initial 4 students that completed. 2 moved on to PH 202. PH 203 had 3 students as one student took the course who had completed the first two parts of the series at Oregon State University. For 2017-18, the PH 201 series started with 11 students (though 2 dropped early so only 9 completed). The increase in student enrollment is believed due to increased advising guidance given to faculty and advisors prior to fall enrollment.

The calculus-based sequence has had fluctuations from 2013 to present. It is difficult to discern a trend as year by year fluctuations. For the sequence ranging from 8 students to 20. Many of the students in the program since 2015 have been pre-engineering or STEM discipline AA-OT seeking students. These areas of students fluctuate from year to year. Our hopes are that the introduction of the AS degree with a physics emphasis will allow for more recruiting of students and a larger course enrollment as the program grows.

The general science component of the physics discipline has grown each year through 2016-17. Academic year. In 2013, there were a total of 20 students in the GS 104 class. The numbers for GS 104 have gone up every year to 51 students in 2016-17. Astronomy was not offered until 2015-16 and beyond. The initial year had 29 students

Gender/Age/Ethnicity Data

Program Gender

		2013	2014	2015	2016
Student Unduplicated Count	Female	10.0	18.0	30.0	52.0
	Male	26.0	30.0	34.0	43.0
% Difference Unduplicated Students	Female		80.00%	66.67%	73.33%
	Male		15.38%	13.33%	26.47%
Course Count	Female	4.0	4.0	6.0	6.0
	Male	4.0	4.0	6.0	8.0
% Difference Course Count	Female		0.00%	50.00%	0.00%
	Male		0.00%	50.00%	33.33%
Section Count	Female	4.0	4.0	6.0	9.0
	Male	4.0	4.0	6.0	11.0
% Difference Section Count	Female		0.00%	50.00%	50.00%
	Male		0.00%	50.00%	83.33%
FTE Reimbursable	Female	1.7	3.9	4.8	9.6
	Male	7.9	7.8	7.1	8.9
% Difference in FTE Reimbursable	Female		125.62%	22.66%	100.00%
	Male		-2.02%	-9.42%	26.18%
BillingCredits	Female	51.0	126.0	144.0	313.0
	Male	249.0	266.0	223.0	296.0
% Difference in Billing Credits	Female		147.06%	14.29%	117.36%
	Male		6.83%	-16.17%	32.74%
Student Unduplicated Count	Total	36.0	48.0	64.0	95.0
% Difference Unduplicated Students	Total		33.33%	33.33%	48.44%
Course Count	Total	4.0	4.0	6.0	8.0
% Difference Course Count	Total		0.00%	50.00%	33.33%
Section Count	Total	4.0	4.0	6.0	11.0
% Difference Section Count	Total		0.00%	50.00%	83.33%
FTE Reimbursable	Total	9.7	11.7	11.9	18.5
% Difference in FTE Reimbursable	Total		20.87%	1.32%	56.10%
BillingCredits	Total	300.0	392.0	367.0	609.0
% Difference in Billing Credits	Total		30.67%	-6.38%	65.94%

Program Age Category

		2013	2014	2015	2016
Student Unduplicated Count	Under 16				1.0
	16 - 17 Years	4.0	1.0	2.0	5.0
	18 - 20 Years	21.0	24.0	48.0	61.0
	21 - 24 Years	6.0	8.0	8.0	17.0
	25 - 29 Years	4.0	9.0	3.0	6.0
	30 - 39 Years	1.0	4.0	1.0	4.0
	40 - 49 Years		2.0		
	50 - 59 Years			1.0	1.0
	60 - 90 Years			1.0	
	% Difference Unduplicated Students	Under 16			
16 - 17 Years			-75.00%	100.00%	150.00%
18 - 20 Years			14.29%	100.00%	27.08%
21 - 24 Years			33.33%	0.00%	112.50%
25 - 29 Years			125.00%	-66.67%	100.00%
30 - 39 Years			300.00%	-75.00%	300.00%
40 - 49 Years				-100.00%	
50 - 59 Years					0.00%
60 - 90 Years					-100.00%
Course Count		Under 16			
	16 - 17 Years	4.0	1.0	1.0	5.0
	18 - 20 Years	4.0	4.0	6.0	8.0
	21 - 24 Years	4.0	4.0	3.0	7.0
	25 - 29 Years	3.0	4.0	4.0	7.0
	30 - 39 Years	3.0	4.0	1.0	1.0
	40 - 49 Years		1.0		
	50 - 59 Years			1.0	1.0
	60 - 90 Years			2.0	
	% Difference Course Count	Under 16			
16 - 17 Years			-75.00%	0.00%	400.00%
18 - 20 Years			0.00%	50.00%	33.33%

Program Demographics

		2013	2014	2015	2016
Student Unduplicated Count	American Indian or Alaska Native	2.0	3.0	3.0	3.0
	Asian	1.0	1.0		3.0
	Black or African American		2.0	2.0	2.0
	Hispanics of any race	2.0	3.0	10.0	7.0
	Native Hawaiian or Other Pacific Islander	1.0		1.0	5.0
	Nonresident Alien		4.0	1.0	1.0
	Two or more races	2.0	3.0	2.0	7.0
	Undisclosed	8.0	5.0	1.0	3.0
	White	20.0	27.0	44.0	64.0
% Difference Unduplicated Students	American Indian or Alaska Native		50.00%	0.00%	0.00%
	Asian		0.00%	-100.00%	
	Black or African American			0.00%	0.00%
	Hispanics of any race		50.00%	233.33%	-30.00%
	Native Hawaiian or Other Pacific Islander		-100.00%		400.00%
	Nonresident Alien			-75.00%	0.00%
	Two or more races		50.00%	-33.33%	250.00%
	Undisclosed		-37.50%	-80.00%	200.00%
	White		35.00%	62.96%	45.45%
Course Count	American Indian or Alaska Native	4.0	4.0	2.0	2.0
	Asian	3.0	3.0		2.0
	Black or African American		1.0	2.0	1.0
	Hispanics of any race	1.0	3.0	6.0	5.0
	Native Hawaiian or Other Pacific Islander	3.0		1.0	2.0
	Nonresident Alien		4.0	1.0	3.0
	Two or more races	4.0	4.0	1.0	5.0
	Undisclosed	4.0	4.0	1.0	2.0
	White	4.0	4.0	6.0	8.0
% Difference Course Count	American Indian or Alaska Native		0.00%	-50.00%	0.00%
	Asian		0.00%	-100.00%	
	Black or African American			100.00%	-50.00%
	Hispanics of any race		200.00%	100.00%	-16.67%
	Native Hawaiian or Other Pacific Islander		-100.00%		100.00%
	Nonresident Alien			-75.00%	200.00%

Recruitment

Active recruiting for physics has not been a consideration in recent years. With the growing relationship with the Oregon Space Grant Consortium and several interesting physics projects on the horizon (see projects and long-term goals later in this document) active recruiting will be essential and will begin at full speed in Winter 2018. Recruiting will take place on multiple levels. We intend to be more involved with the Oregon Coast STEM Hub. We are planning to build a larger social media following through increased Facebook and Twitter outreach. A Facebook page has been created for physics and Space Grant events. This will be used to share our events and reach out to the community, current, former, and prospective students.

Dr. Coyner will continue making presentations and media presentations. Our intention is to also reach out directly to local high schools and community organization. Coos Bay Public Library hosted Dr. Coyner for a public lecture in August 2017 for a discussion of the 2017 Great American Solar Eclipse. We intend

to continue to put together lectures which will be open to students and community members, using these as means of recruiting as well.

Advising

Beginning in Spring 2017, Dr. Coyner circulated to all advisors the documents below showing the physics courses required for various majors statewide. The initial results more than doubled the enrollment in the algebra-based sequence, PH 201 to 203. Overall enrollment in physics for Fall 2017 was 22 students (9 for PH 201 and 13 for PH 211). While it is too early in the process to assess a meaningful trend, the initial increase in PH 201 is significant and positive. It will be important to evaluate and continue to assess these data in subsequent years. The physics requirements for all disciplines will be monitored and updated for advisors prior to each term's advising. The current list of requirement information is included below.

Science Program Physics Requirements for OSU							
Program	201	202	203	211	212	213	
All Engineering				x	x	x	
Biology	x	x	x				
Chemistry Track I				x	x	x	
Biochem/Microbiology	x	x	x	o	o	o	option to take either track but must take one
Biochemistry	x	x	x	o	o	o	option to take either track but must take one
Biochem/Biophysics				x	x	x	
Materials Science				x	x	x	
Forensic Science	x	x	x	o	o	o	option to take either track but must take one
Chemistry Track II	x	x	x	o	o	o	option to take either track but must take one
Geology	x	x	o	o	o	o	option to take either track but must take one
Climate Science	x	x	x	o	o	o	option to take either track but must take one
Physics				x	x	x	
Food Sciences	x	x	x				
Ocean Science	x	x	o	o	o	o	
Forestry	x						
Microbiology	x	x	x				
Computer Science				x	x	x	
Math				x			Bacc Core Lab Science
Pre-Pharmacy	x	x	x	o	o	o	option to take either track but must take one
Pre-Med	x	x	x				

Science Program Physics Requirements for U of O							
Program	201	202	203	211	212	213	
Physics				x	x	x	
All Engineering				x	x	x	
Computer Science	x	x	x	o	o	o	
Chemistry	x	x	x	o	o	o	
Biochemistry	x	x	x	o	o	o	
Biology	x	x	x	o	o	o	
Geology	x	x		o	o		
Geophysics				x	x	x	
Environmental Geology	x	o	o	o	o		
Paleontology	x						
Human Physiology	x	x	x	o	o	o	
Math/CS	x	x	x	o	o	o	

Student Satisfaction

Student satisfaction reports for physics and GS courses have been analyzed from Fall 2015 to present. Many students comment both in the surveys and in conversations with Dr. Coyner and other staff members about the difficulty and challenge involved in physics courses; however, many of these challenges are specific to the course material more than the teaching or presentation style. Student feedback for Fall 2017 from all three courses (with limited sample sizes) was largely positive showing average ratings between 4.0 and 5.0 for all survey questions regarding the course and the instructor. Similar results were show previous terms. Typical comments and concerns that are being address are the more timely return of homework and occasional concern over students feeling lost at times. Additional office hours have been setup to allow students more access to ask questions

Comments are generally favorable

Assessments

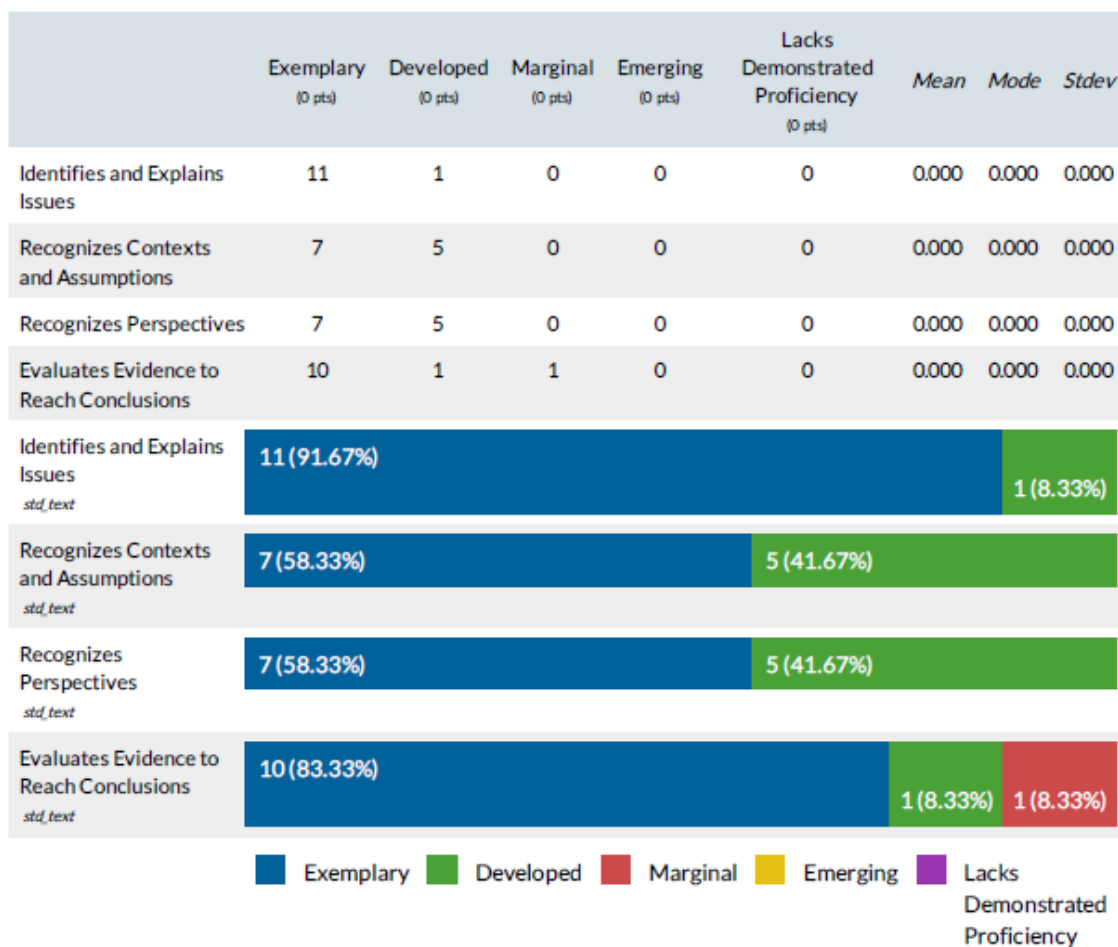
Fall 2016

Rubric View: Rubric

	Exemplary (0 pts)	Developed (0 pts)	Marginal (0 pts)	Emerging (0 pts)	Lacking (0 pts)	Mean	Mode	Stdev	
Provides Appropriate Scientific Context	10	2	0	0	0	0.000	0.000	0.000	
Conveys Hypothesis and Findings Clearly	9	3	0	0	0	0.000	0.000	0.000	
Relevance to Course Topics	4	7	1	0	0	0.000	0.000	0.000	
Applications	10	1	1	0	0	0.000	0.000	0.000	
Writing/Presentation Clarity	6	6	0	0	0	0.000	0.000	0.000	
Citations	9	1	0	1	1	0.000	0.000	0.000	
Provides Appropriate Scientific Context	10 (83.33%)					2 (16.67%)			
Conveys Hypothesis and Findings Clearly	9 (75.00%)					3 (25.00%)			
Relevance to Course Topics	4 (33.33%)		7 (58.33%)			1 (8.33%)			
Applications	10 (83.33%)					1 (8.33%)		1 (8.33%)	
Writing/Presentation Clarity	6 (50.00%)			6 (50.00%)					
Citations	9 (75.00%)			1 (8.33%)	1 (8.33%)	1 (8.33%)			

■ Exemplary
 ■ Developed
 ■ Marginal
 ■ Emerging
 ■ Lacking

Rubric View: GSLO CCAT



Winter 2017

Physics 212 Outcomes Assessment Report

Course Level Outcomes

Course Outcome	Measurable Criterion	Measurement Tool	Courses	Time Frame
Apply conservation laws (energy and momentum) to analyze the behavior of physical systems and to understand when to apply these laws.	Score of at least 3 on Final Exam Rubric section on conservation laws Or A total of at least 20 of 27 points on the final exam questions involving conservation of energy or momentum	Group of 3 questions on the final exam of PH 212 using conservation laws of energy and momentum	PH 212	Winter 2017

Results: Of 14 students included in the Livetext eligible students, 13 scored at least proficient in problems involving conservation laws (3 exemplary, 10 proficient) for a success rate of 93%

Analysis: The final exam questions covered conservation of energy through a roller coaster type application, rotational kinetic energy of a rolling object, and angular momentum conservation. I included this range of evaluation to cover the many topics discussed during the PH 212 term involving conservation laws.

Plan: Going forward I will continue to emphasize conservation laws and continue to address applications to everyday life outside of the classroom.

Course Outcome	Measurable Criterion	Measurement Tool	Courses	Time Frame
Understand how to represent and analyze motion for fluids, oscillations and waves.	Score of at least 3 on Final Exam Rubric section on oscillations/waves/fluids Or A total of at least 20 of 27 points on the final exam questions	Group of 3 questions on the final exam of PH 212 concerning fluids, oscillations and waves.	PH 212	Winter 2017

Results: Of 14 students included in the Livetext eligible students, only 6 scored at least proficient in problems involving oscillations, fluids, and waves (4 exemplary, 2 proficient) for a success rate of only 43%. The remaining 8 students showed an emerging proficiency but a struggle with concepts of simple harmonic motion.

Analysis: Simple harmonic motion problems were a struggle for many students. Some additionally struggled with applications of Bernoulli's Principle and pressures. In previous assignments, more students showed an ability to comprehend and process these problems; however, in the final culminating test, this seemed to be a stumbling block.

Plan: Clearly more concentration and emphasis needs to be placed on simple harmonic oscillations and their applications. More lecture examples and additional problems and experiments will be devised and incorporated.

Course Outcome	Measurable Criterion	Measurement Tool	Courses	Time Frame
Understand and apply principles of torque, elasticity, and rotational equilibrium	Score of at least 3 on Final Exam Rubric section on torque/elasticity Or A total of at least 20 of 27 points on the final exam questions	Group of 3 questions on the final exam of PH 212 using torque, elasticity, and rotational equilibrium	PH 212	Winter 2017

Results: Of 14 students included in the Livetext eligible students, 11 scored at least proficient in problems involving torque, elasticity, and equilibrium (6 exemplary, 5 proficient) for a success rate of 78.6% .The remaining 3 students showed an emerging proficiency.

Analysis: While more time could and should be spent to address the effects of torque and elasticity with more practical examples. Nearly 80 percent of the students are demonstrating proficiency while the remaining students show emerging skills.

Plan: Continue to emphasize torque and its implication for rotating systems. Emphasize rotational kinematics (angular velocities and angular accelerations). Use more tangible example for elasticity and compressions.

Course Outcome	Measurable Criterion	Measurement Tool	Courses	Time Frame
Make observations of physical behavior and find explanations of sound applications that are consistent with the observations, apply these explanations to make predictions about outcomes of experiments	Score of at least 3 on Final Exam Rubric section on sound Or A total of at least 27 of 36 points on the final exam questions.	Group of 4 questions on the final exam of PH 212 using sound and its applications.	PH 212	Winter 2017

Results: Of 14 students included in the Livetext eligible students, 8 scored at least proficient in problems involving sound and its applications (Doppler Effect, musical instruments, etc.) (2 exemplary, 6 proficient) for a success rate of 57.1% .The remaining 6 students showed an emerging proficiency.

Analysis: Sound and its applications consisted of two weeks of lecture time near the time of the final. While these two weeks are sufficient for some students, it is possible that additional lectures and work on sound should be incorporated.

Plan: Continue to emphasize fundamentals while also incorporating more practical examples. Develop a lab and principles of sound waves to be more complete than the musical pipe lab performed this term.

Course Outcome	Measurable Criterion	Measurement Tool	Courses	Time Frame
Apply fundamental physics principles of optics to analyze the behavior of physical situations	Score of at least 3 on Final Exam Rubric section on sound Or A total of at least 27 of 36 points on the final exam questions.	Group of 4 questions on the final exam of PH 212 using optics and the principles of reflection, refraction, and diffraction.	PH 212	Winter 2017

Results: Of 14 students included in the Livetext eligible students, 9 scored at least proficient in problems involving optical principles and applications (1 exemplary, 8 proficient) for a success rate of 64.3% .Of the remaining 5 students, 3 showed an emerging proficiency while 2 lacks demonstrable proficiency

Analysis: Optics was rushed in the final week of the term. The two cases of lacked demonstrable proficiency were students that had not studied the optics material in preparation.

Plan: Incorporate optics earlier and emphasize its principles with additional practice problems and a lab exercise.

PH 213 General Physics III w/calculus Assessment Report
Spring 2017

Part I: Content Evaluation

Course Outcome	Measurable Criterion	Measurement Tool	Course	Time Frame
Apply foundational knowledge and models of electrical forces and field to analyze and/or predict phenomena.	At least 70% of students measured score at least 3 points on the electric forces and fields component of the final exam rubric indicating developed proficiency.	A group of 4 questions within the comprehensive final exam demonstrating both fundamental understanding and applications.	PH 213 General Physics III w/calculus	Spring 2017

Of 12 degree seeking students tested to date, (1 student is completing an incomplete and is not included yet) 8 students demonstrated exemplary proficiency, showing a strong ability to describe and calculate problems involving the electric force generated by collections of point charges or other charge distributions. Also demonstrated an ability to process these concepts in multiple scenarios. The other 4 students demonstrated developed proficiency showing an understanding and an ability to apply the concepts with only a few minor errors. 12 of 12 students demonstrated at least developed proficiency for 100%

Analysis: The students in this course demonstrated proficiency with electric fields and forces. In the coming years, I will continue to emphasize these concepts and will develop additional laboratory exercises and applications to reinforce them.

Course Outcome	Measurable Criterion	Measurement Tool	Course	Time Frame
Apply foundational knowledge and models of energy, potential and electric flux along with Gauss's Law to analyze and/or predict phenomena.	At least 70% of students measured score at least 3 points on the electric forces and fields component of the final exam rubric indicating developed proficiency.	A group of 3 questions within the comprehensive final exam demonstrating both fundamental understanding and applications.	PH 213 General Physics III w/calculus	Spring 2017

The 12 degree-seeking students evaluated were evenly split into three groups regarding Gauss's Law problems and electrical potentials and energy. 8 of 12 students demonstrated exemplary or developed proficiency while 4 students demonstrated marginal proficiency. 67% of measured students met the measurable criterion as described above.

Analysis: Gauss's Law and the concept of electric flux and potential are admittedly concepts that are difficult to grasp because much of the work and application is theoretical more so than direct practical applications. To emphasize the practical relation of Gauss's Law to direct applications, I will be adding a variety of new example problems, simulations, and a newly developed laboratory assignment to the course in Spring 2018.

Course Outcome	Measurable Criterion	Measurement Tool	Course	Time Frame
Apply foundational knowledge and models of resistivity, resistors, and capacitors to analyze and/or predict phenomena.	At least 70% of students measured score at least 3 points on the electric forces and fields component of the final exam rubric indicating developed proficiency.	A group of 3 questions within the comprehensive final exam demonstrating both fundamental understanding and applications.	PH 213 General Physics III w/calculus	Spring 2017

Of 12 degree seeking students tested to date, 7 students demonstrated exemplary proficiency, showing a strong ability to describe and calculate problems involving resistivity of wires and materials, the direct application of resistance, and the foundations and application of parallel plate capacitor concepts and models. Also demonstrated an ability to process these concepts in multiple scenarios. The other 5 students demonstrated developed proficiency and the ability to apply the concepts with only a few minor errors. 12 of 12 students demonstrated at least developed proficiency for 100%

Analysis: The students in this course demonstrated proficiency with resistivity and capacitance; however, I noticed over the course of the term that the students would benefit from additional demonstrations and lab practical experience. A better capacitor lab will be developed for initial inclusion in Spring 2018.

Course Outcome	Measurable Criterion	Measurement Tool	Course	Time Frame
Apply foundational knowledge of basic circuit analysis to determine values of voltage, current, resistance, charge, and power.	At least 70% of students measured score at least 3 points on the circuit analysis component of the final rubric	A group of 3 questions within the comprehensive final exam demonstrating both fundamental understanding and applications.	PH 213 General Physics III w/calculus	Spring 2017

12 of 12 students showed at least developed proficiency in basic circuit analysis in DC circuits with resistors, capacitors, and combinations. 7 were exemplary, 5 showed developed understanding

Analysis: Circuits was one of the more practical and hands-on sections of material covered. While it was covered quickly the students have in feedback corroborated my assessment that they felt more comfortable with this section of material.

Course Outcome	Measurable Criterion	Measurement Tool	Course	Time Frame
Apply foundational knowledge of magnetic fields.	At least 70% of students measured score at least 3 points on the magnetic field and applications portion of the exam.	A group of 3 questions within the comprehensive final exam demonstrating both fundamental understanding and applications.	PH 213 General Physics III w/calculus	Spring 2017

Magnetic fields content was one of the components of the course that saw students struggle most. 8 of 12 students were either exemplary or developed. 4 showed a marginal proficiency of 2 points on the rubric.

Analysis: Magnetic fields were rushed at the end of the term. Next year, the change in textbooks and the reorganization of the topics in the text will allow for earlier emphasis and reinforcement.

Course Outcome	Measurable Criterion	Measurement Tool	Course	Time Frame
Apply critical thinking and multiple concept synthesis to solve multi-layer problems	At least 70% of students measured score at least 3 points on the critical thinking synthesis rubric	A group of 3 questions within the comprehensive final exam demonstrating application of multiple concepts simultaneously	PH 213 General Physics III w/calculus	Spring 2017

The final piece of the course is to be able to synthesize multiple concepts of the course in one cohesive solution to a complex problem. 3 such problems were given in this term's final and all twelve of the assessed students showed at least developed proficiency in content synthesis.

7 of the 12 students scored exemplary, demonstrating a control and mastery of the individual components as well as an understanding of how the concept intertwine. The remaining 5 students shows a knowledge of the multiple concepts but would find occasional hurdles to complete accuracy.

Building off of this year I will be incorporating more synthesis problems in assignments through the entirety of the calculus-based physics series This will help to reinforce to students that the concepts we focus on are essentially individual building blocks which must be used in order to facilitate understanding of more complex physical situations.

Rubric View: 4GSLO COMP Computation

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Application / Analysis	6	6	0	0	3.500	3.000	0.500
Communication	7	5	0	0	3.583	4.000	0.493
Connections to Disciplines	6	5	1	0	3.417	4.000	0.640
Transfer skills, abilities, theories, methodologies	7	4	1	0	3.500	4.000	0.645
Define Problem	10	2	0	0	3.833	4.000	0.373
Propose Solutions/ Hypotheses	5	6	1	0	3.333	3.000	0.624
Implement Solution	4	8	0	0	3.333	3.000	0.471

Application / Analysis	6 (50.00%)	6 (50.00%)		
Communication	7 (58.33%)	5 (41.67%)		
Connections to Disciplines	6 (50.00%)	5 (41.67%)	1 (8.33%)	
Transfer skills, abilities, theories, methodologies	7 (58.33%)	4 (33.33%)	1 (8.33%)	
Define Problem	10 (83.33%)	2 (16.67%)		
Propose Solutions/ Hypotheses	5 (41.67%)	6 (50.00%)	1 (8.33%)	
Implement Solution	4 (33.33%)	8 (66.67%)		

■ Exemplary Proficiency	■ Marginal Proficiency	■ Emerging Proficiency	■ Lacks Demonstrated Proficiency
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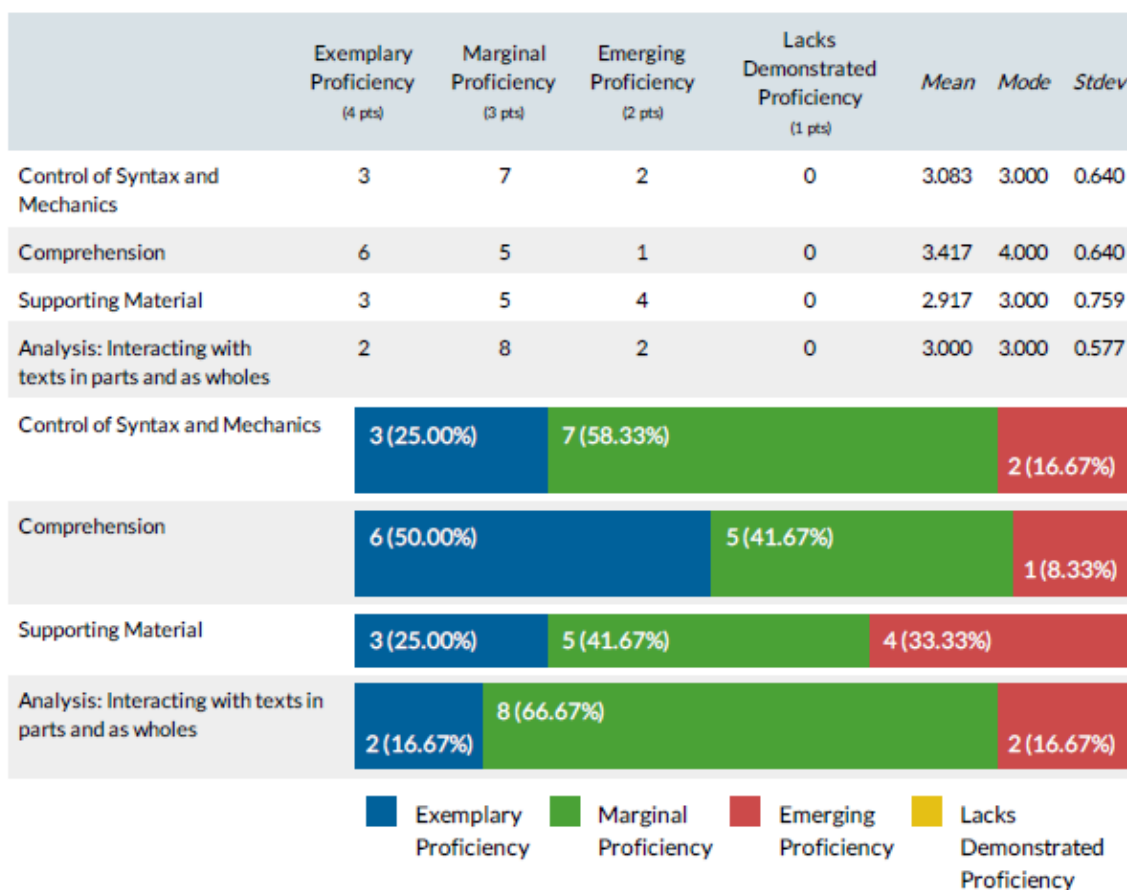
The GSLO results for computation are shown above. In my view, this year's students have developed significantly in their approaches to mathematical solutions. The biggest struggles continue to exist in proposing the solution. With guidance, all the students execute this piece well; however, left to their own devices, making the connection between the problem to the solution is a tedious and long road. This is in part due to the vast array of mathematical equations and strategies applied in the physics sequence.

Next year as a progress through the sequence I will continue to reinforce the process as we advance. That along with a new text which presents material in a more logical progression and works with the students to help them learn should greatly benefit the incoming class.

Part II: Communication

I gave the students a research paper to discuss ongoing research in electrical and magnetic applications as part of PH 213. While I assessed the assignment for the content I also viewed it under the microscope of the communication and critical thinking GSLO outcomes. My tabulated results for those cases are shown below.

Rubric View: 4GSLO COMM Communication



For the communication rubric, the results show a strong ability class wide to communicate their desired information. The largest areas of struggle seem to be with supporting materials, particularly choosing what and where to reference specific details in the study. Part of this is a direct result of the assignment itself. Because I ask them to look specifically at current research, the understanding of what is being studied may elude the students either due to a lack of clarity in the research or aspects of the study that extend beyond the scope of PH 211-213.

Rubric View: 4GSLO CCAT Creative, Critical & Analytical Thinking

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Identifies and explains issues	5	6	1	0	3.333	3.000	0.624
Recognizes contexts and assumptions	3	7	2	0	3.083	3.000	0.640
Recognizes perspectives	4	3	5	0	2.917	2.000	0.862
Evaluates evidence to reach conclusions	4	7	1	0	3.250	3.000	0.595

Identifies and explains issues	5 (41.67%)	6 (50.00%)	1 (8.33%)	0
Recognizes contexts and assumptions	3 (25.00%)	7 (58.33%)	2 (16.67%)	0
Recognizes perspectives	4 (33.33%)	3 (25.00%)	5 (41.67%)	0
Evaluates evidence to reach conclusions	4 (33.33%)	7 (58.33%)	1 (8.33%)	0

■ Exemplary Proficiency
 ■ Marginal Proficiency
 ■ Emerging Proficiency
 ■ Lacks Demonstrated Proficiency

Assessing my students on critical and analytical thinking from the research paper submissions, I find that most of my students are demonstrating proficiency in all aspects; however, from these results it is apparent the recognizing and defining alternate perspectives and their interplay within studies. I will be including similar research in each term of the series each year and doing what I can to reinforce the need to analyze perspectives presented in the research.

Facilities/Budget

Budget Changes over the review period

Budgets for physics continue to flat and minimal over the entire period since the last review in 2014. At that time the review stated that the physics budget would be re-evaluated and increased when a full-time physics instructor took the reins of the program. Dr. Coyner came to Southwestern in September 2015 and has taken over as full-time physics instructor as an adjunct instructor in 2016 and a visiting appointment in 2017. Budgets for physics have shown **no increase over that period.**

Present budgetary levels do not make it possible to actively grow the physics program. This seems counterproductive at a college which is opening a new building which features in part its science programs in 2019. While physics typically has a low number of majors. Physics courses are imperative to completion of any and all STEM degrees. Biology, chemistry, geology, all types of engineering, math, and other science and allied health disciplines require at least one course in physics as demonstrated in the advising section earlier in this document.

In order to offer sufficient rigor and value in our physics courses and experiences here at Southwestern, significant additional resources will be required. The need for these increases have been acknowledged in conversations with both the Dean of LDC courses and with multiple Vice Presidents of Instruction. All of which have reiterated that this spending is necessary although each new budget cycle does not increase the physics numbers.

Current Budget allocations for Physics 2017-18

- FT Faculty allocated at: \$53.500
- General Supplies: \$290.00
- Lab and Classroom Supplies: \$483.00

\$773.00 is laughable as a physics budget as to replace or acquire enough of one lab apparatus will often surpass that number on its own. In 2017-18, Dr. Coyner put forth a budget request of \$5000, the details of which are included below. None of these expenditures were approved. A few are being acquired as part of this year's current spending; however, very little of what we feel is needed has been allocated for.

In addition to the day to day operation of courses and supplies needed for the labs, several opportunities for student research and community outreach have become attainable through work with the Oregon Coast STEM hub and the NASA Oregon Space Grant Consortium. Each of these projects will have budgetary implications but the ability to increase the number and quality of students to our physics and other STEM disciplines in our view justifies the increases expenditures and involvement statewide.

Included in the budget request for this year are the supplies necessary to fully equip the lab and additional spending to fund the developing undergraduate research opportunities. Four year institutions across the country have more readily encouraged and expected undergraduate research in recent years. The opportunities we are building here will give Southwestern transfer students a foundation in research they can call upon as they advance in their academic careers.

2018-19 Operating Budget Request

Year	Item	Associated Project/Plan if applicable	Account Number	Amount
2018-19	6 Force Tables for Force Vector Addition Lab w/ additional pulley		101311	756.00
2018-19	3 Dynamics Track Systems for kinematics and optics demonstrations		101311	2004.00
2018-19	3 Demonstration Spring Sets		101311	87.00
2018-19	6 Pendulum clamps		101311	120.00
2018-19	1 Discover Free Fall Demonstration		101311	359.00
2018-19	6 primary/secondary coil systems		101311	390.00
2018-19	Pasco Basic Optics Systems		101311	495.00
2018-19	Diffraction Optics Kit with diode laser		101311	340.00
2018-19	3260 contact breadboard (12)		101311	384.00
2018-19	Stacking Banana Plugs 10 sets of 6 each		101311	186.00
2018-19	Glass Beakers (varied capacities) (50, 150, 250 mL)		101311	350.00
2018-19	5 conducting paint pens		101311	85.00
2018-19	Doppler Demonstration		101311	60.00
2018-19	Pascal's Law Demo		101311	40.00
2018-19	2 5 kg max digital balance		101311	330.00

Year	Item	Associated Project/Plan if applicable	Account Number	Amount
2018-19	Copper electrodes (pack of 12)		101311	21.25
2018-19	6 Digital multimeters with capacitance meters		101311	426.00
2018-19	Banana plug test lead patch cords (15 pairs)		101311	165.00
2018-19	Capacitor kit		101311	54.00
2018-19	Resistor kits		101311	60.00
2018-19	Inductor kit		101311	42.00
2018-19	3 12V AC/DC Power Supplies		101311	498.00
2018-19	2 laptops for student/faculty research opportunities	High Altitude balloon group and Solar data analysis	101311	1000.00
2018-19	3 IDL software licenses	Solar Data Analysis	101311	630.00
2018-19	Balloon grade helium	High Altitude Balloon group	101311	450.00
2018-19	3500g weather balloons (10)	High Altitude Balloon group	101311	350.00

[Previous Budget Requests](#)

2017-2018

Annual Future Budget Request Amounts

Year	Item	Associated Project/Plan if applicable	Account Number	Amount
2017	3 Force Tables for Force Vector Addition Lab w/ additional pulley		101311	684.00
2017	3 Dynamics Track Systems for kinematics and optics demonstrations		101311	525.00
2017	3 Dynamics track optics kits		101311	507.00

Year	Item	Associated Project/Plan if applicable	Account Number	Amount
2017	3 Demonstration Spring Sets		101311	87.00
2017	6 Pendulum clamps		101311	120.00
2017	1 Discover Free Fall Demonstration		101311	359.00
2017	4 primary/secondary coil systems		101311	260.00
2017	Pasco Basic Optics Systems		101311	499.00
2017	Diffraction Optics Kit with diode laser		101311	359.00
2017	3260 contact breadboard (6)		101311	192.00
2017	Stacking Banana Plugs 5 sets of 6 each		101311	93.00
2017	Glass Beakers (varied capacities) (50, 150, 250 mL)		101311	350.00
2017	5 conducting paint pens		101311	85.00
2017	Doppler Demonstration		101311	60.00
2017	Pascal's Law Demo		101311	40.00
2017	5 kg max digital balance		101311	165.00
2017	Copper electrodes (pack of 12)		101311	21.25

Prospective Equipment list for Health and Science Building




Physics and Engineering Equipment List

Need	Want	Wishlist
6 Force Tables for Force Vector Addition Lab w/ additional pulley	4-6 Pasco Statics Systems	Optics table
6 Dynamics Track Systems for kinematics and optics demonstrations	5 kg max digital balance	Large ripple tank

Resistor and Capacitor kits for circuit lab	6 basic optics ray tables for easier measurement	2 desktop stations for student research
Breadboards, Test leads, 12 digital multimeters	Diffraction optics kits with diode laser	Inflatable planetarium for special events, astronomy presentations, community and high school outreach
Hooke's law springs slotted mass sets and hangers	Solar cells for labs and demos	Coronado Solar Telescope
Class sets of bar magnets and compasses	Electroscopes	IMSA Fusion: Mars Manifest Destiny Curriculum
1 discover free fall apparatus	Digital Oscilloscopes	
Class set of Vernier calipers	Student Spectrometers for Physics and Astronomy Labs	
6 DC programmable power supplies	Deluxe Hydraulic class pack for fluid dynamics	
6 dynamics track optics kits	Photogate timers	
12 ray optics kits	Ballistic Pendulum Lab	
Venturi tubes, Heroes Fountain fluids demos	Electrodes and Copper Sulfate Solution for Electrolysis Lab	
6 Quantitative Centripetal force apparatus experiments	Inertial Scooter Hovercraft demo	
6-12 primary secondary coil systems	Orbiter Planetarium demo	
Beakers/Graduated Cylinders	Star Theater (Flinn Scientific)	
Class Density Kit	Planetary Orbits Kit	
Function Generators for AC circuits (6)	Impact Crater Kit	
18 V 3A DC power supplies (6)	Telescope Building Kits	
Atwoods machine apparatus (6)		
6-8 Friction on inclined plane kits		




Institutional Assessment Rubric

Mandatory Reporting and Compliance Requirements Assessment

Compliance and mandatory reporting plan developed linked to HEOA, Equity & Inclusions, FERPA, Accreditation, and the Core Themes, Objectives, Success Indicators			
	Highly Developed	Emerging / Partially Developed	Needs Developed




Comply with ADA, Equal Opportunities Act, and Section 405 of the Rehabilitation Act (Equity & Inclusion webpage ; OCR requirement); short statement on all documents for public/posted (2 pages or less); long statement on all other documents. Short: <i>Southwestern Oregon Community College is an Equal Opportunity Educator and Employer</i> ; Long: <i>See last page of this document</i>	x		
FERPA Training completed for all staff within the unit – how do you know? New employees throughout the year?	x		
HEOA required disclosures and reporting completed (link to list available in future – webpage list)	x		
Outcomes and indicators linked to Core Themes, Objectives, Success Indicators; all reports completed on time (Institutional Success Indicator reports if the lead; yearly outcome review and data analysis)		x	
Accreditation standard 2 requirements		x	
Accreditation other requirements		x	
Other required reporting or compliance requirements completed – add here (OSHA, Health Inspections, etc.):	x		
Reflect on what has been accomplished, what is being developed and the documentation of processes:			

Policies, Procedures, Process Assessment

Appropriate policies and procedures for programs and services are established. Policies and procedures assure access to eligible persons, manage resources effectively, assure compliance with applicable regulations, are consistent with accepted standards of professional practice and support the mission and goals of the College.	 Highly Developed	 Emerging / Partially Developed	 Needs Developed
Policies and procedures apply equally and are enforced equally to all persons	x		
Policies and procedures are established and followed for fiscal management.		x	
Policies and procedures are established and followed for personnel management		x	
Policies and procedures are established and followed for the management of consumable supplies, fixed assets and capital facilities.			
Policies and procedures are established and followed that assure compliance with applicable regulations.	x		
Unit handbook, process documentation, manual created, updated yearly, reviewed yearly, followed			x




Policy review schedule updated; all policies listed on schedule			x
Reflect on what has been accomplished, what is being developed and the documentation of processes			

Qualitative Assessment

Appropriate qualitative assessments established.	 Highly Developed	 Emerging / Partially Developed	 Needs Developed
Access to Program(s) and Services: Programs and services are accessible to all eligible persons and additional assistance is provided, when necessary, for persons to be successfully served. Program provides promotional and/or informational material to current and prospective customers in multiple formats. Program provides services to meet the needs of diverse customers (students, staff, business, community).	x		
Organization of Programs and Services: The organization of programs and services promotes effective service delivery, adequate supervision and management and collaboration between administrative units. Customers are satisfied with services delivered. Services are delivered within allocated budget. Collaboration with other administrative units as needed.		x	
Programs and Services Provided: The programs and services provided are adequate to meet the needs of students, staff and the community consistent with the mission and goals of the College. Link to Core Themes, Objectives, and Success Indicators. Indicators reviewed and updated as needed; suspended where appropriate; new indicators created as needed. Program reviews completed timely and annual review of data.		x	
Effective Partnerships: The program has connections in place with business, non-profit organizations, governmental units, professional associations and education to support effective service delivery.		x	
Customer Service: Customers are satisfied with the range of programs and services provided and the manner in which they are delivered.	x		

Reflect on what has been accomplished, what is being developed and the documentation of processes:

Resource/ Staffing Review Assessment

Resource Allocation and Staffing assessment established.	 Highly Developed	 Emerging / Partially Developed	 Needs Developed
Resource Allocation: Human, physical and financial resources for programs and services are allocated on the basis of identified needs and are adequate to support the services and programs offered.			
Staff completes assigned work with acceptable quality within established timelines.	x		
Staff have access to sufficient physical resources to complete assigned work with acceptable quality within established timelines.		x	
Resources are allocated on the basis of identified needs, prioritized as part of the institutional budgeting process		x	
Financial resources are adequate to complete assigned work with acceptable quality within established timelines.			x
Reflect on what has been accomplished, what is being developed and the documentation of processes:			
Services and programs are staffed by qualified individuals whose academic preparation and/or experience are appropriate to their assignments. Assignments are clearly defined and published. The performance of personnel is regularly evaluated.			
Staff has appropriate educational credentials and/or experience for their assignments.	x		
Assignments are clearly defined and published, job descriptions current reflecting staff assignments	x		
Staff appropriately applies policies and procedures and completes assigned work with acceptable quality within established timelines.	x		
Staff participates in appropriate continuing education.	x		
Each employee participates in professional development activities appropriate to services provided such as:	x		

<ul style="list-style-type: none"> * Conferences and workshops * Classes and training * Listservs * Print and electronic publications * Professional associations. 			
Each employee has a professional development plan.	x		
<p><i>Reflect on what has been accomplished, what is being developed and the documentation of processes:</i></p>			

2017

Physics Program Review

DR. AARON J. COYNER

SOUTHWESTERN OREGON COMMUNITY COLLEGE |

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Part A: Program Review Narratives

Program Description Goals/Philosophy

The physics discipline at Southwestern provides fundamental physics courses largely in fulfillment of the laboratory sciences components of the Associate of Arts Oregon Transfer and Associate of Science Oregon Transfer, ASOT-BUS, OTM, AS and AGS degrees offered at present by Southwestern. General science courses in physics (GS 104) and astronomy (GS 107) are included under the auspices of the physics program as lab sciences for non-STEM majors. The physics program also meets the following science student learning outcomes:

- Apply fundamental knowledge and models of a natural or physical science to analyze and/or predict phenomena.
- Understand the scientific method and apply scientific reasoning to critically evaluate arguments.
- Interpret and communicate scientific information via written, spoken, and/or visual representations.
- Describe the relevance of specific scientific principles to the human experience.
- Form and test a hypothesis in the laboratory or field using discipline-specific tools and techniques for data collection and/or analysis

In 2015, an initially part-time qualified physics faculty member was hired with the intention of revitalizing and building onto the existing physics program, particularly in light of the investment in the upcoming Health, Science, and Technology Building slated for completion in 2019. The program has moved forward with a philosophy to build it to a level of scholarly opportunity and achievement consistent with the first two years of a physics curriculum at a typical university. This includes not only the classes taught but the availability of outside research opportunities, additional student and community involvement and interactions. To that end, Southwestern has applied and been accepted as an affiliate member of the NASA Oregon Space Grant Consortium among other current projects.

Since 2015, we have expanded the physics program to offer the complete algebra-based and calculus-based sequences fundamental to transfer students in both physics and other STEM disciplines. Initially in 2015, only the PH 201 algebra-based physics first term was offered along with the full calculus based sequence. The PH 201 course was initially offered solely to meet

requirements for Forestry and Natural Resources transfer degrees; however, it has become apparent in recent years, that many other STEM or medical fields will accept algebra-based physics as a baseline for physics understanding needed for their respective programs. 2017-18 will be the first academic year since 2010 that both sequences will be allowed to run all three terms. 2016-17 saw the algebra-based sequence completed but as a reading and conference option (R and C) for students that required it for their transfer institutions.

The physics program at Southwestern is at a potential crossroads due to the investment in laboratory and classroom upgrades with the approval and construction of the new building. It is imperative that Southwestern as an institution continues to offer foundational courses in physics for students in all disciplines for years to come. We have the benefit at present of smaller class sizes and more individual student attention than students receive at the university level while still offering the rigor and challenge to prepare them for their transfer program aspirations. Continuing to offer these sequences along with additional physics and related courses provides our students with a firm foundation in further STEM studies. Consistency in the faculty and administrative support for these courses will also permit active recruiting for the physics and pre-engineering disciplines which could if properly implemented sustain the program well beyond the potential interest surge accompanying the new building

In addition to the courses offered, the physics program should facilitate research and learning opportunities beyond the classroom environment. Southwestern is not just a community college, but has enormous potential in students becoming active in STEM projects and collaborations to enhance the educational experience and the scientific skill set they transfer to their future endeavors. We foresee in the coming years, building a multi-disciplinary approach to STEM courses and collaborating both within the science faculty at Southwestern and beyond. Many programs are already in discussion:

- Collaboration with Dr. Springer, Dr. Brouse, and Dr. Kyriotakis on a potential multi-disciplinary living learning community cohort here at Southwestern led to valuable feedback from the NSF, and it is likely the proposal will be revised and resubmitted.
- Collaborations within OSGC facilitated through Dr. Jack Higginbotham at Oregon State University have provided the equipment to facilitate a high-altitude balloon team to conduct research into atmospheric and meteorological phenomena of the south coast.

Our intent is to collaborate with the existing balloon team at Oregon Coast Community College beginning in Winter 2018.

- Contact has been established with the PSAS at Portland State University to collaborate on portions of testing and development for their OreSat project.
- Discussion and collaboration spearheaded by Tasha Livingstone have begun to investigate offering courses or a beginning program in astrobiology.

It is the philosophy of this department that these opportunities should be fostered to benefit the long-term scientific development of our student population across disciplines. Additional projects may be forthcoming and will be discussed in more detail later in this review.

Administration

Faculty/Staffing:

Physics is currently staffed by a visiting instructor position as of the 2017-18 academic year. Dr. Aaron Coyner has served as physics faculty since September, 2015 first in part-time, then adjunct, and now visiting capacities. A full-time, tenure track position is warranted, and should be a critical priority for staffing the college going forward. The physics program plays a key role in Southwestern's involvement with the Oregon NASA Space Grant Consortium, and will be a key piece of the science department in the new building going forward. As such, facilitating and growing a competitive and sustainable physics program and curriculum requires a level of stability not seen at Southwestern since 2010 when the previous full-time physics instructor resigned. Going into a time when science at Southwestern will be at the forefront of much of the publicity at the college, it is in the best interest of the college to guarantee all of the science programs are on a stable foundation from which to grow. It is critical that the physics program hire a full-time tenure track faculty member to solidify the foundation and direction of the program.

There has been administrative discussion of reviving the pre-engineering sequence of courses and creating a path for interested engineering students to complete their pre-engineering core and prepare each of the students for the rigors of the engineering pro schools. To facilitate the new additions for pre-engineering, it is our contention that part time instructors (for the time being) should be considered to instruct either the general science courses or some of the pre-engineering requirements. This would allow the physics instructor to cover courses like statics, dynamics and mechanics of materials, courses that are largely physics intensive.

Professional Development:

Dr. Coyner attended the meeting of the American Astronomical Society's Solar Physics Division in August, 2017 in Portland in an attempt to stay current with research topics in his background of solar physics while also networking for potential student internships and/or research opportunities. In addition, Southwestern's involvement in the Oregon NASA Space Grant Consortium has facilitated a number of opportunities for networking and collaboration through the yearly affiliate meetings, research symposia, and collaborative projects.

Additionally, Dr. Coyner participated in the Leadership SWOCC cohort for the 2016-2017 academic year. This interaction has spawned opportunities for collaboration campus-wide. It has cemented the physics program as a part of the larger campus community.

Support Services Used:

Students within the physics program have been heavily involved in the tutoring services through the Laker Learning Commons on the Coos Bay campus. Many of the students serve as tutors for math and science course when not in class. Much of the class roster makes use of the tutoring center weekly for physics homework and exams. Beginning in Fall 2017, Title III grant funding was used to provide 3 1-hour long volunteer sessions per week of supplemental instruction with former physics student from 2016-17, Rand Black. These supplemental sessions have been reasonably well attended and from anecdotal reports very helpful to those students who have used them.

Community Relationships/Partnerships:

During the summer of 2017, Dr. Coyner did a number of media appearances along with a free public lecture at the Coos Bay Public Library regarding the August 21, 2017 total solar eclipse. As part of the information campaign for this event, Dr. Coyner made two appearances on KCBY television, conducted an interview with The World newspaper, engaged students at the SW Oregon Boys and Girls Club in an outreach discussion about the eclipse, and appeared on Hooked on Oregon Radio to discuss eclipse science and the scientific goings on at Southwestern. In addition, faculty from chemistry, geology, physics, and forestry along with representatives of Southwestern Foundation facilitated discussions with the Beetham Family to initiate the Beetham Family's \$1,000,000 match for Health, Science, and Technology Building funding.

It is our belief that these media relationships and community partnerships will persist in the coming years allowing the physics discipline at Southwestern to develop a recognizable footprint both on the campus and in the community. Our intention as a program is to use our new projects through OSGC and

collaborations with other institutions (See Project Planning) as a means of recruiting and community marketing in addition to providing research opportunities to our current and future students.

Curriculum

At present, the physics discipline oversees and conducts course sequences in algebra-based and calculus-based physics as well as general science courses in physics and astronomy. We are attempting to grow the program as we prepare for the move to the Health, Science, and Technology Building in the fall of 2019. To this end, we have proposed a new Associate of Science degree with a physics emphasis for inclusion in the 2018-2019 catalog. We propose this new degree because we believe physics and the other STEM disciplines are fundamental in college education, and are necessary degrees to offer to recruit and encourage modern students facing growing choices in their academic paths and more STEM opportunities being presented. While our STEM disciplines are integral to our transfer degrees such as the AA/OT, OTM, AS/OT Computer Science, AS/OT-Bus, etc., it is our contention that the existence of discipline specific AS degrees and course pathways will serve the Southwestern community in three ways:

- Existing students interested in STEM disciplines will have a more clear, coherent pathway to effective transfer at junior level at their chosen transfer institution.
- Individual degrees in the STEM disciplines will strengthen the overall science programs and offerings at Southwestern. Beginning with physics and chemistry (later expanding to biology, pre-engineering, etc.), students would have many more opportunities to explore science, engineering, and math and will have guidance to prepare them for university level science
- The existence of the degrees in our college catalog will provide prominent promotion within college documentation which will aid in active recruiting of physics and STEM discipline interested students. Active recruiting is anticipated to begin for the 2018-2019 academic year.

Each of these is a valuable aspect to have in a growing program, particularly considering the anticipated facilities upgrades coming in the near future. With Southwestern having the most current and most updated science facilities on the Oregon coast, it is our opinion that we at Southwestern should use these resources both as recruiting tools and collaboration opportunities with both 2-year and 4-year institutions.

Degrees Offered

- Physics courses fill requirements for the AA/OT, AS, AGS, AS/OT-BUS, and OTM degree plans
- In addition, a full AS degree with physics emphasis has been proposed and will go to Instructional Council in January 2018 for inclusion in the 2018-19 academic year catalog. The details and justifications for the AS degree are included below.

Associate of Science (physics emphasis) Proposal

Justification

This proposed Associate of Science in Physics degrees is designed to give students interested in pursuing STEM programs in physics a more complete transfer path than the existing AAOT bulk transfer degree. The logic behind this degree plan is two-fold. First and foremost, it provides the student with the necessary science and math course background to be properly prepared to enter a university physics program at the junior level. The degree in its entirety includes all of the baccalaureate core requirements from Oregon State University and Portland State University to ensure that graduating students have had a well-rounded first two years of undergraduate learning in addition to their science and mathematics focus.

The math and science courses included in the degree plan have been vetted by advising departments at both OSU and PSU. Both advisors and department chairs have stated via email communication that the courses involved will articulate individually and fulfill the requirements of the initial two years of the universities' respective physics programs. Articulation of individual courses from each university are included in the supporting documentation. The inclusion of CS 161 in the degree plan is in response to a trend in physics education where students are being expected in later years of their program to have a basic understanding of programming and some element of computer science knowledge. BI 203 was included to be consistent with the typical physics major course plan advising guide from OSU.

Given the number of students typically in physics courses at a 4-year institution, many students find it beneficial to take the courses at their community college prior to transferring, favoring classes of 10 to 20 students over the potential of up to 300 students in a PH 201 course. Having a physics degree offered will allow Southwestern to more actively recruit students into physics and other STEM disciplines by making it easier for prospective students to be aware of our existing and growing program.

Offering the AS degree in physics is a necessary step in combination with our involvement with the Oregon NASA Space Grant Consortium and other potential student opportunities we are actively pursuing. The degree path would provide interested students a clear process by which they could come to Southwestern to complete their introductory portion of the physics curriculum and the baccalaureate core prior to transfer to Oregon State or Portland State.

The degree courses are included on the next page as well and transfer information for the universities mentioned.

Proposed Coursework Sequence

First Year

Fall Term

MTH	251	Differential Calculus	4
CHEM	221	General Chemistry I	5
WR	121	English Composition	3
elective		Western Culture*	3

Winter Term

MTH	252	Integral Calculus	4
CHEM	222	General Chemistry II	5
WR	227	Technical Writing	3
elective		Diff. Power Discrimination*	3

Spring Term

MTH	253	Series Calculus	4
CHEM	223	General Chemistry III	5
BIO	203	General Biology	4
SP	111	Public Speaking	3
	or		
SP	112	Intro to Persuasion	3

Second Year

Fall Term

PH	211	General Physics I (w/calc)	5
MTH	254	Multivariable Calculus	4
elective		Cultural Diversity*	3
elective		Social Processes and Inst.*	3

Winter Term

PH	212	General Physics II (w/calc)	5
MTH	255	Vector Calculus	4
CS	161	Intro to Computer Science I	3
elective		Literature and the Arts*	3

Spring Term

PH	213	General Physics III (w/calc)	5
MTH	256	Differential Equations	4
MTH	260	Linear Algebra/Matrix	4
PE	231	Lifetime Health and Fitness	3

Total **92**

Articulations

Course Equivalencies and Articulations (OSU)

Southwestern Course	OSU Course Equivalent Articulation
BI 203	LDT Introductory Biology
CH 221	CH 231 & 261
CH 222	CH 232 & 262
CH 223	CH 233 & 263
MTH 251	MTH 251
MTH 252	MTH 252
MTH 253	MTH 253
MTH 254	MTH 254
MTH 255	MTH 255
MTH 256	MTH256
MTH 260	** LD LINEAR ALGEBRA
SP 111 OR 112	COMM 111 OR COMM 114
PH 211	PH 211 AND PH 221
PH 212	PH 212 AND PH 222
PH 213	PH 213 AND 223
WR 121	WR 121
WR 227	WR 327 * LD TECHNICAL WRITING

** MTH 260 at SWOCC does not directly count for transfer credit to MTH 314 but is strongly suggested and supported by OSU Physics Advising

Electives in the degree plan are consistent with the electives for OSU Baccalaureate Core.

Portland State University

18 Matches

The matches below indicate specific courses you may be awarded after completing and transferring, assuming you earned a passing grade in the transferred course. Matches may change depending upon your major.

Courses from:

Southwestern Oregon Community College

- BI203 Introductory Biology 2017 → BI253
-
- CHEM221 General Chemistry I 2017 → CH221, CH227
- CHEM222 General Chemistry II 2017 → CH222, CH228
-
- CHEM223 General Chemistry III 2017 → CH223, CH229
-
- CS161 Introduction to Computer Science I 2017 → CS161
-
- MTH251 Calculus I Differential Calculus 2017 → MTH251
-
- MTH252 Calculus II Integral Calculus 2017 → MTH252
-
- MTH253 Calculus III 2017 → MTH253
-
- MTH256 Differential Equations 2017 → MTH256
-
- MTH260 Matrix Methods and Linear Algebra 2017 → MTH261
-
- PE231 Wellness for Life 2017 → PHE295

PH211 Gen Physics w/Calculus I 2017 → PH211, PH214

PH212 Gen Physics w/Calculus II 2017 → PH212, PH215

PH213 Gen Physics w/Calculus III 2017 → PH213, PH216

SP111 Fundamentals of Public Speaking 2017 → SP220

WR121 English Composition 2017 → WR121

WR227 Report Writing 2017 → WR227

MTH254 Vector Calculus I 2017 , MTH255 Vector Calculus II 2017 → MTH254, MTHLD

Courses Offered

The physics discipline currently consists of 8 courses (2 physics sequences, and 2 general science courses).

- PH 201 General Physics I – Algebra-based investigation of the principles of Newtonian mechanics, energy and momentum conservation laws, and concepts of rotation and material strengths.
- PH 202 General Physics II – Algebra-based continuation of the sequence focusing of oscillations, fluids, waves, optics, and thermodynamics
- PH 203 General Physics III – Completion of the algebra-based series focused on electricity, magnetism, and their applications
- PH 211 General Physics I with Calculus - Calculus-based investigation of the principles of Newtonian mechanics, energy and momentum conservation laws, and concepts of rotation.
- PH 212 General Physics II with Calculus – Continuation of the calculus-based sequence focused on oscillations, fluids, waves, and optics
- PH 213 General Physics III with Calculus -Conclusion for the calculus-based sequence focused on electricity and magnetism.
- GS 104 Physical Science – General overview of conceptual physics typically for non-STEM majors although students from all disciplines have been enrolled
- GS 107 Astronomy – A general overview of both observational and theoretical astronomy

The most important development concerning courses since the last review is the support from the administration to run the full sequence of the algebra-based course. Until 2016, only the PH 201 was supported as it was a requirement for a direct transfer degree in forestry and natural resources. Research into all STEM disciplines offered at the University of Oregon, Oregon State University, and Portland State University shows that many offer alternate paths where either the algebra or calculus based physics sequences can fill physics requirements for the student's chosen discipline. In 2016, 3 students were able to complete the series, though the PH 202 and PH 203 courses were taught as reading and conference because the courses had not been officially offered in several years. Beginning in the 2017-18 academic year, the full algebra-based sequence is being offered. Though enrollment numbers for this initial class are not ideal given the limitations of losing the forestry students after PH 201. Running the sequence unhindered for an academic year will be an overall benefit to the discipline as it will show students and advisors alike that the sequence is and will continue to be an active path both for future physics students and for STEM career students need laboratory sciences for their respective transfer degrees. It is imperative to continue both algebra-based and calculus based options of the physics sequence each year for three fundamental reasons:

1. Physics is a fundamental part of nearly all STEM degrees; however, the various disciplines are split in preference between calculus-based and algebra-based focus.
2. Offering both sequences provides a well-rounded and balanced program allowing for the recruitment of students from diverse background of scientific interests. This broadens the discipline's reach into the Southwestern student population.
3. Going into the new building and the period of expected growth, a complete program being offered is more likely to be sustainable following the initial uptick due to the new facilities.

In the calculus-based series, enrollment counts have fluctuated from 8-10 in 2015-16, to 16-18 in 2016-17 and thus far 13 initially in 2017-18. It is difficult to discern a trend at this point, but our hope is with the introduction of the new degree path, more thorough advising, and active recruiting, we will continue to see growth in both sequences.

Since the last program review, we have revived the GS 107 Astronomy course. It has been offered during the spring the last two years, and online during the summer last year. The decision to have astronomy in the spring was largely based on weather to allow for better probability of good observing. The spring 2017 course did not have much luck though as clouds and rain were ever-present. Enrollments for astronomy have been steady at 25 to 30 in the two spring terms it has been offered and around 10 students for the summer.

Discussions have been started about the creation of non-lab GS course in meteorology though this course is still being designed. The physics discipline would also be improved by the inclusion and development of a more mathematical astronomy course, a planetary science course and or a cosmology course. We believe these courses would build a foundation for students wishing to pursue astronomy or space sciences degrees. In the coming weeks, Dr. Coyner will be reaching out to the astronomy department of the University of Washington to discuss the best means of building an astronomy pathway in addition to physics.

Career Pathways/Course of Study efforts

Course of study efforts summarized in the proposal for the new AS degree above.

Delivery Methods/ Instructional Methodology

Most courses in the physics discipline have been taught using traditional face to face delivery methods in combination with online resources and homework software. Many courses are standard lectures. Powerpoint lecture slides are used as a base augmented with examples on whiteboard or use of smartboard technology. One day per week, the PH 211-213 sequence students work in groups in the Laker Learning Commons on practice problems to reinforce concepts and mathematical processes from lectures. Each course also contains laboratory exercises and simulations for hands on practice of physics and astronomy principles. In addition, each course features a research paper and presentation on either famous physicists/astronomers (GS 104/107) or ongoing research in fields of physics consistent with topics in each segment of the physics sequences.

Articulation

Courses within the physics sequences have been verified to articulate at the University of Oregon, Oregon State University, and Portland State University. Email verifications have been sent in correspondence with chairs at OSU and PSU during the Associate of Science degree planning. Courses will be continually evaluated and adjusted to insure clear and consistent articulation each year.

For the GS courses, we find in articulation tables for the state of Oregon's institutions that GS 104 and 107 articulate as lower division introduction to physics and astronomy courses contained within the physics departments of the respective institutions. It is our contention that converting the general science courses to introductory courses in their respective disciplines would be beneficial to the students in clarifying the nature of the courses. Currently in our catalog both GS 104 and 105 are listed

as Physical Science. Under a new setup described above, GS 104 would become PH 104 Conceptual Physics and GS 105 would be a CH 105 introductory chemistry course for example. While there is a concern that calling the GS classes what they contain may intimidate some students prior to registering, it is in the best interest of the college to attempt to mirror the articulation tables of the state universities.

Scheduling Concerns

There have been a few scheduling concerns that have arisen over the past year that have been somewhat problematic for the physics program. The biggest of these concerns is the extension of calculus courses to five days a week. While I do not doubt that these courses warrant five days a week, the exact scheduling is a concern as the Thursday hour of the calculus series happens to interfere with physics and chemistry lab times. In past years, there was not a calculus session on Thursday. This allowed Thursday to be open for physics, chemistry, biology, and geology labs. With the addition of the organic chemistry series, the PH 211-213 labs had been moved to Thursdays at 11:00am so the physics labs would not conflict with organic chemistry labs. However, the current time for the calculus series is scheduled for every day between 11:00-11:50am, conflicting with the first hour of the PH 211-213 labs.

In a few cases, students who work day jobs outside of school have been unable to proceed with physics courses because the class time occurs during their work schedule. The possibility of additional physics students for evening courses may be worth exploring when Southwestern begins to use a new e-scheduling program in the coming months.

Currently, GS 104 runs in fall and winter term with lower numbers in the winter term. In the coming years, we intended to create a meteorology course (either as a lab or non-lab science course) which could take the place of the winter GS 104 course and provide another science option for non-STEM majors. The outline for the meteorology course should be presented to Instructional Council in the coming weeks allowing this opportunity to move forward.

Instructional Resources

The physics sequences are taught with traditional face-to-face teaching methodologies. Each course has a significant online component included in the form of online homework through initially MasteringPhysics and then through a program called The Expert TA. Physics courses began using The Expert TA for online homework during the 2016-2017 academic year following student issues and dissatisfaction with the MasteringPhysics platform.

After discussions with colleagues at Oregon State University in January 2017, The PH 211-213 series began to incorporate one day per week where students collaborate on group assignment practice problems in the Laker Learning Commons each Tuesday. A student from the 2016-2017 PH 211-213 sequence recently mentioned that the Laker Learning Commons group work was very beneficial to her as she transferred from Southwestern to biochemistry at The University of Oregon. She said the group learning experience and practice was a beneficial tool in learning new concepts in her new classes post-transfer.

The general science courses have been taught both as face-to-face courses and online over the summer term. Results for the online GS 104 class have been similar to those taught face to face though there have been some adaptations made with the online lab exercises to increase their effectiveness.

Open Educational Resources

Beginning in the spring term of the 2016-17 academic year, The GS 107 astronomy course was taught using the OER textbook *Astronomy* by Fraknoi et al. published by Rice University as part of their Openstax program. The course was taught face to face with the Openstax text in the spring term thanks in part to an OER adoption grant through the Open Oregon program. In comparison to comments from students prior to the changeover, student response was positive to the OER text compared to my previous Pearson text and MasteringAstronomy software.

In addition to the astronomy text change, the physics sequences were both formally switched to Openstax OER textbooks beginning in Fall 2017. The Openstax texts were used during the latter portions of the 2016-17 sequences for supplemental problems and group assignments during that time. The OER texts mentioned above will be the primary texts for the respective classes going forward for the coming years. That said, the texts will be reevaluated each year for content and student accessibility,

Students

Student Populations

Enrollment counts in the physics discipline have not shown a clear trend since 2015. The PH 201-203 series is on an upward slope over the three-year span. None of the algebra based sequence courses were offered in 2013 and 2014. In 2015, only PH 201 was offered (as a requirement for the Forestry and Natural Resources program). As a result, only 5 students were enrolled in the course. In 2016, we made a first attempt to run the full sequence. PH 201 had an initial 4 students that completed. 2 moved on to PH 202. PH 203 had 3 students as one student took the course who had completed the first two parts of the series at Oregon State University. For 2017-18, the PH 201 series started with 11 students (though 2 dropped early so only 9 completed). The increase in student enrollment is believed due to increased advising guidance given to faculty and advisors prior to fall enrollment.

The calculus-based sequence has had fluctuations from 2013 to present. It is difficult to discern a trend as year by year fluctuations. For the sequence ranging from 8 students to 20. Many of the students in the program since 2015 have been pre-engineering or STEM discipline AA-OT seeking students. These areas of students fluctuate from year to year. Our hopes are that the introduction of the AS degree with a physics emphasis will allow for more recruiting of students and a larger course enrollment as the program grows.

The general science component of the physics discipline has grown each year through 2016-17. Academic year. In 2013, there were a total of 20 students in the GS 104 class. The numbers for GS 104 have gone up every year to 51 students in 2016-17. Astronomy was not offered until 2015-16 and beyond. The initial year had 29 students

Gender/Age/Ethnicity Data

Program Gender

		2013	2014	2015	2016
Student Unduplicated Count	Female	10.0	18.0	30.0	52.0
	Male	26.0	30.0	34.0	43.0
% Difference Unduplicated Students	Female		80.00%	66.67%	73.33%
	Male		15.38%	13.33%	26.47%
Course Count	Female	4.0	4.0	6.0	6.0
	Male	4.0	4.0	6.0	8.0
% Difference Course Count	Female		0.00%	50.00%	0.00%
	Male		0.00%	50.00%	33.33%
Section Count	Female	4.0	4.0	6.0	9.0
	Male	4.0	4.0	6.0	11.0
% Difference Section Count	Female		0.00%	50.00%	50.00%
	Male		0.00%	50.00%	83.33%
FTE Reimbursable	Female	1.7	3.9	4.8	9.6
	Male	7.9	7.8	7.1	8.9
% Difference in FTE Reimbursable	Female		125.62%	22.66%	100.00%
	Male		-2.02%	-9.42%	26.18%
BillingCredits	Female	51.0	126.0	144.0	313.0
	Male	249.0	266.0	223.0	296.0
% Difference in Billing Credits	Female		147.06%	14.29%	117.36%
	Male		6.83%	-16.17%	32.74%
Student Unduplicated Count	Total	36.0	48.0	64.0	95.0
% Difference Unduplicated Students	Total		33.33%	33.33%	48.44%
Course Count	Total	4.0	4.0	6.0	8.0
% Difference Course Count	Total		0.00%	50.00%	33.33%
Section Count	Total	4.0	4.0	6.0	11.0
% Difference Section Count	Total		0.00%	50.00%	83.33%
FTE Reimbursable	Total	9.7	11.7	11.9	18.5
% Difference in FTE Reimbursable	Total		20.87%	1.32%	56.10%
BillingCredits	Total	300.0	392.0	367.0	609.0
% Difference in Billing Credits	Total		30.67%	-6.38%	65.94%

Program Age Category

		2013	2014	2015	2016
Student Unduplicated Count	Under 16				1.0
	16 - 17 Years	4.0	1.0	2.0	5.0
	18 - 20 Years	21.0	24.0	48.0	61.0
	21 - 24 Years	6.0	8.0	8.0	17.0
	25 - 29 Years	4.0	9.0	3.0	6.0
	30 - 39 Years	1.0	4.0	1.0	4.0
	40 - 49 Years		2.0		
	50 - 59 Years			1.0	1.0
	60 - 90 Years			1.0	
	% Difference Unduplicated Students	Under 16			
16 - 17 Years			-75.00%	100.00%	150.00%
18 - 20 Years			14.29%	100.00%	27.08%
21 - 24 Years			33.33%	0.00%	112.50%
25 - 29 Years			125.00%	-66.67%	100.00%
30 - 39 Years			300.00%	-75.00%	300.00%
40 - 49 Years				-100.00%	
50 - 59 Years					0.00%
60 - 90 Years					-100.00%
Course Count		Under 16			
	16 - 17 Years	4.0	1.0	1.0	5.0
	18 - 20 Years	4.0	4.0	6.0	8.0
	21 - 24 Years	4.0	4.0	3.0	7.0
	25 - 29 Years	3.0	4.0	4.0	7.0
	30 - 39 Years	3.0	4.0	1.0	1.0
	40 - 49 Years		1.0		
	50 - 59 Years			1.0	1.0
	60 - 90 Years			2.0	
	% Difference Course Count	Under 16			
16 - 17 Years			-75.00%	0.00%	400.00%
18 - 20 Years			0.00%	50.00%	33.33%

Program Demographics

		2013	2014	2015	2016
Student Unduplicated Count	American Indian or Alaska Native	2.0	3.0	3.0	3.0
	Asian	1.0	1.0		3.0
	Black or African American		2.0	2.0	2.0
	Hispanics of any race	2.0	3.0	10.0	7.0
	Native Hawaiian or Other Pacific Islander	1.0		1.0	5.0
	Nonresident Alien		4.0	1.0	1.0
	Two or more races	2.0	3.0	2.0	7.0
	Undisclosed	8.0	5.0	1.0	3.0
	White	20.0	27.0	44.0	64.0
% Difference Unduplicated Students	American Indian or Alaska Native		50.00%	0.00%	0.00%
	Asian		0.00%	-100.00%	
	Black or African American			0.00%	0.00%
	Hispanics of any race		50.00%	233.33%	-30.00%
	Native Hawaiian or Other Pacific Islander		-100.00%		400.00%
	Nonresident Alien			-75.00%	0.00%
	Two or more races		50.00%	-33.33%	250.00%
	Undisclosed		-37.50%	-80.00%	200.00%
	White		35.00%	62.96%	45.45%
Course Count	American Indian or Alaska Native	4.0	4.0	2.0	2.0
	Asian	3.0	3.0		2.0
	Black or African American		1.0	2.0	1.0
	Hispanics of any race	1.0	3.0	6.0	5.0
	Native Hawaiian or Other Pacific Islander	3.0		1.0	2.0
	Nonresident Alien		4.0	1.0	3.0
	Two or more races	4.0	4.0	1.0	5.0
	Undisclosed	4.0	4.0	1.0	2.0
	White	4.0	4.0	6.0	8.0
% Difference Course Count	American Indian or Alaska Native		0.00%	-50.00%	0.00%
	Asian		0.00%	-100.00%	
	Black or African American			100.00%	-50.00%
	Hispanics of any race		200.00%	100.00%	-16.67%
	Native Hawaiian or Other Pacific Islander		-100.00%		100.00%
	Nonresident Alien			-75.00%	200.00%

Recruitment

Active recruiting for physics has not been a consideration in recent years. With the growing relationship with the Oregon Space Grant Consortium and several interesting physics projects on the horizon (see projects and long-term goals later in this document) active recruiting will be essential and will begin at full speed in Winter 2018. Recruiting will take place on multiple levels. We intend to be more involved with the Oregon Coast STEM Hub. We are planning to build a larger social media following through increased Facebook and Twitter outreach. A Facebook page has been created for physics and Space Grant events. This will be used to share our events and reach out to the community, current, former, and prospective students.

Dr. Coyner will continue making presentations and media presentations. Our intention is to also reach out directly to local high schools and community organization. Coos Bay Public Library hosted Dr. Coyner for a public lecture in August 2017 for a discussion of the 2017 Great American Solar Eclipse. We intend

to continue to put together lectures which will be open to students and community members, using these as means of recruiting as well.

Advising

Beginning in Spring 2017, Dr. Coyner circulated to all advisors the documents below showing the physics courses required for various majors statewide. The initial results more than doubled the enrollment in the algebra-based sequence, PH 201 to 203. Overall enrollment in physics for Fall 2017 was 22 students (9 for PH 201 and 13 for PH 211). While it is too early in the process to assess a meaningful trend, the initial increase in PH 201 is significant and positive. It will be important to evaluate and continue to assess these data in subsequent years. The physics requirements for all disciplines will be monitored and updated for advisors prior to each term's advising. The current list of requirement information is included below.

Science Program Physics Requirements for OSU							
Program	201	202	203	211	212	213	
All Engineering				x	x	x	
Biology	x	x	x				
Chemistry Track I				x	x	x	
Biochem/Microbiology	x	x	x	o	o	o	option to take either track but must take one
Biochemistry	x	x	x	o	o	o	option to take either track but must take one
Biochem/Biophysics				x	x	x	
Materials Science				x	x	x	
Forensic Science	x	x	x	o	o	o	option to take either track but must take one
Chemistry Track II	x	x	x	o	o	o	option to take either track but must take one
Geology	x	x	o	o	o	o	option to take either track but must take one
Climate Science	x	x	x	o	o	o	option to take either track but must take one
Physics				x	x	x	
Food Sciences	x	x	x				
Ocean Science	x	x	o	o	o	o	
Forestry	x						
Microbiology	x	x	x				
Computer Science				x	x	x	
Math				x			Bacc Core Lab Science
Pre-Pharmacy	x	x	x	o	o	o	option to take either track but must take one
Pre-Med	x	x	x				

Science Program Physics Requirements for U of O							
Program	201	202	203	211	212	213	
Physics				x	x	x	
All Engineering				x	x	x	
Computer Science	x	x	x	o	o	o	
Chemistry	x	x	x	o	o	o	
Biochemistry	x	x	x	o	o	o	
Biology	x	x	x	o	o	o	
Geology	x	x		o	o		
Geophysics				x	x	x	
Environmental Geology	x	o	o	o	o		
Paleontology	x						
Human Physiology	x	x	x	o	o	o	
Math/CS	x	x	x	o	o	o	

Student Satisfaction

Student satisfaction reports for physics and GS courses have been analyzed from Fall 2015 to present. Many students comment both in the surveys and in conversations with Dr. Coyner and other staff members about the difficulty and challenge involved in physics courses; however, many of these challenges are specific to the course material more than the teaching or presentation style. Student feedback for Fall 2017 from all three courses (with limited sample sizes) was largely positive showing average ratings between 4.0 and 5.0 for all survey questions regarding the course and the instructor. Similar results were show previous terms. Typical comments and concerns that are being address are the more timely return of homework and occasional concern over students feeling lost at times. Additional office hours have been setup to allow students more access to ask questions

Comments are generally favorable

Assessments

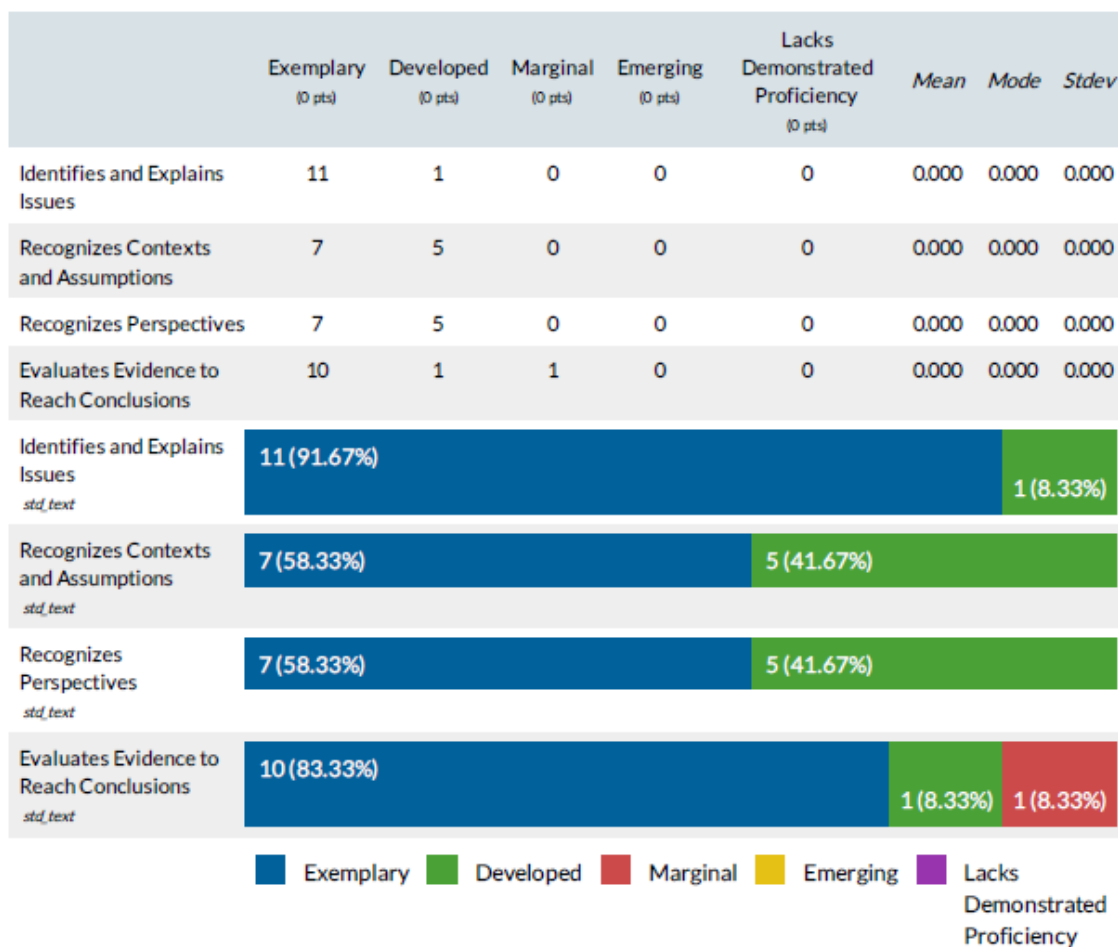
Fall 2016

Rubric View: Rubric

	Exemplary (0 pts)	Developed (0 pts)	Marginal (0 pts)	Emerging (0 pts)	Lacking (0 pts)	Mean	Mode	Stdev	
Provides Appropriate Scientific Context	10	2	0	0	0	0.000	0.000	0.000	
Conveys Hypothesis and Findings Clearly	9	3	0	0	0	0.000	0.000	0.000	
Relevance to Course Topics	4	7	1	0	0	0.000	0.000	0.000	
Applications	10	1	1	0	0	0.000	0.000	0.000	
Writing/Presentation Clarity	6	6	0	0	0	0.000	0.000	0.000	
Citations	9	1	0	1	1	0.000	0.000	0.000	
Provides Appropriate Scientific Context	10 (83.33%)					2 (16.67%)			
Conveys Hypothesis and Findings Clearly	9 (75.00%)					3 (25.00%)			
Relevance to Course Topics	4 (33.33%)		7 (58.33%)			1 (8.33%)			
Applications	10 (83.33%)					1 (8.33%)		1 (8.33%)	
Writing/Presentation Clarity	6 (50.00%)			6 (50.00%)					
Citations	9 (75.00%)			1 (8.33%)	1 (8.33%)	1 (8.33%)			

■ Exemplary
 ■ Developed
 ■ Marginal
 ■ Emerging
 ■ Lacking

Rubric View: GSLO CCAT



Winter 2017

Physics 212 Outcomes Assessment Report

Course Level Outcomes

Course Outcome	Measurable Criterion	Measurement Tool	Courses	Time Frame
Apply conservation laws (energy and momentum) to analyze the behavior of physical systems and to understand when to apply these laws.	Score of at least 3 on Final Exam Rubric section on conservation laws Or A total of at least 20 of 27 points on the final exam questions involving conservation of energy or momentum	Group of 3 questions on the final exam of PH 212 using conservation laws of energy and momentum	PH 212	Winter 2017

Results: Of 14 students included in the Livetext eligible students, 13 scored at least proficient in problems involving conservation laws (3 exemplary, 10 proficient) for a success rate of 93%

Analysis: The final exam questions covered conservation of energy through a roller coaster type application, rotational kinetic energy of a rolling object, and angular momentum conservation. I included this range of evaluation to cover the many topics discussed during the PH 212 term involving conservation laws.

Plan: Going forward I will continue to emphasize conservation laws and continue to address applications to everyday life outside of the classroom.

Course Outcome	Measurable Criterion	Measurement Tool	Courses	Time Frame
Understand how to represent and analyze motion for fluids, oscillations and waves.	Score of at least 3 on Final Exam Rubric section on oscillations/waves/fluids Or A total of at least 20 of 27 points on the final exam questions	Group of 3 questions on the final exam of PH 212 concerning fluids, oscillations and waves.	PH 212	Winter 2017

Results: Of 14 students included in the Livetext eligible students, only 6 scored at least proficient in problems involving oscillations, fluids, and waves (4 exemplary, 2 proficient) for a success rate of only 43%. The remaining 8 students showed an emerging proficiency but a struggle with concepts of simple harmonic motion.

Analysis: Simple harmonic motion problems were a struggle for many students. Some additionally struggled with applications of Bernoulli's Principle and pressures. In previous assignments, more students showed an ability to comprehend and process these problems; however, in the final culminating test, this seemed to be a stumbling block.

Plan: Clearly more concentration and emphasis needs to be placed on simple harmonic oscillations and their applications. More lecture examples and additional problems and experiments will be devised and incorporated.

Course Outcome	Measurable Criterion	Measurement Tool	Courses	Time Frame
Understand and apply principles of torque, elasticity, and rotational equilibrium	Score of at least 3 on Final Exam Rubric section on torque/elasticity Or A total of at least 20 of 27 points on the final exam questions	Group of 3 questions on the final exam of PH 212 using torque, elasticity, and rotational equilibrium	PH 212	Winter 2017

Results: Of 14 students included in the Livetext eligible students, 11 scored at least proficient in problems involving torque, elasticity, and equilibrium (6 exemplary, 5 proficient) for a success rate of 78.6% .The remaining 3 students showed an emerging proficiency.

Analysis: While more time could and should be spent to address the effects of torque and elasticity with more practical examples. Nearly 80 percent of the students are demonstrating proficiency while the remaining students show emerging skills.

Plan: Continue to emphasize torque and its implication for rotating systems. Emphasize rotational kinematics (angular velocities and angular accelerations). Use more tangible example for elasticity and compressions.

Course Outcome	Measurable Criterion	Measurement Tool	Courses	Time Frame
Make observations of physical behavior and find explanations of sound applications that are consistent with the observations, apply these explanations to make predictions about outcomes of experiments	Score of at least 3 on Final Exam Rubric section on sound Or A total of at least 27 of 36 points on the final exam questions.	Group of 4 questions on the final exam of PH 212 using sound and its applications.	PH 212	Winter 2017

Results: Of 14 students included in the Livetext eligible students, 8 scored at least proficient in problems involving sound and its applications (Doppler Effect, musical instruments, etc.) (2 exemplary, 6 proficient) for a success rate of 57.1% .The remaining 6 students showed an emerging proficiency.

Analysis: Sound and its applications consisted of two weeks of lecture time near the time of the final. While these two weeks are sufficient for some students, it is possible that additional lectures and work on sound should be incorporated.

Plan: Continue to emphasize fundamentals while also incorporating more practical examples. Develop a lab and principles of sound waves to be more complete than the musical pipe lab performed this term.

Course Outcome	Measurable Criterion	Measurement Tool	Courses	Time Frame
Apply fundamental physics principles of optics to analyze the behavior of physical situations	Score of at least 3 on Final Exam Rubric section on sound Or A total of at least 27 of 36 points on the final exam questions.	Group of 4 questions on the final exam of PH 212 using optics and the principles of reflection, refraction, and diffraction.	PH 212	Winter 2017

Results: Of 14 students included in the Livetext eligible students, 9 scored at least proficient in problems involving optical principles and applications (1 exemplary, 8 proficient) for a success rate of 64.3% .Of the remaining 5 students, 3 showed an emerging proficiency while 2 lacks demonstrable proficiency

Analysis: Optics was rushed in the final week of the term. The two cases of lacked demonstrable proficiency were students that had not studied the optics material in preparation.

Plan: Incorporate optics earlier and emphasize its principles with additional practice problems and a lab exercise.

PH 213 General Physics III w/calculus Assessment Report
Spring 2017

Part I: Content Evaluation

Course Outcome	Measurable Criterion	Measurement Tool	Course	Time Frame
Apply foundational knowledge and models of electrical forces and field to analyze and/or predict phenomena.	At least 70% of students measured score at least 3 points on the electric forces and fields component of the final exam rubric indicating developed proficiency.	A group of 4 questions within the comprehensive final exam demonstrating both fundamental understanding and applications.	PH 213 General Physics III w/calculus	Spring 2017

Of 12 degree seeking students tested to date, (1 student is completing an incomplete and is not included yet) 8 students demonstrated exemplary proficiency, showing a strong ability to describe and calculate problems involving the electric force generated by collections of point charges or other charge distributions. Also demonstrated an ability to process these concepts in multiple scenarios. The other 4 students demonstrated developed proficiency showing an understanding and an ability to apply the concepts with only a few minor errors. 12 of 12 students demonstrated at least developed proficiency for 100%

Analysis: The students in this course demonstrated proficiency with electric fields and forces. In the coming years, I will continue to emphasize these concepts and will develop additional laboratory exercises and applications to reinforce them.

Course Outcome	Measurable Criterion	Measurement Tool	Course	Time Frame
Apply foundational knowledge and models of energy, potential and electric flux along with Gauss's Law to analyze and/or predict phenomena.	At least 70% of students measured score at least 3 points on the electric forces and fields component of the final exam rubric indicating developed proficiency.	A group of 3 questions within the comprehensive final exam demonstrating both fundamental understanding and applications.	PH 213 General Physics III w/calculus	Spring 2017

The 12 degree-seeking students evaluated were evenly split into three groups regarding Gauss's Law problems and electrical potentials and energy. 8 of 12 students demonstrated exemplary or developed proficiency while 4 students demonstrated marginal proficiency. 67% of measured students met the measurable criterion as described above.

Analysis: Gauss's Law and the concept of electric flux and potential are admittedly concepts that are difficult to grasp because much of the work and application is theoretical more so than direct practical applications. To emphasize the practical relation of Gauss's Law to direct applications, I will be adding a variety of new example problems, simulations, and a newly developed laboratory assignment to the course in Spring 2018.

Course Outcome	Measurable Criterion	Measurement Tool	Course	Time Frame
Apply foundational knowledge and models of resistivity, resistors, and capacitors to analyze and/or predict phenomena.	At least 70% of students measured score at least 3 points on the electric forces and fields component of the final exam rubric indicating developed proficiency.	A group of 3 questions within the comprehensive final exam demonstrating both fundamental understanding and applications.	PH 213 General Physics III w/calculus	Spring 2017

Of 12 degree seeking students tested to date, 7 students demonstrated exemplary proficiency, showing a strong ability to describe and calculate problems involving resistivity of wires and materials, the direct application of resistance, and the foundations and application of parallel plate capacitor concepts and models. Also demonstrated an ability to process these concepts in multiple scenarios. The other 5 students demonstrated developed proficiency and the ability to apply the concepts with only a few minor errors. 12 of 12 students demonstrated at least developed proficiency for 100%

Analysis: The students in this course demonstrated proficiency with resistivity and capacitance; however, I noticed over the course of the term that the students would benefit from additional demonstrations and lab practical experience. A better capacitor lab will be developed for initial inclusion in Spring 2018.

Course Outcome	Measurable Criterion	Measurement Tool	Course	Time Frame
Apply foundational knowledge of basic circuit analysis to determine values of voltage, current, resistance, charge, and power.	At least 70% of students measured score at least 3 points on the circuit analysis component of the final rubric	A group of 3 questions within the comprehensive final exam demonstrating both fundamental understanding and applications.	PH 213 General Physics III w/calculus	Spring 2017

12 of 12 students showed at least developed proficiency in basic circuit analysis in DC circuits with resistors, capacitors, and combinations. 7 were exemplary, 5 showed developed understanding

Analysis: Circuits was one of the more practical and hands-on sections of material covered. While it was covered quickly the students have in feedback corroborated my assessment that they felt more comfortable with this section of material.

Course Outcome	Measurable Criterion	Measurement Tool	Course	Time Frame
Apply foundational knowledge of magnetic fields.	At least 70% of students measured score at least 3 points on the magnetic field and applications portion of the exam.	A group of 3 questions within the comprehensive final exam demonstrating both fundamental understanding and applications.	PH 213 General Physics III w/calculus	Spring 2017

Magnetic fields content was one of the components of the course that saw students struggle most. 8 of 12 students were either exemplary or developed. 4 showed a marginal proficiency of 2 points on the rubric.

Analysis: Magnetic fields were rushed at the end of the term. Next year, the change in textbooks and the reorganization of the topics in the text will allow for earlier emphasis and reinforcement.

Course Outcome	Measurable Criterion	Measurement Tool	Course	Time Frame
Apply critical thinking and multiple concept synthesis to solve multi-layer problems	At least 70% of students measured score at least 3 points on the critical thinking synthesis rubric	A group of 3 questions within the comprehensive final exam demonstrating application of multiple concepts simultaneously	PH 213 General Physics III w/calculus	Spring 2017

The final piece of the course is to be able to synthesize multiple concepts of the course in one cohesive solution to a complex problem. 3 such problems were given in this term's final and all twelve of the assessed students showed at least developed proficiency in content synthesis.

7 of the 12 students scored exemplary, demonstrating a control and mastery of the individual components as well as an understanding of how the concept intertwine. The remaining 5 students shows a knowledge of the multiple concepts but would find occasional hurdles to complete accuracy.

Building off of this year I will be incorporating more synthesis problems in assignments through the entirety of the calculus-based physics series This will help to reinforce to students that the concepts we focus on are essentially individual building blocks which must be used in order to facilitate understanding of more complex physical situations.

Rubric View: 4GSLO COMP Computation

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Application / Analysis	6	6	0	0	3.500	3.000	0.500
Communication	7	5	0	0	3.583	4.000	0.493
Connections to Disciplines	6	5	1	0	3.417	4.000	0.640
Transfer skills, abilities, theories, methodologies	7	4	1	0	3.500	4.000	0.645
Define Problem	10	2	0	0	3.833	4.000	0.373
Propose Solutions/ Hypotheses	5	6	1	0	3.333	3.000	0.624
Implement Solution	4	8	0	0	3.333	3.000	0.471

Application / Analysis	6 (50.00%)	6 (50.00%)		
Communication	7 (58.33%)	5 (41.67%)		
Connections to Disciplines	6 (50.00%)	5 (41.67%)	1 (8.33%)	
Transfer skills, abilities, theories, methodologies	7 (58.33%)	4 (33.33%)	1 (8.33%)	
Define Problem	10 (83.33%)	2 (16.67%)		
Propose Solutions/ Hypotheses	5 (41.67%)	6 (50.00%)	1 (8.33%)	
Implement Solution	4 (33.33%)	8 (66.67%)		

■ Exemplary Proficiency	■ Marginal Proficiency	■ Emerging Proficiency	■ Lacks Demonstrated Proficiency
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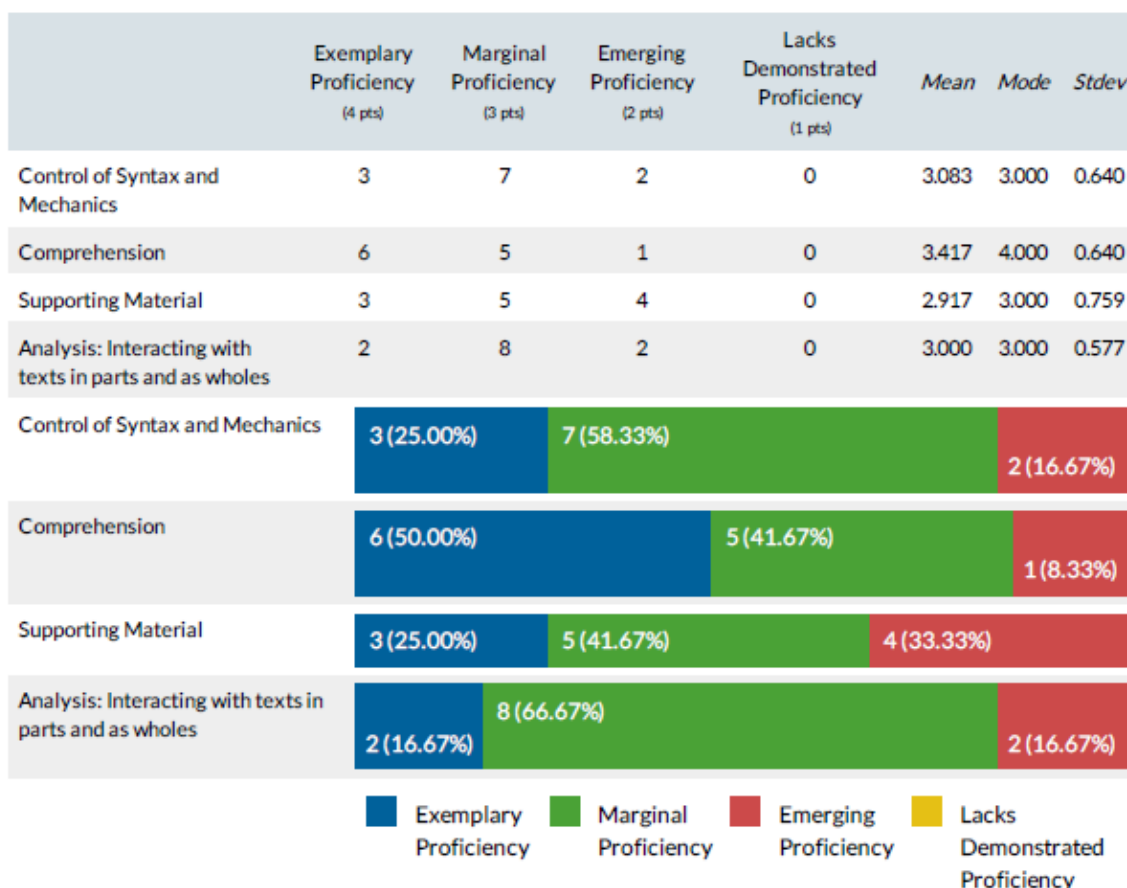
The GSLO results for computation are shown above. In my view, this year's students have developed significantly in their approaches to mathematical solutions. The biggest struggles continue to exist in proposing the solution. With guidance, all the students execute this piece well; however, left to their own devices, making the connection between the problem to the solution is a tedious and long road. This is in part due to the vast array of mathematical equations and strategies applied in the physics sequence.

Next year as a progress through the sequence I will continue to reinforce the process as we advance. That along with a new text which presents material in a more logical progression and works with the students to help them learn should greatly benefit the incoming class.

Part II: Communication

I gave the students a research paper to discuss ongoing research in electrical and magnetic applications as part of PH 213. While I assessed the assignment for the content I also viewed it under the microscope of the communication and critical thinking GSLO outcomes. My tabulated results for those cases are shown below.

Rubric View: 4GSLO COMM Communication



For the communication rubric, the results show a strong ability class wide to communicate their desired information. The largest areas of struggle seem to be with supporting materials, particularly choosing what and where to reference specific details in the study. Part of this is a direct result of the assignment itself. Because I ask them to look specifically at current research, the understanding of what is being studied may elude the students either due to a lack of clarity in the research or aspects of the study that extend beyond the scope of PH 211-213.

Rubric View: 4GSLO CCAT Creative, Critical & Analytical Thinking

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Identifies and explains issues	5	6	1	0	3.333	3.000	0.624
Recognizes contexts and assumptions	3	7	2	0	3.083	3.000	0.640
Recognizes perspectives	4	3	5	0	2.917	2.000	0.862
Evaluates evidence to reach conclusions	4	7	1	0	3.250	3.000	0.595

Identifies and explains issues	5 (41.67%)	6 (50.00%)	1 (8.33%)	
Recognizes contexts and assumptions	3 (25.00%)	7 (58.33%)	2 (16.67%)	
Recognizes perspectives	4 (33.33%)	3 (25.00%)	5 (41.67%)	
Evaluates evidence to reach conclusions	4 (33.33%)	7 (58.33%)	1 (8.33%)	

■ Exemplary Proficiency
 ■ Marginal Proficiency
 ■ Emerging Proficiency
 ■ Lacks Demonstrated Proficiency

Assessing my students on critical and analytical thinking from the research paper submissions, I find that most of my students are demonstrating proficiency in all aspects; however, from these results it is apparent the recognizing and defining alternate perspectives and their interplay within studies. I will be including similar research in each term of the series each year and doing what I can to reinforce the need to analyze perspectives presented in the research.

Facilities/Budget

Budget Changes over the review period

Budgets for physics continue to flat and minimal over the entire period since the last review in 2014. At that time the review stated that the physics budget would be re-evaluated and increased when a full-time physics instructor took the reins of the program. Dr. Coyner came to Southwestern in September 2015 and has taken over as full-time physics instructor as an adjunct instructor in 2016 and a visiting appointment in 2017. Budgets for physics have shown **no increase over that period.**

Present budgetary levels do not make it possible to actively grow the physics program. This seems counterproductive at a college which is opening a new building which features in part its science programs in 2019. While physics typically has a low number of majors. Physics courses are imperative to completion of any and all STEM degrees. Biology, chemistry, geology, all types of engineering, math, and other science and allied health disciplines require at least one course in physics as demonstrated in the advising section earlier in this document.

In order to offer sufficient rigor and value in our physics courses and experiences here at Southwestern, significant additional resources will be required. The need for these increases have been acknowledged in conversations with both the Dean of LDC courses and with multiple Vice Presidents of Instruction. All of which have reiterated that this spending is necessary although each new budget cycle does not increase the physics numbers.

Current Budget allocations for Physics 2017-18

- FT Faculty allocated at: \$53.500
- General Supplies: \$290.00
- Lab and Classroom Supplies: \$483.00

\$773.00 is laughable as a physics budget as to replace or acquire enough of one lab apparatus will often surpass that number on its own. In 2017-18, Dr. Coyner put forth a budget request of \$5000, the details of which are included below. None of these expenditures were approved. A few are being acquired as part of this year's current spending; however, very little of what we feel is needed has been allocated for.

In addition to the day to day operation of courses and supplies needed for the labs, several opportunities for student research and community outreach have become attainable through work with the Oregon Coast STEM hub and the NASA Oregon Space Grant Consortium. Each of these projects will have budgetary implications but the ability to increase the number and quality of students to our physics and other STEM disciplines in our view justifies the increases expenditures and involvement statewide.

Included in the budget request for this year are the supplies necessary to fully equip the lab and additional spending to fund the developing undergraduate research opportunities. Four year institutions across the country have more readily encouraged and expected undergraduate research in recent years. The opportunities we are building here will give Southwestern transfer students a foundation in research they can call upon as they advance in their academic careers.

2018-19 Operating Budget Request

Year	Item	Associated Project/Plan if applicable	Account Number	Amount
2018-19	6 Force Tables for Force Vector Addition Lab w/ additional pulley		101311	756.00
2018-19	3 Dynamics Track Systems for kinematics and optics demonstrations		101311	2004.00
2018-19	3 Demonstration Spring Sets		101311	87.00
2018-19	6 Pendulum clamps		101311	120.00
2018-19	1 Discover Free Fall Demonstration		101311	359.00
2018-19	6 primary/secondary coil systems		101311	390.00
2018-19	Pasco Basic Optics Systems		101311	495.00
2018-19	Diffraction Optics Kit with diode laser		101311	340.00
2018-19	3260 contact breadboard (12)		101311	384.00
2018-19	Stacking Banana Plugs 10 sets of 6 each		101311	186.00
2018-19	Glass Beakers (varied capacities) (50, 150, 250 mL)		101311	350.00
2018-19	5 conducting paint pens		101311	85.00
2018-19	Doppler Demonstration		101311	60.00
2018-19	Pascal's Law Demo		101311	40.00
2018-19	2 5 kg max digital balance		101311	330.00

Year	Item	Associated Project/Plan if applicable	Account Number	Amount
2018-19	Copper electrodes (pack of 12)		101311	21.25
2018-19	6 Digital multimeters with capacitance meters		101311	426.00
2018-19	Banana plug test lead patch cords (15 pairs)		101311	165.00
2018-19	Capacitor kit		101311	54.00
2018-19	Resistor kits		101311	60.00
2018-19	Inductor kit		101311	42.00
2018-19	3 12V AC/DC Power Supplies		101311	498.00
2018-19	2 laptops for student/faculty research opportunities	High Altitude balloon group and Solar data analysis	101311	1000.00
2018-19	3 IDL software licenses	Solar Data Analysis	101311	630.00
2018-19	Balloon grade helium	High Altitude Balloon group	101311	450.00
2018-19	3500g weather balloons (10)	High Altitude Balloon group	101311	350.00

[Previous Budget Requests](#)

2017-2018

Annual Future Budget Request Amounts

Year	Item	Associated Project/Plan if applicable	Account Number	Amount
2017	3 Force Tables for Force Vector Addition Lab w/ additional pulley		101311	684.00
2017	3 Dynamics Track Systems for kinematics and optics demonstrations		101311	525.00
2017	3 Dynamics track optics kits		101311	507.00

Year	Item	Associated Project/Plan if applicable	Account Number	Amount
2017	3 Demonstration Spring Sets		101311	87.00
2017	6 Pendulum clamps		101311	120.00
2017	1 Discover Free Fall Demonstration		101311	359.00
2017	4 primary/secondary coil systems		101311	260.00
2017	Pasco Basic Optics Systems		101311	499.00
2017	Diffraction Optics Kit with diode laser		101311	359.00
2017	3260 contact breadboard (6)		101311	192.00
2017	Stacking Banana Plugs 5 sets of 6 each		101311	93.00
2017	Glass Beakers (varied capacities) (50, 150, 250 mL)		101311	350.00
2017	5 conducting paint pens		101311	85.00
2017	Doppler Demonstration		101311	60.00
2017	Pascal's Law Demo		101311	40.00
2017	5 kg max digital balance		101311	165.00
2017	Copper electrodes (pack of 12)		101311	21.25

Prospective Equipment list for Health and Science Building




Physics and Engineering Equipment List

Need	Want	Wishlist
6 Force Tables for Force Vector Addition Lab w/ additional pulley	4-6 Pasco Statics Systems	Optics table
6 Dynamics Track Systems for kinematics and optics demonstrations	5 kg max digital balance	Large ripple tank

Resistor and Capacitor kits for circuit lab	6 basic optics ray tables for easier measurement	2 desktop stations for student research
Breadboards, Test leads, 12 digital multimeters	Diffraction optics kits with diode laser	Inflatable planetarium for special events, astronomy presentations, community and high school outreach
Hooke's law springs slotted mass sets and hangers	Solar cells for labs and demos	Coronado Solar Telescope
Class sets of bar magnets and compasses	Electroscopes	IMSA Fusion: Mars Manifest Destiny Curriculum
1 discover free fall apparatus	Digital Oscilloscopes	
Class set of Vernier calipers	Student Spectrometers for Physics and Astronomy Labs	
6 DC programmable power supplies	Deluxe Hydraulic class pack for fluid dynamics	
6 dynamics track optics kits	Photogate timers	
12 ray optics kits	Ballistic Pendulum Lab	
Venturi tubes, Heroes Fountain fluids demos	Electrodes and Copper Sulfate Solution for Electrolysis Lab	
6 Quantitative Centripetal force apparatus experiments	Inertial Scooter Hovercraft demo	
6-12 primary secondary coil systems	Orbiter Planetarium demo	
Beakers/Graduated Cylinders	Star Theater (Flinn Scientific)	
Class Density Kit	Planetary Orbits Kit	
Function Generators for AC circuits (6)	Impact Crater Kit	
18 V 3A DC power supplies (6)	Telescope Building Kits	
Atwoods machine apparatus (6)		
6-8 Friction on inclined plane kits		




Institutional Assessment Rubric

Mandatory Reporting and Compliance Requirements Assessment

Compliance and mandatory reporting plan developed linked to HEOA, Equity & Inclusions, FERPA, Accreditation, and the Core Themes, Objectives, Success Indicators			
	Highly Developed	Emerging / Partially Developed	Needs Developed




Comply with ADA, Equal Opportunities Act, and Section 405 of the Rehabilitation Act (Equity & Inclusion webpage ; OCR requirement); short statement on all documents for public/posted (2 pages or less); long statement on all other documents. Short: <i>Southwestern Oregon Community College is an Equal Opportunity Educator and Employer</i> ; Long: <i>See last page of this document</i>	x		
FERPA Training completed for all staff within the unit – how do you know? New employees throughout the year?	x		
HEOA required disclosures and reporting completed (link to list available in future – webpage list)	x		
Outcomes and indicators linked to Core Themes, Objectives, Success Indicators; all reports completed on time (Institutional Success Indicator reports if the lead; yearly outcome review and data analysis)		x	
Accreditation standard 2 requirements		x	
Accreditation other requirements		x	
Other required reporting or compliance requirements completed – add here (OSHA, Health Inspections, etc.):	x		
Reflect on what has been accomplished, what is being developed and the documentation of processes:			

Policies, Procedures, Process Assessment

Appropriate policies and procedures for programs and services are established. Policies and procedures assure access to eligible persons, manage resources effectively, assure compliance with applicable regulations, are consistent with accepted standards of professional practice and support the mission and goals of the College.	 Highly Developed	 Emerging / Partially Developed	 Needs Developed
Policies and procedures apply equally and are enforced equally to all persons	x		
Policies and procedures are established and followed for fiscal management.		x	
Policies and procedures are established and followed for personnel management		x	
Policies and procedures are established and followed for the management of consumable supplies, fixed assets and capital facilities.			
Policies and procedures are established and followed that assure compliance with applicable regulations.	x		
Unit handbook, process documentation, manual created, updated yearly, reviewed yearly, followed			x




Policy review schedule updated; all policies listed on schedule			x
Reflect on what has been accomplished, what is being developed and the documentation of processes			

Qualitative Assessment

Appropriate qualitative assessments established.	 Highly Developed	 Emerging / Partially Developed	 Needs Developed
Access to Program(s) and Services: Programs and services are accessible to all eligible persons and additional assistance is provided, when necessary, for persons to be successfully served. Program provides promotional and/or informational material to current and prospective customers in multiple formats. Program provides services to meet the needs of diverse customers (students, staff, business, community).	x		
Organization of Programs and Services: The organization of programs and services promotes effective service delivery, adequate supervision and management and collaboration between administrative units. Customers are satisfied with services delivered. Services are delivered within allocated budget. Collaboration with other administrative units as needed.		x	
Programs and Services Provided: The programs and services provided are adequate to meet the needs of students, staff and the community consistent with the mission and goals of the College. Link to Core Themes, Objectives, and Success Indicators. Indicators reviewed and updated as needed; suspended where appropriate; new indicators created as needed. Program reviews completed timely and annual review of data.		x	
Effective Partnerships: The program has connections in place with business, non-profit organizations, governmental units, professional associations and education to support effective service delivery.		x	
Customer Service: Customers are satisfied with the range of programs and services provided and the manner in which they are delivered.	x		

Reflect on what has been accomplished, what is being developed and the documentation of processes:

Resource/ Staffing Review Assessment

Resource Allocation and Staffing assessment established.	 Highly Developed	 Emerging / Partially Developed	 Needs Developed
Resource Allocation: Human, physical and financial resources for programs and services are allocated on the basis of identified needs and are adequate to support the services and programs offered.			
Staff completes assigned work with acceptable quality within established timelines.	x		
Staff have access to sufficient physical resources to complete assigned work with acceptable quality within established timelines.		x	
Resources are allocated on the basis of identified needs, prioritized as part of the institutional budgeting process		x	
Financial resources are adequate to complete assigned work with acceptable quality within established timelines.			x
Reflect on what has been accomplished, what is being developed and the documentation of processes:			
Services and programs are staffed by qualified individuals whose academic preparation and/or experience are appropriate to their assignments. Assignments are clearly defined and published. The performance of personnel is regularly evaluated.			
Staff has appropriate educational credentials and/or experience for their assignments.	x		
Assignments are clearly defined and published, job descriptions current reflecting staff assignments	x		
Staff appropriately applies policies and procedures and completes assigned work with acceptable quality within established timelines.	x		
Staff participates in appropriate continuing education.	x		
Each employee participates in professional development activities appropriate to services provided such as:	x		

<ul style="list-style-type: none"> * Conferences and workshops * Classes and training * Listservs * Print and electronic publications * Professional associations. 			
Each employee has a professional development plan.	x		
<p><i>Reflect on what has been accomplished, what is being developed and the documentation of processes:</i></p>			

Academic Program/Discipline Review 2017-2018

Chemistry Program

Process

Program/Discipline Review is a continuous process of collecting, evaluating, and using information to determine if and how well performance matches learning or service outcomes. We gather evidence of student learning; discover the degree to which courses, programs, and administrative and educational support services accomplish intended outcomes; and probe the achievement of institutional projects, core themes, and mission. Southwestern conducts program reviews of all programs, disciplines and services on a quadrennial basis (every 4 years) and uses the results of the assessments to enhance and improve current programs and services.

Programs and disciplines will also review data and progress on an annual basis, using Part E only.

Resources

Available from IR – sent out via email or via the online reporting tool (coming soon).

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All reports are available within myLakerLink and are located on the Resource Center tab. Links to all reports are located within each section title of this document. Program Review requirements for certain sections include multiple reports with additional links to the reports located within the specific section of the report.

PART A: Program Review Narratives

Program Description and Goals / Philosophy

- **Philosophy of the Program:**

The philosophy of the Chemistry Program at Southwestern Oregon Community College is to provide all students with a strong foundation in both the theory of the chemical sciences, as well as their practice in a modern chemistry laboratory. Collection of scientific data using modern instrumentation and subsequent analysis and communication of results are essential components of the chemistry program, as well as understanding the social and global context and implications of the practice of science. The chemistry program at SWOCC is intended to prepare transfer students for baccalaureate programs through completion of both the AA/OT and the soon-to-be-completed AS in chemistry. To maintain a high standard of excellence, the chemistry program strives to adhere to the 2015 *American Chemical Society Guidelines for Chemistry in Two-Year College Programs*.

- **Describe the Current State of the Program:**

The Chemistry Program at SWOCC seeks to fulfill the following requirements:

- 1) to maintain a coherent and broad chemistry-based curriculum that develops content knowledge and broader skills through the use of effective pedagogical approaches;
- 2) to provide a modern and well-maintained laboratory and infrastructure;
- 3) to provide professional development opportunities for faculty and staff to maintain the aforementioned standards of excellence in both the classroom and the laboratory.

The chemistry program at SWOCC consists of 1 full-time instructor and 1 part-time instructor that teaches 1 online course. Following the retirement of the previous full-time chemistry instructor in 2015, there was a loss of continuity in the chemistry program because there was no communication between the new instructor and the previous instructor and there were no documents pertaining to the lecture or laboratory curriculum. As such, the program has been completely updated and revised since 2015 by the new chemistry instructor. As of fall of 2017, all of the course outlines, course learning outcomes, and program learning outcomes have been revised. In the fall of 2016, an organic chemistry sequence was created and piloted for the first time, CHEM 245/246/247, with a total of 6 students. Also in the fall of 2016, an honors option was added to CHEM 110 and several students have already earned honors credit upon completion of their honor's projects. In the fall of 2017, an Associate of Science in Chemistry was proposed, with articulation to Oregon State University, and the degree is currently being discussed in the Instructional Council of SWOCC. Also in the fall of 2017, a proposal was brought forward to change the course heading of GS 105 (physical science II) to CHEM 105 (introduction to chemistry) and to include the course in the chemistry section of the course catalog. Looking forward, there is a plan to include honors options for all chemistry courses, as well as to create a 100-level, non-majors chemistry sequence. *We need to expand our chemistry course offerings and hire additional part-time and full-time chemistry instructors.*

Although all of the courses in the chemistry program are typically full or waitlisted (with the exception of the new organic chemistry sequence), the chemistry program cannot accommodate any further growth due to a lack of chemistry instructors, both part-time and full-time. Since 2015, there has

been a large waitlist (more than 10 students) for both sections of CHEM 221 in the fall term; if there was a part-time instructor on campus, or the administrative will to allow more “overload”, an additional section of CHEM 221 could be opened in the fall. Further, upon completion of the AS in chemistry and the new Health and Science Building, it is likely that there will be an influx of science majors, but for now, there is nowhere for them to go. Brining more students into the general chemistry sequence by adding an additional section of CHEM 221 would also likely add students to the subsequent courses, CHEM 222 and CHEM 223, and even potentially the organic chemistry sequence, CHEM 245/246/247. This “trickle down” effect (or “trickle up”, I suppose is more accurate) relies on the fact that access to all of the subsequent chemistry courses at SWOCC requires completion of CHEM 221. The other courses in the chemistry department, CHEM 110 and GS 105, are also full and could accommodate more sections. There are reliably 40-50 students in each of the 2 sections of CHEM 110 offered every term. The only options that students currently have for CHEM 110 are to take the course con-campus MTWF 12-1pm, or to take the online option. If an additional time was available to on-campus students, then it is possible that more students would take the course. Further, with the new Health and Science Building, and because CHEM 110 is a prerequisite for the nursing program, it is likely that a waitlist will begin to develop for CHEM 110 every term, similar to what is currently happening to CHEM 221. GS 105 is only offered in the winter, though in the winter of 2016, it was completely full with 2 students on the wait list. A related but separate issue is that of scheduling: when only 1 time-slot is available for each course, students often have to choose which of the required courses they will take (calculus or chemistry?), since scheduling conflicts often prevent them from taking all of the necessary courses each term... this means that we can't ensure that students will complete the program within two years. *We need more sections of chemistry courses, different time-slot options, and more coordinated scheduling of course offerings.*

Due to a long period of neglect that likely occurred over the course of many years, there was a large collection of chemical waste and expired hazardous chemical reagents that required immediate attention upon arrival of the new instructor in 2015. All of the most immediate hazards were removed from SWOCC, although there is still maintenance of the chemical storage required. Although the clean-up is not completely finished, the chemistry laboratory in the Coaledo building in the fall of 2017 is looking much better than in the fall of 2015. A laboratory curriculum is being developed by the new instructor to reduce the volume of hazardous chemical waste generated, as well as to include disposal of chemical waste as a topic for study and discussion in chemistry courses. The laboratory curricula for both the CHEM 221/222/223 and 245/246/247 sequences will be printed into laboratory manuals that will be available to students in the SWOCC bookstore and can be purchased for the price of printing; this will reduce the financial burden to students who wish to take chemistry courses and will create continuity in the chemistry department, independent of instructor. In addition to maintaining the chemical stockroom and updating the chemical waste procedures, it was necessary to update much of the instrumentation in the chemistry lab. Many new instruments have been procured with the use of the annual chemistry supply budget, though many necessary instruments are too expensive to be purchased with these funds. With the completion of the new Health and Science Building, SWOCC will have a unique opportunity to outfit a chemistry lab with state-of-the-art equipment that will still be relevant for subsequent generations and potentially attract many aspiring scientists and health professionals to our campus and our community. To that end, it is important that SWOCC dedicates enough funding to provide both necessary safety features required to practice modern chemical synthesis, like fume hoods and vacuum lines, as well as to equip the analytical instrumentation room with equipment like an FT-IR spectrometer, FT-NMR spectrometer, and a mass spectrometer. These instruments are considered by the American Chemical Society (ACS) to be standard chemistry instrumentation and use by students is required in all ACS-approved programs. *We need to update and maintain the instrumentation of the chemistry laboratory, create lab manuals for chemistry sequences, and maintain the chemical supply according to OSHA guidelines.*

In addition to more full-time faculty, the chemistry program also requires more support from full-time staff, like a dedicated full-time laboratory assistant. A sustainable and robust chemistry program requires adequate support from technical staff to maintain chemical facilities, instruments, and stockrooms. The number of support staff should be adequate to allow faculty to devote their time and effort to academic responsibilities and scholarly activities. The ACS recommends at least one full-time laboratory assistant to serve every four full-time faculty members; we currently have one part-time laboratory assistant to serve five full-time faculty members. This is not adequate; a substantial amount of faculty time is still required to maintain the laboratory, even with one part-time laboratory assistant, which significantly interferes with providing an excellent laboratory experience for students. Further, the ACS recommends, *and Federal Law mandates*, that the college has a “chemical hygiene officer” with appropriate training and experience to develop, manage, and implement the chemical hygiene plan for the campus: “In order to ensure consistent implementation of safety policies, it is recommended that the duties of a chemical hygiene officer be assigned to a dedicated, full-time position, *rather than added to the teaching duties of the faculty.*” *We need at least one dedicated, full-time laboratory assistant to assure OSHA compliance of our chemical stockroom and to maintain our instrument facilities.*

Administration

- **Faculty / Staffing:** The chemistry faculty consists of 1 full-time faculty and, since at least 2012, 1 part-time pharmacy technician faculty member who teaches one online course. The program is also supported by a 19-hour/week laboratory assistant.
- **Professional Development:** The full-time faculty member has attended several conferences, most regarding assessment of student learning, since becoming a faculty member in 2015.
- **Support Services used (or identified need):** The Laker Learning Commons (the tutoring center) and the Library
- **Advisory Committee (activities and membership):** N/A
- **Community Relationships / Partnerships:** The chemistry faculty member has developed informal connections with the owners of 7 Devils Brewing, Stillwagon Distillery, the Coos Bay Municipal Wastewater Plant (CH2M Hill), DB Western, the South Slough Nature Reserve, the Oregon Coast STEM Hub, and the Charleston Marine Life Center. A network of possible internship opportunities, as well as the development of an Associate of Science in Food/Fermentation Science has begun as a direct result of these relationships.
- **Program Accreditation (if applicable):** N/A

Curriculum

- **Degrees/Certificates offered and changes since last review:** An AS in chemistry has been developed and submitted to the administration of SWOCC for approval in fall 2017.
- **Course list and changes since last review, including new and revised courses:** All chemistry course outlines, course learning outcomes, and program learning outcomes have been updated. An organic chemistry sequence was developed: CHEM 245/246/247.
- **Career Pathway/Program of Study Efforts:** N/A
- **Delivery Methods/Instructional Methodology:** Traditional, face-to-face instruction is the dominant delivery method in the chemistry department, with most courses being offered only as a face-to-face course, and others, like CHEM 110 and GS 105, offered as online courses. During the summer of 2017, CHEM 221 was piloted as an online course, with online lab experiments.
- **Articulation/Transferability:** During the development of the AS in chemistry in 2017, the articulation of all SWOCC chemistry courses to OSU was confirmed. Once the AS in chemistry is approved, the full-time chemistry faculty member intends to reach out to SOU, EOU, WOU, OHSU, etc. to confirm articulation/transferability.
- **Dual Credit offerings:** The chemistry department does not currently have any dual credit agreements.
- **Course scheduling issues:** Because there is only one section of each course, students often can't take all of the courses required by their program in the same term; PHYS 211 vs CHEM 245 is one issue (both second year courses); CHEM 221 vs MTH 251 is another. Students are required to take both CHEM 221 and MTH 251 in the same term, if they are to stay on track; our current schedule does not allow this. Surely, there are other examples.

- **Instructional Materials (textbook, software issues):** The chemistry faculty choose the textbooks that they will use in their courses. The textbooks are available at the college bookstore or from online sources. Students are also required to purchase an access code for an online homework system called Sapling Learning.
- **Current or planned use of Open Education Resources:** In 2016, the full-time chemistry instructor was awarded a grant from Open Oregon to develop and utilize Open Educational Resources in two chemistry courses: CHEM 110 and GS 105. The instructor modified two OER textbooks that were available on the OpenStax platform. The textbooks were customized to fit the content and the schedule of the specific course. Both of these OER resources are available for free as PDF files, or as a printed copy for the cost of the paper and ink from the SWOCC bookstore. The chemistry instructor has plans to develop OER textbooks for both CHEM 221/222/223 sequence, as well as the CHEM 245/246/247 sequence. Further, the chemistry instructor is creating lab manuals for both general and organic chemistry sequences that will be available for free as a PDF file, or for a nominal cost from the SWOCC bookstore. A supply of lab coats and goggles is being collected by donation to serve students that can't afford to purchase these required materials. It is the desire of the chemistry faculty that all of the required chemistry materials will be available for free or with a small fee to cover the costs of production.

Students

- **Special Populations:** The Chemistry program special populations include EMT-Paramedic, Forestry, Marine Biology, Natural Resources, and Nursing which all recommend or require chemistry courses.
- **Recruitment:** Although the chemistry program does not actively recruit, there have been discussions with other STEM faculty about creating a science presentation for local high schools to showcase the STEM programs at SWOCC.
- **Advising:** The full-time chemistry faculty member has been reaching out to several chemistry departments around the state to ensure that our courses will transfer to their institutions. Advising sheets are being developed from these conversations. Further, if the AS in Chemistry is approved and is articulated to OSU, this will likely provide some legitimacy to our department, facilitating the transfer of our courses to other universities.
- **Student Satisfaction:** Evaluations of the full-time chemistry instructor who teaches face-to-face classes in the chemistry program have been strong, with an average score of 4.6 out of 5.0 for face-to-face courses. Further, the full-time instructor was voted, by students, as the "Staff Member of the Year" for the 2016-2017 academic year, a measure that indicates that students are highly satisfied with the full-time chemistry instructor.
- **Student Assessment Methods:** Chemistry program learning outcomes that are related to the discipline-specific content of chemistry are assessed using the American Chemical Society standardized exams. Program learning outcomes that are related to the collecting, analysis, and communication of scientific data and information are assessed by scoring student laboratory reports with three VALUE rubrics: critical thinking, information literacy, and global learning. Both assessments are completed by examining summative assignments, those that require the culmination of skills collected throughout the term, like Final Exams and Final Capstone Laboratory Reports.
- **Pre-enrollment Requirements (Nursing, EMT, ECE, other):** N/A

Facilities/Budget

- **Budget Changes over past 4 years:** The only full-time faculty member started in 2015 and since then, there have been no changes to the budget. In Fall of 2016, a request was made to increase the budget of the chemistry program to accommodate three new laboratory courses that were developed (CHEM 245, CHEM 246, and CHEM 247) and approved. The budget request was denied. *So although the total amount of money allocated to the chemistry program has not changed, the amount of money that can be spent on each course has significantly decreased from 25% (4 total lab courses) of the total budget per lab course to less than 14% (7 total lab courses).*
- **Instructional Materials (software, supplies, etc.):** The new Health and Science Building will require a significant investment in new instructional materials. A dedicated computer lab for science students is needed for the future, especially with the possible creation of an Engineering program at SWOCC; there are many science-specific software programs that students should have experience with before transferring to a 4-year school. There is currently not a “software budget” for the chemistry department, or even a computer lab for students, so developing this facility in the new Health and Science Building should be a priority.
- **Equipment lists and needs:** The new Health and Science Building will require a significant investment in new equipment. As mentioned earlier, the ACS recommends that excellent chemistry programs have the following instruments that we do not: FT-IR spectrometer, FT-NMR spectrometer, and a mass spectrometer. To develop an active student research program, the chemistry department should also consider procuring more specialized equipment, like a polarizing light microscope with a hot-stage and a camera. Further, there has been discussion about the development of a fermentation science program at SWOCC, which might include aspects of wastewater treatment and analysis of distilled spirits. A Total Organic Carbon (TOC) Analyzer, made by General Electric, will help the chemistry department at SWOCC better serve our community by extending the analytical capabilities of the local municipalities.
- **Facilities lists and needs:** Although there has been a lot of focus on the material needs of the new Health and Science building, it is very important to not overshadow the necessity of support staff. It is essential to have *at least one full-time laboratory assistant* in the new building. It would also be worthwhile to explore dedicated science advisors and administrative support for extracurricular science activities, like internships and grant writing.
- **Student fees:** N/A

PART B: Annual Institutional Assessment Rubric

This rubric is completed by all departments and programs of campus *each year* that provides a “list” of items that are important to review including **mandatory reporting requirements** (accreditation, IPEDS, HEOA if applicable), policies and procedures in place and followed, etc.). Click on the blank rubric link below to access the document. If this is the first year that the assessment is being completed or you need help, please meet with support staff to complete the rubric.

myLakerLink [Blank Rubric](#)

- Review the rubric and self-assess the threshold level for each section
- Reflect on what has been accomplished, what needs to be enhanced, and what needs to be developed
- List the overall achievement by each level
 - **0 were at a green level**
 - ### within the Mandatory Reporting and Compliance (N/A for Chemistry program)
 - ### within the Policies, Procedures, Process (N/A for Chemistry program)
 - **0 within the Qualitative**
 - **0 within the Resource and Staffing Review**
 - **11 were at a yellow level**
 - ### within the Mandatory Reporting and Compliance (N/A for Chemistry program)
 - ### within the Policies, Procedures, Process (N/A for Chemistry program)
 - **4 within the Qualitative**
 - **7 within the Resource and Staffing Review**
 - **3 were at a red level**
 - ### within the Mandatory Reporting and Compliance (N/A for Chemistry program)
 - ### within the Policies, Procedures, Process (N/A for Chemistry program)
 - **0 within the Qualitative**
 - **3 within the Resource and Staffing Review**
- List plans to enhance and develop items/projects identified from the rubric assessment – add to planned projects

To enhance the **Quality** of the services provided by the Chemistry Department, the STEM faculty should:

1. Identify a list of potential scholarships, internships, research opportunities, and grant opportunities for interested STEM students;
2. Schedule a meeting/event with all STEM faculty to help interested students apply for aforementioned opportunities;
3. Ensure that the all STEM courses at SWOCC articulate and transfer to Oregon Universities.

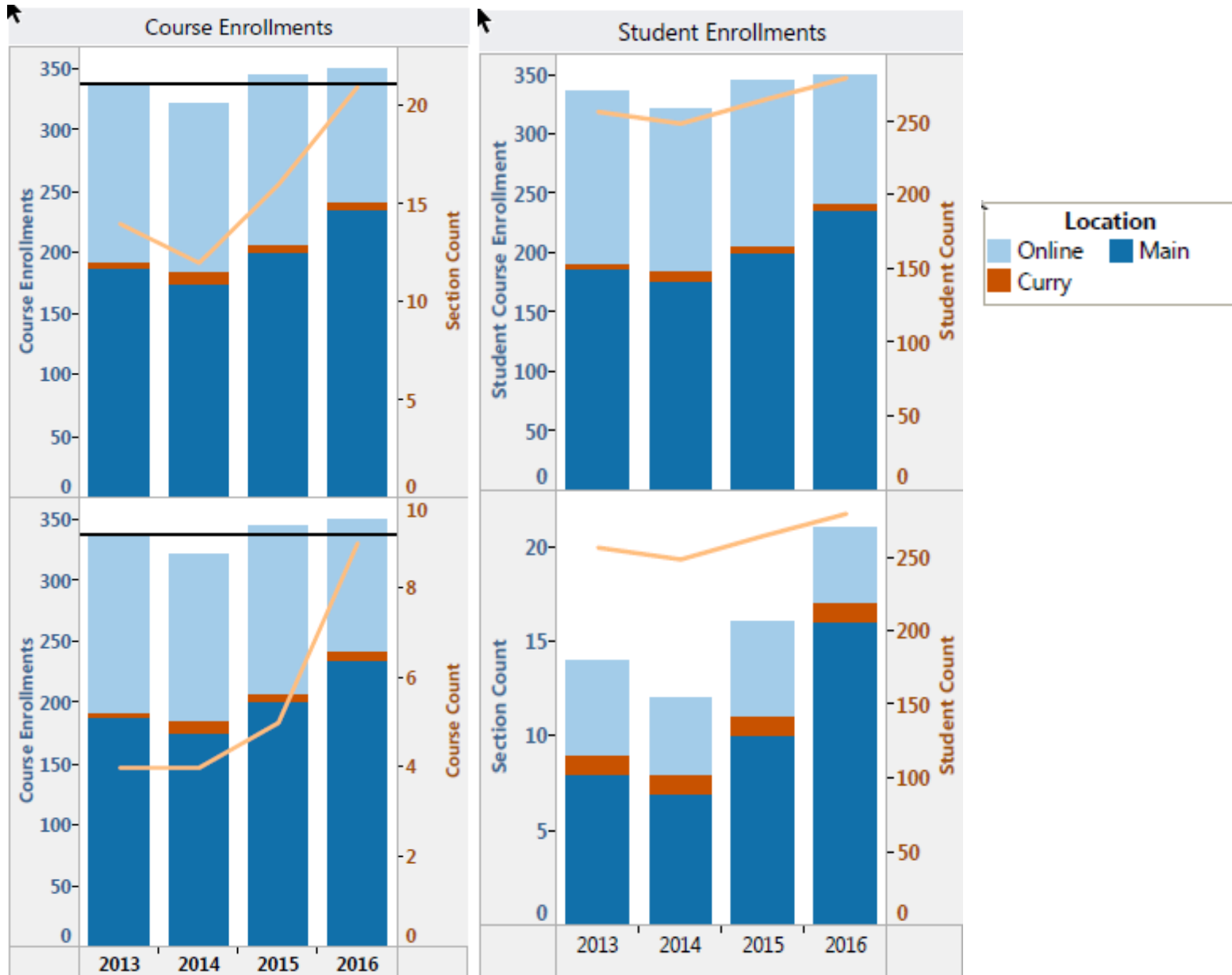
To enhance the **Resource and Staffing** services provided by or to the Chemistry department, the institution should:

1. Convert the laboratory assistant position to a full time position;
2. Develop Standard Operating Procedures for the laboratory assistant position;
3. Send the laboratory assistant to participate in training events for OSHA and other compliance.

PART C: Program Operational Data Review

I Enrollments

Exhibit I.A: Total Enrollments – Program (course view document)



- **Analysis:** Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps (Examples: Essentially steady until 2011 and 2012. A dip in enrollment occurred. There were questions asked concerning students being appropriately advised. Prerequisites issues will impact enrollment for 2014-2015.)

The data suggest that course and student enrollments have been on the rise since 2014. A dip in enrollment occurred between 2013 – 2014, but this was before the current instructor's arrival, so a cause cannot be speculated. *Overall, the trends in enrollment are encouraging and indicate a healthy and growing chemistry program.*

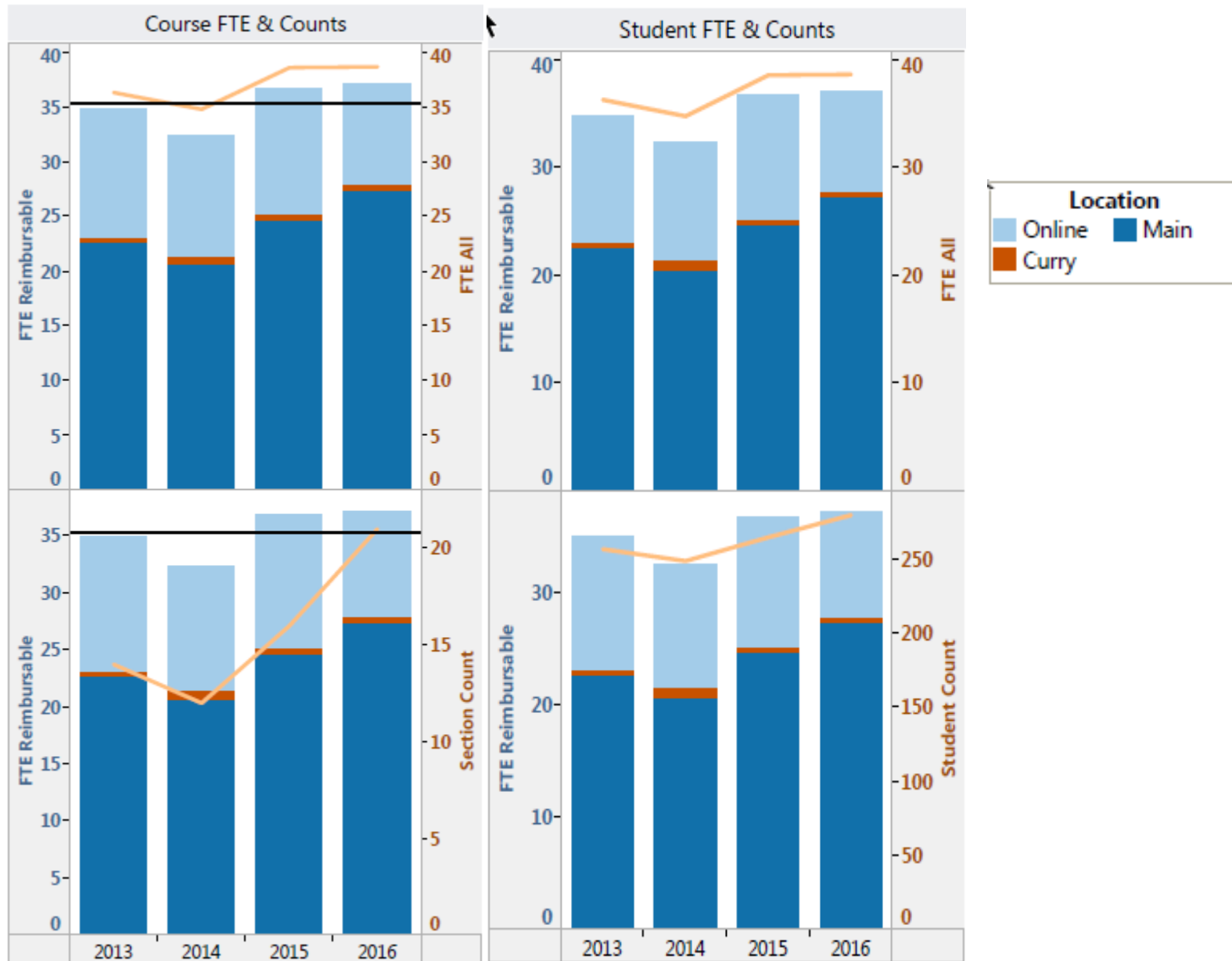
Enrollments at the Curry campus appear to remain steady between 2013 and 2016, but *enrollments on the Coos campus are increasing significantly*. Student count by section indicates about 127 students in 2014 and more than 173 in 2016 on the Coos campus, an increase of 36% in two years!

Although enrollment in online courses appears to have been constant between 2013 – 2015, it appears that there is a decrease in enrollment in online courses starting in 2016. The only online course offered by the chemistry department during these times was CHEM 110, so any drop in online enrollment means a drop in online CHEM 110 enrollment. Some research suggests that this drop may have been caused by an increase in the enrollment of on campus CHEM 110. During fall 2014 – 2015, an on-campus CHEM 110 was not offered, so the online option was typically full; it is not known if this was the case in previous academic years. An on-campus CHEM 110 is now offered every term, which started in the fall of 2015-2016. This is one possible explanation of the drop in online enrollment that started in 2016. Moving forward, online sections of GS 105 and CHEM 221 were offered during the summer of 2016-2017, which could help to increase online enrollment.

- **Plan:** To continue to increase enrollment in chemistry courses:
 - Increase enrollment in on-campus courses by offering more sections of waitlisted courses, better coordinating the schedules of STEM courses, and creating an AS degree in chemistry.
 - Increase enrollment in online courses by offering more sections of online chemistry courses, including lab courses.
- **Indicator** (Enrollment, measured by the 5-year average compared to current enrollment)
 - **Threshold:** Green: Enrollments Increase Yellow: Enrollments Stagnate Red: Enrollments Decline

II. Financial Viability

Exhibit II.A: Student FTE (course view document)



- **Analysis:** Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps (Example: FTE and billing responds directly to enrollment in reading classes. The data collected during the 2011-2012 academic year, in particular the FTE's and Calculated Cost per Student's FTE, is the result of a reduction in spending more than a reduction in student enrollment. As of 2013, class sizes were monitored closely and sections were adjusted as needed.)

The data suggest that FTE generated in the chemistry department has been on the rise since 2014. A dip in enrollment occurred between 2013 – 2014, but this was before the current instructor's arrival, so a cause cannot be speculated. The total FTE generated by the chemistry department increased from 37.5 in 2013 to 39.6 in 2016, a 5.6% increase. Overall, the trends in FTE are encouraging and indicate a healthy and growing chemistry program.

FTE at the Curry campus appear to remain steady between 2013 and 2016, but *FTE at the Coos campus is increasing significantly*. 21.8 FTE was generated in 2014 and 28.4 FTE was generated in 2016 on the Coos campus, an increase of 30% in two years!

Although FTE in online courses appears to have been constant between 2013 – 2015, it appears that there is a decrease FTE in online courses starting in 2016. The only online course offered by the chemistry department during these times was CHEM 110, so any drop in online FTE means a drop in online CHEM 110 enrollment. Some research suggests that this drop may have been caused by an increase in the enrollment of on-campus CHEM 110. During fall 2014 – 2015, an on-campus CHEM 110 was not offered, so the online option was typically full; it is not known if this was the case in previous academic years. An on-campus CHEM 110 is now offered every term, which started in the fall of 2015-2016. This is one possible explanation of the drop in online FTE that started in 2016. Moving forward, online sections of GS 105 and CHEM 221 were offered during the summer of 2016-2017, which could help to increase online enrollment and FTE.

- **Plan:** To continue to increase FTE generated by the chemistry department:
 - Increase FTE in on-campus courses by offering more sections of waitlisted courses, better coordinating the schedules of STEM courses, and creating an AS degree in chemistry.
 - Increase FTE in online courses by offering more sections of online chemistry courses, including lab courses.
- **Indicator** (FTE, measured by the 5-year average compared to current FTE)
 - **Threshold:** Green: FTE Increases Yellow: FTE Stagnates Red: FTE Declines

III. Efficiency of Delivery

Exhibit III.A: Average Class Enrollments (course view)

Course	Status	Enrollment Count			
		2013	2014	2015	2016
CHEM 110	Passing	127.0	119.0	147.0	165.0
	NonPassing	111.0	96.0	76.0	64.0
	Audit				2.0
	Total	238.0	215.0	223.0	231.0
CHEM 110H	Passing				1.0
	Total				1.0
CHEM 180	Passing			1.0	1.0
	Total			1.0	1.0
CHEM 221	Passing	39.0	33.0	46.0	38.0
	NonPassing	8.0	13.0	9.0	13.0
	Total	47.0	46.0	55.0	51.0
CHEM 222	Passing	19.0	23.0	30.0	22.0
	NonPassing	12.0	4.0	5.0	4.0
	Total	31.0	27.0	35.0	26.0
CHEM 223	Passing	14.0	17.0	24.0	19.0
	NonPassing	5.0	3.0	4.0	
	Total	19.0	20.0	28.0	19.0
CHEM 245	Passing				6.0
	Total				6.0
CHEM 246	Passing				6.0
	Total				6.0
CHEM 247	Passing				4.0
	NonPassing				1.0
	Total				5.0
GS 105	Passing	17.0	16.0	14.0	22.0
	NonPassing	5.0	1.0	3.0	1.0
	Total	22.0	17.0	17.0	23.0

Exhibit III.B: Typical Course Capacity Percentages since 2015

	Course Enrollment	Course Capacity	Course Capacity Percentage
GS 105	18-24	24	75-100%
CHEM 110	40-50	50	80-100%
CHEM 110 (online)	30-35	50	60-70%
CHEM 221	46-54	48	96-112.5%
CHEM 222	26-35	48	56-73%
CHEM 223	19-28	48	40-58%
CHEM 245	6	24	25%
CHEM 246	6	24	25%
CHEM 247	6	24	25%

- **Analysis:** Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps

Example: Reading class sections are being closely monitored, resulting in improved fill rates.

The data suggest that the chemistry program is growing, but can't accommodate further growth without intervention. Course enrollments and FTE have been steadily increasing since 2013, but there is only one full-time instructor and one part-time instructor, so it is difficult to add more sections or more courses.

There is a bottle-neck that is limiting enrollment in higher-level chemistry courses: CHEM 221. This course has been full or near capacity since at least 2013. Most recently in fall 2017-2018, both sections of CHEM 221 were full with more than 12 students on the waitlist before the fall term. This resulted in a course enrollment of 54 students (112.5% capacity) because the instructor was actively trying to accommodate every student on the waitlist. This is not sustainable: students can't complete their programs within two years because of the limited capacity of CHEM 221 and having more than 24 students in the laboratory at one time is a safety issue. Adding another section of CHEM 221 would likely increase the enrollment in all subsequent chemistry courses, for which CHEM 221 is a prerequisite. However, because scheduling of STEM courses is typically accomplished by copying what was done in previous years, adding a new section of CHEM 221 could result in scheduling conflicts. STEM faculty will need to work together to ensure that courses don't overlap.

Not only is CHEM 221 full, but so too are CHEM 110 and GS 105. Although adding another section of any of these courses would potentially decrease the enrollment in each specific section, it is likely that the total enrollment across all sections would increase.

- **Plan:** To continue to increase FTE and enrollment generated by the chemistry department:
 - Increase FTE in on-campus courses by offering more sections of waitlisted courses, better coordinating the schedules of STEM courses, and creating an AS degree in chemistry.
 - Increase FTE in online courses by offering more sections of online chemistry courses, including lab courses.
- **Indicator** (FTE, measured by the 5-year average compared to current FTE)
 - **Threshold:** Green: FTE Increases Yellow: FTE Stagnates Red: FTE Declines

IV. Instructional Effectiveness

Exhibit IV.A: Course Retention – completion rate and pass rate

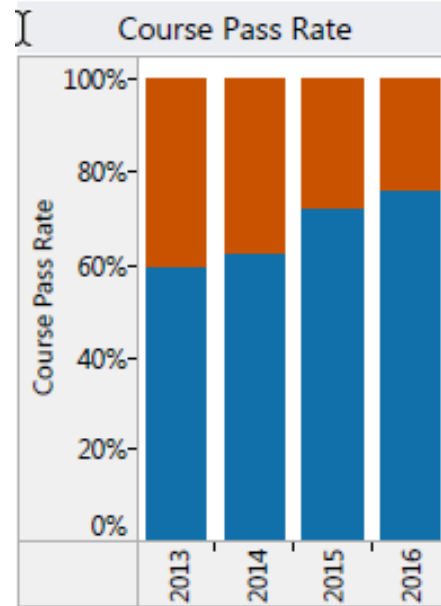
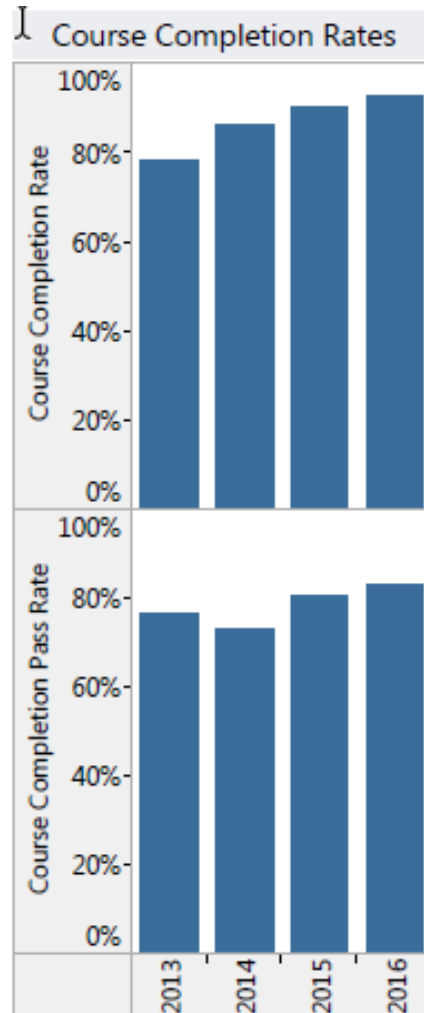
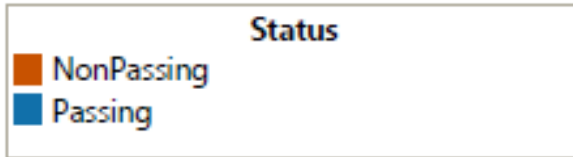
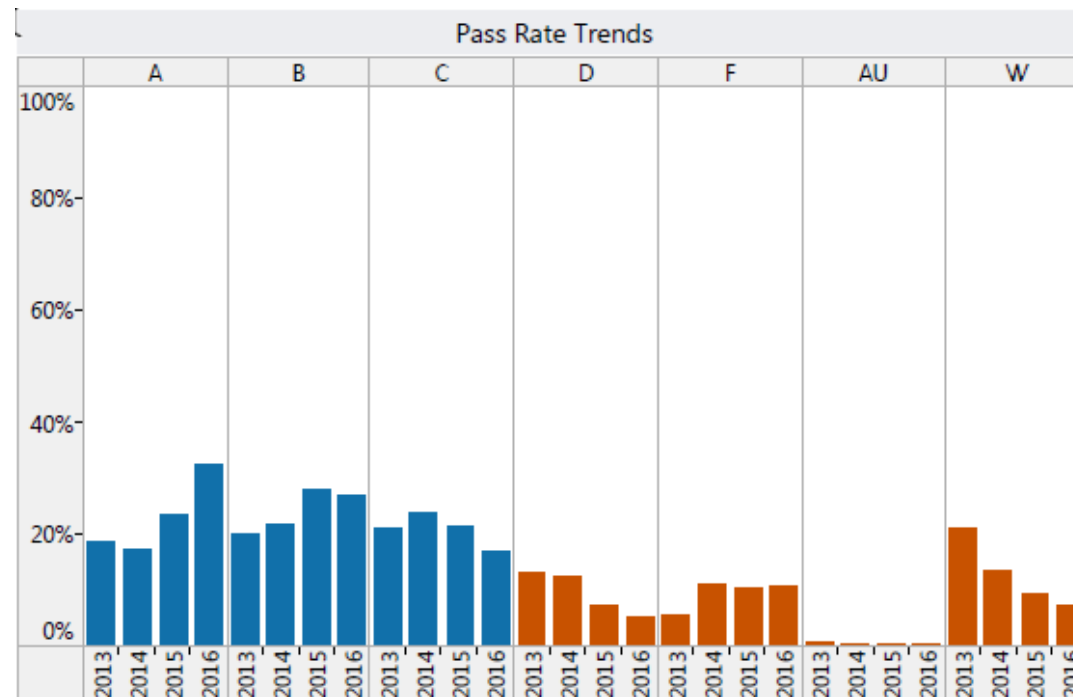
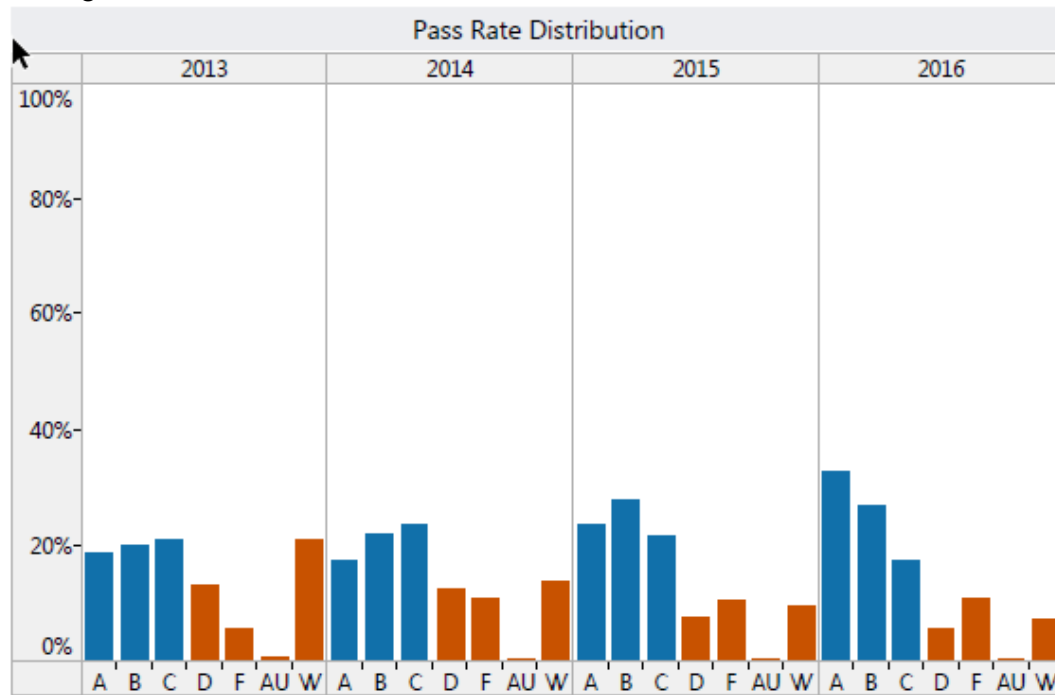


Exhibit IV.B: Course Retention – Student grades



- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps* Example: Relatively high success rates because student's assessment is based upon increased achievement, rather than full attainment of student learning outcomes. Achievements in Reading has been 10 points/percent higher than post-secondary remedial as a whole, however that can be attributed to the unique grading method.

The data suggest that the average course completion rates in chemistry are improving. This can likely be attributed to a change in full-time chemistry instructors that occurred starting with the 2015-2016 academic year. The course pass rate increased from 60% in 2013 to 76% in 2016. The course completion rate increased from 78% in 2013 to 92% in 2016. These data suggest that student pass rates, completion rates, and grades are improving. It is important to ensure that this increase in student grades is also accompanied by a matching increase in student learning outcomes. Certainly, one way of increasing student grades is to make the course easier, which would likely cause a decrease in student learning. Another way of improving student grades is to increase chances for practice and feedback, to ensure that learning expectations are clear, and to ensure that all necessary resources for learning are made available to the student; this would likely cause an increase in student learning.

The data suggest that the average course grades in chemistry are also improving. In the academic year 2013-2014, grades in chemistry courses were about 20% A, 20% B, 20% C, 20% withdraw, and 20% D, F, and audit. In the academic year 2016-2017, grades were 33% A, 27% B, 15% C, 8% withdraw, with less than 20% D, F, and audit. Whereas a grade of C was the most likely in 2013, a grade of A is most likely in 2016. Again, it is important to ensure that all increases in grades are accompanied by an increase in student learning outcomes.

A significant observation is that the number of students that withdraw from chemistry courses has decreased from over 20% in 2013 down to around 8% in 2016. Similarly, the number of A's and B's in chemistry courses has increased and the number of C's and D's in chemistry courses have decreased. The number of F's has remained relatively constant since 2013.

- **Plan:** To continue to increase course completion, pass rate, and student grades in the chemistry department:
 - Make student learning outcomes clear
 - Provide students with adequate resources to help them achieve learning outcomes
 - Provide students with ample opportunities for practice and feedback
- **Indicator** (Completion rate and grades, measured by the 5-year average compared to current completion rate and grades)
 - **Threshold:** Green: Rate and grades Increase Yellow: Rate and grades Stagnate Red: Rate and grades Decline

V. Program Relevance (Programs need to address/Disciplines should address if they have a major emphasis that transfers.)

Exhibit V.A: Labor Market reports - OLMIS Reports Demonstrate Employment Opportunities

Regions	IPEDS Data	Chemistry	
		Associate	Bachelor
Nation	Degrees Conferred in 2015	830	15547
	Number of Institutions	169	1139
	Percent Change Since 2011	80%	13%
	Distance Education Programs	8	7
	Job Postings in Last 12 months	0	54055
Border States*	Degrees Conferred in 2015	561	2287
	Number of Institutions	65	107
	Percent Change Since 2011	96%	21%
	Distance Education Programs	0	0
	Job Postings in Last 12 months	0	9165
Oregon	Degrees Conferred in 2015	14	193
	Number of Institutions	3	14
	Percent Change Since 2011	1300%	28%
	Distance Education Programs	0	0
	Job Postings in Last 12 months	0	784

The *good news* and the *bad news* are evident here: wages are strong, but the projected annual new jobs across the nation are very low³. These projections are pulled from the state and federal employment agencies.

Competitive Education	Occupation Title	Approx Wage#	Annual New Jobs			
			South Coast*	South western*	State*	US#
Bachelor	Biochemical Engineers	\$ 97,300		0	0	0.5
Bachelor	Chemical Engineers	\$ 98,340			11	60.0
Bachelor	Chemists	\$ 73,740			24	240.0
Bachelor	Natural Sciences Managers	\$ 119,850		0	9	62.0
Doctorate	Astronomers	\$ 104,740				0.0
Doctorate	Chemistry Teachers, Postsecondary	\$ 76,750			7	410.0
Doctorate	Physicists	\$ 115,870			2	140.0
Doctorate	Physics Teachers, Postsecondary	\$ 84,570			5	270.0

* Oregon Employment Department's enhance projections over 2014-24 which included replacement jobs for Southwestern's region as a whole (Douglas, Coos and Curry Counties), Southcoast (Coos and Curry) and state-wide
 # Bureau of Labor & Statistics 2014-24 projections for the nation

Groupings	Titles	Min#	Mean#	Max#	South Coast*	South western*	State*	Nation#
Nature	24	\$ 35,560	\$ 64,139	\$ 119,850	6.4	19	617	3756
Science	88	\$ 43,190	\$ 81,469	\$ 134,730	2.1	10	1233	13210
Chemistry	4	\$ 73,740	\$ 86,533	\$ 98,340	0.0	0	43	710
Physics	4	\$ 84,570	\$ 106,258	\$ 119,850	0.0	0	16	472

* Oregon Employment Department's enhance projections over 2014-24 which included replacement jobs for Southwestern's region as a whole (Douglas, Coos and Curry Counties), Southcoast (Coos and Curry) and state-wide
 # Bureau of Labor & Statistics 2014-24 projections for the nation,

Nature Occupations (land management, food, agriculture, etc.)

Annual New Jobs

Competitive Education	Occupation Title	Approx Wage#	South Coast*	South western*	State*	US*
Associate	Agricultural Technicians	\$ 37,550	0		13	73.5
Associate	Food Science Technicians	\$ 37,550	0		18	96.5
Associate	Forest and Conservation Technicians	\$ 35,560	3	5	107	-180.0
Associate	Geological Sample Test Technicians	\$ 56,470				131.2
Associate	Geophysical Data Technicians	\$ 56,470				68.8

Science Occupations (omitting occupation data mentioned prior)

Annual New Jobs

Competitive Education	Occupation Title	Approx Wage#	South Coast*	South western*	State*	US#
Associate	Environmental Engineering Technicians	\$ 49,170			7	180.0
Associate	Environmental Science and Protection Technicians, Including Health	\$ 44,190			16	340.0
Associate	Life, Physical, and Social Science Technicians, All Other	\$ 46,040		0	3	17.3
Associate	Precision Agriculture Technicians	\$ 46,040		0	1	5.6
Associate	Quality Control Analysts	\$ 46,040		1	81	504.5
Associate	Remote Sensing Technicians	\$ 46,040		0	0	2.6

- **Analysis:** Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps
OLMIS is not applicable.

The fundamentals of Chemistry and Physics, particularly for lower division collegiate courses taught at Southwestern, continue to be foundations of all occupations that incorporate science.

Advantages:

- Some knowledge in both disciplines appear to have broad applicability to all science jobs or industries or organizations for focused on scientific products or services.
- The last 5 years have shown a dramatic increase in Associate's degrees awarded in Chemistry and Physics (*note: we cannot distinguish auto-awarding vs. other paths*).
- The earning power of chemistry, physics and other science occupations is typically comfortable middle class.

Concerns:

- Demand for the target occupations specifically associated with **Chemistry** and **Physics** are very low across regions. That puts an extra emphasis on curriculum being widely applicable to science occupations as a whole.
- Bachelor's degrees or above are overwhelmingly preferred in science occupations. Therefore, *transferability* of all credits and courses is particularly important for our students.

Skills Analysis: Because the job numbers were so low for occupations *directly* associated with Chemistry and Physics, as educational disciplines, we did not include a skills analysis. We can run that analysis on any set of targeted occupations. If you would like that analysis, then please identify your target occupations from the lists in the report and we can go forward. If you'd like to see that analysis with the target occupations for Chemistry and Physics, despite low projection numbers, we can do that, as well. Let me know your wishes.

Program Impact: We can do a more thorough dive into labor market applicability when advising trees are updated. That way, we can examine not only occupations directly associated with degrees in Chemistry and Physics, but also the occupations trained in programs at Southwestern that require some fundamentals in those areas. My understanding from a brief conversation with Robin Bunnell, is that advising trees show how courses in individual areas are required in credential programs -- example: CHEM 221 is required for our [Forestry, Associate of Science](#) program – and that our advising trees are not current, but in process.

- **Plan** (To investigate employment opportunities on the Southern Oregon Coast for students studying chemistry at SWOCC)

- **Indicator** (Enrollment, measured by the 5-year average compared to current enrollment)

- **Threshold:** Green: Employment opportunities Increase Yellow: Employment opportunities Stagnate Red: Employment opportunities Decline

VI. Learning Outcomes Assessment Data:

Exhibit VI.A: Review all learning outcomes assessment work plans developed in discipline or program.

Outcome 1	Measureable Criteria	Measurement Tool	Courses	Time Frame
Demonstrate knowledge of chemical structure to predict and explain the physical properties of chemical materials.	An average score of at least 80% or better on homework and 70% or better on homework and exam questions relating to chemical structure .	Homework, Exams	CHEM 110 CHEM 221 CHEM 222 CHEM 223	Data collection begins: 2015-2016 Analysis begins: 2016-2017

2015-2016 Results:

CHEM 221 – FL15	Average		Average		Average
HW Chp. 1	N/A	HW Chp. 7	87%	Exam 1	79%
HW Chp. 2	96%	HW Chp. 8	93%	Exam 2	70%
HW Chp. 3	N/A	HW Chp. 9	86%	Final Exam	
HW Chp. 4	N/A	HW Chp. 10	90%		

CHEM 110 – FL15	Average		Average		Average
HW Chp. 2	91%	HW Chp. 8	79%	Exam 1	80%
HW Chp. 3	97%	HW Chp. 17		Exam 2	57% (n=1)
HW Chp. 5	84%	HW Chp. 19		Final Exam	
HW Chp. 6	N/A	HW Chp. 21			

Analysis:

CHEM 221

Homework: 90%, Exams: 75%

CHEM 110

Homework: 88%, Exams: 69%

Plan:

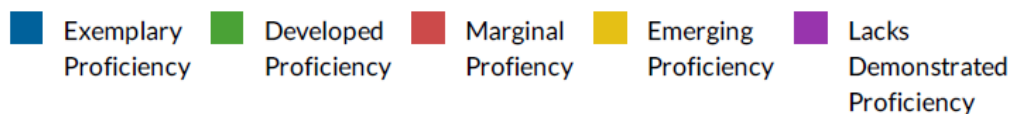
I will continue to examine my teaching methodologies and exam and homework questions to improve these numbers.

Further, although students have met my standards, it is difficult to know whether they have met national standards. To compare student achievement in my courses to student achievement in General Chemistry courses nation-wide, I plan to administer an American Chemical Society approved exam for general chemistry at the conclusion of CHEM 223.

Outcome 1	Measureable Criteria	Measurement Tool	Courses	Time Frame
Demonstrate knowledge of chemical structure to predict and explain the physical properties of chemical materials.	CHEM 110/GS 105/CHEM 221: at least 75% achieve “emerging proficiency” CHEM 222: at least 75% achieve “marginal proficiency” CHEM 223: at least 75% achieve “developed proficiency” CHEM 245/246/247: at least 75% achieve “exemplary proficiency”	Homework, Exams, Chemical structure rubric, ACS Exam	GS 105 CHEM 110 CHEM 221 CHEM 222 CHEM 223 CHEM 245 CHEM 246 CHEM 247	Data collection begins: WT17 Analysis begins: SP17

2016-2017 winter Results:

WINTER 2017



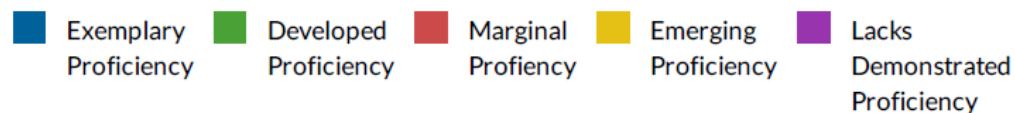
Rubric View: Chemical Structure Rubric **CHEM 110**

	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Proficiency (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Electronic Structure	0	0	21	0	2	1.826	2.000	0.564
Molecular Geometry	0	0	0	20	3	0.870	1.000	0.337
Spectroscopic Analysis	0	0	0	0	0	0.000	NA	0.000
Electronic Structure <i>std_text</i>	<div style="display: flex; justify-content: space-between;"> <div style="width: 91%; background-color: red; color: white; padding: 5px;">21 (91%)</div> <div style="width: 8%; background-color: purple; color: white; padding: 5px;">2 (8%)</div> </div>							
Molecular Geometry <i>std_text</i>	<div style="display: flex; justify-content: space-between;"> <div style="width: 86%; background-color: yellow; color: black; padding: 5px;">20 (86%)</div> <div style="width: 13%; background-color: purple; color: white; padding: 5px;">3 (13%)</div> </div>							
Spectroscopic Analysis <i>std_text</i>								

CHEM 110 GOAL:	WT17 RESULTS:
At least 75% of students achieve at least “emerging proficiency”	88.5% of students achieved at least “emerging proficiency”

Rubric View: Chemical Structure Rubric **CHEM 246**

	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Proficiency (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Electronic Structure	3	0	0	0	0	4.000	4.000	0.000
Molecular Geometry	3	0	0	0	0	4.000	4.000	0.000
Spectroscopic Analysis	0	0	3	0	0	2.000	2.000	0.000
Electronic Structure <i>std_text</i>	3 (100%)							
Molecular Geometry <i>std_text</i>	3 (100%)							
Spectroscopic Analysis <i>std_text</i>	3 (100%)							



CHEM 246 GOAL:	WT17 RESULTS:
At least 75% of students achieve at least "exemplary proficiency"	100% of students achieved at least "exemplary proficiency"

Rubric View: Chemical Structure Rubric **GS 105**

	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Proficiency (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Electronic Structure	0	17	2	0	0	2.895	3.000	0.307
Molecular Geometry	0	0	17	2	0	1.895	2.000	0.307
Spectroscopic Analysis	0	0	0	0	0	0.000	NA	0.000
Electronic Structure <i>std_text</i>	17 (89%)							
Molecular Geometry <i>std_text</i>	17 (89%)							
Spectroscopic Analysis <i>std_text</i>	0 (0%)							

GS 105 GOAL:	WT17 RESULTS:
At least 75% of students achieve at least "emerging proficiency"	100% of students achieved at least "emerging proficiency"

2016-2017 Winter Results

RESULTS: 100% of students in both CHEM 246 and GS 105 achieved the desired level of performance in the categories of chemical structure. 88.5% of students in CHEM 110 achieved the desired level of performance with regards to chemical structure.

ANALYSIS: Although a majority of students scored at the desired level of performance in this exercise, I believe that there is more work to be done. I do believe that these data reflect the true abilities of my students in this category, as I have been sufficiently impressed with their understanding of chemical structure. However, the data seem to indicate that nearly all of the students in the course are achieving at the same level; I do not necessarily believe this result. I think that the problem lies within the chemical structure rubric; if it were designed more carefully, it could be used to investigate these differences in abilities between students in the same course, even if they are achieving at the desired performance level.

PLAN: This initial assessment is promising, but I believe that students can perform even better in this area. I will take another look at the “chemical structure rubric” to see if I can change the wording of each category to better match student performance and to better tease out small differences in performance among students in the same course. Another possibility is to increase the measurable criteria for this outcome; rather than expecting 75% to perform better than “marginal proficiency”, perhaps I should expect 75% to perform at or better than “developed proficiency”.

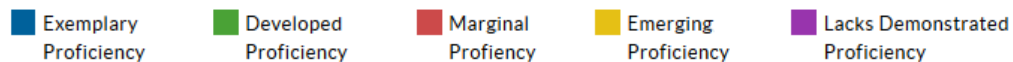
SPRING 2017
CHEM 110

Rubric View: Chemical Structure Rubric

	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Proficiency (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Electronic Structure	0	0	20	3	8	1.387	2.000	0.868
Molecular Geometry	0	0	0	15	16	0.484	0.000	0.500
Spectroscopic Analysis	0	0	0	0	0	0.000	NA	0.000

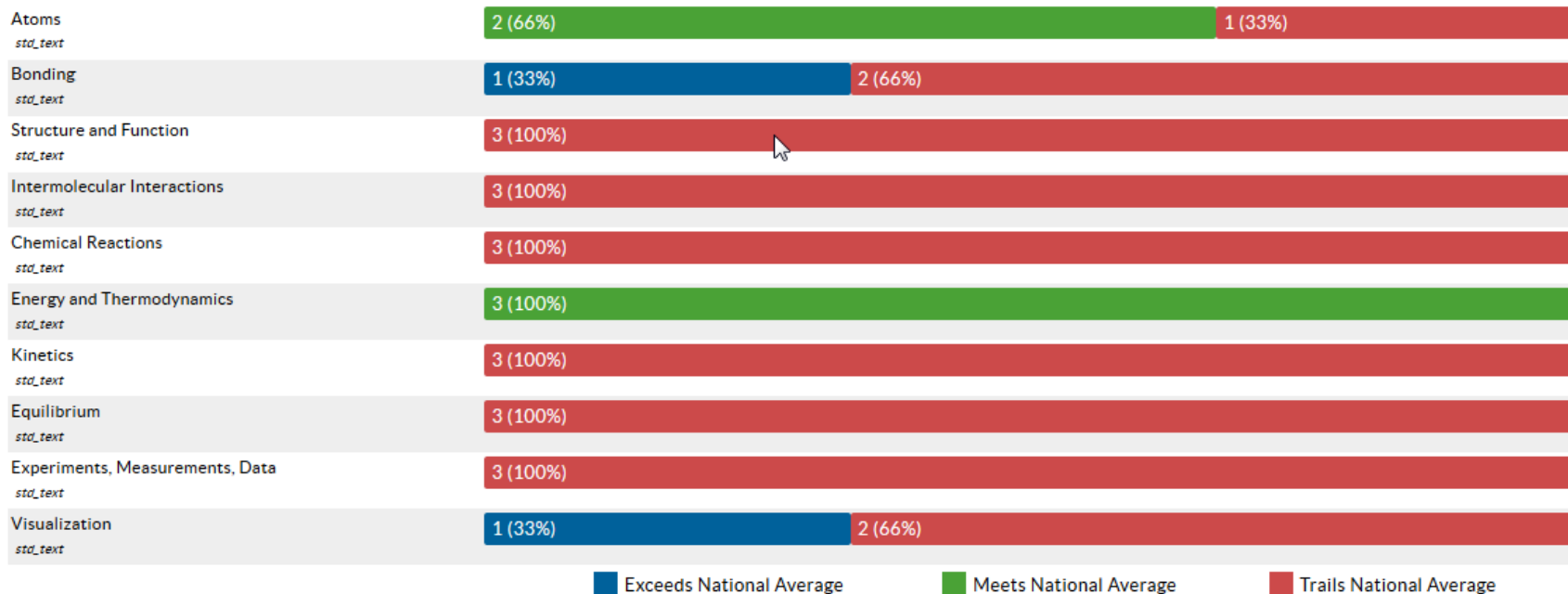


Spectroscopic Analysis
std_text



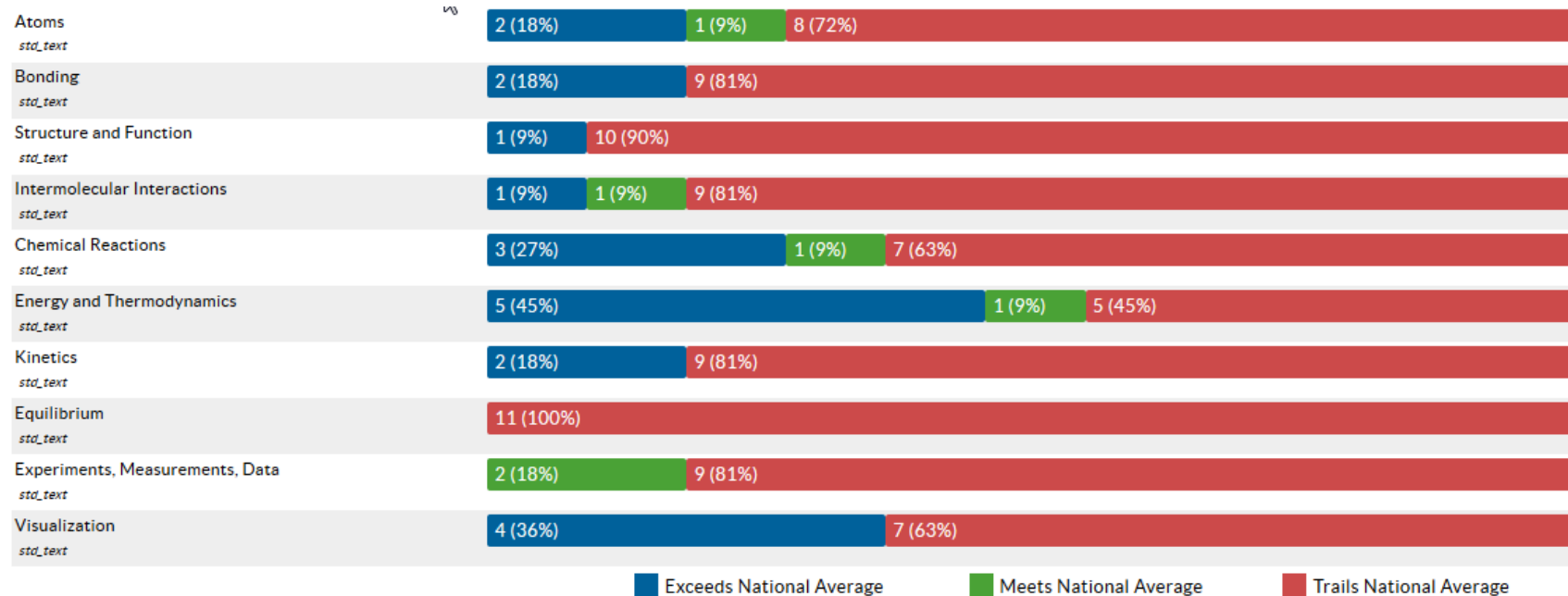
CHEM 110 GOAL:	SP17 RESULTS:
At least 75% of students achieve at least “emerging proficiency”	60.5% of students achieved at least “emerging proficiency”

CHEM 223-01



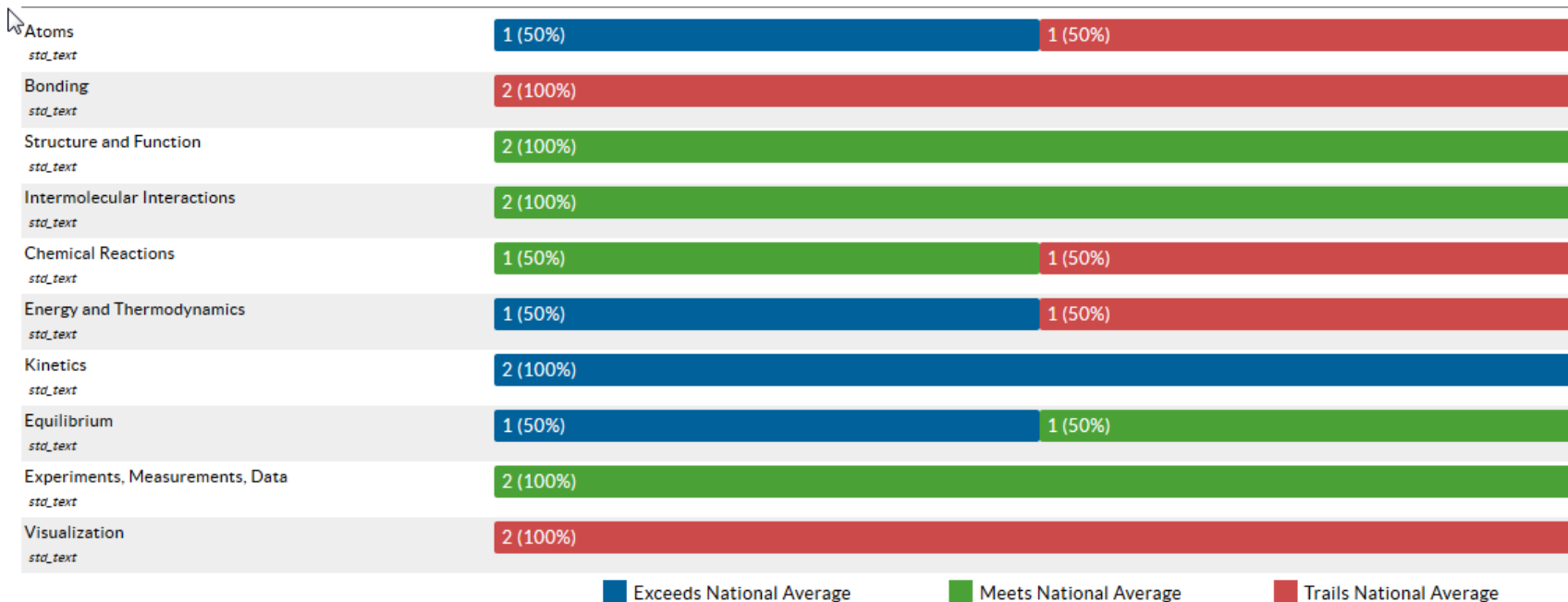
CHEM 223 GOAL:	SP17 RESULTS:
At least 75% of students achieve at least “meets national average”	Many areas met national average, but many areas were trailing national average

CHEM 223-02



CHEM 223 GOAL:	SP17 RESULTS:
At least 75% of students achieve at least "meets national average"	Many areas met national average, but many areas were trailing national average

CHEM 247



CHEM 247 GOAL:	SP17 RESULTS:
At least 75% of students achieve at least “meets national average”	Many areas met national average, but many areas were trailing national average

2016-2017 Spring Results

RESULTS: Although many areas were at or above the national average, there were many areas that were below the national average.

ANALYSIS: Many of the chemistry concepts were covered well, but students were not adequately prepared for the math portion of the course and many of the areas where students fell below the national average were “math-heavy” concepts.

PLAN: I am working with the math department to coordinate certain topics from the chemistry sequence so that they can be reinforced within math courses. We are working to coordinate the schedule of certain topics across chemistry, math, and physics, so that concepts can be introduced in one course, and reinforced in the other courses, both in terms of when the topics are introduced, as well as the specific content of assignments.

Outcome 2	Measureable Criteria	Measurement Tool	Courses	Time Frame
Demonstrate knowledge of chemical reactivity to predict and explain the outcomes of reactions.	An average score of at least 80% or better on homework and 70% or better on homework and exam questions relating to chemical reactivity .	Homework, Exams, ACS Exam	CHEM 110 CHEM 221 CHEM 222 CHEM 223	Data collection begins: 2015-2016 Analysis begins: 2016-2017

Results:

CHEM 221 – FL15	Average		Average		Average
HW Chp. 1	N/A	HW Chp. 7	N/A	Exam 1	86%
HW Chp. 2	N/A	HW Chp. 8	N/A	Exam 2	86%
HW Chp. 3		HW Chp. 9	N/A	Final Exam	
HW Chp. 4		HW Chp. 10	N/A		

CHEM 110 – FL15	Average		Average		Average
HW Chp. 2	N/A	HW Chp. 8	79%	Exam 1	82%
HW Chp. 3	N/A	HW Chp. 17		Exam 2	83%
HW Chp. 5	N/A	HW Chp. 19		Final Exam	
HW Chp. 6	88%	HW Chp. 21			

Analysis:

CHEM 221

Homework: N/A, Exams: 86%

CHEM 110

Homework: 84%, Exams: 82%

Plan:

I will continue to examine my teaching methodologies and exam and homework questions to improve these numbers.

Further, although students have met my standards, it is difficult to know whether they have met national standards. To compare student achievement in my courses to student achievement in General Chemistry courses nation-wide, I plan to administer an American Chemical Society approved exam for general chemistry at the conclusion of CHEM 223.

Outcome 3	Measureable Criteria	Measurement Tool	Courses	Time Frame
Demonstrate knowledge of chemical quantitation to predict and explain chemical phenomena.	An average score of at least 80% or better on homework and 70% or better on exam questions relating to chemical quantitation .	Homework, Exams, ACS Exam	CHEM 110 CHEM 221 CHEM 222 CHEM 223	Data collection begins: 2015-2016 Analysis begins: 2016-2017

Results:

CHEM 221 – FL15	Average		Average		Average
HW Chp. 1	97%	HW Chp. 7	N/A	Exam 1	N/A
HW Chp. 2	N/A	HW Chp. 8	N/A	Exam 2	N/A
HW Chp. 3	N/A	HW Chp. 9	N/A	Final Exam	
HW Chp. 4	N/A	HW Chp. 10	N/A		

CHEM 110 – FL15	Average		Average		Average
HW Chp. 2	93%	HW Chp. 8	79%	Exam 1	N/A
HW Chp. 3	N/A	HW Chp. 17		Exam 2	68%
HW Chp. 5	N/A	HW Chp. 19		Final Exam	
HW Chp. 6	88%	HW Chp. 21			

Analysis:

CHEM 221
Homework: 97%, Exams: N/A

CHEM 110
Homework: 87%, Exams: 68%

Plan:

I will continue to examine my teaching methodologies and exam and homework questions to improve these numbers.

Further, although students have met my standards, it is difficult to know whether they have met national standards. To compare student achievement in my courses to student achievement in General Chemistry courses nation-wide, I plan to administer an American Chemical Society approved exam for general chemistry at the conclusion of CHEM 223.

Outcome 4	Measureable Criteria	Measurement Tool	Courses	Time Frame
Critical Thinking: Collect and analyze data using classical methods and modern instrumentation and evaluate experimental results using the principles of the scientific method.	An average score of at least a 70% or better on correct identification of unknowns.	Identification of Unknowns, VALUE Rubric: Critical Thinking	CHEM 221 CHEM 222 CHEM 223	Data collection begins: 2015-2016 Analysis begins: 2016-2017

2015-2016 Results:

Results:

	Average
CHEM 221 (FL15)	(no data)
CHEM 222 (WT16)	72%
CHEM 223 (SP16)	63%

Analysis:

Average = 67.5%

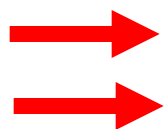
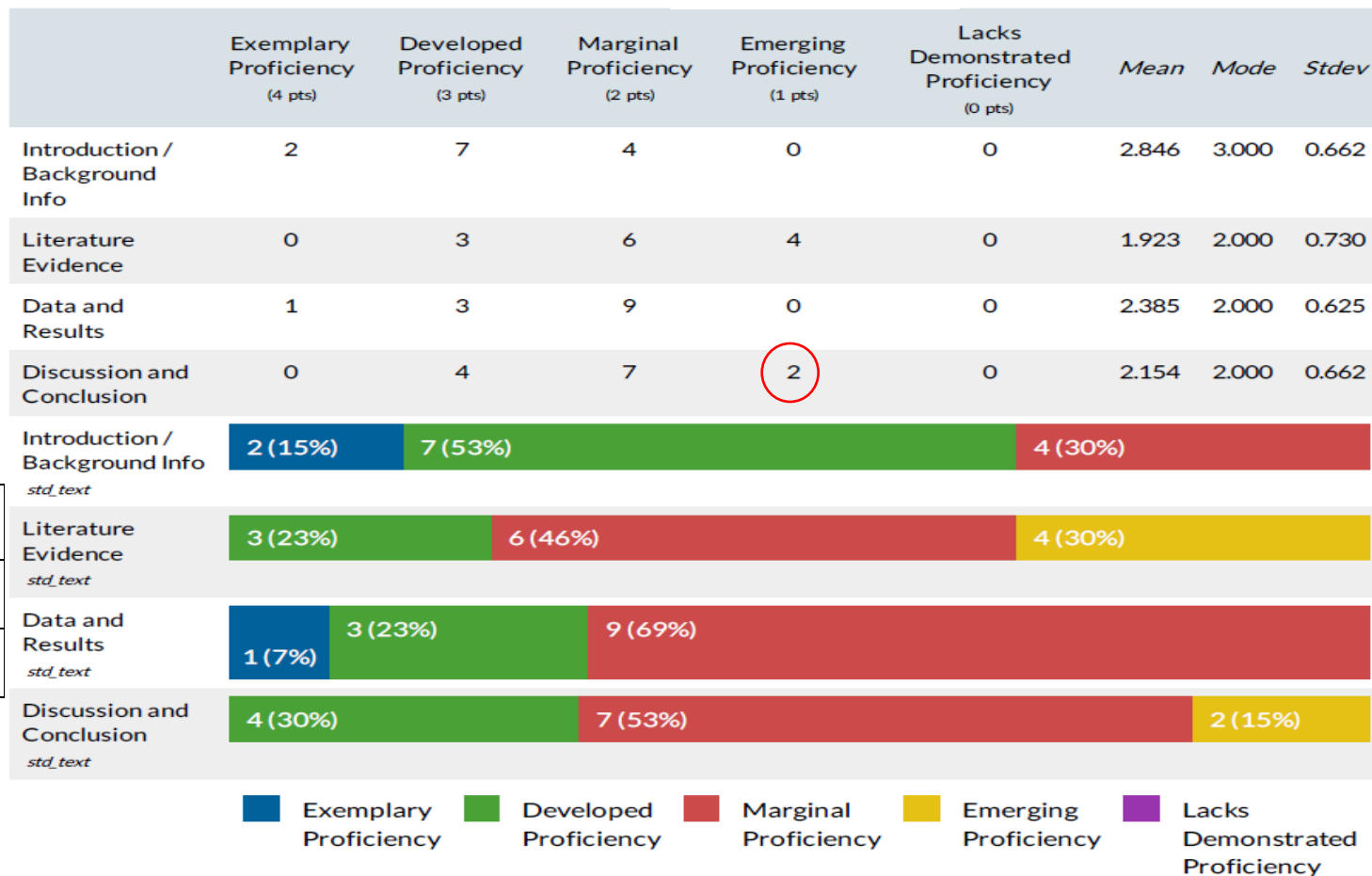
Plan:

These numbers indicate that students are having a hard time “connecting the dots,” as it were, with regard to analysis of experimental data. To improve these numbers, I will continue to work with my students to help them identify the important aspects of a situation and to avoid fallacies of logic and critical thinking.

2016-2017

Results:

Rubric View: Chemistry Lab Report Rubric **CHEM 222**



% scoring at least "marginal proficiency"	
Data and Results	100%
Discussion and Conclusion	83%

2016-2017 Winter Results

RESULTS: 100% and 83% of students in CHEM 222 scored at least a “marginal proficiency” in the categories of “data and results” and “discussion and conclusion”, respectively, of the chemistry laboratory report rubric.

ANALYSIS: Although a majority of students scored above marginal proficiency in this exercise, I believe that there is more work to be done. My feeling is that students are not performing at the necessary level with regard to interpreting and analyzing experimental results; the fact that my data do not support this feeling suggests that I scored students too high when assessing their work or that I should expect more than “marginal proficiency” from these students.

PLAN: Although this initial assessment is promising, I believe that students can perform even better in this area. I will take another look at the “lab report rubric” to see if I can change the wording of each category to better match student performance. Another possibility is to increase the measurable criteria for this outcome; rather than expecting 75% to perform better than “marginal proficiency”, perhaps I should expect 75% to perform at or better than “developed proficiency”.

CHEM 223-01

Rubric View: Chemistry Lab Report Rubric

	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Proficiency (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Introduction / Background Info	0	2	2	0	0	2.500	2.000	0.500
Literature Evidence	0	2	0	0	2	1.500	0.000	1.500
Data and Results	0	0	2	2	0	1.500	1.000	0.500
Discussion and Conclusion	0	4	0	0	0	3.000	3.000	0.000

Introduction / Background Info <i>std_text</i>	2 (50%)	2 (50%)			
Literature Evidence <i>std_text</i>	2 (50%)	2 (50%)			
Data and Results <i>std_text</i>	2 (50%)		2 (50%)		
Discussion and Conclusion <i>std_text</i>	4 (100%)				

■ Exemplary Proficiency
 ■ Developed Proficiency
 ■ Marginal Proficiency
 ■ Emerging Proficiency
 ■ Lacks Demonstrated Proficiency

CHEM 223-02

Rubric View: Chemistry Lab Report Rubric

	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Proficiency (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Introduction / Background Info	0	5	4	1	0	2.400	3.000	0.663
Literature Evidence	0	0	0	3	7	0.300	0.000	0.458
Data and Results	0	4	5	1	0	2.300	2.000	0.640
Discussion and Conclusion	0	6	4	0	0	2.600	3.000	0.490

Introduction / Background Info <i>std_text</i>	5 (50%)	4 (40%)	1 (10%)		
Literature Evidence <i>std_text</i>	3 (30%)	7 (70%)			
Data and Results <i>std_text</i>	4 (40%)	5 (50%)	1 (10%)		
Discussion and Conclusion <i>std_text</i>	6 (60%)	4 (40%)			

■ Exemplary Proficiency
 ■ Developed Proficiency
 ■ Marginal Proficiency
 ■ Emerging Proficiency
 ■ Lacks Demonstrated Proficiency

2016-2017 Spring Results

RESULTS: In CHEM 223-01, 50% of students received a score of “marginal proficiency” in data and results and 100% of students received a score of “developed proficiency” in discussion and conclusions. In CHEM 223-02, 90% of students received a score of “marginal proficiency” or better in data and results and 100% of students scored “marginal proficiency” or better in discussion and conclusions.

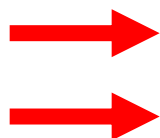
ANALYSIS: Students performed well on this learning outcome. This term in CHEM 223, we had a 10-week project where students were able to make a hypothesis, collect data, interpret the results, and write a lab report. Students were able to successfully collect and interpret their data. I think that there are several reasons that this term went better than last term: 1) the students had more practice from CHEM 221/222; 2) the entire lab sequence was based on one project, so students could keep adding to their knowledge week after week instead of starting a new experiment every week; 3) students were told to work independently, so they weren't as able to rely on their partner's work.

PLAN: Moving forward, I would like to create more term-long laboratory projects. It seems that having an open-inquiry, on-going lab project was conducive to critical thinking. I will design term-long lab projects for CHEM 221, 222, 245, 246, and 247.

Outcome 5	Measurable Criteria	Measurement Tool	Courses	Time Frame
Information Literacy: Locate, summarize, and critique scientific articles, as well as synthesize scientific information from various sources to communicate the results of their own experiments.	At least 75% of students will achieve at least "Marginal Proficiency" on the Chemistry Lab Report Rubric in the categories of " <u>Introduction/Background Info</u> " and " <u>Literature Evidence</u> "	Lab report, VALUE Rubric: Information Literacy	CHEM 222	Data collection begins: WT17 Analysis begins: SP17

2016-2017 Results:

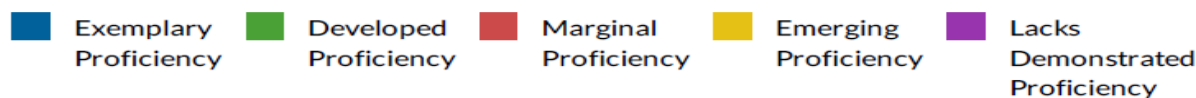
Rubric View: Chemistry Lab Report CHEM 222



	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Proficiency (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Introduction / Background Info	2	7	4	0	0	2.846	3.000	0.662
Literature Evidence	0	3	6	4	0	1.923	2.000	0.730
Data and Results	1	3	9	0	0	2.385	2.000	0.625
Discussion and Conclusion	0	4	7	2	0	2.154	2.000	0.662

Intro/Background Info	2 (15%)	7 (53%)	4 (30%)		
Literature Evidence		3 (23%)	6 (46%)	4 (30%)	
Data and Results	1 (7%)	3 (23%)	9 (69%)		
Discussion and Conclusion		4 (30%)	7 (53%)	2 (15%)	

% scoring at least "marginal proficiency"	
Intro/Background Info	100%
Literature Evidence	69%



2016-2017 Winter Results

RESULTS: 100% and 69% of students in CHEM 222 scored at least a “marginal proficiency” in the categories of “intro/background information” and “literature evidence”, respectively, of the chemistry laboratory report rubric.

ANALYSIS: Since 100% of students were able to score at least “marginal proficiency” in the area of “introduction/background information”, perhaps I should increase the expected performance level. It seems that 68% of students were able to score at least “developed proficiency” in this area. I will look into changing the measurable criteria for this outcome. However, only 69% of students were able to score at least “marginal proficiency” in the area of “literature evidence”. This suggests that students are having a difficult time either finding or properly utilizing peer-reviewed articles from the scientific literature when writing their lab reports. This is an essential component of a modern STEM education, so it is imperative that more emphasis is placed on this skill to increase the number of students performing at least at the “marginal proficiency” level. I will reach out to the librarian on campus to suggest the possibility of using a laboratory period to explore the library databases and locate and evaluate peer-reviewed articles.

PLAN: Although this initial assessment is promising, I believe that students can perform even better in this area. I will take another look at the “lab report rubric” to see if I can change the wording of each category to better match student performance. If it turns out that the rubric is capable of capturing the different levels of achievement as currently formatted, then another possibility is to increase the expected measurable criteria for each student outcome; perhaps I am underestimating what I can expect students at this level to accomplish. Therefore, another possibility is to increase the measurable criteria for this outcome; rather than expecting 75% to perform better than “marginal proficiency”, perhaps I should expect 75% to perform at or better than “developed proficiency”.

CHEM 223-01

Rubric View: Chemistry Lab Report Rubric

	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Proficiency (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Introduction / Background Info	0	2	2	0	0	2.500	2.000	0.500
Literature Evidence	0	2	0	0	2	1.500	0.000	1.500
Data and Results	0	0	2	2	0	1.500	1.000	0.500
Discussion and Conclusion	0	4	0	0	0	3.000	3.000	0.000

Introduction / Background Info <i>std_text</i>	2 (50%)	2 (50%)			
Literature Evidence <i>std_text</i>	2 (50%)	2 (50%)			
Data and Results <i>std_text</i>	2 (50%)		2 (50%)		
Discussion and Conclusion <i>std_text</i>	4 (100%)				

■ Exemplary Proficiency
 ■ Developed Proficiency
 ■ Marginal Proficiency
 ■ Emerging Proficiency
 ■ Lacks Demonstrated Proficiency

CHEM 223-02

Rubric View: Chemistry Lab Report Rubric

	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Proficiency (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Introduction / Background Info	0	5	4	1	0	2.400	3.000	0.663
Literature Evidence	0	0	0	3	7	0.300	0.000	0.458
Data and Results	0	4	5	1	0	2.300	2.000	0.640
Discussion and Conclusion	0	6	4	0	0	2.600	3.000	0.490

Introduction / Background Info <i>std_text</i>	5 (50%)	4 (40%)	1 (10%)		
Literature Evidence <i>std_text</i>		3 (30%)	7 (70%)		
Data and Results <i>std_text</i>	4 (40%)	5 (50%)	1 (10%)		
Discussion and Conclusion <i>std_text</i>	6 (60%)	4 (40%)			

■ Exemplary Proficiency
 ■ Developed Proficiency
 ■ Marginal Proficiency
 ■ Emerging Proficiency
 ■ Lacks Demonstrated Proficiency

2016-2017 Spring Results

RESULTS: In CHEM 223-01, 100% of students scored at least marginal proficiency in introduction/background info and 50% of students scored developed proficiency in literature evidence. In CHEM 223-02, 90% of students scored at least marginal proficiency in introduction/background info and 0% of students scored marginal proficiency in literature evidence.

ANALYSIS: Students seem to have understood the components of a good introduction for a lab report. They were consistently able to explain what the experiment was about and why it was important. However, they were not very good at supporting this information using some outside source (literature evidence).

PLAN: I will work with the library to develop a module for my students to learn about computer databases and how to find relevant information for papers and lab reports. I will also introduce students to more peer-reviewed articles so they can start to see how literature evidence is used in professional papers.

Outcome 6	Measureable Criteria	Measurement Tool	Courses	Time Frame
Global Learning: Demonstrate personal and social responsibility, environmental stewardship, and global self-awareness.	Student responses on survey	VALUE Rubric: Global Learning	GS 105 CHEM 221 CHEM 222 CHEM 223	Data collection begins: FL17 Analysis begins: FL17

Results: N/A

Analysis: N/A

Plan: To assess this learning outcome, a research report assignment has been created that asks students to choose one of the social/global issues that we discussed during class, like pollution or climate change, and to investigate further. This report will be assessed by using the VALUE rubric for Global learning. The plan is to assess this learning outcome for the first time at the end of CHEM 223 and CHEM 247 in Spring 2018.

PART D: Program Project Timeline – All Projects

Project Plan

Project	Core Theme Associated Plan(s)	Timeline Champion	Outcomes	Evaluation & Data
Project 1: Articulate AS in Chemistry to University of Oregon, Southern Oregon University, Eastern Oregon University, Western Oregon University, Portland State University, Oregon Health and Science University		Owner/Lead: Mike Springer Start Date: Upon completion of AS in Chemistry End Date: Spring2019	Outcomes: The successful implementation of this project will result in articulation agreements between SWOCC and as many other Oregon public universities as possible.	Qualitative data: articulation agreements will be obtained or some obstacle may prevent a formal agreement.

Project Activities	Timeline Champion	Resources and Impact	Stakeholders Collaboration	Project Status Update
Activity 1: Contact the chemistry departments of public Oregon universities	Mike Springer	No resources or negative impacts		
Activity 2: Obtain articulation agreements with chemistry departments at public Oregon universities	Mike Springer	No resources or negative impacts		

Project	Core Theme Associated Plan(s)	Timeline Champion	Outcomes	Evaluation & Data
Project 2: Improve student understanding of chemical quantitation		Owner/Lead: Mike Springer Start Date: In Fall 2017 End Date: On-going	Outcomes: The successful implementation of this project will result in scores on the American Chemical Society standardized exam in chemical quantitation that are at or above the national average	Quantitative data: Student scores on the ACS exam will be collected and analyzed

Project Activities	Timeline Champion	Resources and Impact	Stakeholders Collaboration	Project Status Update
Activity 1: Include more quantitative examples in lecture	Mike Springer	No resources needed or negative impacts foreseen		
Activity 2: Solve more quantitative problems, step-by-step, with the entire class during lecture	Mike Springer	No resources needed or negative impacts foreseen		
Activity 3: Increase the number and the difficulty of quantitative problems on the homework assignments	Mike Springer	No resources needed or negative impacts foreseen		
Activity 4: Increase the number and the difficulty of quantitative problems on the laboratory assignments	Mike Springer	No resources needed or negative impacts foreseen		
Activity 5: Increase the difficulty of quantitative problems on exams	Mike Springer	No resources needed or negative impacts foreseen		

Project	Core Theme Associated Plan(s)	Timeline Champion	Outcomes	Evaluation & Data
Project 3: Create student laboratory manuals for the general and organic chemistry sequences		Owner/Lead: Mike Springer Start Date: In Fall 2017 End Date: Fall 2020	Outcomes: The successful implementation of this project will result in the development of lab manuals that will utilize the chemical facilities at SWOCC, as well as save students money	Qualitative Data: Evaluation of the project will be based on the completion of lab manuals.

Project Activities	Timeline Champion	Resources and Impact	Stakeholders Collaboration	Project Status Update
Activity 1: Choose a collection of experiments that utilize the facilities of SWOCC and follow a coherent curriculum, including a progressive development of laboratory skills	Mike Springer	No resources needed or negative impacts foreseen		
Activity 2: Create a schedule of lab experiments for each sequence, at least 27 experiments each (9 experiments in each of three terms)	Mike Springer	No resources needed or negative impacts foreseen		
Activity 3: Locate and/or develop experimental procedures for each experiment	Mike Springer	No resources needed or negative impacts foreseen		
Activity 4: Author word documents with each procedure to avoid copyright infringement	Mike Springer	No resources needed or negative impacts foreseen		
Activity 5: Author pre-lab and post-lab activities for each experiment	Mike Springer	No resources needed or negative impacts foreseen		

Part E. Evaluation Plan – [Link to surveys at SWOCC](#)

The heart of the evaluation plan is “how will we know if our changes did what we thought they would?” *Indicators* define the statistics (counts, totals, etc.) on data that will be collected for the project to see the impact of the changes. But a simple number isn’t enough to identify success. *Thresholds* identify the level or lack of success. The *baseline* is where you began before you implemented your change(s). These are the data-driven *rules* that are agreed to evaluate the project.

Determine how each outcome is measured. What tool or data set provides insight into the desired outcome? Choose between quantitative, qualitative or mixed data (both). What data is available and what additional data needs to be collected (i.e. survey, focus group, interviews). Work with the data team and IR to develop the evaluation plan and determine what data to collect.

Outcome	Indicator	Threshold	Baseline
Project 1: Articulate the AS in Chemistry to as many public Oregon universities as possible	The successful completion of this project will result in articulation agreements with as many Oregon public Universities as possible	Green: 100% of agreements obtained Yellow: Less than 100% obtained Red: 0% of agreements obtained	0%
Project 2: Improve student understanding of chemical quantitation	The successful implementation of this project will result in scores on the American Chemical Society standardized exam in chemical quantitation that are at or above the national average.	Green: Scores achieved are at or above the national average for chemical quantitation Yellow: Scores increase above 2017 student performance level, but remain below average Red: Scores remain at or below 2017 student performance level	2016 Student Performance on the ACS Exam
Project 3: Develop laboratory manuals for general and organic chemistry sequences	The successful implementation of this project will result in the development of lab manuals that will utilize the chemical facilities at SWOCC, as well as save students money	Green: Both lab manuals are developed Yellow: One lab manual is developed Red: No lab manuals are developed	No lab manuals have been developed

Timeline of Data Collection and Evaluation Activities

Data Collection and Evaluation Activities	Due Date	Champion	Completion Date
Project 1: Articulation Agreements between SWOCC chemistry and Oregon universities	Spring 2019	Mike Springer	
Project 2: Improve student understanding of Chemical Quantitation	Spring 2018	Mike Springer	
Activity 1: Include more quantitative examples in lecture	Spring 2018	Mike Springer	
Activity 2: Solve more quantitative problems, step-by-step, with the entire class during lecture	Spring 2018	Mike Springer	
Activity 3: Increase the number and the difficulty of quantitative problems on the homework assignments	Spring 2018	Mike Springer	
Activity 4: Increase the number and the difficulty of quantitative problems on the laboratory assignments	Spring 2018	Mike Springer	
Activity 5: Increase the difficulty of quantitative problems on exams	Spring 2018	Mike Springer	
Project 3: Create laboratory manuals for general and organic chemistry sequences	Fall 2020	Mike Springer	
Activity 1: Choose a collection of experiments that utilize the facilities of SWOCC and follow a coherent curriculum, including a progressive development of laboratory skills	Fall 2018	Mike Springer	
Activity 2: Create a schedule of lab experiments for each sequence, at least 27 experiments each (9 experiments in each of three terms)	Winter 2018	Mike Springer	
Activity 3: Locate and/or develop experimental procedures for each experiment	Spring 2018	Mike Springer	
Activity 4: Author word documents with each procedure to avoid copyright infringement	Spring 2020	Mike Springer	
Activity 5: Author pre-lab and post-lab activities for each experiment	Spring 2020	Mike Springer	



Southwestern Program Review Writing Program

Process

Program Review is a continuous process of collecting, evaluating, and using information to determine if and how well performance matches learning or service outcomes which occurs on at least a triennial basis. We gather evidence of student learning; discover the degree to which courses, programs, and administrative and educational support services accomplish intended outcomes; and probe the achievement of institutional projects, core themes, and mission. Southwestern conducts program reviews of all programs and services on a quadrennial basis (every 4 years) and uses the results of the assessments to enhance and improve current programs and services.

Resources

Program Review detailed instructions

[Report Documentation](#) – myLakerLink on the Resource Center tab

Reports – must be on campus or access network to process reports

[Course Completion Report](#)

[Course Completion by Course Report](#)

[Course Completion by Degree Report](#)

[Course Enrollments Report](#)

[GL Unit Costs by Fund by Unit Report](#)

[Graduates by Major Report](#)

[OLMIS](#) – Employment Opportunities

Persistence Report – being developed

[Student Enrollment Report – Enrollments, FTE, Billing Credits](#)

Transfer Reports – being developed

Program review consists of the following elements

- ✓ [Program Description and Goals / Philosophy](#)
- ✓ [Program Narratives](#)
- ✓ [Student Learning Outcomes](#) including measures and criterion for achievement
- ✓ [Operational Data](#) analysis
 - I. [Enrollments](#)
 - II. [Financial Viability](#)
 - III. [Efficiency of Delivery](#)
 - IV. [Instructional Effectiveness](#)
 - V. [Program Student Success](#)
 - VI. [Program Relevance](#)
 - VII. [Graduate Student Success](#)
- ✓ Reflection of the data
- ✓ [Projects](#) planned based on evidence
- ✓ Association with core themes and other planning, processes/projects
- ✓ Activity [Timeline](#)

All reports are available within myLakerLink and are located on the Resource Center tab. Links to all reports are located within each section title of this document. Program Review requirements for certain sections include multiple reports with additional links to the reports located within the specific section of the report.

PART A: Program Review Narratives

Program Description and Goals / Philosophy

- The Writing Program supports writing and content area courses by improving student writing through instruction, critique, and practice. We prepare students for writing and content courses at the college, at four-year institutions, and for writing in the workplace. We strive to help students become confident, successful writers.

Administration

- **Faculty / Staffing:** We currently have five full-time faculty, one visiting faculty, and about nine part-time faculty. Since the last review, the Writing and English Department faculty have had another retirement and our department remains at about half the size it was ten years ago. One full-time faculty may be retiring within the review cycle.
- **Professional Development** Faculty participate in college-wide professional development opportunities. The department monitors the website communications of the state-wide advisory group OWEAC and occasionally sends a representative to quarterly state-wide meetings. Two full time faculty have participated in the Pacific Northwest Great Teaching Seminar. Several faculty members are considering joining NCTE and CCC.
- **Support Services used (or identified need):** The college supports the Writing Center, with approximately 30 hours per week staffed by faculty and tutors, to assist students with writing. Gradebooks are available to students online, and students are alerted at mid-term if they are failing a course. The college has implemented LakerConnect for early grade reports and general concerns about student welfare.
- **Advisory Committee (activities and membership):** N/A
- **Community Relationships / Partnerships:** The college hosts the South Coast Writer's Conference on the Gold Beach Campus each winter. Faculty participate in the Oregon Author's Day and will help judge the high school fiction and poetry contest. Faculty also volunteer on their own time in a variety of settings.
- **Program Accreditation (if applicable):** N/A

Curriculum

- **Degrees/Certificates offered and changes since last review:** N/A
- **Course list and changes since last review, including new and revised courses:** We are piloting courses that focus on reading (WR90R) and a supplemental, concurrent course for WR 121 (WR 95). The Developmental Education program has been streamlined, with some credits eliminated, so that students can complete in fewer credits at a lower cost; our research shows that this improves achievement and completion of the writing sequence.
- **Career Pathway/Program of Study Efforts:** N/A
- **Delivery Methods/Instructional Methodology:** We offer daytime, evening, and online courses. The department is evaluating how best to use hybrid courses.
- **Articulation/Transferability:** We continue to assess how effectively our courses align with Oregon community colleges and universities. Although our efforts have been consistent, we have determined through scheduled course outline updates, regular program reviews, and the SWOCC Outcomes Assessment Process, that we will be more purposeful and timely in our alignment verifications.
- **Dual Credit offerings:** We currently offer WR 121, WR 122, English 104, and English 105 at local high schools for dual credit, serving about 250 students per term. The high school instructors are mentored by full time faculty.
- **Course Scheduling issues:** Compared with our past offerings, we have limited staffing. We do offer enough writing courses in the evening and online that students could attain a degree without attending in the daytime.
- **Instructional Materials (textbook, software issues):** Faculty use a combination of textbooks and faculty-generated instructional materials for face-to-face and online courses using the eLearning platform. Several faculty do not use textbooks, preferring to create course material at no cost to students. Faculty have consistently argued against common textbooks, citing the need for individual choice, and the high price of textbooks. Some faculty are experimenting with OERs.

Students

- **Special Populations:** There is no evidence to show any recent changes to the student population, in preparedness or ability.
- **Recruitment** Recruitment is not necessary as writing courses are mandatory in all degree programs. With the objective of recruiting and retaining high achieving students, one faculty member developed an honors program for the English Department and has expanded that to the college wide curriculum. Faculty members continue to advertise and promote our course offerings.
- **Advising:** The department has implemented a new placement program based on multiple measures. The writing department and Southwestern are actively participating in a state-wide community college task force to address placement, including writing placement.
- **Student Satisfaction:** Student ratings, through course scheduled course evaluations and through the scheduled faculty review process, show overall satisfaction with courses and instructors. For example, the writing program rating of instruction is 4.10, slightly lower than the college rating of 4.26, which still indicates a high level of satisfaction.
- **Student Assessment Methods:** Student work is assessed according to best practices for the profession, in line with OWEAC standards. Writing is assessed for content, organization, language, and error issues, using rubrics. We are participating in the Multi-state Collaborative to Advance Learning Outcomes Assessment pilot study, which gave us information on our grading and assessment methods. Our students have been scored at 1.96; 2.0 is sophomore level, so our students are where they should be academically. The department will be participating in grade norming sessions as part of the assessment initiative.

Facilities/Budget

- **Budget Changes over past 4 years:** There has been very little change in the budget since the last review.
- **Instructional Materials (software, supplies, etc.):** One faculty is piloting a reading and learning software program with the new WR 90R class. The department is working with the library to redesign the Literacy Modules that accompany the writing sequence. One faculty is evaluating the efficacy of the Writing Center services; the department will be revamping the center to better serve our students.
- **Equipment lists and needs:** There is a small but ongoing need for replacement of computers and printers. Remote offices need better access to copiers at varying times of day.
- **Facilities lists and needs:** There is a college-wide discussion about the purchase and use of plagiarism software. All instructors need keys to the buildings and classrooms in which they teach, especially those who teach early or late classes.
- **Student fees** N/A

Progress of Planned Projects

- The college is still participating in the Multi-state Collaborative to assess student progress. We collected artifacts from across the campus and these were evaluated by the committee. Our students have been scored at 1.96; 2.0 is sophomore level, so our students are where they should be academically.

PART B: Program Outcomes Data Review

Student Learning Outcomes - Measures - Criteria

List program outcomes; include the means of assessment and assessment threshold criteria:

In 2014, the Writing Department determined its writing discipline student learning outcomes.

Students will accomplish the following:

- Use multiple writing strategies in order to explore, clarify, and effectively communicate ideas to appropriate audiences.
- Demonstrate consistent use of conventions particular to a specific writing task including organization, content, presentation, and stylistic choices.
- Incorporate critical thinking at all steps in the writing process.
- Write effectively for diverse audiences within a specific area or discipline using appropriate standards and conventions.

Review measurement data for the full four-year cycle

During fall 2015, the Writing Department began implementing the seven steps of the Student Learning Outcomes Assessment Plan.

- 1. Map courses to Program/Discipline Outcomes.** The writing department has identified which courses meet which Writing Discipline Outcomes, and they have determined that each course does meet each of the Writing Discipline Outcomes.
- 2. Map Program/Discipline Outcomes to General Student Learning Outcomes.** Southwestern has five General Student Learning Outcomes divided into the following areas: Communication; Computation; Creative, Critical, and Analytical Thinking; Community/Global Consciousness and Responsibility; and Discipline Content. The writing department has identified which Writing Discipline Outcome addresses which General Student Learning Outcome. The Writing Department also indicates which Writing Discipline Outcome introduces, reinforces, or measures the proficiency of the General Student Learning Outcome.
- 3. Map assessment tools to Program/Discipline and Course Outcomes.** The Writing Department mapped the multiple assessment tools within the writing courses that contribute to assessing both the Writing Discipline Outcomes and General Student Learning Outcomes. A sampling of these outcomes include discussion, peer review, in-class writing, self-evaluation, assignment rubrics, workplace documents, academic documents, journals, and quizzes.

4. Develop measurable tools and criteria for each Program/Discipline Outcomes. The Writing Department is developing measurable tools and criteria for each Discipline Outcome. Two examples demonstrate models as patterns for scaled up department assessments. One model represents a faculty member's class assignment that measures students' learning for the specific Writing Discipline Outcome 2. The two reports provided for this assessment evaluates student development and success, makes suggestions for and adjustments to assignments, and tracks the implementation of those adjustments over two terms of instructions. This is an ongoing, evolutionary process that will improve instruction and student success. The second model represents the department's united assessment of the specific Writing Discipline Outcome 2 including inter-rater reliability. Both the faculty member and the Writing Department have identified a measurable criteria for Writing Discipline Outcome 2: "A threshold of 80% of students will receive a C or better demonstrated with a minimum Level 3 on the criterion Context and Purpose of Writing and Content Development for the Written Communication VALUE rubric. Level 3 criteria for Purpose and Content Development include writing that demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task by using appropriate, relevant, and compelling content to explore ideas within context of the discipline and shape the whole work."

The individual faculty member assessed an expository essay with an assigned topic as a summative assignment that served as the final for WR 121 during the winter and spring terms of 2017. The Writing Department also assessed a sampling of 41 WR 123 essays collected Spring 2017 in connection with the Multi-State Collaborative to Advance Learning Outcomes Assessment project.

- 5. Record measurement data.** The faculty member and the Writing Department have recorded the following data collected from their measurable tools for Writing Discipline Outcome 2.
- 6. Analyze measurements data and verify benchmarks.** The faculty member and the Writing Department have analyzed the data collected from their measurable tools to Writing Discipline Outcome 2.
- 7. Adjust outcomes and curriculum as necessary—at course and/or program/discipline level.** The faculty member and the Writing Department have adjusted either the outcome or the curriculum based on data collected from their measurable tools to Writing Discipline Outcome 2 as described on the Program Assessment Report Form.

The Writing Department continues to implement course and program assessment using the Student Learning Outcomes, course, and program rubrics to improve instruction and student success. They have provided an example of assessing Outcome 2. Assessments and work need to be done on the remaining discipline outcomes.

Outcome 2	Measureable Criteria	Measurement Tool	Courses	Time Frame
Demonstrate consistent use of conventions particular to a specific writing task including organization, content, presentation, and stylistic choices.	The goal set was that 70% of students show Marginal Proficiency.	Final Topic Essay: Position Essay	WR 121 07 English Composition	Winter 2017

Rubric View: Writing Rubric

	Exemplary (4 pts)	Marginal (3 pts)	Emerging (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Context of and Purpose for Writing	0	9	13	0	2.409	2.000	0.492
Content Development	1	10	11	0	2.545	2.000	0.582
Genre and Disciplinary Conventions	0	10	12	0	2.455	2.000	0.498
Sources and Evidence	0	11	11	0	2.500	2.000	0.500
Control of Syntax and Mechanics	0	13	8	1	2.545	3.000	0.582

	Exemplary (4 pts)	Marginal (3 pts)	Emerging (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Sources and Evidence	0	11	11	0	2.500	2.000	0.500



Exemplary Marginal Emerging Lacks Demonstrated Proficiency

RESULTS: As seen in the graph, 50% of the class was assessed at Marginal Proficiency, and the remainder of the class was assessed below the desired expectation.

ANALYSIS: The assignment was to write an argumentative or position essay on the theme of Sherman Alexie’s essay “The Joy of Reading and Writing: Superman and Me.” The student was to take a stance on the central theme of Alexie’s essay and defend that stance with supporting evidence from the essay. The evidence must have been cited within the essay and documented on the Works Cited page, and a thorough explanation of the evidence was expected. Demonstrating strategies for collecting information and supporting ideas is one of the culminating outcomes for WR 121. Presenting credible evidence in support of an opinion or idea is one possible option for demonstrating the skill. This convention should have been used in at least two of the previous essays during the term. Half the students demonstrated Marginal Proficiency. This did not meet the goal of 70%.

PLAN: I feel that this assignment effectively targeted this outcome. I also believe that having the one option for the final essay was more effective than presenting the students with multiple writing prompts and allowing the students to select the final topic from the pool of options as was done in previous terms. This one option allowed for specific and productive discussion about essay structure and supportive evidence before the writing assignment was due. Meaning, the students engaged in an in-depth discussion about the theme of the essay and argued why they believed the essay was about that particular concept. It was a very productive moment for the class. Next term, I will repeat this for each essay—including the Final Topic Essay—as I believe most students who participated were able to define a position on the theme during the guided, in-class invention process.

Most of the students who failed to meet the Marginal Proficiency on this assignment either did not include the in-text documentation as was expected or failed to explain thoroughly the point of the evidence and how that evidence helped defend the argument being presented. Next term, I will assign readings for each of the major essay concepts and conduct guided, in-class discussions on those reading assignments. Each of the major essay assignments will be on the topic of those readings. Hopefully, the discussions will enable the students to develop supportive positions on the ideas central to the student essays. I will also spend more time early in the term discussing in-text documentation and the conventions that will help the students cite the evidence correctly.

Outcome 2	Measurable Criteria	Measurement Tool	Courses	Time Frame
Demonstrate consistent use of conventions particular to a specific writing task including organization, content, presentation, and stylistic choices.	The goal set was that 50% of students show Marginal Proficiency.	Final Topic Essay	WR 121 05 English Composition	Spring 2017

Rubric View: Writing Rubric

	Exemplary (4 pts)	Marginal (3 pts)	Emerging (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Context of and Purpose for Writing	0	0	7	15	1.318	1.000	0.466
Content Development	0	0	6	16	1.273	1.000	0.445
Genre and Disciplinary Conventions	0	0	6	16	1.273	1.000	0.445
Sources and Evidence	0	0	5	17	1.227	1.000	0.419
Control of Syntax and Mechanics	0	0	11	11	1.500	1.000	0.500

Context of and Purpose for Writing

std_text



Content Development

std_text



Genre and Disciplinary Conventions

std_text



Sources and Evidence

std_text



Control of Syntax and Mechanics

std_text



■ Exemplary
 ■ Marginal
 ■ Emerging
 ■ Lacks Demonstrated Proficiency

RESULTS: As seen in the graph, 22% of the class was assessed at Emerging Proficiency, and the remainder of the class was assessed below the desired expectation.

ANALYSIS: The assignment was to write either an argumentative or informative essay on the topic of Colony Collapse Disorder as presented in the *Time Magazine* article “The Plight of the Honeybee” by Bryan Walsh and discussed in the first two chapters of Lori Weidenhammer’s book *Victory Gardens for Bees: A DIY Guide to Saving the bees*. The student work was assessed on the course objectives of adapting the content and purpose of the essay to the audience, essay organization, and on the productive use of supporting evidence and its explanation. Presenting credible evidence in support of an opinion or idea is one possible option for demonstrating much that was expected from this summative assignment. This convention should have been used in at least two of the previous essays during the term. Fewer than a quarter of the students demonstrated an Emerging Proficiency. This did not meet the goal of 50% of the class being assessed at an Emerging Proficiency. Note: I have adjusted the expectation of success from the Winter Term in marking the rubric and analyzing the results to align with the modified understanding of the departmental rubric, which uses the value rubric’s understanding of assessing a student’s progress toward a four-year degree. I have scaled back my understanding of success in the analysis of the data as well so the expectation is more realistic to the skills of my students and my development of the curriculum to meet their needs. My goal of course is near 100% success as the curriculum evolves.

I feel that this assignment effectively targeted this outcome. I also believe that the students had adequate preparation for the skill of using evidence in support of an opinion as all but one of the essays required this convention within each body section of the essays previously written. Also, the in-class discussion of the final essay focused heavily on this idea of using evidence from the two possible sources in support of the thesis and main points of the essay. Specifically as a class, I had the students target evidence from the reading that would support an agreed upon claim the class suggested. Once a student suggested a piece of evidence, I had the class discuss how that evidence supported the claim. The work was the verbal representation of the written expectation for the final. This point was made during the review session discussion. The problem, I believe, resides in the fact that only about a third of the class attended the review session, and of that third, only about half of those students self-reported that they had read the material; meaning, at the time of the review, less than a quarter of the students had prepared for the review and the final writing assignment.

PLAN: In the fall, I will limit the readings for the major essays to one source per essay, so that a more direct focus can be made on the idea of supporting data: data that supports a claim. I think that my students may have been overwhelmed by the amount of content that I expected them to consume before writing about a concept. In the past, I had the students choose a concept to write about and find evidence to support a claim. I moved away from the self selection of a topic because many of my student spent most of their time deciding on a topic and less time researching the topic, which would provide them with evidence for support. By focusing the readings to one source, it will more directly relate to how the final performed this term. Hopefully, the repetition of the simplified process will help the students understand the academic essay structure more fully. Also, I will be able to increase the number of essays written in the term by at least one essay, possibly two. It will also allow for a discussion of varied essay conventions.

As in the Winter Term, most of the students who failed to meet the Marginal Proficiency on this assignment either did not include the in-text documentation as was expected or failed to explain thoroughly the point of the evidence and how that evidence helped defend the argument being presented. Next term, I will focus the content readings to one per major essay as stated earlier. Hopefully, the discussions will be less about the concept presented within the readings and more on processing the content for use in an essay. I will also be able to demonstrate the documentation expectation more thoroughly because more time can be spent on the material with fewer readings.

Also, since the assessment of demonstrating this skill falls on the final—one summative assignment—I will spend time relating each exercise during the term to this end goal, and I will attempt to free up the final week of the term, week ten, so that the class may focus on the readings and essay discussion over more than one day. I will have them complete a written analysis of the reading and develop a written outline for the final essay, and I will incorporate these two writing assignments in the grade for the final. This activity will not only prepare them to write the type of essay I want for the final, but it will also directly relate to the recursive writing outcome detailed in the course syllabus.

Outcome 2	Measureable Criteria	Measurement Tool	Courses	Time Frame
<p>Demonstrate consistent use of conventions particular to a specific writing task including organization, content, presentation, and stylistic choices.</p>	<p><i>A threshold of 80% of students will receive a C or better demonstrated with a minimum Level 3 on the criteria Context and Purpose of Writing and Content Development for the Written Communication VALUE Rubric. Level 3 criteria for Purpose and Writing and Content Development include writing that demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task by using appropriate, relevant, and compelling content to explore ideas within context of the discipline and shape the whole work.</i></p>	<ul style="list-style-type: none"> • <i>Writing 123 student writing assignments gathered through the Multi-State Collaborative Assessing Student Learning Outcomes project.</i> 	<ul style="list-style-type: none"> • WR 123 	<ul style="list-style-type: none"> • Spring 2017

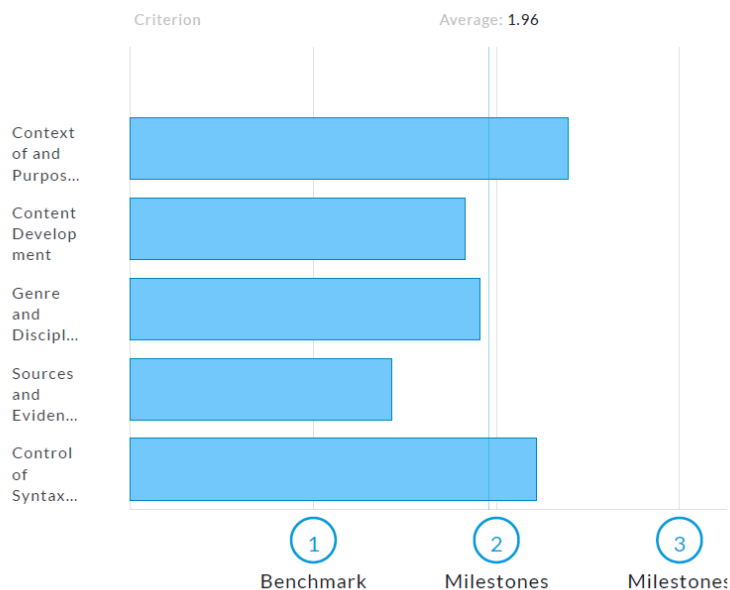
Results: See graphs below.

Analysis: The Multi-State Collaborative to Advance Learning Outcomes Assessment (MSC) is an initiative designed to provide meaningful evidence about how well students are achieving important learning outcomes. The initiative foregrounds a distinctly different form of assessment than the traditional standardized test. Instead of producing reports about average scores on tests, the project is piloting the use of common rubrics applied by teams of faculty to student' authentic college work—including such things as projects, papers, and research. The MSC is designed to produce valid data summarizing faculty judgments of students' own work, and also seeks to aggregate results in a way that allows for benchmarking across institutions and states. The primary goal of the initiative is to provide assessment data that will allow faculty and institution leaders to assess—and improve—the levels of student achievement on a set of cross-cutting outcomes important for all disciplines.

Southwestern is one of three community colleges in Oregon participating in the MSC project. During Spring 2017, Southwestern faculty contributed by identifying spring term assignments that involved writing, providing brief descriptions of assignments, and providing copies of ungraded student writing assignments. The 41 student writing samples were randomly selected from the WR 123 sections participating in the MSC project. In the areas of Context of and Purpose for Writing and Control of Syntax, we are above the first milestone and be slightly below in the areas of Content Development and Genre and Discipline. We are above the benchmark but below the first milestone in the area of Sources and Evidence. This tells us to increase the emphasis on utilizing sources in our WR 123 courses.

Plan: As a method of gathering essays for assessment, the MSC project has worked well for us. Even though we focused on writings from WR 123, the samples represented multiple assignments. This process allowed us to examine the criteria through multiple writing genres and activities. These assignments and measurement tool reveal that students understand and demonstrate context, audience, purpose, and content development. However, in all writing classes but specifically in WR 123 additional direct instruction and writing examples are necessary to prepare students to demonstrate skillful use of high-quality, credible, relevant sources and examples to develop ideas that are appropriate for the discipline and genre of the writing.

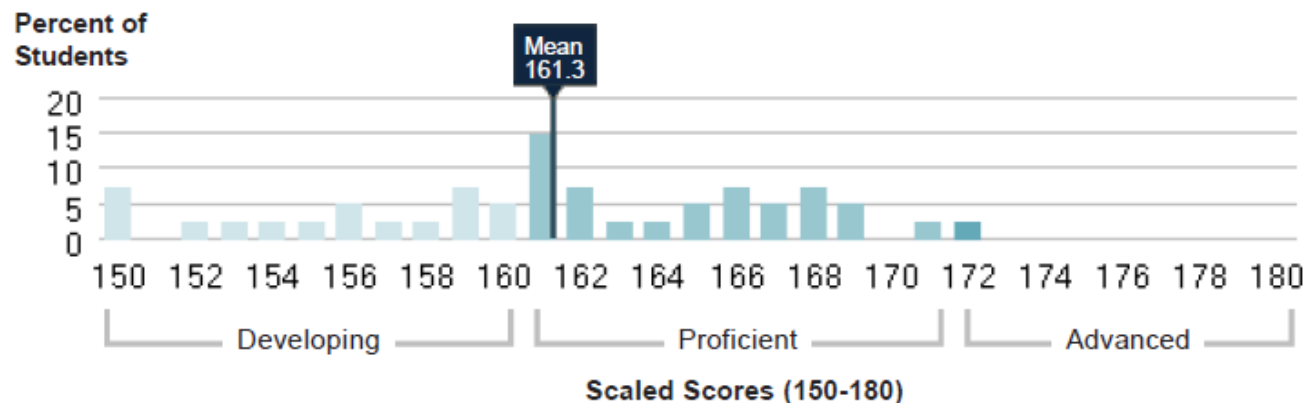
AVERAGE BY CRITERION



INDIVIDUAL STUDENTS' OVERALL SCALED SCORES

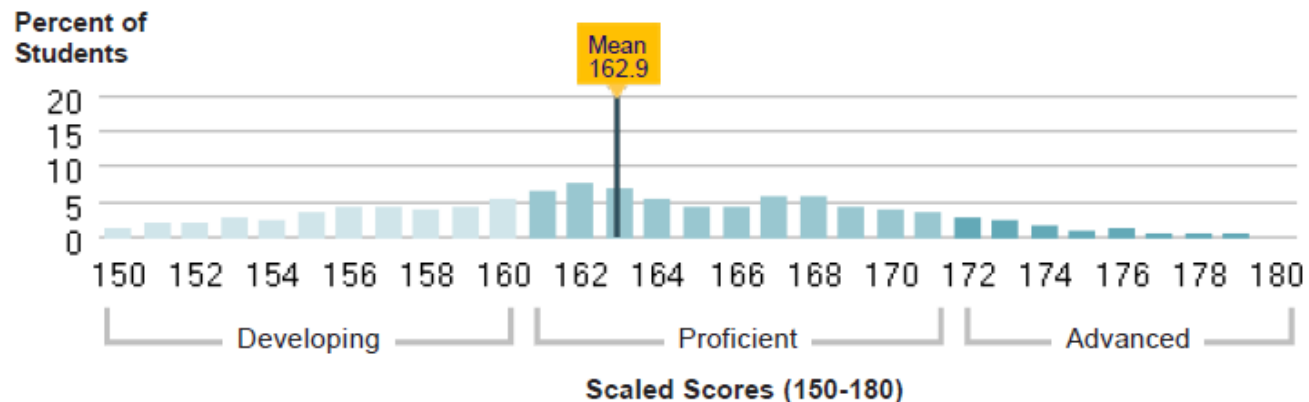
The histograms below show the distribution of individual students' scaled scores within the Reporting Group and the Comparison Group. The dark line indicates the overall mean score for that group.

REPORTING GROUP



Different students take different forms of this test. On each form, some numbers in the score range are not possible scores. Consequently, the score distributions are not smooth, even for large groups of students.

COMPARISON GROUP



PART C: Program Operational Data Review

I Course Listing Passing Status

- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*
 - The WR 90 and WR90R classes passing rate is in the mid-70s up from the low 60s. So, the redesign of WR 90 is clearly improving student success.
 - WR 95 is a new and unique course and the data is insufficient at present to form a conclusion. This will be explored in the next program review.
 - WR 122 and WR 123 pass rate is in the low 80s, so student success is on target for our goals of 80% passing.
 - For WR 121, the pass rate is around 70%.
- **Plan:** *Respond to the data evidence – how will the data results be utilized to enhance and improve graduate student success within the program, list specific planned projects*
 - Addressing the WR 121 success rate, the department is assessing the course content and objectives and how best to improve student success. This process is directly linked to our college wide assessment initiative. The goal is still 80% completion.

Course Listing Passing Status

Course	Status	Enrollment Count				% of Total Enrollments				FTE Reimbursable			
		2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016
WR 115	Passing	89	75	75	71	73%	84%	77%	72%	6	5	4	5
	NonPassing	33	14	22	27	27%	16%	23%	28%	2	1	1	2
	Total	122	89	97	98	100%	100%	100%	100%	8	6	6	6
WR 121	Passing	378	346	374	424	71%	69%	75%	70%	25	22	24	27
	NonPassing	151	156	123	178	29%	31%	25%	30%	9	10	8	11
	Total	529	502	497	602	100%	100%	100%	100%	34	32	32	38
WR 121H	Passing				1				100%				0
	Total				1				100%				0
WR 122	Passing	298	278	284	294	78%	82%	82%	80%	19	18	18	19
	NonPassing	85	63	61	74	22%	18%	18%	20%	5	4	4	4
	Total	383	341	345	368	100%	100%	100%	100%	24	22	22	23
WR 122H	Passing				2				100%				0
	Total				2				100%				0
WR 123	Passing	200	177	194	191	72%	74%	81%	83%	13	11	12	12

Enrollment Count, % of Total Enrollments and FTE Reimbursable broken down by Year vs. Course and Status. The data is filtered on Division, ActivityCode, Grade, Program Areas, Term, CollegeNowStudent, Operational Areas, Graduated, TransferNoGrad, Cohort Category, CohortCode, CohortEntryAgeGroup, Gender, Location, Section, Subject, TimeDay, OnCampusHS_Student and Dual_EnhancedOptions_Students. The Division filter keeps ETS, Community Education, Events, Other College and UG. The ActivityCode filter keeps LDC, CTE Prep and PSR Writing/Reading. The Grade filter keeps 19 of 19 members. The Program Areas filter keeps Writing Gateway and Writing LDC. The Term filter keeps Fall, Spring, Summer and Winter. The CollegeNowStudent filter keeps Null and Y. The Operational Areas filter keeps Family Center and Other. The Graduated filter keeps Null, N and Y. The TransferNoGrad filter keeps Null, N and Y. The Cohort Category filter keeps Null, Full Time First Time, Full Time Transfer, Part Time First Time and Part Time Transfer. The CohortCode filter keeps 105 of 105 members. The CohortEntryAgeGroup filter keeps 12 of 12 members. The Gender filter keeps Null, , F, M and N. The Location filter keeps Null, Curry, Main and Online. The Section filter keeps 10,830 of 10,847 members. The Subject filter keeps 98 of 98 members. The TimeDay filter keeps Null, Day, Evening and Online. The OnCampusHS_Student filter keeps N and Y. The Dual_EnhancedOptions_Students filter keeps N. The view is filtered on Year, Course and Status. The Year filter keeps 2013, 2014, 2015 and 2016. The Course filter keeps 1,386 of 1,397 members. The Status filter keeps Null, Audit, Non Graded, NonPassing and Passing.

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Course	Status	Enrollment Count				% of Total Enrollments				FTE Reimbursable			
		2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016
WR 123	NonPassing	78	62	45	39	28%	26%	19%	17%	5	4	3	2
	Total	278	239	239	230	100%	100%	100%	100%	18	15	15	15
WR 199C	Passing	10				77%				1			
	NonPassing	3				23%				0			
	Total	13				100%				1			
WR 227	Passing	37	87	64	77	80%	91%	91%	89%	2	6	4	5
	NonPassing	9	9	6	10	20%	9%	9%	11%	1	1	0	1
	Total	46	96	70	87	100%	100%	100%	100%	3	6	4	6
WR 241	Passing		7	10	21		78%	71%	68%		0	1	1
	NonPassing		2	1	4		22%	7%	13%		0	0	0
	Audit			3	6			21%	19%			0	0
	Total		9	14	31		100%	100%	100%		1	1	2
WR 242	Passing		6	4	1		86%	57%	11%		0	0	0
	NonPassing		1	3	8		14%	43%	89%		0	0	0

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		2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016
WR 242	Total		7	7	9	100%	100%	100%		0	0	1	
WR 243	Passing		6	4		75%	44%			0	0		
	NonPassing		2	5		25%	56%			0	0		
	Total		8	9		100%	100%			1	1		
WR 250	Passing	5	2	1	3	10%	6%	3%	5%	0	0	0	0
	NonPassing	19	15	24	1	40%	45%	65%	2%	1	1	2	0
	Audit	24	16	12	52	50%	48%	32%	93%	2	1	1	3
	Total	48	33	37	56	100%	100%	100%	100%	3	2	2	4
WR 298	Passing		1				100%				0		
	Total		1				100%				0		
Grand Total		1,419	1,325	1,315	1,484	100%	100%	100%	100%	91	85	84	95

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Course Listing Passing Status

Course	Status	Enrollment Count				% of Total Enrollments				FTE Reimbursable			
		2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016
WR 80	Passing		1.0	34.0	14.0		25%	60%	52%		0.1	2.0	0.7
	NonPassing		3.0	23.0	13.0		75%	40%	48%		0.2	1.6	0.8
	Total		4.0	57.0	27.0		100%	100%	100%		0.3	3.6	1.4
WR 90	Passing	177.0	149.0	133.0	56.0	62%	65%	67%	77%	11.0	9.1	8.5	3.5
	NonPassing	108.0	79.0	67.0	17.0	38%	34%	34%	23%	6.9	4.9	4.1	1.0
	Audit		1.0				0%				0.1		
	Total	285.0	229.0	200.0	73.0	100%	100%	100%	100%	17.9	14.1	12.7	4.5
WR 90R	Passing				25.0				74%				1.7
	NonPassing				9.0				26%				0.7
	Total				34.0				100%				2.5
WR 95	Passing				9.0				53%				0.3
	NonPassing				8.0				47%				0.3
	Total				17.0				100%				0.6
WR 0525	Passing	3.0				50%				0.3			

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Course Listing Passing Status

Course	Status	Enrollment Count				% of Total Enrollments				FTE Reimbursable			
		2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016
WR 0525	NonPassing	3.0				50%				0.2			
	Total	6.0				100%				0.5			
Grand Total		291.0	233.0	257.0	151.0	100%	100%	100%	100%	18.4	14.4	16.2	9.1

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Course	Status	Enrollment Count				% of Total Enrollments				FTE Reimbursable			
		2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016
ENG 104	Passing	51.0	55.0	52.0	35.0	75%	77%	84%	61%	3.1	3.3	3.4	2.3
	NonPassing	16.0	16.0	10.0	22.0	24%	23%	16%	39%	1.0	0.8	0.6	1.4
	Audit	1.0				1%				0.1			
	Total	68.0	71.0	62.0	57.0	100%	100%	100%	100%	4.2	4.1	4.0	3.7
ENG 105	Passing	7.0	8.0	13.0	5.0	100%	80%	87%	83%	0.5	0.5	0.8	0.3
	NonPassing		2.0	2.0	1.0		20%	13%	17%		0.1	0.1	0.1
	Total	7.0	10.0	15.0	6.0	100%	100%	100%	100%	0.5	0.6	0.8	0.4
ENG 106	Passing	15.0	6.0	4.0		88%	86%	44%		1.0	0.4	0.3	
	NonPassing	2.0	1.0	5.0		12%	14%	56%		0.1	0.1	0.3	
	Total	17.0	7.0	9.0		100%	100%	100%		1.1	0.5	0.5	
ENG 107	Passing	11.0	12.0	5.0	7.0	79%	80%	63%	58%	0.7	0.8	0.3	0.5
	NonPassing	3.0	3.0	3.0	5.0	21%	20%	38%	42%	0.1	0.2	0.1	0.3
	Total	14.0	15.0	8.0	12.0	100%	100%	100%	100%	0.8	1.0	0.4	0.8
ENG 108	Passing	17.0	14.0	12.0	6.0	85%	93%	71%	86%	1.1	0.9	0.8	0.3

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		2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016
ENG 108	NonPassing	3.0	1.0	5.0	1.0	15%	7%	29%	14%	0.2	0.1	0.3	0.1
	Total	20.0	15.0	17.0	7.0	100%	100%	100%	100%	1.3	1.0	1.0	0.4
ENG 109	Passing	16.0	9.0	16.0	11.0	84%	90%	73%	58%	1.0	0.6	1.0	0.7
	NonPassing	3.0	1.0	6.0	7.0	16%	10%	27%	37%	0.2	0.1	0.4	0.4
	Audit				1.0				5%				0.1
	Total	19.0	10.0	22.0	19.0	100%	100%	100%	100%	1.2	0.6	1.4	1.2
ENG 204	Passing	3.0			2.0	75%			40%	0.1			0.1
	NonPassing	1.0			3.0	25%			60%	0.0			0.2
	Total	4.0			5.0	100%			100%	0.1			0.3
ENG 206	Passing		1.0		7.0		25%		78%		0.1		0.5
	NonPassing		3.0		2.0		75%		22%		0.2		0.1
	Total		4.0		9.0		100%		100%		0.3		0.6
ENG 262	Passing	11.0	11.0	3.0		79%	92%	50%		0.7	0.7	0.2	
	NonPassing	3.0	1.0	3.0		21%	8%	50%		0.2	0.1	0.2	

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Course Listing Passing Status

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		2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016
ENG 262	Total	14.0	12.0	6.0		100%	100%	100%		0.9	0.8	0.4	
HUM 204	Passing	99.0	88.0	139.0	63.0	80%	75%	87%	72%	6.6	5.7	9.2	4.0
	NonPassing	25.0	29.0	21.0	25.0	20%	25%	13%	28%	1.5	1.7	1.3	1.7
	Total	124.0	117.0	160.0	88.0	100%	100%	100%	100%	8.0	7.4	10.4	5.7
HUM 205	Passing	56.0	73.0	72.0	61.0	86%	88%	81%	78%	3.6	4.7	4.5	3.8
	NonPassing	9.0	10.0	17.0	17.0	14%	12%	19%	22%	0.6	0.5	1.0	1.0
	Total	65.0	83.0	89.0	78.0	100%	100%	100%	100%	4.2	5.2	5.5	4.9
HUM 206	Passing	55.0	64.0	68.0	21.0	79%	79%	78%	72%	3.6	4.2	4.4	1.4
	NonPassing	15.0	17.0	19.0	8.0	21%	21%	22%	28%	0.9	1.1	1.1	0.5
	Total	70.0	81.0	87.0	29.0	100%	100%	100%	100%	4.5	5.3	5.5	1.9
PHL 101	Passing	64.0	41.0	55.0	39.0	93%	85%	98%	75%	4.4	2.7	3.7	2.7
	NonPassing	5.0	7.0	1.0	13.0	7%	15%	2%	25%	0.3	0.4	0.1	0.8
	Total	69.0	48.0	56.0	52.0	100%	100%	100%	100%	4.7	3.0	3.8	3.5
PHL 102	Passing	155.0	163.0	162.0	153.0	94%	96%	94%	89%	9.8	10.3	10.4	10.0

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		2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016
PHL 102	NonPassing	10.0	7.0	11.0	19.0	6%	4%	6%	11%	0.6	0.4	0.7	1.2
	Total	165.0	170.0	173.0	172.0	100%	100%	100%	100%	10.4	10.7	11.0	11.2
PHL 103	Passing	128.0	104.0	85.0	101.0	95%	87%	89%	85%	7.9	6.5	5.3	6.4
	NonPassing	7.0	15.0	11.0	18.0	5%	13%	11%	15%	0.3	0.9	0.5	1.2
	Total	135.0	119.0	96.0	119.0	100%	100%	100%	100%	8.1	7.3	5.8	7.6
Grand Total		791.0	762.0	800.0	653.0	100%	100%	100%	100%	50.2	47.7	50.7	42.0

Enrollment Count, % of Total Enrollments and FTE Reimbursable broken down by Year vs. Course and Status. The data is filtered on Division, ActivityCode, Grade, Program Areas, Term, CollegeNowStudent, Operational Areas, Graduated, TransferNoGrad, Cohort Category, CohortCode, CohortEntryAgeGroup, Gender, Location, Section, Subject, TimeDay, OnCampusHS_Student and Dual_EnhancedOptions_Students. The Division filter keeps ETS, Community Education, Events, Other College and UG. The ActivityCode filter keeps LDC and CTE Prep. The Grade filter keeps 19 of 19 members. The Program Areas filter keeps Philosophy - Literature - Humanities Programs. The Term filter keeps Fall, Spring, Summer and Winter. The CollegeNowStudent filter keeps Null and Y. The Operational Areas filter keeps Family Center and Other. The Graduated filter keeps Null, N and Y. The TransferNoGrad filter keeps Null, N and Y. The Cohort Category filter keeps Null, Full Time First Time, Full Time Transfer, Part Time First Time and Part Time Transfer. The CohortCode filter keeps 105 of 105 members. The CohortEntryAgeGroup filter keeps 12 of 12 members. The Gender filter keeps Null, , F, M and N. The Location filter keeps Null, Curry, Main and Online. The Section filter keeps 10,830 of 10,847 members. The Subject filter keeps 98 of 98 members. The TimeDay filter keeps Null, Day, Evening and Online. The OnCampusHS_Student filter keeps N and Y. The Dual_EnhancedOptions_Students filter keeps N. The view is filtered on Year, Course and Status. The Year filter keeps 2013, 2014, 2015 and 2016. The Course filter keeps 1,386 of 1,397 members. The Status filter keeps Null, Audit, Non Graded, NonPassing and Passing.

II. Financial Viability

Exhibit II.A: Student FTE

FTE rose from the 2009 level by about 10% in 2010 and remained slightly higher in 2011, but has since returned to the 2009 level. [Data not available for current cycle.]

Exhibit II.B: Billing Credits

Billing credits have dropped steadily from 6719 in 2009 to 4799 in 2013. [Data not available for current cycle.]

Exhibit II.C:

- **Analysis:** Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps
The writing program remains stable. A number of credits are being taught at the high schools through the dual credit program; this may impact the college.
- **Plan:** Respond to the data evidence – how will the data results be utilized to enhance and improve graduate student success within the program, list specific planned projects
Costs appear to be rising slightly. There are no planned projects related to financial viability.

III. Efficiency of Delivery

Average Class Enrollments

Class enrollment size remains under 20 for writing courses and is around 17 for PSRs.

Student FTE to Faculty FTE Ratio (1 Faculty FTE = 45 Workload Credits) [Data not available for current cycle.]

Course Capacity Percentage (section enrollment is what percent of section capacity) Fill rate has remained between 69% and 70%.

- **Analysis:** Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps
Enrollments in particular classes have not changed greatly.
- **Plan:** Respond to the data evidence – how will the data results be utilized to enhance and improve graduate student success within the program, list specific planned projects
Because student/faculty FTE has risen slightly, we assume faculty are being used effectively. No planned projects.

IV. Instructional Effectiveness

Exhibit IV.A: Course Retention – completion rate

- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*
Course retention is basically unchanged, ranging from 68% to 71%.
- **Plan:** *Respond to the data evidence – how will the data results be utilized to enhance and improve graduate student success within the program, list specific planned projects*
Course retention is good and at stable levels. Projects include researching effectiveness of course scheduling, pre- and post-testing of student writing ability, and support and review of part-time faculty.

V. Program Student Success

~~Exhibit V.A: Program Persistence from Persistence Report (being developed)~~

~~Exhibit V.B: Program Completers (Graduated) (unduplicated student count) N/A~~

~~Exhibit V.C: Program Awards (all certificates and degree, duplicated) N/A~~

~~Exhibit V.D: Transfer Rate (student who did not graduate yet transferred) from Transfer Report (being developed)~~

~~Exhibit V.E: Transfer Figures from Transfer Report (being developed)~~

- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*
N/A
- **Plan:** *Respond to the data evidence – how will the data results be utilized to enhance and improve graduate student success within the program, list specific planned projects*
N/A

VI. Program Relevance

Exhibit II.A: OLMIS Reports Demonstrate Employment Opportunities - **OLMIS DATA:** <https://www.qualityinfo.org/>

Exhibit II.B: Advisory Committee Recommendations

- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*
- **Plan:** *Respond to the data evidence – how will the data results be utilized to enhance and improve graduate student success within the program, list specific planned projects*

VII. Graduate Student Success: Oregon 4 Year Completion Data, Wage Match Data, Placement

Exhibit VI.A: 4 Year Achievement (if available)

This data is unavailable, but the MSC predicts that our students are graduating from SWOCC at a sophomore writing ability and are on tract 4 year universities.

Exhibit VI.B: Wage Information (if available)

Exhibit VI.C: Placement Rates (if available)

- **Analysis:** *Reflect upon the trends, what does the data tell you, what has been accomplished/achieved and where are the gaps*
The Writing Program prepares students well for transfer to university. Most students complete their writing courses before transfer.
- **Plan:** *Respond to the data evidence – how will the data results be utilized to enhance and improve graduate student success within the program, list specific planned projects*
4-year achievement levels are good; no projects planned.

PART D: Systemic Program Projects

Systemic Program Enhancements and Projects Not Addressed in Program Outcomes or Operational Data Analysis Data

- Address systemic issues:
- Proposed Systemic Project(s):

Systemic Program Enhancements and Projects Not Addressed in Program Outcomes or Operational Data Analysis Data

- **Program Demand:** Review of overall 4-year trend of enrollments in discipline courses @ -8%
 - >10 Growing Strong (20 pt.)
 - 5-10% Growing (17 pt.)
 - 0-5% Maintaining (14 pt.)
 - 5-0% Dropping (10 pt.)
 - <-5% (5 pt.)

- **Program Outcomes Assessment:**

Assessment Category	No Evidence (1 pt.)	In Development <30% (2 pt.)	Implemented in Some Areas 30-80% (3 pt.)	Fully Implemented 81-100% (4 pt.)	TOTAL SCORE
READING PROGRAM					
Development of course outcomes				x	4
Mapping course to program outcomes				x	4
Multiple Assessment measures documented and mapped to program outcomes				x	4
Course Assessment data collected and analyzed			x		3
Assessment Data used to improve course teaching / learning and is documented			x		3
Total					18 pt.

- **Program Size:** Review of unduplicated student FTE (all terms) in discipline courses in prior year @ 141 FTE

>50 FTE (20 pt.)

30-50 FTE (17 pt.)

20-30 FTE (14 pt.)

15-20 FTE (10 pt.)

10-14 FTE (7 pt.)

<10 FTE (5 pt.)

- **Proposed Productivity:** Percent of students in all discipline classes for a year that earned C or better compared to number of students enrolled in same classes at end of second week @ 71%

>95% (20 pt.)

90-95% Growing (18 pt.)

80-90% Maintaining (16 pt.)

70-80 % Dropping (14 pt.)

60-70% (10 pt.)

<10% (5 pt.)

- **Program Cost:** Cost of program per student FTE in prior year @ \$2801.67

< \$1000/FTE (20 pt.)

\$1-2000/FTE (17 pt)

\$2-3000/FTE (14 pt.)

\$3-4000/FTE (10 pt)

\$>4000/FTE (5 pt.)

- **OVERALL PROGRAM VIABILITY SCORE:** 71 pt

PART E: Program Project Timeline – All Projects

Activity Timeline that includes core theme association, staff lead responsibility, start and projected end dates, association with other planning activities (academic master plan, technology plan, facilities plan), association with instructional projects.

Project	Person Responsible	Activity Year	Budget Request (for 2015 activities only)	Core Theme/ Objective	Associated Plans	Associated Projects
1. Update program outcomes and assessment mapping.	Writing Department	Ongoing	\$0.00	Learning and Achievement	See AMP	
2. Develop part-time faculty coordination plan to include ongoing instruction evaluation, curriculum review, and professional development opportunities	Rod Keller	Ongoing	\$0.00	Learning and Achievement	See AMP	
3. Reviewing course enrollment to determine effectiveness of offerings and scheduling	Writing Department	Ongoing	\$0.00	Learning and Achievement	See AMP	
4. Ongoing outcomes assessment to evaluate effectiveness of writing program	Writing Department	Ongoing	\$0.00	Learning and Achievement	See AMP	
5. Evaluate placement procedures; implement if warranted	Writing Department	Ongoing	\$0.00	Learning and Achievement	See AMP	
6. Restructuring and revitalizing the Writing Center	Writing Department	Ongoing	\$0.00	Learning and Achievement	See AMP	

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2017

Physics Program Review

DR. AARON J. COYNER

SOUTHWESTERN OREGON COMMUNITY COLLEGE |

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Part A: Program Review Narratives

Program Description Goals/Philosophy

The physics discipline at Southwestern provides fundamental physics courses largely in fulfillment of the laboratory sciences components of the Associate of Arts Oregon Transfer and Associate of Science Oregon Transfer, ASOT-BUS, OTM, AS and AGS degrees offered at present by Southwestern. General science courses in physics (GS 104) and astronomy (GS 107) are included under the auspices of the physics program as lab sciences for non-STEM majors. The physics program also meets the following science student learning outcomes:

- Apply fundamental knowledge and models of a natural or physical science to analyze and/or predict phenomena.
- Understand the scientific method and apply scientific reasoning to critically evaluate arguments.
- Interpret and communicate scientific information via written, spoken, and/or visual representations.
- Describe the relevance of specific scientific principles to the human experience.
- Form and test a hypothesis in the laboratory or field using discipline-specific tools and techniques for data collection and/or analysis

In 2015, an initially part-time qualified physics faculty member was hired with the intention of revitalizing and building onto the existing physics program, particularly in light of the investment in the upcoming Health, Science, and Technology Building slated for completion in 2019. The program has moved forward with a philosophy to build it to a level of scholarly opportunity and achievement consistent with the first two years of a physics curriculum at a typical university. This includes not only the classes taught but the availability of outside research opportunities, additional student and community involvement and interactions. To that end, Southwestern has applied and been accepted as an affiliate member of the NASA Oregon Space Grant Consortium among other current projects.

Since 2015, we have expanded the physics program to offer the complete algebra-based and calculus-based sequences fundamental to transfer students in both physics and other STEM disciplines. Initially in 2015, only the PH 201 algebra-based physics first term was offered along with the full calculus based sequence. The PH 201 course was initially offered solely to meet

requirements for Forestry and Natural Resources transfer degrees; however, it has become apparent in recent years, that many other STEM or medical fields will accept algebra-based physics as a baseline for physics understanding needed for their respective programs. 2017-18 will be the first academic year since 2010 that both sequences will be allowed to run all three terms. 2016-17 saw the algebra-based sequence completed but as a reading and conference option (R and C) for students that required it for their transfer institutions.

The physics program at Southwestern is at a potential crossroads due to the investment in laboratory and classroom upgrades with the approval and construction of the new building. It is imperative that Southwestern as an institution continues to offer foundational courses in physics for students in all disciplines for years to come. We have the benefit at present of smaller class sizes and more individual student attention than students receive at the university level while still offering the rigor and challenge to prepare them for their transfer program aspirations. Continuing to offer these sequences along with additional physics and related courses provides our students with a firm foundation in further STEM studies. Consistency in the faculty and administrative support for these courses will also permit active recruiting for the physics and pre-engineering disciplines which could if properly implemented sustain the program well beyond the potential interest surge accompanying the new building

In addition to the courses offered, the physics program should facilitate research and learning opportunities beyond the classroom environment. Southwestern is not just a community college, but has enormous potential in students becoming active in STEM projects and collaborations to enhance the educational experience and the scientific skill set they transfer to their future endeavors. We foresee in the coming years, building a multi-disciplinary approach to STEM courses and collaborating both within the science faculty at Southwestern and beyond. Many programs are already in discussion:

- Collaboration with Dr. Springer, Dr. Brouse, and Dr. Kyriotakis on a potential multi-disciplinary living learning community cohort here at Southwestern led to valuable feedback from the NSF, and it is likely the proposal will be revised and resubmitted.
- Collaborations within OSGC facilitated through Dr. Jack Higginbotham at Oregon State University have provided the equipment to facilitate a high-altitude balloon team to conduct research into atmospheric and meteorological phenomena of the south coast.

Our intent is to collaborate with the existing balloon team at Oregon Coast Community College beginning in Winter 2018.

- Contact has been established with the PSAS at Portland State University to collaborate on portions of testing and development for their OreSat project.
- Discussion and collaboration spearheaded by Tasha Livingstone have begun to investigate offering courses or a beginning program in astrobiology.

It is the philosophy of this department that these opportunities should be fostered to benefit the long-term scientific development of our student population across disciplines. Additional projects may be forthcoming and will be discussed in more detail later in this review.

Administration

Faculty/Staffing:

Physics is currently staffed by a visiting instructor position as of the 2017-18 academic year. Dr. Aaron Coyner has served as physics faculty since September, 2015 first in part-time, then adjunct, and now visiting capacities. A full-time, tenure track position is warranted, and should be a critical priority for staffing the college going forward. The physics program plays a key role in Southwestern's involvement with the Oregon NASA Space Grant Consortium, and will be a key piece of the science department in the new building going forward. As such, facilitating and growing a competitive and sustainable physics program and curriculum requires a level of stability not seen at Southwestern since 2010 when the previous full-time physics instructor resigned. Going into a time when science at Southwestern will be at the forefront of much of the publicity at the college, it is in the best interest of the college to guarantee all of the science programs are on a stable foundation from which to grow. It is critical that the physics program hire a full-time tenure track faculty member to solidify the foundation and direction of the program.

There has been administrative discussion of reviving the pre-engineering sequence of courses and creating a path for interested engineering students to complete their pre-engineering core and prepare each of the students for the rigors of the engineering pro schools. To facilitate the new additions for pre-engineering, it is our contention that part time instructors (for the time being) should be considered to instruct either the general science courses or some of the pre-engineering requirements. This would allow the physics instructor to cover courses like statics, dynamics and mechanics of materials, courses that are largely physics intensive.

Professional Development:

Dr. Coyner attended the meeting of the American Astronomical Society's Solar Physics Division in August, 2017 in Portland in an attempt to stay current with research topics in his background of solar physics while also networking for potential student internships and/or research opportunities. In addition, Southwestern's involvement in the Oregon NASA Space Grant Consortium has facilitated a number of opportunities for networking and collaboration through the yearly affiliate meetings, research symposia, and collaborative projects.

Additionally, Dr. Coyner participated in the Leadership SWOCC cohort for the 2016-2017 academic year. This interaction has spawned opportunities for collaboration campus-wide. It has cemented the physics program as a part of the larger campus community.

Support Services Used:

Students within the physics program have been heavily involved in the tutoring services through the Laker Learning Commons on the Coos Bay campus. Many of the students serve as tutors for math and science course when not in class. Much of the class roster makes use of the tutoring center weekly for physics homework and exams. Beginning in Fall 2017, Title III grant funding was used to provide 3 1-hour long volunteer sessions per week of supplemental instruction with former physics student from 2016-17, Rand Black. These supplemental sessions have been reasonably well attended and from anecdotal reports very helpful to those students who have used them.

Community Relationships/Partnerships:

During the summer of 2017, Dr. Coyner did a number of media appearances along with a free public lecture at the Coos Bay Public Library regarding the August 21, 2017 total solar eclipse. As part of the information campaign for this event, Dr. Coyner made two appearances on KCBY television, conducted an interview with The World newspaper, engaged students at the SW Oregon Boys and Girls Club in an outreach discussion about the eclipse, and appeared on Hooked on Oregon Radio to discuss eclipse science and the scientific goings on at Southwestern. In addition, faculty from chemistry, geology, physics, and forestry along with representatives of Southwestern Foundation facilitated discussions with the Beetham Family to initiate the Beetham Family's \$1,000,000 match for Health, Science, and Technology Building funding.

It is our belief that these media relationships and community partnerships will persist in the coming years allowing the physics discipline at Southwestern to develop a recognizable footprint both on the campus and in the community. Our intention as a program is to use our new projects through OSGC and

collaborations with other institutions (See Project Planning) as a means of recruiting and community marketing in addition to providing research opportunities to our current and future students.

Curriculum

At present, the physics discipline oversees and conducts course sequences in algebra-based and calculus-based physics as well as general science courses in physics and astronomy. We are attempting to grow the program as we prepare for the move to the Health, Science, and Technology Building in the fall of 2019. To this end, we have proposed a new Associate of Science degree with a physics emphasis for inclusion in the 2018-2019 catalog. We propose this new degree because we believe physics and the other STEM disciplines are fundamental in college education, and are necessary degrees to offer to recruit and encourage modern students facing growing choices in their academic paths and more STEM opportunities being presented. While our STEM disciplines are integral to our transfer degrees such as the AA/OT, OTM, AS/OT Computer Science, AS/OT-Bus, etc., it is our contention that the existence of discipline specific AS degrees and course pathways will serve the Southwestern community in three ways:

- Existing students interested in STEM disciplines will have a more clear, coherent pathway to effective transfer at junior level at their chosen transfer institution.
- Individual degrees in the STEM disciplines will strengthen the overall science programs and offerings at Southwestern. Beginning with physics and chemistry (later expanding to biology, pre-engineering, etc.), students would have many more opportunities to explore science, engineering, and math and will have guidance to prepare them for university level science
- The existence of the degrees in our college catalog will provide prominent promotion within college documentation which will aid in active recruiting of physics and STEM discipline interested students. Active recruiting is anticipated to begin for the 2018-2019 academic year.

Each of these is a valuable aspect to have in a growing program, particularly considering the anticipated facilities upgrades coming in the near future. With Southwestern having the most current and most updated science facilities on the Oregon coast, it is our opinion that we at Southwestern should use these resources both as recruiting tools and collaboration opportunities with both 2-year and 4-year institutions.

Degrees Offered

- Physics courses fill requirements for the AA/OT, AS, AGS, AS/OT-BUS, and OTM degree plans
- In addition, a full AS degree with physics emphasis has been proposed and will go to Instructional Council in January 2018 for inclusion in the 2018-19 academic year catalog. The details and justifications for the AS degree are included below.

Associate of Science (physics emphasis) Proposal

Justification

This proposed Associate of Science in Physics degrees is designed to give students interested in pursuing STEM programs in physics a more complete transfer path than the existing AAOT bulk transfer degree. The logic behind this degree plan is two-fold. First and foremost, it provides the student with the necessary science and math course background to be properly prepared to enter a university physics program at the junior level. The degree in its entirety includes all of the baccalaureate core requirements from Oregon State University and Portland State University to ensure that graduating students have had a well-rounded first two years of undergraduate learning in addition to their science and mathematics focus.

The math and science courses included in the degree plan have been vetted by advising departments at both OSU and PSU. Both advisors and department chairs have stated via email communication that the courses involved will articulate individually and fulfill the requirements of the initial two years of the universities' respective physics programs. Articulation of individual courses from each university are included in the supporting documentation. The inclusion of CS 161 in the degree plan is in response to a trend in physics education where students are being expected in later years of their program to have a basic understanding of programming and some element of computer science knowledge. BI 203 was included to be consistent with the typical physics major course plan advising guide from OSU.

Given the number of students typically in physics courses at a 4-year institution, many students find it beneficial to take the courses at their community college prior to transferring, favoring classes of 10 to 20 students over the potential of up to 300 students in a PH 201 course. Having a physics degree offered will allow Southwestern to more actively recruit students into physics and other STEM disciplines by making it easier for prospective students to be aware of our existing and growing program.

Offering the AS degree in physics is a necessary step in combination with our involvement with the Oregon NASA Space Grant Consortium and other potential student opportunities we are actively pursuing. The degree path would provide interested students a clear process by which they could come to Southwestern to complete their introductory portion of the physics curriculum and the baccalaureate core prior to transfer to Oregon State or Portland State.

The degree courses are included on the next page as well and transfer information for the universities mentioned.

Proposed Coursework Sequence

First Year

Fall Term

MTH	251	Differential Calculus	4
CHEM	221	General Chemistry I	5
WR	121	English Composition	3
elective		Western Culture*	3

Winter Term

MTH	252	Integral Calculus	4
CHEM	222	General Chemistry II	5
WR	227	Technical Writing	3
elective		Diff. Power Discrimination*	3

Spring Term

MTH	253	Series Calculus	4
CHEM	223	General Chemistry III	5
BIO	203	General Biology	4
SP	111	Public Speaking	3
	or		
SP	112	Intro to Persuasion	3

Second Year

Fall Term

PH	211	General Physics I (w/calc)	5
MTH	254	Multivariable Calculus	4
elective		Cultural Diversity*	3
elective		Social Processes and Inst.*	3

Winter Term

PH	212	General Physics II (w/calc)	5
MTH	255	Vector Calculus	4
CS	161	Intro to Computer Science I	3
elective		Literature and the Arts*	3

Spring Term

PH	213	General Physics III (w/calc)	5
MTH	256	Differential Equations	4
MTH	260	Linear Algebra/Matrix	4
PE	231	Lifetime Health and Fitness	3

Total **92**

Articulations

Course Equivalencies and Articulations (OSU)

Southwestern Course	OSU Course Equivalent Articulation
BI 203	LDT Introductory Biology
CH 221	CH 231 & 261
CH 222	CH 232 & 262
CH 223	CH 233 & 263
MTH 251	MTH 251
MTH 252	MTH 252
MTH 253	MTH 253
MTH 254	MTH 254
MTH 255	MTH 255
MTH 256	MTH256
MTH 260	** LD LINEAR ALGEBRA
SP 111 OR 112	COMM 111 OR COMM 114
PH 211	PH 211 AND PH 221
PH 212	PH 212 AND PH 222
PH 213	PH 213 AND 223
WR 121	WR 121
WR 227	WR 327 * LD TECHNICAL WRITING

** MTH 260 at SWOCC does not directly count for transfer credit to MTH 314 but is strongly suggested and supported by OSU Physics Advising

Electives in the degree plan are consistent with the electives for OSU Baccalaureate Core.

Portland State University

18 Matches

The matches below indicate specific courses you may be awarded after completing and transferring, assuming you earned a passing grade in the transferred course. Matches may change depending upon your major.

Courses from:

Southwestern Oregon Community College

- BI203 Introductory Biology 2017 → BI253
-
- CHEM221 General Chemistry I 2017 → CH221, CH227
- CHEM222 General Chemistry II 2017 → CH222, CH228
-
- CHEM223 General Chemistry III 2017 → CH223, CH229
-
- CS161 Introduction to Computer Science I 2017 → CS161
-
- MTH251 Calculus I Differential Calculus 2017 → MTH251
-
- MTH252 Calculus II Integral Calculus 2017 → MTH252
-
- MTH253 Calculus III 2017 → MTH253
-
- MTH256 Differential Equations 2017 → MTH256
-
- MTH260 Matrix Methods and Linear Algebra 2017 → MTH261
-
- PE231 Wellness for Life 2017 → PHE295

PH211 Gen Physics w/Calculus I 2017 → PH211, PH214

PH212 Gen Physics w/Calculus II 2017 → PH212, PH215

PH213 Gen Physics w/Calculus III 2017 → PH213, PH216

SP111 Fundamentals of Public Speaking 2017 → SP220

WR121 English Composition 2017 → WR121

WR227 Report Writing 2017 → WR227

MTH254 Vector Calculus I 2017 , MTH255 Vector Calculus II 2017 → MTH254, MTHLD

Courses Offered

The physics discipline currently consists of 8 courses (2 physics sequences, and 2 general science courses).

- PH 201 General Physics I – Algebra-based investigation of the principles of Newtonian mechanics, energy and momentum conservation laws, and concepts of rotation and material strengths.
- PH 202 General Physics II – Algebra-based continuation of the sequence focusing of oscillations, fluids, waves, optics, and thermodynamics
- PH 203 General Physics III – Completion of the algebra-based series focused on electricity, magnetism, and their applications
- PH 211 General Physics I with Calculus - Calculus-based investigation of the principles of Newtonian mechanics, energy and momentum conservation laws, and concepts of rotation.
- PH 212 General Physics II with Calculus – Continuation of the calculus-based sequence focused on oscillations, fluids, waves, and optics
- PH 213 General Physics III with Calculus -Conclusion for the calculus-based sequence focused on electricity and magnetism.
- GS 104 Physical Science – General overview of conceptual physics typically for non-STEM majors although students from all disciplines have been enrolled
- GS 107 Astronomy – A general overview of both observational and theoretical astronomy

The most important development concerning courses since the last review is the support from the administration to run the full sequence of the algebra-based course. Until 2016, only the PH 201 was supported as it was a requirement for a direct transfer degree in forestry and natural resources. Research into all STEM disciplines offered at the University of Oregon, Oregon State University, and Portland State University shows than many offer alternate paths where either the algebra or calculus based physics sequences can fill physics requirements for the student's chosen discipline. In 2016, 3 students were able to complete the series, though the PH 202 and PH 203 courses were taught as reading and conference because the courses had not been officially offered in several years. Beginning in the 2017-18 academic year, the full algebra-based sequence is being offered. Though enrollment numbers for this initial class are not ideal given the limitations of losing the forestry students after PH 201. Running the sequence unhindered for an academic year will be an overall benefit to the discipline as it will show students and advisors alike that the sequence is and will continue to be an active path both for future physics students and for STEM career students need laboratory sciences for their respective transfer degrees. It is imperative to continue both algebra-based and calculus based options of the physics sequence each year for three fundamental reasons:

1. Physics is a fundamental part of nearly all STEM degrees; however, the various disciplines are split in preference between calculus-based and algebra-based focus.
2. Offering both sequences provides a well-rounded and balanced program allowing for the recruitment of students from diverse background of scientific interests. This broadens the discipline's reach into the Southwestern student population.
3. Going into the new building and the period of expected growth, a complete program being offered is more likely to be sustainable following the initial uptick due to the new facilities.

In the calculus-based series, enrollment counts have fluctuated from 8-10 in 2015-16, to 16-18 in 2016-17 and thus far 13 initially in 2017-18. It is difficult to discern a trend at this point, but our hope is with the introduction of the new degree path, more thorough advising, and active recruiting, we will continue to see growth in both sequences.

Since the last program review, we have revived the GS 107 Astronomy course. It has been offered during the spring the last two years, and online during the summer last year. The decision to have astronomy in the spring was largely based on weather to allow for better probability of good observing. The spring 2017 course did not have much luck though as clouds and rain were ever-present. Enrollments for astronomy have been steady at 25 to 30 in the two spring terms it has been offered and around 10 students for the summer.

Discussions have been started about the creation of non-lab GS course in meteorology though this course is still being designed. The physics discipline would also be improved by the inclusion and development of a more mathematical astronomy course, a planetary science course and or a cosmology course. We believe these courses would build a foundation for students wishing to pursue astronomy or space sciences degrees. In the coming weeks, Dr. Coyner will be reaching out to the astronomy department of the University of Washington to discuss the best means of building an astronomy pathway in addition to physics.

Career Pathways/Course of Study efforts

Course of study efforts summarized in the proposal for the new AS degree above.

Delivery Methods/ Instructional Methodology

Most courses in the physics discipline have been taught using traditional face to face delivery methods in combination with online resources and homework software. Many courses are standard lectures. Powerpoint lecture slides are used as a base augmented with examples on whiteboard or use of smartboard technology. One day per week, the PH 211-213 sequence students work in groups in the Laker Learning Commons on practice problems to reinforce concepts and mathematical processes from lectures. Each course also contains laboratory exercises and simulations for hands on practice of physics and astronomy principles. In addition, each course features a research paper and presentation on either famous physicists/astronomers (GS 104/107) or ongoing research in fields of physics consistent with topics in each segment of the physics sequences.

Articulation

Courses within the physics sequences have been verified to articulate at the University of Oregon, Oregon State University, and Portland State University. Email verifications have been sent in correspondence with chairs at OSU and PSU during the Associate of Science degree planning. Courses will be continually evaluated and adjusted to insure clear and consistent articulation each year.

For the GS courses, we find in articulation tables for the state of Oregon's institutions that GS 104 and 107 articulate as lower division introduction to physics and astronomy courses contained within the physics departments of the respective institutions. It is our contention that converting the general science courses to introductory courses in their respective disciplines would be beneficial to the students in clarifying the nature of the courses. Currently in our catalog both GS 104 and 105 are listed

as Physical Science. Under a new setup described above, GS 104 would become PH 104 Conceptual Physics and GS 105 would be a CH 105 introductory chemistry course for example. While there is a concern that calling the GS classes what they contain may intimidate some students prior to registering, it is in the best interest of the college to attempt to mirror the articulation tables of the state universities.

Scheduling Concerns

There have been a few scheduling concerns that have arisen over the past year that have been somewhat problematic for the physics program. The biggest of these concerns is the extension of calculus courses to five days a week. While I do not doubt that these courses warrant five days a week, the exact scheduling is a concern as the Thursday hour of the calculus series happens to interfere with physics and chemistry lab times. In past years, there was not a calculus session on Thursday. This allowed Thursday to be open for physics, chemistry, biology, and geology labs. With the addition of the organic chemistry series, the PH 211-213 labs had been moved to Thursdays at 11:00am so the physics labs would not conflict with organic chemistry labs. However, the current time for the calculus series is scheduled for every day between 11:00-11:50am, conflicting with the first hour of the PH 211-213 labs.

In a few cases, students who work day jobs outside of school have been unable to proceed with physics courses because the class time occurs during their work schedule. The possibility of additional physics students for evening courses may be worth exploring when Southwestern begins to use a new e-scheduling program in the coming months.

Currently, GS 104 runs in fall and winter term with lower numbers in the winter term. In the coming years, we intended to create a meteorology course (either as a lab or non-lab science course) which could take the place of the winter GS 104 course and provide another science option for non-STEM majors. The outline for the meteorology course should be presented to Instructional Council in the coming weeks allowing this opportunity to move forward.

Instructional Resources

The physics sequences are taught with traditional face-to-face teaching methodologies. Each course has a significant online component included in the form of online homework through initially MasteringPhysics and then through a program called The Expert TA. Physics courses began using The Expert TA for online homework during the 2016-2017 academic year following student issues and dissatisfaction with the MasteringPhysics platform.

After discussions with colleagues at Oregon State University in January 2017, The PH 211-213 series began to incorporate one day per week where students collaborate on group assignment practice problems in the Laker Learning Commons each Tuesday. A student from the 2016-2017 PH 211-213 sequence recently mentioned that the Laker Learning Commons group work was very beneficial to her as she transferred from Southwestern to biochemistry at The University of Oregon. She said the group learning experience and practice was a beneficial tool in learning new concepts in her new classes post-transfer.

The general science courses have been taught both as face-to-face courses and online over the summer term. Results for the online GS 104 class have been similar to those taught face to face though their have been some adaptations have been made with the online lab exercises to increase their effectiveness.

Open Educational Resources

Beginning in the spring term of the 2016-17 academic year, The GS 107 astronomy course was taught using the OER textbook *Astronomy* by Fraknoi et al. published by Rice University as part of their Openstax program. The course was taught face to face with the Openstax text in the spring term thanks in part to an OER adoption grant through the Open Oregon program. In comparison to comments from students prior to the changeover, student response was positive to the OER text compared to my previous Pearson text and MasteringAstronomy software.

In addition to the astronomy text change, the physics sequences were both formally switched to Openstax OER textbooks beginning in Fall 2017. The Openstax texts were used during the latter portions of the 2016-17 sequences for supplemental problems and group assignments during that time. The OER texts mentioned above will be the primary texts for the respective classes going forward for the coming years. That said, the texts will be reevaluated each year for content and student accessibility,

Students

Student Populations

Enrollment counts in the physics discipline have not shown a clear trend since 2015. The PH 201-203 series is on an upward slope over the three-year span. None of the algebra based sequence courses were offered in 2013 and 2014. In 2015, only PH 201 was offered (as a requirement for the Forestry and Natural Resources program). As a result, only 5 students were enrolled in the course. In 2016, we made a first attempt to run the full sequence. PH 201 had an initial 4 students that completed. 2 moved on to PH 202. PH 203 had 3 students as one student took the course who had completed the first two parts of the series at Oregon State University. For 2017-18, the PH 201 series started with 11 students (though 2 dropped early so only 9 completed). The increase in student enrollment is believed due to increased advising guidance given to faculty and advisors prior to fall enrollment.

The calculus-based sequence has had fluctuations from 2013 to present. It is difficult to discern a trend as year by year fluctuations. For the sequence ranging from 8 students to 20. Many of the students in the program since 2015 have been pre-engineering or STEM discipline AA-OT seeking students. These areas of students fluctuate from year to year. Our hopes are that the introduction of the AS degree with a physics emphasis will allow for more recruiting of students and a larger course enrollment as the program grows.

The general science component of the physics discipline has grown each year through 2016-17. Academic year. In 2013, there were a total of 20 students in the GS 104 class. The numbers for GS 104 have gone up every year to 51 students in 2016-17. Astronomy was not offered until 2015-16 and beyond. The initial year had 29 students

Gender/Age/Ethnicity Data

Program Gender

		2013	2014	2015	2016
Student Unduplicated Count	Female	10.0	18.0	30.0	52.0
	Male	26.0	30.0	34.0	43.0
% Difference Unduplicated Students	Female		80.00%	66.67%	73.33%
	Male		15.38%	13.33%	26.47%
Course Count	Female	4.0	4.0	6.0	6.0
	Male	4.0	4.0	6.0	8.0
% Difference Course Count	Female		0.00%	50.00%	0.00%
	Male		0.00%	50.00%	33.33%
Section Count	Female	4.0	4.0	6.0	9.0
	Male	4.0	4.0	6.0	11.0
% Difference Section Count	Female		0.00%	50.00%	50.00%
	Male		0.00%	50.00%	83.33%
FTE Reimbursable	Female	1.7	3.9	4.8	9.6
	Male	7.9	7.8	7.1	8.9
% Difference in FTE Reimbursable	Female		125.62%	22.66%	100.00%
	Male		-2.02%	-9.42%	26.18%
BillingCredits	Female	51.0	126.0	144.0	313.0
	Male	249.0	266.0	223.0	296.0
% Difference in Billing Credits	Female		147.06%	14.29%	117.36%
	Male		6.83%	-16.17%	32.74%
Student Unduplicated Count	Total	36.0	48.0	64.0	95.0
% Difference Unduplicated Students	Total		33.33%	33.33%	48.44%
Course Count	Total	4.0	4.0	6.0	8.0
% Difference Course Count	Total		0.00%	50.00%	33.33%
Section Count	Total	4.0	4.0	6.0	11.0
% Difference Section Count	Total		0.00%	50.00%	83.33%
FTE Reimbursable	Total	9.7	11.7	11.9	18.5
% Difference in FTE Reimbursable	Total		20.87%	1.32%	56.10%
BillingCredits	Total	300.0	392.0	367.0	609.0
% Difference in Billing Credits	Total		30.67%	-6.38%	65.94%

Program Age Category

		2013	2014	2015	2016
Student Unduplicated Count	Under 16				1.0
	16 - 17 Years	4.0	1.0	2.0	5.0
	18 - 20 Years	21.0	24.0	48.0	61.0
	21 - 24 Years	6.0	8.0	8.0	17.0
	25 - 29 Years	4.0	9.0	3.0	6.0
	30 - 39 Years	1.0	4.0	1.0	4.0
	40 - 49 Years		2.0		
	50 - 59 Years			1.0	1.0
	60 - 90 Years			1.0	
	% Difference Unduplicated Students	Under 16			
16 - 17 Years			-75.00%	100.00%	150.00%
18 - 20 Years			14.29%	100.00%	27.08%
21 - 24 Years			33.33%	0.00%	112.50%
25 - 29 Years			125.00%	-66.67%	100.00%
30 - 39 Years			300.00%	-75.00%	300.00%
40 - 49 Years				-100.00%	
50 - 59 Years					0.00%
60 - 90 Years					-100.00%
Course Count		Under 16			
	16 - 17 Years	4.0	1.0	1.0	5.0
	18 - 20 Years	4.0	4.0	6.0	8.0
	21 - 24 Years	4.0	4.0	3.0	7.0
	25 - 29 Years	3.0	4.0	4.0	7.0
	30 - 39 Years	3.0	4.0	1.0	1.0
	40 - 49 Years		1.0		
	50 - 59 Years			1.0	1.0
	60 - 90 Years			2.0	
	% Difference Course Count	Under 16			
16 - 17 Years			-75.00%	0.00%	400.00%
18 - 20 Years			0.00%	50.00%	33.33%

Program Demographics

		2013	2014	2015	2016
Student Unduplicated Count	American Indian or Alaska Native	2.0	3.0	3.0	3.0
	Asian	1.0	1.0		3.0
	Black or African American		2.0	2.0	2.0
	Hispanics of any race	2.0	3.0	10.0	7.0
	Native Hawaiian or Other Pacific Islander	1.0		1.0	5.0
	Nonresident Alien		4.0	1.0	1.0
	Two or more races	2.0	3.0	2.0	7.0
	Undisclosed	8.0	5.0	1.0	3.0
	White	20.0	27.0	44.0	64.0
% Difference Unduplicated Students	American Indian or Alaska Native		50.00%	0.00%	0.00%
	Asian		0.00%	-100.00%	
	Black or African American			0.00%	0.00%
	Hispanics of any race		50.00%	233.33%	-30.00%
	Native Hawaiian or Other Pacific Islander		-100.00%		400.00%
	Nonresident Alien			-75.00%	0.00%
	Two or more races		50.00%	-33.33%	250.00%
	Undisclosed		-37.50%	-80.00%	200.00%
	White		35.00%	62.96%	45.45%
Course Count	American Indian or Alaska Native	4.0	4.0	2.0	2.0
	Asian	3.0	3.0		2.0
	Black or African American		1.0	2.0	1.0
	Hispanics of any race	1.0	3.0	6.0	5.0
	Native Hawaiian or Other Pacific Islander	3.0		1.0	2.0
	Nonresident Alien		4.0	1.0	3.0
	Two or more races	4.0	4.0	1.0	5.0
	Undisclosed	4.0	4.0	1.0	2.0
	White	4.0	4.0	6.0	8.0
% Difference Course Count	American Indian or Alaska Native		0.00%	-50.00%	0.00%
	Asian		0.00%	-100.00%	
	Black or African American			100.00%	-50.00%
	Hispanics of any race		200.00%	100.00%	-16.67%
	Native Hawaiian or Other Pacific Islander		-100.00%		100.00%
	Nonresident Alien			-75.00%	200.00%

Recruitment

Active recruiting for physics has not been a consideration in recent years. With the growing relationship with the Oregon Space Grant Consortium and several interesting physics projects on the horizon (see projects and long-term goals later in this document) active recruiting will be essential and will begin at full speed in Winter 2018. Recruiting will take place on multiple levels. We intend to be more involved with the Oregon Coast STEM Hub. We are planning to build a larger social media following through increased Facebook and Twitter outreach. A Facebook page has been created for physics and Space Grant events. This will be used to share our events and reach out to the community, current, former, and prospective students.

Dr. Coyner will continue making presentations and media presentations. Our intention is to also reach out directly to local high schools and community organization. Coos Bay Public Library hosted Dr. Coyner for a public lecture in August 2017 for a discussion of the 2017 Great American Solar Eclipse. We intend

to continue to put together lectures which will be open to students and community members, using these as means of recruiting as well.

Advising

Beginning in Spring 2017, Dr. Coyner circulated to all advisors the documents below showing the physics courses required for various majors statewide. The initial results more than doubled the enrollment in the algebra-based sequence, PH 201 to 203. Overall enrollment in physics for Fall 2017 was 22 students (9 for PH 201 and 13 for PH 211). While it is too early in the process to assess a meaningful trend, the initial increase in PH 201 is significant and positive. It will be important to evaluate and continue to assess these data in subsequent years. The physics requirements for all disciplines will be monitored and updated for advisors prior to each term's advising. The current list of requirement information is included below.

Science Program Physics Requirements for OSU							
Program	201	202	203	211	212	213	
All Engineering				x	x	x	
Biology	x	x	x				
Chemistry Track I				x	x	x	
Biochem/Microbiology	x	x	x	o	o	o	option to take either track but must take one
Biochemistry	x	x	x	o	o	o	option to take either track but must take one
Biochem/Biophysics				x	x	x	
Materials Science				x	x	x	
Forensic Science	x	x	x	o	o	o	option to take either track but must take one
Chemistry Track II	x	x	x	o	o	o	option to take either track but must take one
Geology	x	x	o	o	o	o	option to take either track but must take one
Climate Science	x	x	x	o	o	o	option to take either track but must take one
Physics				x	x	x	
Food Sciences	x	x	x				
Ocean Science	x	x	o	o	o	o	
Forestry	x						
Microbiology	x	x	x				
Computer Science				x	x	x	
Math				x			Bacc Core Lab Science
Pre-Pharmacy	x	x	x	o	o	o	option to take either track but must take one
Pre-Med	x	x	x				

Science Program Physics Requirements for U of O							
Program	201	202	203	211	212	213	
Physics				x	x	x	
All Engineering				x	x	x	
Computer Science	x	x	x	o	o	o	
Chemistry	x	x	x	o	o	o	
Biochemistry	x	x	x	o	o	o	
Biology	x	x	x	o	o	o	
Geology	x	x		o	o		
Geophysics				x	x	x	
Environmental Geology	x	o	o	o	o		
Paleontology	x						
Human Physiology	x	x	x	o	o	o	
Math/CS	x	x	x	o	o	o	

Student Satisfaction

Student satisfaction reports for physics and GS courses have been analyzed from Fall 2015 to present. Many students comment both in the surveys and in conversations with Dr. Coyner and other staff members about the difficulty and challenge involved in physics courses; however, many of these challenges are specific to the course material more than the teaching or presentation style. Student feedback for Fall 2017 from all three courses (with limited sample sizes) was largely positive showing average ratings between 4.0 and 5.0 for all survey questions regarding the course and the instructor. Similar results were show previous terms. Typical comments and concerns that are being address are the more timely return of homework and occasional concern over students feeling lost at times. Additional office hours have been setup to allow students more access to ask questions

Comments are generally favorable

Assessments

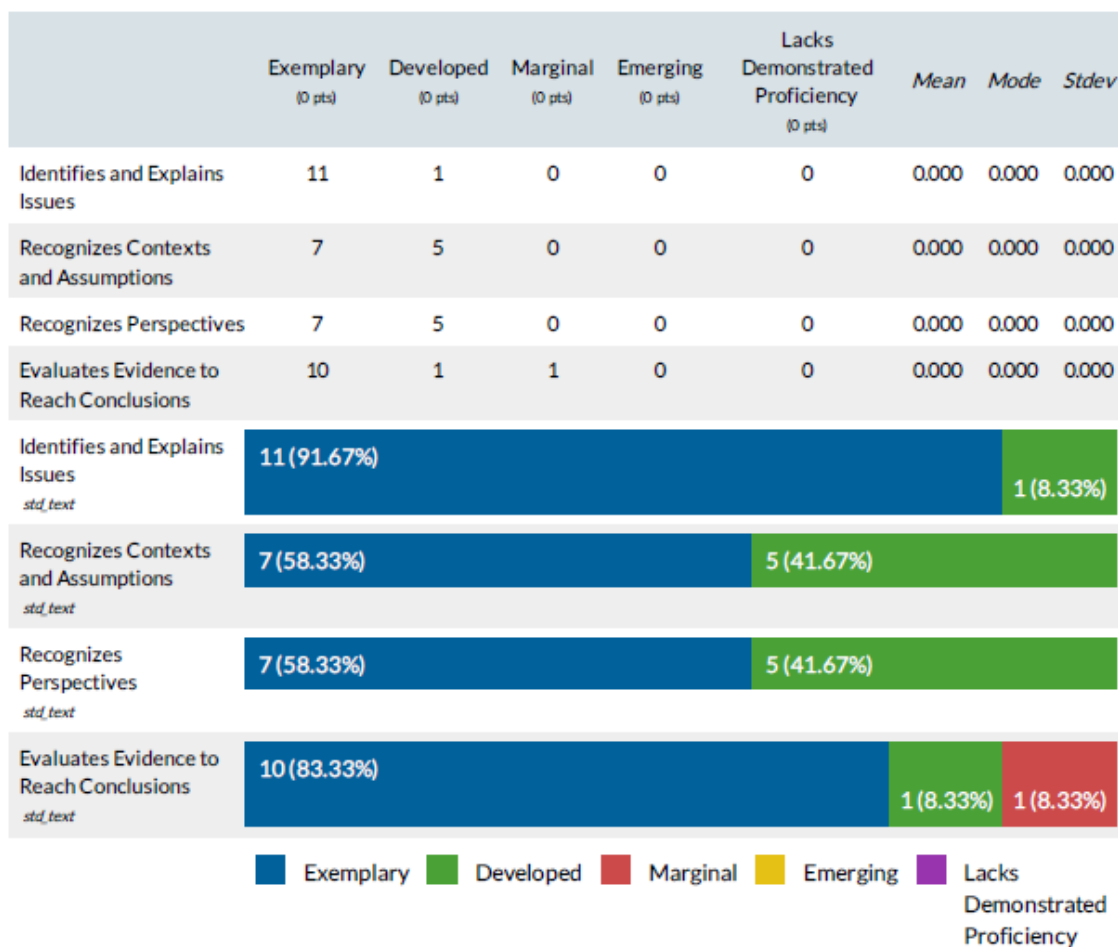
Fall 2016

Rubric View: Rubric

	Exemplary (0 pts)	Developed (0 pts)	Marginal (0 pts)	Emerging (0 pts)	Lacking (0 pts)	Mean	Mode	Stdev	
Provides Appropriate Scientific Context	10	2	0	0	0	0.000	0.000	0.000	
Conveys Hypothesis and Findings Clearly	9	3	0	0	0	0.000	0.000	0.000	
Relevance to Course Topics	4	7	1	0	0	0.000	0.000	0.000	
Applications	10	1	1	0	0	0.000	0.000	0.000	
Writing/Presentation Clarity	6	6	0	0	0	0.000	0.000	0.000	
Citations	9	1	0	1	1	0.000	0.000	0.000	
Provides Appropriate Scientific Context	10 (83.33%)					2 (16.67%)			
Conveys Hypothesis and Findings Clearly	9 (75.00%)					3 (25.00%)			
Relevance to Course Topics	4 (33.33%)		7 (58.33%)			1 (8.33%)			
Applications	10 (83.33%)					1 (8.33%)		1 (8.33%)	
Writing/Presentation Clarity	6 (50.00%)			6 (50.00%)					
Citations	9 (75.00%)				1 (8.33%)	1 (8.33%)	1 (8.33%)		

■ Exemplary	■ Developed	■ Marginal	■ Emerging	■ Lacking
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Rubric View: GSLO CCAT



Winter 2017

Physics 212 Outcomes Assessment Report

Course Level Outcomes

Course Outcome	Measurable Criterion	Measurement Tool	Courses	Time Frame
Apply conservation laws (energy and momentum) to analyze the behavior of physical systems and to understand when to apply these laws.	Score of at least 3 on Final Exam Rubric section on conservation laws Or A total of at least 20 of 27 points on the final exam questions involving conservation of energy or momentum	Group of 3 questions on the final exam of PH 212 using conservation laws of energy and momentum	PH 212	Winter 2017

Results: Of 14 students included in the Livetext eligible students, 13 scored at least proficient in problems involving conservation laws (3 exemplary, 10 proficient) for a success rate of 93%

Analysis: The final exam questions covered conservation of energy through a roller coaster type application, rotational kinetic energy of a rolling object, and angular momentum conservation. I included this range of evaluation to cover the many topics discussed during the PH 212 term involving conservation laws.

Plan: Going forward I will continue to emphasize conservation laws and continue to address applications to everyday life outside of the classroom.

Course Outcome	Measurable Criterion	Measurement Tool	Courses	Time Frame
Understand how to represent and analyze motion for fluids, oscillations and waves.	Score of at least 3 on Final Exam Rubric section on oscillations/waves/fluids Or A total of at least 20 of 27 points on the final exam questions	Group of 3 questions on the final exam of PH 212 concerning fluids, oscillations and waves.	PH 212	Winter 2017

Results: Of 14 students included in the Livetext eligible students, only 6 scored at least proficient in problems involving oscillations, fluids, and waves (4 exemplary, 2 proficient) for a success rate of only 43%. The remaining 8 students showed an emerging proficiency but a struggle with concepts of simple harmonic motion.

Analysis: Simple harmonic motion problems were a struggle for many students. Some additionally struggled with applications of Bernoulli's Principle and pressures. In previous assignments, more students showed an ability to comprehend and process these problems; however, in the final culminating test, this seemed to be a stumbling block.

Plan: Clearly more concentration and emphasis needs to be placed on simple harmonic oscillations and their applications. More lecture examples and additional problems and experiments will be devised and incorporated.

Course Outcome	Measurable Criterion	Measurement Tool	Courses	Time Frame
Understand and apply principles of torque, elasticity, and rotational equilibrium	Score of at least 3 on Final Exam Rubric section on torque/elasticity Or A total of at least 20 of 27 points on the final exam questions	Group of 3 questions on the final exam of PH 212 using torque, elasticity, and rotational equilibrium	PH 212	Winter 2017

Results: Of 14 students included in the Livetext eligible students, 11 scored at least proficient in problems involving torque, elasticity, and equilibrium (6 exemplary, 5 proficient) for a success rate of 78.6% .The remaining 3 students showed an emerging proficiency.

Analysis: While more time could and should be spent to address the effects of torque and elasticity with more practical examples. Nearly 80 percent of the students are demonstrating proficiency while the remaining students show emerging skills.

Plan: Continue to emphasize torque and its implication for rotating systems. Emphasize rotational kinematics (angular velocities and angular accelerations). Use more tangible example for elasticity and compressions.

Course Outcome	Measurable Criterion	Measurement Tool	Courses	Time Frame
Make observations of physical behavior and find explanations of sound applications that are consistent with the observations, apply these explanations to make predictions about outcomes of experiments	Score of at least 3 on Final Exam Rubric section on sound Or A total of at least 27 of 36 points on the final exam questions.	Group of 4 questions on the final exam of PH 212 using sound and its applications.	PH 212	Winter 2017

Results: Of 14 students included in the Livetext eligible students, 8 scored at least proficient in problems involving sound and its applications (Doppler Effect, musical instruments, etc.) (2 exemplary, 6 proficient) for a success rate of 57.1% .The remaining 6 students showed an emerging proficiency.

Analysis: Sound and its applications consisted of two weeks of lecture time near the time of the final. While these two weeks are sufficient for some students, it is possible that additional lectures and work on sound should be incorporated.

Plan: Continue to emphasize fundamentals while also incorporating more practical examples. Develop a lab and principles of sound waves to be more complete than the musical pipe lab performed this term.

Course Outcome	Measurable Criterion	Measurement Tool	Courses	Time Frame
Apply fundamental physics principles of optics to analyze the behavior of physical situations	Score of at least 3 on Final Exam Rubric section on sound Or A total of at least 27 of 36 points on the final exam questions.	Group of 4 questions on the final exam of PH 212 using optics and the principles of reflection, refraction, and diffraction.	PH 212	Winter 2017

Results: Of 14 students included in the Livetext eligible students, 9 scored at least proficient in problems involving optical principles and applications (1 exemplary, 8 proficient) for a success rate of 64.3% .Of the remaining 5 students, 3 showed an emerging proficiency while 2 lacks demonstrable proficiency

Analysis: Optics was rushed in the final week of the term. The two cases of lacked demonstrable proficiency were students that had not studied the optics material in preparation.

Plan: Incorporate optics earlier and emphasize its principles with additional practice problems and a lab exercise.

PH 213 General Physics III w/calculus Assessment Report
Spring 2017

Part I: Content Evaluation

Course Outcome	Measurable Criterion	Measurement Tool	Course	Time Frame
Apply foundational knowledge and models of electrical forces and field to analyze and/or predict phenomena.	At least 70% of students measured score at least 3 points on the electric forces and fields component of the final exam rubric indicating developed proficiency.	A group of 4 questions within the comprehensive final exam demonstrating both fundamental understanding and applications.	PH 213 General Physics III w/calculus	Spring 2017

Of 12 degree seeking students tested to date, (1 student is completing an incomplete and is not included yet) 8 students demonstrated exemplary proficiency, showing a strong ability to describe and calculate problems involving the electric force generated by collections of point charges or other charge distributions. Also demonstrated an ability to process these concepts in multiple scenarios. The other 4 students demonstrated developed proficiency showing an understanding and an ability to apply the concepts with only a few minor errors. 12 of 12 students demonstrated at least developed proficiency for 100%

Analysis: The students in this course demonstrated proficiency with electric fields and forces. In the coming years, I will continue to emphasize these concepts and will develop additional laboratory exercises and applications to reinforce them.

Course Outcome	Measurable Criterion	Measurement Tool	Course	Time Frame
Apply foundational knowledge and models of energy, potential and electric flux along with Gauss's Law to analyze and/or predict phenomena.	At least 70% of students measured score at least 3 points on the electric forces and fields component of the final exam rubric indicating developed proficiency.	A group of 3 questions within the comprehensive final exam demonstrating both fundamental understanding and applications.	PH 213 General Physics III w/calculus	Spring 2017

The 12 degree-seeking students evaluated were evenly split into three groups regarding Gauss's Law problems and electrical potentials and energy. 8 of 12 students demonstrated exemplary or developed proficiency while 4 students demonstrated marginal proficiency. 67% of measured students met the measurable criterion as described above.

Analysis: Gauss's Law and the concept of electric flux and potential are admittedly concepts that are difficult to grasp because much of the work and application is theoretical more so than direct practical applications. To emphasize the practical relation of Gauss's Law to direct applications, I will be adding a variety of new example problems, simulations, and a newly developed laboratory assignment to the course in Spring 2018.

Course Outcome	Measurable Criterion	Measurement Tool	Course	Time Frame
Apply foundational knowledge and models of resistivity, resistors, and capacitors to analyze and/or predict phenomena.	At least 70% of students measured score at least 3 points on the electric forces and fields component of the final exam rubric indicating developed proficiency.	A group of 3 questions within the comprehensive final exam demonstrating both fundamental understanding and applications.	PH 213 General Physics III w/calculus	Spring 2017

Of 12 degree seeking students tested to date, 7 students demonstrated exemplary proficiency, showing a strong ability to describe and calculate problems involving resistivity of wires and materials, the direct application of resistance, and the foundations and application of parallel plate capacitor concepts and models. Also demonstrated an ability to process these concepts in multiple scenarios. The other 5 students demonstrated developed proficiency and the ability to apply the concepts with only a few minor errors. 12 of 12 students demonstrated at least developed proficiency for 100%

Analysis: The students in this course demonstrated proficiency with resistivity and capacitance; however, I noticed over the course of the term that the students would benefit from additional demonstrations and lab practical experience. A better capacitor lab will be developed for initial inclusion in Spring 2018.

Course Outcome	Measurable Criterion	Measurement Tool	Course	Time Frame
Apply foundational knowledge of basic circuit analysis to determine values of voltage, current, resistance, charge, and power.	At least 70% of students measured score at least 3 points on the circuit analysis component of the final rubric	A group of 3 questions within the comprehensive final exam demonstrating both fundamental understanding and applications.	PH 213 General Physics III w/calculus	Spring 2017

12 of 12 students showed at least developed proficiency in basic circuit analysis in DC circuits with resistors, capacitors, and combinations. 7 were exemplary, 5 showed developed understanding

Analysis: Circuits was one of the more practical and hands-on sections of material covered. While it was covered quickly the students have in feedback corroborated my assessment that they felt more comfortable with this section of material.

Course Outcome	Measurable Criterion	Measurement Tool	Course	Time Frame
Apply foundational knowledge of magnetic fields.	At least 70% of students measured score at least 3 points on the magnetic field and applications portion of the exam.	A group of 3 questions within the comprehensive final exam demonstrating both fundamental understanding and applications.	PH 213 General Physics III w/calculus	Spring 2017

Magnetic fields content was one of the components of the course that saw students struggle most. 8 of 12 students were either exemplary or developed. 4 showed a marginal proficiency of 2 points on the rubric.

Analysis: Magnetic fields were rushed at the end of the term. Next year, the change in textbooks and the reorganization of the topics in the text will allow for earlier emphasis and reinforcement.

Course Outcome	Measurable Criterion	Measurement Tool	Course	Time Frame
Apply critical thinking and multiple concept synthesis to solve multi-layer problems	At least 70% of students measured score at least 3 points on the critical thinking synthesis rubric	A group of 3 questions within the comprehensive final exam demonstrating application of multiple concepts simultaneously	PH 213 General Physics III w/calculus	Spring 2017

The final piece of the course is to be able to synthesize multiple concepts of the course in one cohesive solution to a complex problem. 3 such problems were given in this term's final and all twelve of the assessed students showed at least developed proficiency in content synthesis.

7 of the 12 students scored exemplary, demonstrating a control and mastery of the individual components as well as an understanding of how the concept intertwine. The remaining 5 students shows a knowledge of the multiple concepts but would find occasional hurdles to complete accuracy.

Building off of this year I will be incorporating more synthesis problems in assignments through the entirety of the calculus-based physics series This will help to reinforce to students that the concepts we focus on are essentially individual building blocks which must be used in order to facilitate understanding of more complex physical situations.

Rubric View: 4GSLO COMP Computation

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Application / Analysis	6	6	0	0	3.500	3.000	0.500
Communication	7	5	0	0	3.583	4.000	0.493
Connections to Disciplines	6	5	1	0	3.417	4.000	0.640
Transfer skills, abilities, theories, methodologies	7	4	1	0	3.500	4.000	0.645
Define Problem	10	2	0	0	3.833	4.000	0.373
Propose Solutions/ Hypotheses	5	6	1	0	3.333	3.000	0.624
Implement Solution	4	8	0	0	3.333	3.000	0.471

Application / Analysis	6 (50.00%)	6 (50.00%)		
Communication	7 (58.33%)	5 (41.67%)		
Connections to Disciplines	6 (50.00%)	5 (41.67%)	1 (8.33%)	
Transfer skills, abilities, theories, methodologies	7 (58.33%)	4 (33.33%)	1 (8.33%)	
Define Problem	10 (83.33%)	2 (16.67%)		
Propose Solutions/ Hypotheses	5 (41.67%)	6 (50.00%)	1 (8.33%)	
Implement Solution	4 (33.33%)	8 (66.67%)		

■ Exemplary Proficiency	■ Marginal Proficiency	■ Emerging Proficiency	■ Lacks Demonstrated Proficiency
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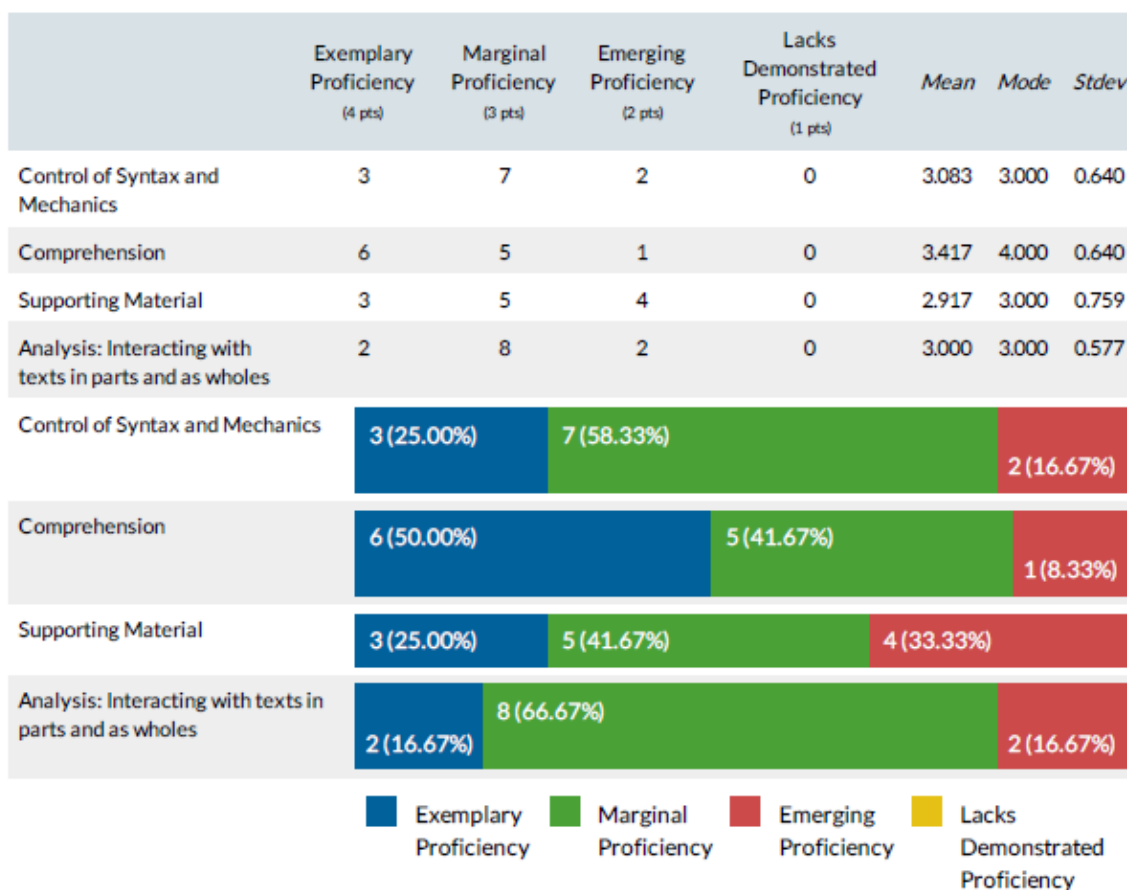
The GSLO results for computation are shown above. In my view, this year's students have developed significantly in their approaches to mathematical solutions. The biggest struggles continue to exist in proposing the solution. With guidance, all the students execute this piece well; however, left to their own devices, making the connection between the problem to the solution is a tedious and long road. This is in part due to the vast array of mathematical equations and strategies applied in the physics sequence.

Next year as a progress through the sequence I will continue to reinforce the process as we advance. That along with a new text which presents material in a more logical progression and works with the students to help them learn should greatly benefit the incoming class.

Part II: Communication

I gave the students a research paper to discuss ongoing research in electrical and magnetic applications as part of PH 213. While I assessed the assignment for the content I also viewed it under the microscope of the communication and critical thinking GSLO outcomes. My tabulated results for those cases are shown below.

Rubric View: 4GSLO COMM Communication



For the communication rubric, the results show a strong ability class wide to communicate their desired information. The largest areas of struggle seem to be with supporting materials, particularly choosing what and where to reference specific details in the study. Part of this is a direct result of the assignment itself. Because I ask them to look specifically at current research, the understanding of what is being studied may elude the students either due to a lack of clarity in the research or aspects of the study that extend beyond the scope of PH 211-213.

Rubric View: 4GSLO CCAT Creative, Critical & Analytical Thinking

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Identifies and explains issues	5	6	1	0	3.333	3.000	0.624
Recognizes contexts and assumptions	3	7	2	0	3.083	3.000	0.640
Recognizes perspectives	4	3	5	0	2.917	2.000	0.862
Evaluates evidence to reach conclusions	4	7	1	0	3.250	3.000	0.595
Identifies and explains issues							
Recognizes contexts and assumptions							
Recognizes perspectives							
Evaluates evidence to reach conclusions							
	Exemplary Proficiency	Marginal Proficiency	Emerging Proficiency	Lacks Demonstrated Proficiency			

Assessing my students on critical and analytical thinking from the research paper submissions, I find that most of my students are demonstrating proficiency in all aspects; however, from these results it is apparent the recognizing and defining alternate perspectives and their interplay within studies. I will be including similar research in each term of the series each year and doing what I can to reinforce the need to analyze perspectives presented in the research.

Facilities/Budget

Budget Changes over the review period

Budgets for physics continue to flat and minimal over the entire period since the last review in 2014. At that time the review stated that the physics budget would be re-evaluated and increased when a full-time physics instructor took the reins of the program. Dr. Coyner came to Southwestern in September 2015 and has taken over as full-time physics instructor as an adjunct instructor in 2016 and a visiting appointment in 2017. Budgets for physics have shown **no increase over that period.**

Present budgetary levels do not make it possible to actively grow the physics program. This seems counterproductive at a college which is opening a new building which features in part its science programs in 2019. While physics typically has a low number of majors. Physics courses are imperative to completion of any and all STEM degrees. Biology, chemistry, geology, all types of engineering, math, and other science and allied health disciplines require at least one course in physics as demonstrated in the advising section earlier in this document.

In order to offer sufficient rigor and value in our physics courses and experiences here at Southwestern, significant additional resources will be required. The need for these increases have been acknowledged in conversations with both the Dean of LDC courses and with multiple Vice Presidents of Instruction. All of which have reiterated that this spending is necessary although each new budget cycle does not increase the physics numbers.

Current Budget allocations for Physics 2017-18

- FT Faculty allocated at: \$53.500
- General Supplies: \$290.00
- Lab and Classroom Supplies: \$483.00

\$773.00 is laughable as a physics budget as to replace or acquire enough of one lab apparatus will often surpass that number on its own. In 2017-18, Dr. Coyner put forth a budget request of \$5000, the details of which are included below. None of these expenditures were approved. A few are being acquired as part of this year's current spending; however, very little of what we feel is needed has been allocated for.

In addition to the day to day operation of courses and supplies needed for the labs, several opportunities for student research and community outreach have become attainable through work with the Oregon Coast STEM hub and the NASA Oregon Space Grant Consortium. Each of these projects will have budgetary implications but the ability to increase the number and quality of students to our physics and other STEM disciplines in our view justifies the increases expenditures and involvement statewide.

Included in the budget request for this year are the supplies necessary to fully equip the lab and additional spending to fund the developing undergraduate research opportunities. Four year institutions across the country have more readily encouraged and expected undergraduate research in recent years. The opportunities we are building here will give Southwestern transfer students a foundation in research they can call upon as they advance in their academic careers.

2018-19 Operating Budget Request

Year	Item	Associated Project/Plan if applicable	Account Number	Amount
2018-19	6 Force Tables for Force Vector Addition Lab w/ additional pulley		101311	756.00
2018-19	3 Dynamics Track Systems for kinematics and optics demonstrations		101311	2004.00
2018-19	3 Demonstration Spring Sets		101311	87.00
2018-19	6 Pendulum clamps		101311	120.00
2018-19	1 Discover Free Fall Demonstration		101311	359.00
2018-19	6 primary/secondary coil systems		101311	390.00
2018-19	Pasco Basic Optics Systems		101311	495.00
2018-19	Diffraction Optics Kit with diode laser		101311	340.00
2018-19	3260 contact breadboard (12)		101311	384.00
2018-19	Stacking Banana Plugs 10 sets of 6 each		101311	186.00
2018-19	Glass Beakers (varied capacities) (50, 150, 250 mL)		101311	350.00
2018-19	5 conducting paint pens		101311	85.00
2018-19	Doppler Demonstration		101311	60.00
2018-19	Pascal's Law Demo		101311	40.00
2018-19	2 5 kg max digital balance		101311	330.00

Year	Item	Associated Project/Plan if applicable	Account Number	Amount
2018-19	Copper electrodes (pack of 12)		101311	21.25
2018-19	6 Digital multimeters with capacitance meters		101311	426.00
2018-19	Banana plug test lead patch cords (15 pairs)		101311	165.00
2018-19	Capacitor kit		101311	54.00
2018-19	Resistor kits		101311	60.00
2018-19	Inductor kit		101311	42.00
2018-19	3 12V AC/DC Power Supplies		101311	498.00
2018-19	2 laptops for student/faculty research opportunities	High Altitude balloon group and Solar data analysis	101311	1000.00
2018-19	3 IDL software licenses	Solar Data Analysis	101311	630.00
2018-19	Balloon grade helium	High Altitude Balloon group	101311	450.00
2018-19	3500g weather balloons (10)	High Altitude Balloon group	101311	350.00

[Previous Budget Requests](#)

2017-2018

Annual Future Budget Request Amounts

Year	Item	Associated Project/Plan if applicable	Account Number	Amount
2017	3 Force Tables for Force Vector Addition Lab w/ additional pulley		101311	684.00
2017	3 Dynamics Track Systems for kinematics and optics demonstrations		101311	525.00
2017	3 Dynamics track optics kits		101311	507.00

Year	Item	Associated Project/Plan if applicable	Account Number	Amount
2017	3 Demonstration Spring Sets		101311	87.00
2017	6 Pendulum clamps		101311	120.00
2017	1 Discover Free Fall Demonstration		101311	359.00
2017	4 primary/secondary coil systems		101311	260.00
2017	Pasco Basic Optics Systems		101311	499.00
2017	Diffraction Optics Kit with diode laser		101311	359.00
2017	3260 contact breadboard (6)		101311	192.00
2017	Stacking Banana Plugs 5 sets of 6 each		101311	93.00
2017	Glass Beakers (varied capacities) (50, 150, 250 mL)		101311	350.00
2017	5 conducting paint pens		101311	85.00
2017	Doppler Demonstration		101311	60.00
2017	Pascal's Law Demo		101311	40.00
2017	5 kg max digital balance		101311	165.00
2017	Copper electrodes (pack of 12)		101311	21.25

Prospective Equipment list for Health and Science Building




Physics and Engineering Equipment List

Need	Want	Wishlist
6 Force Tables for Force Vector Addition Lab w/ additional pulley	4-6 Pasco Statics Systems	Optics table
6 Dynamics Track Systems for kinematics and optics demonstrations	5 kg max digital balance	Large ripple tank

Resistor and Capacitor kits for circuit lab	6 basic optics ray tables for easier measurement	2 desktop stations for student research
Breadboards, Test leads, 12 digital multimeters	Diffraction optics kits with diode laser	Inflatable planetarium for special events, astronomy presentations, community and high school outreach
Hooke's law springs slotted mass sets and hangers	Solar cells for labs and demos	Coronado Solar Telescope
Class sets of bar magnets and compasses	Electroscopes	IMSA Fusion: Mars Manifest Destiny Curriculum
1 discover free fall apparatus	Digital Oscilloscopes	
Class set of Vernier calipers	Student Spectrometers for Physics and Astronomy Labs	
6 DC programmable power supplies	Deluxe Hydraulic class pack for fluid dynamics	
6 dynamics track optics kits	Photogate timers	
12 ray optics kits	Ballistic Pendulum Lab	
Venturi tubes, Heroes Fountain fluids demos	Electrodes and Copper Sulfate Solution for Electrolysis Lab	
6 Quantitative Centripetal force apparatus experiments	Inertial Scooter Hovercraft demo	
6-12 primary secondary coil systems	Orbiter Planetarium demo	
Beakers/Graduated Cylinders	Star Theater (Flinn Scientific)	
Class Density Kit	Planetary Orbits Kit	
Function Generators for AC circuits (6)	Impact Crater Kit	
18 V 3A DC power supplies (6)	Telescope Building Kits	
Atwoods machine apparatus (6)		
6-8 Friction on inclined plane kits		




Institutional Assessment Rubric

Mandatory Reporting and Compliance Requirements Assessment

Compliance and mandatory reporting plan developed linked to HEOA, Equity & Inclusions, FERPA, Accreditation, and the Core Themes, Objectives, Success Indicators			
	Highly Developed	Emerging / Partially Developed	Needs Developed




Comply with ADA, Equal Opportunities Act, and Section 405 of the Rehabilitation Act (Equity & Inclusion webpage ; OCR requirement); short statement on all documents for public/posted (2 pages or less); long statement on all other documents. Short: <i>Southwestern Oregon Community College is an Equal Opportunity Educator and Employer</i> ; Long: <i>See last page of this document</i>	x		
FERPA Training completed for all staff within the unit – how do you know? New employees throughout the year?	x		
HEOA required disclosures and reporting completed (link to list available in future – webpage list)	x		
Outcomes and indicators linked to Core Themes, Objectives, Success Indicators; all reports completed on time (Institutional Success Indicator reports if the lead; yearly outcome review and data analysis)		x	
Accreditation standard 2 requirements		x	
Accreditation other requirements		x	
Other required reporting or compliance requirements completed – add here (OSHA, Health Inspections, etc.):	x		
Reflect on what has been accomplished, what is being developed and the documentation of processes:			

Policies, Procedures, Process Assessment

Appropriate policies and procedures for programs and services are established. Policies and procedures assure access to eligible persons, manage resources effectively, assure compliance with applicable regulations, are consistent with accepted standards of professional practice and support the mission and goals of the College.	 Highly Developed	 Emerging / Partially Developed	 Needs Developed
Policies and procedures apply equally and are enforced equally to all persons	x		
Policies and procedures are established and followed for fiscal management.		x	
Policies and procedures are established and followed for personnel management		x	
Policies and procedures are established and followed for the management of consumable supplies, fixed assets and capital facilities.			
Policies and procedures are established and followed that assure compliance with applicable regulations.	x		
Unit handbook, process documentation, manual created, updated yearly, reviewed yearly, followed			x




Policy review schedule updated; all policies listed on schedule			x
Reflect on what has been accomplished, what is being developed and the documentation of processes			

Qualitative Assessment

Appropriate qualitative assessments established.	 Highly Developed	 Emerging / Partially Developed	 Needs Developed
Access to Program(s) and Services: Programs and services are accessible to all eligible persons and additional assistance is provided, when necessary, for persons to be successfully served. Program provides promotional and/or informational material to current and prospective customers in multiple formats. Program provides services to meet the needs of diverse customers (students, staff, business, community).	x		
Organization of Programs and Services: The organization of programs and services promotes effective service delivery, adequate supervision and management and collaboration between administrative units. Customers are satisfied with services delivered. Services are delivered within allocated budget. Collaboration with other administrative units as needed.		x	
Programs and Services Provided: The programs and services provided are adequate to meet the needs of students, staff and the community consistent with the mission and goals of the College. Link to Core Themes, Objectives, and Success Indicators. Indicators reviewed and updated as needed; suspended where appropriate; new indicators created as needed. Program reviews completed timely and annual review of data.		x	
Effective Partnerships: The program has connections in place with business, non-profit organizations, governmental units, professional associations and education to support effective service delivery.		x	
Customer Service: Customers are satisfied with the range of programs and services provided and the manner in which they are delivered.	x		

Reflect on what has been accomplished, what is being developed and the documentation of processes:

Resource/ Staffing Review Assessment

Resource Allocation and Staffing assessment established.	 Highly Developed	 Emerging / Partially Developed	 Needs Developed
Resource Allocation: Human, physical and financial resources for programs and services are allocated on the basis of identified needs and are adequate to support the services and programs offered.			
Staff completes assigned work with acceptable quality within established timelines.	x		
Staff have access to sufficient physical resources to complete assigned work with acceptable quality within established timelines.		x	
Resources are allocated on the basis of identified needs, prioritized as part of the institutional budgeting process		x	
Financial resources are adequate to complete assigned work with acceptable quality within established timelines.			x
Reflect on what has been accomplished, what is being developed and the documentation of processes:			
Services and programs are staffed by qualified individuals whose academic preparation and/or experience are appropriate to their assignments. Assignments are clearly defined and published. The performance of personnel is regularly evaluated.			
Staff has appropriate educational credentials and/or experience for their assignments.	x		
Assignments are clearly defined and published, job descriptions current reflecting staff assignments	x		
Staff appropriately applies policies and procedures and completes assigned work with acceptable quality within established timelines.	x		
Staff participates in appropriate continuing education.	x		
Each employee participates in professional development activities appropriate to services provided such as:	x		

<ul style="list-style-type: none"> * Conferences and workshops * Classes and training * Listservs * Print and electronic publications * Professional associations. 			
Each employee has a professional development plan.	x		
<p><i>Reflect on what has been accomplished, what is being developed and the documentation of processes:</i></p>			

Adapting and Adopting Open Educational Resources: An Analysis of Student Cost Savings, Use, Performance, and Perception

By Mike T. Springer

Abstract

OER's are significant in terms of cost-savings to the student, but there are questions surrounding the quality of these resources, as well as whether students prefer OER or traditional textbooks. Many of the OER's available today are often peer-reviewed, but some platforms allow users to alter or customize the content, like OpenStax Connexions (CNX). When open content is altered or rearranged by an instructor, then it becomes essential for the instructor to determine whether those changes are beneficial or detrimental to student learning. Using the OpenStax Connexions (CNX) OER educational content repository and content management system, two customized OER's were developed and used as the only textbooks for two introductory chemistry courses at a community college in rural Oregon. The author of this study examined student performance, use, and perception. Student scores for the OER-only courses were compared with scores from courses taught with traditional textbooks. The results of a student's t-test suggest that there was a significant difference between scores, in favor of those taught with an OER textbook. Because of small sample sizes, Cohen's *d* was also calculated and indicated that, in most cases, the effect size was not large enough to be considered significant. Although it is difficult to say that learning was improved in light of the small effect sizes, it seems reasonable to suggest that learning was not adversely affected by the adoption of customized OERs. Lastly, an analysis of clickstream data from the learning management system and data obtained from an end of course survey seem to indicate that student usage and perception of OER does not differ significantly with traditional textbooks.

Keywords: Student perception, student performance, student usage, custom OER, OpenStax, OpenStax Connexions (CNX)

Introduction

Open Educational Resources

OERs are freely accessible, openly-licensed documents, images, and multimedia assets that are useful for teaching, learning, and assessing, as well as for research purposes.

OpenStax Connexions

Many authors who create customized OERs use *OpenStax Connexions* (CNX), an educational content repository and content management system. Created in 2012, OpenStax is a nonprofit educational initiative based at Rice University, and is supported by partnerships

with [philanthropic foundations](#) and [educational resource companies](#). OpenStax provides peer-reviewed, open textbooks that are contributed freely by authors across the globe, and are also provided free to the end-user. The CNX platform offers users the ability to create, organize, and/or remix learning *modules* into *collections*, which can be offered as open textbooks. A learning module is similar to a section in a textbook; it is smaller than an entire chapter, but it is a complete, stand-alone lesson including content around a topic that can easily be remixed and used in different collections and contexts.

The present study utilized the CNX platform to remix several modules and create two open education resources that were offered as free, open textbooks for two different courses.

Traditional Textbooks vs. OERs

Traditional Textbooks: Pros and Cons

Pros. The content within traditional textbooks is generally thought to be of higher quality than OERs. Traditional textbooks are updated regularly and edited by a team of experts. This regular revision requires resources. Although the cost of this revision is passed on to students in the form of an expensive textbook, many rounds of revision does tend to remove the vast majority of factual errors and inadequacies of early editions that may have been missed initially. Not only are traditional textbooks being reviewed by their authors and editors, but also by the professors that adopt those resources for their classrooms. Although the same could be said of OERs, authors of OERs generally do not receive any type of compensation for their work and thus have little incentive to update or maintain their published materials. Not only do traditional textbook publishers employ authors and editors, they also employ professional photographers and can pay for copyrighted images. It is often difficult for authors of OERs to find high quality, copyright free images to include in their materials (Perez, 2017). OERs are freely available on the internet, but as such, require a device and an internet connection for access. At the very least, the OER must be initially downloaded (which requires an internet connection) and stored on a device for offline access. There are times when it may be difficult for a student to access the OER, such as when they do not have access to an internet connection or when the battery in their device has died. Traditional textbooks do not suffer from the same accessibility issues.

Cons. The cost of textbooks increased 82% between the years 2002 and 2012. (Student PIRGS, 2014), roughly three times the rate of inflation. Whether they choose to or not, higher educational faculty are often stuck using the latest editions of textbooks due to two primary reasons: 1) on average, a new edition of a textbook is released every 3.5 years (Ozdemir & Hendricks, 2017) and 2) publishers rarely offer previous editions. The National Association of College Stores indicates that 77 cents of every dollar spent on a new textbook goes directly to the publishers and at least 18 cents per dollar is pure profit. Meanwhile, a survey of 156 college instructors across more than 10 public colleges and universities in California and Oregon found that more than half of all faculty respondents indicated that the new editions of textbooks that they used were “rarely-to-never” justified, in terms of the difference in content between editions (Fairchild, 2004). The high cost of textbooks is often an obstacle for low-income students. A survey of 22,000 online students on the Florida Virtual Campus found that as many as 67% did not purchase a textbook at some point in their college career because of its exorbitant cost (Florida Virtual Campus, 2016).

One solution for addressing this financial barrier is for faculty to adopt, adapt, and / or develop OERs. However, in terms of quality and efficacy between traditional textbooks and OER textbooks (as perceived by faculty and students), OERs have been questioned in these categories. This has been an important issue, with many variables that the larger OER community continues to address with research.

OERs: Pros and Cons

Pros. One of the greatest advantages of OER textbooks is that they are free and/or can be printed cheaply at the college bookstore or at an office supply store, like FedEx or Staples. OERs can be used to supplement traditional textbooks to explore a content area that is tangential to the main content for little or no cost. OERs are more easily transported than traditional textbooks. Another decisive advantage that OERs offer over traditional textbooks is the capacity for multi-media components: it is relatively straightforward to add a video, song, or other animation into an OER that exists as a webpage or a PDF file. Further, active links to external websites and resources can easily be embedded in an OER for students to delve deeper into certain topics than the main text allows. Because OERs can easily be accessed with any device and internet connection, students have access to the learning materials at the very beginning of a course, rather than having to wait for financial aid to purchase expensive textbooks.

Cons. An important issue surrounding OER is in regard to the quality of the content. Certainly, students are excited about cheap or free course materials, but likely not at the cost of their own academic performance due to inferior textbooks. Some of the OER resources that are available have been authored and reviewed in processes that are similar to those of traditional publishers; *OpenStax* textbooks are a good example of this model. However, even resources from *OpenStax* can be altered or “customized” by adding, changing, or removing content. These “customized” OER textbooks do not require peer-review before they are used in the classroom. There are certainly advantages to using a customized OER textbook, like reordering topics or adding an example for context, but if the customizations are associated with lower scores than a traditional textbook, then the customized OER is a disservice to students.

This study seeks to investigate the amount of tuition costs that community college students save by enrolling in a course offering an OER versus a traditional textbook, whether using a customized OER textbook affects student scores by comparing student scores from courses taught with traditional textbooks to those taught with customized OER textbooks, and whether students prefer to use OERs or traditional textbooks.

Literature Review

Student Learning Outcomes

Several studies have investigated the extent to which student learning is affected by the use of an OER versus a traditional textbook. Robinson, et al (2014) investigated OER use in high school science courses in the Nebo School District in Utah and compared standardized exam scores between students that used an OER versus those that used a traditional textbook. They found that students in a chemistry course that utilized an OER scored significantly higher than those that utilized a traditional textbook, but they found no difference in student scores for earth science or physics courses that utilized an OER. These results suggest that OER use does not negatively affect student learning and, in some cases, might even improve student learning. This study compared the scores of 4,183 students taught by 43 teachers and even though the study controlled for possible differences due to individual teacher effects, it is possible that the effect observed was due to differences in teaching style, especially since teachers independently chose whether

to use the open textbooks. Another study compared 478 students using OERs to 448 students using traditional textbooks in a chemistry course at UC Davis (Allen, Guzman-Alvarez, Molinaro, Larsen, 2015). This study did not suffer from the possible confounding effects of individual teachers since both courses were taught by the same teacher and TA, and used the same exams,. Still, these researchers found no significant difference in student scores. A review by Hilton (2016) examined the results of 9 studies that pertained to student learning outcomes in courses taught with an OER versus those taught with a traditional textbook. Eight of these studies conclude that students perform as well or better in courses taught with an OER and the one study that connected OER use to lower student scores showed that these differences were not statistically significant. Hendricks, et al (2017) published a study investigating the use of OER in an introductory physics course at the University of British Columbia that enrolls between 800-900 students per year. There was no statistical difference in student scores on final exams between the section that utilized an OER in fall of 2016 and the previous three years of sections that utilized a traditional textbook. The general conclusion in all of these studies is that student learning does not seem to be negatively affected by use of an OER versus a traditional textbook.

Student Perception of the Quality of OER

Illowsky, et al (2016) examined student perceptions of OERs in a mathematics course at De Anza College, a community college in California. These researchers designed a multimedia textbook, *Collaborative Statistics* (first written in the mid-1990s), and the collaboration with Rice University that ensued was the beginning of what would later become the OpenStax Connexions (CNX) platform. After many revisions, Collaborative Statistics was renamed *Introductory Statistics* and it became the prototype for OpenStax College's open textbook model. Their analysis showed that students saved money and viewed the OER as a useful resource. Whether students purchased a hard copy of text or printed the pages, most students experienced significant cost savings. The study reported that 66% of the students said they used the textbook at least twice a week, similar to their use of other traditional textbooks. Survey results also found that students perceived OER favorably: 62% said the quality of the OER was equal to traditional textbooks, 25% said the quality of the OER was better, and 13% said the quality of the OER was worse. Bliss et al. (2013) investigated student and faculty perceptions of OER used in 8 community colleges across the United States. In all, 490 students and 58 faculty from 8 colleges responded to an online survey about OER in their classrooms. The majority of students and faculty had a positive experience using the open textbooks, appreciated lower costs, and thought quality was equal. Jhangiani, et al (2018) examined student perception of OERs at a large research university in Canada, Kwantlen Polytechnic University. This study revealed that the print format of the open textbook was rated significantly higher in quality than the commercial textbook and that the digital version of the open textbook was not significantly different than either. Their results showed that there was no dimension of the commercial textbook that was rated higher than either format of the open textbook.

Whether in a small community college or a large research university, most studies about OER perception seem to indicate that students perceive the quality of OERs to be at least as good as traditional textbooks, and even better, in some cases.

Purpose of the Study

The average college student in the United States spends \$900 a year on textbooks (Allen, 2010). For students at some community colleges, this is nearly the same amount that they pay for tuition every year. It is important to examine ways to reduce this cost and OERs are a great potential solution. However, the

quality of the OER, in terms of whether it helps or hinders student learning, is paramount to this discussion. To examine this issue, this study compares student scores between courses taught with OERs versus those taught with traditional textbooks. It is also important to measure the students' perception of quality of OER textbooks offered in their college courses. Though students often cannot comment on the *accuracy* of the content, they can provide information about how often they used the material, whether they prefer the online format of the textbook, etc. Data regarding students' perception of OER materials can add a valuable perspective to the conversation.

Research Questions

In the present study, to examine any differences between courses taught with a traditional textbook and those taught with a customized OER textbook, the courses will be compared in terms of cost savings, students' performance on course assignments, students' use of course resources, and students' perception of the quality of open educational resources. The following research questions were addressed in the study:

1. What are the cost savings to students when an OER is used in place of a traditional textbook?
2. Do students use OER differently than they use traditional textbooks, in terms of their study habits?
3. Do students using an OER perform differently on course exams from students that use a traditional textbook?
4. Do students perceive OERs to be of similar quality to traditional textbooks?

Methods

This study was performed at a small, rural community college on the Oregon coast. This college utilizes the quarter system. Two courses were examined in this study during the 2016 and 2017 winter quarter (Table 1). CHEM 110 is a 1-quarter introduction to general, organic, and biological chemistry primarily for undergraduate health and nursing majors and GS 105 (General Science) is a 1-quarter introduction to general chemistry for undergraduate, non-science majors. In winter 2016, a traditional textbook was used, and in winter 2017, a customized OER textbook, created on the CNX platform, was used.

Table 1.

A Comparison of Traditional and a Customized OER Textbooks in Chemistry 110 and GS 105 During 2016 and 2017 Winter Quarters

	Traditional Textbook	Customized OER Textbook
CHEM 110	Winter 2016	Winter 2017
GS 105	Winter 2016	Winter 2017

OER Organization & Development

Creating a customized open textbook from the CNX platform (<https://legacy.cnx.org/>) begins with identifying which modules to use, how many modules to use, and in what order to place them. A module is a short lesson on one specific topic. Modules can be added together to create a "collection" or a "book". It is possible for authors to edit existing modules or to create their own. To limit the number of any unintentionally added errors in the development of the custom OER textbook, the present study did not add any original content or materials. The customized textbooks were created by selecting modules from

two peer-reviewed collections from the *OpenStax* library: *Chemistry (OpenStax College, 2016)* and *Biology (OpenStax College, 2016)*. A customized OER textbook was created for each course and was made available as a link on the LMS course portal, as well as in print through the bookstore. A course outline was created to align with the content of each course, then appropriate modules were chosen and arranged to support the course outline.

Two guiding principles were followed when organizing content for customized OERs: 1) to make each textbook no longer than eight chapters and 2) to craft a coherent narrative that is woven throughout the text to connect stand-alone chapters and topics. The OERs were designed for use in a 10-week quarter-system course. As such, it was decided that the maximum number of chapters should be kept to 8. Many traditional textbooks for these chemistry courses are designed for the semester system and, as such, have upwards of 15 chapters, which is unrealistic for a 10-week course. To reduce the number of chapters in the OER, similar chapters were combined into a single chapter, thereby retaining all of the content from the original course, simply packaged into more manageable chunks.

Modules are generally stand-alone units that can be reshuffled in many different ways depending on the curriculum. To adhere to guiding principle #2, an overarching theme of *“how molecular structure affects function”* was followed when determining which modules and topics to include, as well as how to organize them. This is a typical theme in chemistry and helps non-experts approach and understand chemical reactivity. To the greatest extent possible, it was decided that the book should tell a compelling story about nature that is connected throughout by the idea that chemical function is based on chemical structure. If a topic did not fit this story narrative, it was removed from the course outline. Because both courses are one-term, terminal courses (not part of a sequence), there was some freedom to modify the curriculum in this way. For example, unit 2 of the OER created for CHEM 110 contains the chapters: Cell Structure (chapter 5, Figure 1), Structure and Function of the Plasma Membrane (chapter 6), and Metabolism (chapter 7).

General, Organic, and Biological Chemistry: A Cellular Perspective

Derived from Biology by OpenStax

Book by: Dr. Mike T. Springer



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Chapter 5. Introduction

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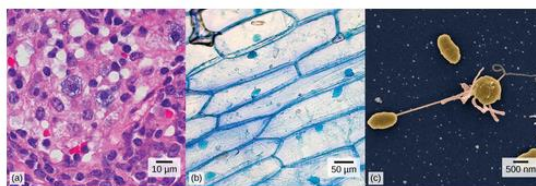


Figure 1. (a) Nasal sinus cells (viewed with a light microscope), (b) onion cells (viewed with a light microscope), and (c) *Vibrio tasmaniensis* bacterial cells (seen through a scanning electron microscope) are from very different organisms, yet all share certain characteristics of basic cell structure. (credit a: modification of work by Ed Uthman, MD; credit b: modification of work by Umberto Salvagnin; credit c: modification of work by Anthony D'Onofrio, William H. Fowle, Eric J. Stewart, and Kim Lewis of the Lewis Lab at Northeastern University; scale-bar data from Matt Russell)

Close your eyes and picture a brick wall. What is the basic building block of that wall? A single brick, of course. Like a brick wall, your body is composed of basic building blocks, and the building blocks of your body are cells.

Your body has many kinds of cells, each specialized for a specific purpose. Just as a home is made from a variety of building materials, the human body is constructed from many cell types. For example, epithelial cells protect the surface of the body and cover the organs and body cavities within. Bone cells help to support and protect the body. Cells of the immune system fight invading bacteria. Additionally, blood and blood cells carry nutrients and oxygen throughout the body while removing carbon dioxide. Each of these cell types plays a vital role during the growth, development, and day-to-day maintenance of the body. In spite of their enormous variety, however, cells from all organisms—even ones as diverse as bacteria, onion, and human—share certain fundamental characteristics.

Figure 1. An example of a page from chapter 5 of the CHEM 110 OER: General, Organic, and Biological Chemistry: A Cellular Perspective.

Analysis

The **student cost** of traditional textbooks versus OER textbooks used for courses CHEM 110 and GS 105 was measured by.... To examine any differences between **students' usage** of course materials between the two types of textbooks, clickstream data collected automatically by the LMS were analyzed to compare the number of times each student clicked on each link on the LMS course page. Differences in **student performance** were measured by comparing scores on different types of assignments (homework, exams), as well as final course grade, in a course taught with a traditional textbook versus a course taught with a customized OER. A *t*-test was performed on the data to determine whether there was a statistically significant difference in student performance between the two courses. Because the number of students in each course was very small (between 15 and 30), the sample size was also small and the results of a *t*-test are of limited value by themselves. Therefore, the effect size was also determined by calculating Cohen's *d* (Cohen, 1977). The LMS automatically records these data. Students' perceptions of the quality of the customized OER versus traditional textbooks was assessed by administering an anonymous survey at the end of the term (provide the survey at the end of the paper).

Results

Demographic Data of the Student Population

The demographic information of the student population is shown in Table 2. These data were collected as responses to an anonymous survey (appendix A) administered at the end of the term. The survey questions used were developed by Bliss et al (Bliss, Robinson, Hilton, Wiley, 2013).

Table 2

Demographic data of students from courses with OER textbooks.

		CHEM 110	GS 105
Age	Under 18	2	2
	18 – 19	9	7
	19 – 20	3	5
	21 – 22	6	0
	23 – 25	0	1
	26 – 30	3	2
	30 – 35	3	0
Gender	Female	14	11
	Transgender	0	0
	Male	10	5
	Other / prefer not to say	0	0
Terms in College	1 – 2	13	5
	3 – 4	3	3
	5 – 6	4	2
	7 – 8	1	6
	9 – 10	1	0
	More than 10	2	0
Courses per Term	1 – 2	0	1
	3	2	3
	4	13	5
	5	7	5
	6	1	1
	7	0	0
	8 or more	1	1
Cumulative GPA	Less than 2.6	0	0
	2.6 – 3.0	8	3
	3.1 – 3.5	9	5
	3.6 – 4.0	4	8
	I don't know	3	0

The survey also collected responses about students' financial behavior with respect to loans and grants (Table 3) used to finance their education.

Table 3

Survey data of students' financial behavior.

		CHEM 110	GS 105
Have you received any loans to fund your education?	Yes	12	3
	No	12	13

Have you received any Pell Grants or Fee Waivers to fund your education?	Yes	18	6
	No	6	9

Students' Cost of Traditional Textbooks vs. OER Textbooks

What are the cost savings to students when an OER is used in place of a traditional textbook?

The amount of money that students saved because they did not have to purchase a traditional textbook is summarized in tables 4, 5, and 6. The dollar amounts in the table are the prices charged by the campus bookstore for each textbook. The traditional textbook used for CHEM 110 was “General, Organic, and Biological Chemistry”, by Frost and Deal, 3rd edition (ISBN: 978-0134162003). This book was priced at \$160.00 new from the campus bookstore. The CHEM 110 course typically enrolls between 30-40 students per term, an average of 35 students. As such, the amount of money that students spent on textbooks for this course was about \$5600 per term. The traditional textbook used for GS 105 was “Introductory Chemistry, Essentials” by Tro, 5th edition (ISBN: 978-0321910295). This book costs \$144.50 new from the campus bookstore. The GS 105 course typically enrolls between 18-24 students per term, with an average of 21 students. As such, the amount of money that students spent for textbooks in this course was about \$3035 per term. Adapting and adopting an OER textbook saved students about \$8635 during the 2016-2017 winter term.

Table 4

Cost of CHEM 110 and GS 105 traditional textbooks, number of students, and total cost for students during winter quarters 2016 and 2017

	New traditional textbook	Number of Students	Amount per Course
CHEM 110	\$160.00	35	\$5600.00
GS 105	\$144.50	21	\$3034.50
Total Cost to Students			\$8634.50

Table 5

CHEM 110 and GS 105 OER textbooks, number of students, and cost savings for students during winter quarters 2016, 2017

	OER textbook	Number of Students	Amount per Course
CHEM 110	\$0	35	\$0
GS 105	\$0	21	\$0
Total Savings for Students			\$8634.50

Table 6*Survey data of student's typical textbook purchasing behavior.*

		CHEM 110	GS 105
How often do you purchase the required texts for the courses you take?	Never	0	0
	Rarely	3	4
	About half the time	3	1
	Often	7	8
	Always	11	3
How much do you typically spend on Textbooks each year?	Less than \$100	1	1
	\$101 - \$200	1	2
	\$201 - \$300	4	3
	\$301 - \$400	6	6
	\$401 - \$500	6	3
	More than \$500	6	1
Did you purchase any textbooks for this course?	Yes	6	4
	No	17	12
Were the textbooks used in this course available to you primarily online?	Yes	22	15
	No	1	1
If you did buy one or more textbooks for this course, how much did you spend?	Less than \$20	6	4
	\$21 - \$40	3	4
	\$81 - \$100	2	0
	More than \$100	0	1
Did you print the textbook for this course?	Yes	1	0
	No	22	15
If you did print the materials, then how much did you spend?	Less than \$10	7	10
	More than \$10	0	1

Students' Usage of Traditional Textbooks vs. OER Textbooks

Do students use OER differently than they use traditional textbooks, in terms of their study habits?

Figure 1 shows a screenshot of the appearance of the course portal to students. The number of times that students clicked on each link was recorded and reported in tables 7 and 8.



Figure 2. A screenshot of the learning management system webpage for *CHEM 110* in winter 2017.

The finished versions of the customized OER textbooks created CNX platform can be found here:

Link to customized OER for GS 105: <https://legacy.cnx.org/content/col12103/latest/>

Link to customized OER for CHEM 110: <https://legacy.cnx.org/content/col12104/latest/>

Both courses, GS 105 and CHEM 110, utilized the learning management system, *Jenzabar*. Clickstream data, the number of times that each link was clicked, were automatically recorded to determine how students used the portal, as shown in tables 7 and 8. Because a traditional textbook was used in winter 2016, there was not a link to the textbook included in the LMS portal.

Table 7

Clickstream data from the CHEM 110 learning management system course portal. The number of visitors and views is reported for each link, as well as the percentage of the total.

	Textbook		Gradebook		Lecture Materials		Total	
	Visitors	Views	Visitors	Views	Visitors	Views	Visitors	Views
Winter 2016 (N = 30) ^b	^a	^a	33	836 (18.2%)	27	170 (3.7%)	33 ^b	4591
Winter 2017 (N = 32) ^b	26	73 (2.4%)	36	617 (20%)	29	251 (8.2%)	36 ^b	3074

^a A traditional textbook was used in winter 2016, so there wasn't a textbook link on the LMS page.

^b Total student population (N) does not match the number of visitors because some students visited the portal before they dropped the course.

Table 8

Clickstream data from the GS 105 learning management system course portal. The number of visitors and views is reported for each link, as well as the percentage of the total.

	Textbook		Gradebook		Lecture Materials		Total	
	Visitors	Views	Visitors	Views	Visitors	Views	Visitors	Views
Winter 2016 (N = 18)	^a	^a	18	327 (16.7%)	14	87 (4.4%)	18	1959
Winter 2017 (N = 22) ^b	15	54 (3.8%)	24	376 (26.6%)	15	89 (6.3%)	24 ^b	1414

^a A traditional textbook was used in winter 2016, so there wasn't a textbook link on the LMS page.

^b Total student population (N) does not match the number of visitors because some students visited the portal before they dropped the course.

In addition to collecting clickstream data about *actual* student use of course resources, survey questions collected data about students' *perceived* use of course resources, as reported in tables 9 and 10.

Table 9

Survey data of students' perceived use of course resources.

How often did you use the textbook this term?	Never	7	5
	2 – 3 times per term	4	4
	2 – 3 times per month	3	4
	2 – 3 times per week	8	3
	Everyday	0	0

Students' Performance Between Using Traditional Textbooks and OER Textbooks

Do students using an OER perform differently on course exams from students that use a traditional textbook?

To determine whether there were any significant differences in student performance between courses taught with a traditional textbook and those taught with an OER textbook, the mean score was calculated for a variety of assignments within each course. Table 5 shows the mean score for each type of assignment

in the GS 105 course, as well as the p-value from a student's t-test and Cohen's *d* to measure the effect size. The GS 105 course with a traditional textbook was taught during the winter term of 2016 and had 16 total students (*N* = 16). The GS 105 course with a customized OER was taught during the winter term of 2017 and had 22 total students (*N* = 22). Though most of the assignments in the course were kept the same between terms, the homework system was changed and each term was working with a different online homework system.

Table 10

Comparison of average student scores in two terms of GS 105. In one term, a traditional textbook was used and in the other, a customized open educational resource.

	Traditional Textbook (<i>N</i> = 16)	Custom OER Textbook (<i>N</i> = 22)	<i>p</i>-value	Cohen's <i>d</i>
Homework ^a	82.81	92.63	0.0002	0.516
Lab Worksheets	90.82	95.65	0.0019	0.422
Midterm Exams	73.24	80.32	0.0385	0.483
Final Exams	69.02	83.27	0.0031	1.126
Final Scores	81.58	91.63	0.0004	1.287

^aThe online homework program was changed from WT16 to WT17.

Table 11 shows the mean score for each type of assignment in the CHEM 110 course, as well as the p-value from a student's t-test and Cohen's *d* to measure the effect size. The CHEM 110 course with a traditional textbook was taught during the winter term of 2016 and had 30 total students (*N* = 30). The CHEM 110 course with a customized open educational resource was taught during the winter term of 2017 and had 24 total students (*N* = 24). Again, students in the course with a traditional textbook were using a different online homework system than the students in the course with a customized OER textbook.

Table 11

Comparison of average student scores in two terms of CHEM 110. In one term, a traditional textbook was used and in the other, a customized open educational resource.

	Traditional Textbook (<i>N</i> = 30)	Custom OER Textbook (<i>N</i> = 32)	<i>p</i>-value	Cohen's <i>d</i>
Homework ^a	91.72	82.51	0.0001	0.807
Midterm Exams	71.58	78.01	0.0147	0.470
Final Exams	61.08	70.80	0.0155	0.699
Final Scores	81.44	81.13	0.9157	0.029

^aThe online homework program was changed from WT16 to WT17.

Students' Perceptions of Open Educational Resources vs Traditional Textbooks

Do students perceive OERs to be of similar quality to traditional textbooks?

In addition to demographic questions and questions about use of course resources, student survey responses about student's perceptions of the quality of the OER resources used in their courses and their preference for either online or traditional course materials (Table 11).

Table 12*Survey data of student's perception of OER textbook quality.*

		CHEM 110	GS 105
How would you rate the quality of the textbook used for this course?	WORSE than texts in other courses	1	0
	SAME AS texts in other courses	18	10
	BETTER than texts in other courses	1	6
How do you feel about the online format of the textbook used for this course?	WORSE than texts in other courses	9	2
	SAME AS texts in other courses	7	8
	BETTER than texts in other courses	5	6
How likely are you to register for a future course with online textbooks like the one used in this course?	Very Unlikely	2	1
	Somewhat Unlikely	3	1
	Somewhat Likely	16	6
	Very Likely	1	8
Imagine a future course you are required to take. If two different sections of this course are offered by the same instructor during equally desirable time slots, but one section used OER texts similar to those used in this course and the other used traditional printed texts, which section would you prefer to enroll in?	Traditional Text	8	4
	OER Text	8	8
	No Preference	7	4

Limitations

Because of the limitations of this project, it is presented here as more of a case study than an experiment. First, the sample sizes were quite small, making statistical analysis difficult. To address the small sample size, Cohen's *d* was calculated and reported as a measurement of the effect size, but this, too, was quite small. As such, it is difficult to make any definitive conclusions based on statistical analysis. Second, although most of the modules used to remix the customized OERs were from OpenStax, a peer-reviewed resource, some of the modules were not. The author took care to review the modules included for accuracy, but this is not the same as a peer-review process and it is possible that the OERs created contained factual errors. Although assessing the *factual content* of a customized OER is certainly a vital process, it is beyond the scope of this paper; determinations about factual accuracy should be left to the content experts by using a peer-review process. Finally, although care was taken to present the same lecture material and use the same assignments in courses taught with OERs and with traditional textbooks, the online homework system was changed between 2016 and 2017, so it is difficult to make any conclusions about differences in homework scores.

Discussion and Conclusions

The most uncontroversial benefit of adopting an OER textbook was the cost savings to students. Textbooks costs continue to increase, and the number of students wishing to obtain a credential and that are unable to pay for tuition and course materials is also increasing. The average amount of student debt of 2016 college graduates was \$37,172 per student (<https://www.debt.org/students/>).

Of course, it comes as no surprise that OER textbooks are cheaper than traditional textbooks. The real question is whether students are equally able to learn with them, as well as whether they are equally satisfied with them. The results of this study suggest that this is the case, though confounding variables prevent definitive conclusions from being drawn. Although care was taken to ensure that assignments between the two courses were consistent, if it was determined that a change in assignments between the two terms would be beneficial to student learning, then it was made. Therefore it is likely that the two courses were similar, but it is probable that slightly different material was covered and with slightly different delivery. In addition, not only was the textbook changed between sections, but so too was the homework system. This change alone is enough to cast doubt on any inferred cause of a statistically significant difference between the two sections.

Tables 5 and 6 report the results of student performance on a variety of course assignments, but it is important to note that any observed difference in scores between the two sections could be the result of a difference in the abilities of the students in each group before the course began. Since a pretest was not administered to the students in either section before the course began, it is not possible to determine any differences in the academic abilities or previous knowledge between the two groups. The p-values shown in table 5 and table 6 suggest that there are some significant differences between the scores of the students taught with a traditional textbook versus those taught with a customized open educational resource.

The data seem to suggest that student learning is significantly improved when the course is taught with a customized OER. However, as mentioned above, there are many reasons to be dubious of such a conclusion. The Cohen's *d* statistic provides a measure of the effect size. Typically, an effect size of less than 0.8 indicates that the size of the effect is not large enough to be significant. For many of the p-values reported in tables 5 and 6 that signify statistical difference, the associated values of Cohen's *d* are small. The smaller the effect, the more difficult it is to determine its cause, especially in an educational environment like a classroom, where there are often many variables. That the two courses were taught by the same instructor during the same term (winter) does limit the number of differences in the delivery of the two courses, as well as the type of students that might enroll in a winter term course. However, it is likely that there were enough differences to cast doubt on whether any observed effect was due to the experimental treatment or to some unintentional difference in delivery or student population.

Tables 7 and 8 report the clickstream data of students, the number of times that they clicked each link on the LMS portal seen in figure 1. There were not any significant differences in student use of course resources between students enrolled in a course with a traditional textbook and those enrolled in a course with an OER textbook. The most notable result from this analysis is that not only did the "textbook" link receive the smallest number of clicks in both courses, there were a surprising number of students that never even clicked the textbook link at all! The survey data are consistent with the clickstream data as regards the use of the textbook: in CHEM 110, 6 students did not click the textbook link (table 7) and 7 students reported that they never used the textbook (table 10) and in GS 105, 7 students did not click the textbook link (table 8) and 5 students reported that they never used the textbook (table 10). The number of students that use the textbook in any given course is not likely to be 100%, but the number of students

that never even clicked the link once was truly shocking to this instructor. Of course, the link provided on the LMS course portal was not the only way to access the textbook and students might have been accessing it another way, like through *Google* or the *OpenStax* website.

The most viewed link was the “gradebook”, another result that is not particularly surprising. Students have always likely been slightly obsessed with grades, but modern technology allows students to monitor their grades in real-time, so this obsession may have become stronger. The “gradebook” link was the only link that was actually viewed by every student. Another comparison of note is the large difference between clicks on the “textbook” link and clicks on the “lecture materials” link. The “lecture materials” link is where the instructor posts PowerPoint slides and recorded .mp3 files containing audio of each lecture and the notes the instructor made on the board during the lecture. At first glance, it seemed as though, if students were not using the textbook, then perhaps there was a large number that were not studying. However, it is possible that some students found the PowerPoint slides and lecture notes more useful than the textbook. Although neither the “textbook” link nor the “lecture materials” link were clicked by every student, it is at least conceivable that about half of the students used the textbook to study and the other half used the recorded lectures.

Tables 9 and 10 report survey data collected about student use. Although the clickstream data suggest there were a number of students that never clicked the textbook link once, table 9 shows that there were 0 students that reported “never purchasing the textbook.” Are students purchasing textbooks that they don’t use? Indeed, several students report that they “never used the textbook” and 0 students reported that they “used the textbook every day.” Further, although a cheap option was provided to students to print the textbook at the college bookstore, only 1 student actually elected to print the textbook. These data suggest that students may feel obligated to purchase textbooks that they may not even intend to use, with most students spending hundreds of dollars per year.

A vast majority of students reported that the quality of the customized OER textbook used in their course was “the same as” the quality of textbooks used in other courses (table 11) – although, since it seems that many of them may never have even looked at the textbook, this doesn’t mean much. Students are more divided about whether they prefer the online format or the traditional format or a textbook, with nearly half of the students in CHEM 110 reporting that they felt the online format was “worse” than in other courses. Some of the open-ended responses from the survey cited the very long time that it takes to load the customized OER after clicking the link as one reason that they did not prefer that format. Students were told, however, that they could download a .pdf of the textbook that would load much faster. A clear majority of students indicated that they either preferred the course with an OER textbook to traditional courses or they had no preference, although about a third of students indicated that they preferred the traditional course format.

These results suggest that student learning outcomes were not negatively affected by the use of OER. Although the current study is too limited in duration and sample size to provide any definitive determination about student learning, the results indicate that students are not, in most cases, averse to taking a course with an OER textbook and, in some cases, they would even prefer it.

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SOUTHWESTERN OREGON COMMUNITY COLLEGE

Psychology (AA/OT)

Transfer University: Oregon State University for Psychology

Requirements	Courses	Credits
Foundational All courses must be completed with a grade of 'C' or better		
Writing WR121 and WR122 Note: Information Literacy is included through embedding the appropriate content in courses that count toward the writing Foundational Requirement.	WR 121 (4) WR 122 (4)	8
Communication One (1) course from SP100, SP111, SP218, or SP219	SP 100, 111, 218, or 219 (3)	3
Mathematics One (1) course from: MTH105 with a prerequisite of MTH 98 or MTH111 or higher with a prerequisite of MTH 95, excluding MTH 211	MTH 105 or 111 (4)	4
Health, Wellness and Fitness PE185 (3 courses) or one (1) three credit course from HE250 or PE231	PE 185 (3 times 1 credit), HE 250 or PE 231	3
Discipline Studies All courses must be completed with a grade of 'C' or better.		
Arts and Letters. Three (3) courses chosen from two (2) or more disciplines. Note: A second year foreign language may be included, but not first year.	PHL 103 (if you did not take WR 227) req'd *CHOOSE TWO: art, foreign language, English, humanities, music, speech, theater, writing, 1 more from philosophy	9
Social Science Four (4) courses chosen from two (2) or more disciplines	PSY 201 (3) PSY 202 (3 cr. recommended, elective at OSU) PSY 203 (3) *CHOOSE ONE: anthropology, criminal justice, economics, education, geography, Human Development and Family Studies, history, political science, sociology	12
Science/Mathematics/Computer Science Four (4) courses from at least two (2) disciplines including at least three (3) laboratory course in biological and/or physical science.	BI 101 (4 recommended, elective at OSU) BI 102 (4) BI 103 (4) *CHOOSE ONE: chemistry, environmental science, geology, general science, physics, computer science, math	16
Cultural Literacy Students must select one course from any of the discipline studies that is designated as meeting the statewide criteria for cultural literacy.	CHOOSE ONE: ANTH 221, 222, 223, 224, 230, 231, 232, ED 258, ENG, 107,108,109, GEOG 105, HDFS 140, HUM 204, 205, 206, HST 104, MUS 205, 206, PSY 216, 231, SOC 208, 210, 213 WS 101	



SOUTHWESTERN OREGON COMMUNITY COLLEGE

Psychology (AA/OT)

Transfer University: Oregon State University for Psychology

Electives		
All courses must be completed with a grade of 'C' or better.		
Electives	CHOOSE any classes of interest in psychology or other areas	35
Total		90
REQ'S FOR OSU PSYCHOLOGY: AA/OT AND THE FOLLOWING CLASSES		
<u>SOCC's classes:</u> PSY 201, 203* BI 102 and 103** PHL 103 or WR 227***	<u>OSU Equivalent Classes:</u> PSY 201, 202 BI 102, 103 PHL 121 or WR 327	
<p>*PSY 202 is considered a lower division transfer class (elective) ** OSU teaches their biology content in a different sequence. While the articulation tables equate to OSU BIO 102 at Southwestern's BI 102, the content within OSU's BIO 102 is actually BI 101 (genetics and evolution). A course petition may be submitted at OSU if BI 101 is taken at Southwestern for entry into the Psychology program. ***WR 227 can be used for OSU's upper division (300-400) class WR 327</p>		
Program Outcomes		
<ul style="list-style-type: none"> • Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science. • Utilize Social Science approaches, such as research methods, inquiry, or problem solving, to examine the variety of perspectives about human experiences. • Develop an understanding and appreciation of similarities, differences, and changes over time among and between individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas. 		



SOUTHWESTERN OREGON COMMUNITY COLLEGE

Psychology (AA/OT)

Transfer University: Oregon State University for Psychology

Degree: Psychology (AAOT)

Transfer University: Oregon State University

TERM 1			
Course #	Course Title	Credits	Notes
WR 121	English Composition	4	
PSY 201	General Psychology	3	
	Social Science (not PSY)	3	
	Elective (can be PSY or other subject)	3	
	Elective (can be PSY or other subject)	3	
Total Credits		16	

TERM 2			
Course #	Course Title	Credits	Notes
WR 122	English Composition	4	
PSY 202	General Psychology	3	
*PE 185	Physical Education	1	
	Elective (can be PSY or other subject)	3	
	Elective (can be PSY or other subject)	3	
* If you decide to do HE 250 or PE 231, no need to do PE 185's		Total Credits	14

TERM 3			
Course #	Course Title	Credits	Notes
MTH 105 OR 111	Contemporary Math or Coll. Algebra	4	
PSY 203	General Psychology	3	
PE 185	Physical Education	1	
PHL 103/WR 227	Logic and Crit. Think./Report Wr.	3	
	Non-lab Science, comp science or math (not MTH 105 or 111)	4	
Total Credits		15	



SOUTHWESTERN OREGON COMMUNITY COLLEGE

Psychology (AA/OT)

Transfer University: Oregon State University for Psychology

TERM 4			
Course #	Course Title	Credits	Notes
BI 101	General Biology	4	
	Arts and Letters	3	
	Social Science (not PSY)	3	
	Elective (can be PSY or other subject)	3	
	Elective (can be PSY or other subject)	3	
Total Credits		16	

TERM 5			
Course #	Course Title	Credits	Notes
BI 102	General Biology	4	
	Arts and Letters (not PHL if chosen twice already)	3	
	Cultural Literacy	3	
	Elective (can be PSY or other subject)	3	
	Elective(s)	2	
Total Credits		15	

TERM 6			
Course #	Course Title	Credits	Notes
BI 103	General Biology	4	
PE 185	Physical Education	1	
SP 100,111, 218,219	Speech	3	
	Elective (can be PSY or other subject)	3	
	Elective (can be PSY or other subject)	3	
Total Credits		14	



Biology (AA/OT)

Transfer University:

Associate of Arts/Oregon Transfer (AA/OT)		
Requirements	Courses	Credits
Foundational		
All courses must be completed with a grade of 'C' or better		
Writing Three (3) courses from WR121, WR122, WR 123, or WR227 Note: Information Literacy is included through embedding the appropriate content in courses that count toward the writing Foundational Requirement.	WR 121 (3) WR 122 (3) WR 123 (3) or WR 227 (3)	9
Communication One (1) course from SP100, SP111, SP218, or SP219	SP 111 (3)	3
Mathematics One (1) course from: MTH105 with a prerequisite of MTH 98 or MTH111 or higher with a prerequisite of MTH 95, excluding MTH 211	MTH 111 (4) MTH 112 (4)	8
Health, Wellness and Fitness PE185 (3 courses) or one (1) three credit course from HE250 or PE231	PE 231 (3)	3
Discipline Studies		
All courses must be completed with a grade of 'C' or better.		
Arts and Letters. Three (3) courses chosen from two (2) or more disciplines. Note: A second year foreign language may be included, but not first year.	ENG 204 (3) ENG 205 (3) PHL 102 (3)	9
Social Science Four (4) courses chosen from two (2) or more disciplines	ECON 201 (4) ECON 202 (4) SOC 206 (3)	12
Science/Mathematics/Computer Science Four (4) courses from at least two (2) disciplines including at least three (3) laboratory course in biological and/or physical science.	BI 201 (4) BI 202 (4) BI 203 (4) CHEM 221 (5)	17
Cultural Literacy Students must select one course from any of the discipline studies that is designated as meeting the statewide criteria for cultural literacy.	ANTH 232 (3)	



Biology (AA/OT)

Program Required Courses		
Science	BI 201 (4) BI 202 (4) BI 203 (4) CHEM 221 (5) CHEM 222 (5) CHEM 223 (5) PH 211 (5) PH 212 (5) PH 213 (5)	
Math	MTH 111 (4) MTH 112 (4) MTH 251 (4) MTH 252 (4)	
Electives All courses must be completed with a grade of 'C' or better.		
Electives CIS 120 (4)		
Total		90
Prerequisites		
Program Outcomes		
<ul style="list-style-type: none">• Apply foundational knowledge and models of a natural or physical science to analyze and/or predict phenomena.• Understand the scientific method and apply scientific reasoning to critically evaluate arguments.• Interpret and communicate scientific information via written, spoken, and/or visual representations.• Describe the relevance of specific scientific principles to the human experience.• Form and test a hypothesis in the laboratory or field using discipline-specific tools and techniques for data collection and/or analysis.		



SOUTHWESTERN OREGON COMMUNITY COLLEGE

Biology (AA/OT)

Degree: Biology

Transfer University:

TERM 1			
Course #	Course Title	Credits	Notes
WR 121	English Composition	3	
SP 111	Fundamentals of Public Speaking	3	
BI 201	Introductory Biology	4	
ENG 204	Survey of English Literature	3	
PE 231	Wellness for Life	3	
Total Credits		16	

TERM 2			
Course #	Course Title	Credits	Notes
WR 122	English Composition	3	
MTH 111	College Algebra	4	
BI 202	Introductory Biology	4	
ECON 201	Microeconomics	4	
ENG 205	Survey of English Literature	3	
Total Credits		18	

TERM 3			
Course #	Course Title	Credits	Notes
WR 123 or WR 227	English Composition or Report Writing	3	
BI 203	Introductory Biology	4	
ECON 202	Macroeconomics	4	
MTH 112	Trigonometry	4	
Total Credits		15	



SOUTHWESTERN OREGON COMMUNITY COLLEGE

Biology (AA/OT)

TERM 4

Course #	Course Title	Credits	Notes
PH 211	General Physics w/Calculus I	5	
MTH 251	Calculus I Differential Calculus	4	
CHEM221	General Chemistry I	5	
CIS 120	Concepts of Computing	4	
Total Credits		18	

TERM 5

Course #	Course Title	Credits	Notes
PH 212	General Physics w/Calculus II	5	
MTH 252	Calculus II Integral Calculus	4	
CHEM222	General Chemistry II	5	
PHL 101	Introduction to Philosophy	3	
Total Credits		17	

TERM 6

Course #	Course Title	Credits	Notes
ANTH 232	Native North Americans	3	
PH 213	General Physics w/Calculus	5	
CHEM 223	General Chemistry III	5	
SOC 206	Social Problems and Issues	3	
Total Credits		16	



English (AA/OT)

Transfer University:

Associate of Arts/Oregon Transfer (AA/OT)		
Requirements	Courses	Credits
Foundational		
All courses must be completed with a grade of 'C' or better		
Writing Three (3) courses from WR121, WR122, WR 123, or WR227 Note: Information Literacy is included through embedding the appropriate content in courses that count toward the writing Foundational Requirement.	WR 121 (3) WR 122 (3) WR 123 (3)	9
Communication One (1) course form SP100, SP111, SP218, or SP219	SP 111 (3)	3
Mathematics One (1) course from: MTH105 with a prerequisite of MTH 98 or MTH111 or higher with a prerequisite of MTH 95, excluding MTH 211	MTH 105 (4) or MTH 111 (4)	4
Health, Wellness and Fitness PE185 (3 courses) or one (1) three credit course from HE250 or PE231	HE 250 (3)	3
Discipline Studies		
All courses must be completed with a grade of 'C' or better.		
Arts and Letters. Three (3) courses chosen from two (2) or more disciplines. Note: A second year foreign language may be included, but not first year.	HUM 204 (3) ART 206 (3) ENG 104 (3)	9
Social Science Four (4) courses chosen from two (2) or more disciplines	PSY 100 (3) SOC 204 (3) SOC 218 (3) HST 101 (3)	12
Science/Mathematics/Computer Science Four (4) courses from at least two (2) disciplines including at least three (3) laboratory course in biological and/or physical science.	BI 101 (4) BI 102 (4) BI 103 (4) General Science (4)	16
Cultural Literacy Students must select one course from any of the discipline studies that is designated as meeting the statewide criteria for cultural literacy.	ENG 107(3)	3



English (AA/OT)

Program Required Courses		
ENG 20x American or British ENG 20x American or British ENG 20x American or British ENG 299 WR 241, WR 242, or WR 243		
Electives All courses must be completed with a grade of 'C' or better.		
ENG 104 ENG 105 ENG 106 ENG 107 ENG 108 ENG 109 ENG 201 ENG 145		
Total		
Prerequisites		
Program Outcomes		
<ul style="list-style-type: none">• Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline.• Perceive and understand the formal, conceptual, and technical elements specific to the discipline.• Analyze, evaluate, and interpret texts, objects, events, or ideas in the cultural, intellectual, or historical contexts.• Interpret artistic and/or humanistic works through the creation of art or performance.• Develop critical perspectives or arguments about the subject matter, grounded in evidence-based analysis.• Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints.		



SOUTHWESTERN OREGON COMMUNITY COLLEGE

Accounting (AAS)

Transfer University:

Associate of Applied Science Degree (AAS)		
Requirements	Courses	Credits
<p>Related Instruction Courses must be selected from the approved list of Related Instruction (General Education) courses. All Related Instruction (General Education) courses must be completed with a grade of 'C' or better.</p>		
<p>Writing Three (3) credit hours at a level equivalent to WR115 or higher</p>	WR 115	3
<p>Communication Three (3) credit hours at a level equivalent to SP100 or higher</p>	SP 219	3
<p>Computation Three to four (3-4) credit hours at a level equivalent to MTH60 or higher.</p>	MTH 82	4
<p>Human Relations Three (3) credit hours or as specified in the AAS degree program.</p>	BA 120	3
<p>Health, Wellness and Fitness PE185 (3 courses) or one (1) three credit course from HE250 or PE231</p>	PE 231	3
<p>Digital Literacy Four (4) credit hours CIS120</p>	CIS 120	4
<p>Program Required Courses</p>		
BA 101 (4) BA 120 (3) BA 177 (3) BA 205 (4) BA 206 (3) BA 211 (4) BA 212 (4) BA 213 (4) BA 217 (3) BA 220 (3) BA 222 (3) BA 230 (3) BA 240 (3) BA 277 or PHL 102 (3) BA 280 (1)	AC 280 (4) CIS 125S (3) CIS 125W (3) CIS 120 (4) ECON 201 (4) ECON 202 (4)	



Accounting (AAS)

Electives		
CS160 (4) BA223 (4)	Any CS/CIS, BA, AC course note required for the degree; OA 121 Beginning Keyboarding, OA 124 Keyboard Skill Building, OA 220 Electronic Calculators; MTH 65 Algebra II, MTH 95 Intermediate Algebra, or higher; WR 227 Report Writing	
Total		
Prerequisites		
CIS 90 (2) Computer Basics (or demonstrate proficiency) MTH 20 (4) Basic Mathematics (or placement in higher math course) WR 90R (4) Academic Literacy (or placement in higher writing course)		
Program Outcomes		
<ul style="list-style-type: none">• Communicate effectively in oral and written forms in business environment.• Practice within the legal and ethical frameworks of a given business or industry.• Participate in learning opportunities that contribute to personal and professional growth.• Adequately identify and record business transactions.• Verify accuracy of accounting data.• Make basic decisions regarding accounting functions.• Produce basic financial statements (e.g. balance sheets, income statements, cash flows).• Prepare budgets, payroll, and other quarterly tax reports.• Communicate effectively with tax and accounting professionals.• Effectively and efficiently use current and emerging technologies and software to solve workplace problems.• Interact effectively with coworkers in ways that contribute to the organization's goals and your advancement in business opportunities.		



SOUTHWESTERN OREGON COMMUNITY COLLEGE
Baking and Pastry Arts (AAS)

Transfer University:

Associate of Applied Science Degree (AAS)		
Requirements	Courses	Credits
Related Instruction		
Courses must be selected from the approved list of Related Instruction (General Education) courses. All Related Instruction (General Education) courses must be completed with a grade of 'C' or better.		
Writing Three (3) credit hours at a level equivalent to WR115 or higher	WR 115	3
Communication Three (3) credit hours at a level equivalent to SP100 or higher	CRT2039	3
Computation Three to four (3-4) credit hours at a level equivalent to MTH60 or higher.	MTH 81	4
Human Relations Three (3) credit hours or as specified in the AAS degree program.		
Health, Wellness and Fitness PE185 (3 courses) or one (1) three credit course from HE250 or PE231	HE 250	3
Digital Literacy Four (4) credit hours CIS120	CIS 120	4
Program Required Courses		
CRT2007 (1) CRT2015 (3) CRT2016 (3) CRT2017 (3) CRT2018 (1) CRT2024 (3) CRT2026 (1) CRT2027 (1) CRT2028 (1) CRT2030 (3) CRT2031 (6)	CRT2032 (7) CRT2033 (4) CRT2034 (2) CRT2037 (6) CRT2038 (1) CRT2039 (3) CRT2040 (6) CRT2042 (3) CRT2045 (7) CRT280B2 (12)	



SOUTHWESTERN OREGON COMMUNITY COLLEGE
Baking and Pastry Arts (AAS)

Electives		
Total		
Prerequisites		
CIS 90 (2) Computer Basics (or demonstrate proficiency) MTH 20 (4) Basic Mathematics (or placement in higher math course) WR 90R (4) Academic Literacy (or placement in higher writing course)		
Program Outcomes		
<ul style="list-style-type: none">• Prepare a variety of pasty products to include pies, tart, pate a choux, crepes, puff pastry, and filo dough.• Identify, select, and demonstrate the use of various chocolates and sugar and the common uses for the decoration processes.• List and explain the application of mixes and other convenience products pertaining to the baking process.• Utilize concept of cost control, purchasing, receiving, quality standards, profit, and staffing costs.• Describe and apply the principles of nutrition to maximize nutrient retention in baking preparation.• Demonstrate supervisory skills and abilities utilizing critical-thinking skills.• Obtain ServSafe Certification.		



SOUTHWESTERN OREGON COMMUNITY COLLEGE
Criminal Justice PSU (AS)

Transfer University: Portland State University

Associate of Science Degree (AS)		
Requirements	Courses	Credits
General Education All courses must be completed with a grade of 'C' or better		
Writing Six (6) credit hours at a level equivalent to WR121, WR122, or WR227	WR 121, WR 122	6
Communication One (1) course taken from SP100, SP111, SP218, or SP219	SP 111	3
Mathematics Four (4) credit hours of college level mathematics from MTH105 or higher, excluding MTH211	MTH 105	4
Health, Wellness and Fitness PE185 (3 courses) or one (1) three credit course from HE250 or PE231	3 PE 185 courses	3
Distribution Courses must be at least (3) credits each and complete six (6) credits from each of the following Related Area of Instruction Requirements. All courses must be completed with a grade of 'C' or better		
Arts and Letters Six (6) credit hours. Note: A second year foreign language may be included, but not first year.	ENG 105, ENG 106	6
Social Science Six (6) credit hours	SOC 204, SOC 205,	6
Science/Mathematics/Computer Science Six (6) credit hours	BI 101, BI 102	8



Criminal Justice PSU (AS)

Program Required Courses		
CJ 100 (3) CJ101 (4) CJ110 (4) CJ130 (4) CJ162 (1) CJ220 (4) CJ222 (4) CJ247 (3)		
Electives		
None		
Total		
Prerequisites		
CIS 090 – Computer Basics (or demonstrate proficiency) MTH 95 – Intermediate Algebra (or placement in higher math course) WR 90R – Academic Literacy (or placement in higher writing course)		
Program Outcomes		
<ul style="list-style-type: none">• Identify the characteristics of professional integrity and ethical standards for Oregon criminal justice professionals.• Describe and relate the constitutional rights and responsibilities of citizens, offenders, and victims as they apply to state, federal, and procedural laws.• Describe the processes and technology used to gather, investigate, manage, and report information in the criminal justice field.• Identify the legal responsibilities of criminal justice professionals as they relate to cultural diversity and establishing positive community relationships.		



SOUTHWESTERN OREGON COMMUNITY COLLEGE

Criminal Justice PSU (AS)

Degree: Criminal Justice (AS)

Transfer University: Portland State University

TERM 1			
Course #	Course Title	Credits	Notes
WR 121	English Composition	3	
CJ 100	Introduction to Criminal Justice	4	
SOC 204	Introduction to Sociology	3	ANTH101, 221, 230, ECON201, HST101, 201, PSY 100, 201
BI 101	General Biology	4	BI201, CHEM221, F250, G201, GS104, PH201
	Specific Elective	3	CJ180, 201,203, 204, 210, 214, 230, 233, 240, 280, WR227 or any other CJ or EM course
	Total Credits	17	

TERM 2			
Course #	Course Title	Credits	Notes
WR 122	English Composition	3	
CJ 101	Introduction to Criminology	4	
SOC 205	Social Institutions and Change	3	ANTH 102, 222, 231, ECON202, PSY202, ED258, HST102, 202
BI 102	General Biology	4	BI202, CHEM222, G202, GS105, PH202
CJ 110	Intro to Policing	4	
	Total Credits	18	

TERM 3			
Course #	Course Title	Credits	Notes
WR 123	English Composition	3	WR 227
MTH 105	Math in Society	4	MTH111
SOC 206	Social Problems and Issues	3	ANTH103, 223, 232,PS202, 203, 205,PSY203, HST 103,203,
BI 103	General Biology	4	BI203, CHEM223, G203, GS106
CJ 220	Introduction to Substantive Law	4	
	Total Credits	18	



SOUTHWESTERN OREGON COMMUNITY COLLEGE
Criminal Justice PSU (AS)

TERM 4			
Course #	Course Title	Credits	Notes
PE 185		1	PE 231, HE250
PS 201	American Government: Political Institutions	3	BA101, CJ201, HDFS140, 222, HST104, SOC210, 213, 218, 230
MTH 243	Intro to Probability and Statistics	4	
ENG 104	Introduction to Literature Fiction	3	ART131, 204, ENG201, HUM204, MUS 201, PHL101, SP220
CJ 222	Constitutional Law	4	
	Total Credits	15	

TERM 5			
Course #	Course Title	Credits	Notes
CJ 130	Corrections an Introduction	4	
CIS 120	Concepts of Computing	4	
ENG 105	Introduction to Literature Drama	3	ART205, ENG202, HUM205, PHL102, SP220
PE 185		1	PE231, HE 250
	Specific Elective	3	CJ180, 201,203, 204, 210, 214, 230, 233, 240, 280, WR227 or any other CJ or EM course
	Total Credits	15	

TERM 6			
Course #	Course Title	Credits	Notes
CJ 247	Ethics in Criminal Justice	3	
ENG 106	Introduction to Literature Poetry	3	ART206, ENG203, HUM206, PHL103
PE 185		1	PE231, HE 250
	Specific Elective	3	CJ180, 201,203, 204, 210, 214, 230, 233, 240, 280, WR227 or any other CJ or EM course
SP 111	Public Speaking	3	SP112, 218, 219
CJ 162	Public Safety First Aid	1	
	Total Credits	14	



Fire Science (AAS)

Associate of Applied Science Degree (AAS)		
Requirements	Courses	Credits
Related Instruction Courses must be selected from the approved list of Related Instruction (General Education) courses. All Related Instruction (General Education) courses must be completed with a grade of 'C' or better.		
Writing Three (3) credit hours at a level equivalent to WR115 or higher	WR121 – English Composition (Or any three (3) credit writing course higher than WR121)	3
Communication Three (3) credit hours at a level equivalent to SP100 or higher	SP111 – Fundamentals of Public Speaking	3
Computation Three to four (3-4) credit hours at a level equivalent to MTH60 or higher.	MTH60 – Algebra I (or MTH65 or higher, excluding MTH81 and MTH211)	4
Human Relations Three (3) credit hours or as specified in the AAS degree program.	BA110 – Group Dynamics for Teams	3
Health, Wellness and Fitness PE185 (3 courses) or one (1) three credit course from HE250 or PE231	PE231 – Wellness for Life	3
Digital Literacy Four (4) credit hours CIS120	CIS120 – Concepts of Computing	4
Program Required Courses		
	FS100 – Principles of Emergency Services FS105 – Firefighter Fundamentals I FS180 – Internship: Fire Science (2) FS110 – Firefighter Fundamentals II FS120 – Building Const Related to Fire Svc FS121 – Fire Behavior and Combust FS115 – Firefighter Fundamentals III FS125 – Principles of Fire and Emergency S FS200 – Strategy and Tactics FS205 – Fire Prevention FS231 – Fire Protection Hydraulics and Water FS280 – CWE: Fire Science (2) FS215 – Legal Aspects of Emergency Services FS220 – Fire Protection Systems FS225 – Prin of Fire & Emerg Service Admin	54



SOUTHWESTERN OREGON COMMUNITY COLLEGE

Fire Science (AAS)

	FS232 – Occupational Safety and Health ES EMT151 – EMT Part A EMT152 – EMT Part B	
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Electives		
	Any FS, EM, EMT, or CJ course may be taken to fulfill this requirement. (At least eight (8) credits of specific electives must be FS courses) Recommended Specific Electives: FS123 – Structural Firefighter I FS130 – Fire Apparatus Driver/Operator FS210 – Hazardous Materials FS222 – Fire Instructor I	16
Total		90
Prerequisites		
CIS90 – Computer Basics (or demonstrate proficiency) (2) MTH20 – Basic Mathematics (or placement in higher math course) (4) WR90R – Academic Literacy (or placement in higher writing course) (4)		
Program Outcomes		
<ul style="list-style-type: none"> • Demonstrate technical proficiency in fundamental firefighting skills. • Apply critical-thinking and decision-making skills relevant to fire service scenarios. • Demonstrate behaviors consistent with professional and employer expectations. 		



SOUTHWESTERN OREGON COMMUNITY COLLEGE

Fire Science (AAS)

TERM 3			
Course #	Course Title	Credits	Notes
FS115	Firefighter Fundamentals III	2	
FS125	Principles of Fire and Emergency S	4	
PE231	Wellness for Life	3	HE250
BA110	Group Dynamics for Teams	3	
Specific Elective	Any FS, EM, EMT, or CJ course may be taken to fulfill this requirement.	4	Must not already be a required course. At least eight (8) credits of specific electives must be FS courses. Recommended Specific Electives: FS123 – Structural Firefighter I FS130 – Fire Apparatus Driver/Operator FS210 – Hazardous Materials FS222 – Fire Instructor I
Total Credits		16	

TERM 4			
Course #	Course Title	Credits	Notes
FS200	Strategy and Tactics	3	
FS205	Fire Prevention	3	
FS231	Fire Protection Hydraulics and Water	3	
FS280	CWE: Fire Science	1	
Specific Elective	Any FS, EM, EMT, or CJ course may be taken to fulfill this requirement.	4	Must not already be a required course. At least eight (8) credits of specific electives must be FS courses. Recommended Specific Electives: FS123 – Structural Firefighter I FS130 – Fire Apparatus Driver/Operator FS210 – Hazardous Materials FS222 – Fire Instructor I
Total Credits		14	



SOUTHWESTERN OREGON COMMUNITY COLLEGE

Fire Science (AAS)

TERM 5			
Course #	Course Title	Credits	Notes
FS215	Legal Aspects of Emergency Services	3	
FS220	Fire Protection Systems	3	
FS280	CWE: Fire Science	1	
EMT151	Emergency Medical Technician Part A	5	
Specific Elective	Any FS, EM, EMT, or CJ course may be taken to fulfill this requirement.	4	Must not already be a required course. At least eight (8) credits of specific electives must be FS courses. Recommended Specific Electives: FS123 – Structural Firefighter I FS130 – Fire Apparatus Driver/Operator FS210 – Hazardous Materials FS222 – Fire Instructor I
Total Credits		16	

TERM 6			
Course #	Course Title	Credits	Notes
FS225	Prin of Fire & Emerg Service Admin	3	
FS232	Occupational Safety and Health ES	3	
EMT152	Emergency Medical Technician Part B	5	
Specific Elective	Any FS, EM, EMT, or CJ course may be taken to fulfill this requirement.	4	Must not already be a required course. At least eight (8) credits of specific electives must be FS courses. Recommended Specific Electives: FS123 – Structural Firefighter I FS130 – Fire Apparatus Driver/Operator FS210 – Hazardous Materials FS222 – Fire Instructor I
Total Credits		15	

e **APP 6045**

TUITION AND FEES

It is the Administrative policy of the Southwestern Oregon Community College District that tuition shall be assessed for each credit hour of enrollment in credit courses. It is also the Administrative procedure that fees will be assessed for programs and services provided by the College. The tuition and fees are included in the schedule that follows.

Tuition and fees shall be adjusted annually for inflation by the Higher Education Price Index (HEPI) or the U.S. Department of Labor Consumer Price Index (CPI) rounded to the nearest dollar. The administration will review the actual cost of programs, courses, services, and supplies during the annual budget planning cycle to determine if the automatic inflation adjustment will be sufficient to cover the actual costs or if additional adjustments will be necessary.

If necessary, fees may also be adjusted at any time to reflect the actual cost of supplies and parts used by the student to produce or repair a project which the student owns or will have possession of when the course is completed, or for classes, activities or services for which a fee is charged by the College.

A copy of the revised tuition and fee schedule will be forwarded to the Board of Education for review during the regularly scheduled Board of Education meeting. The College administration will notify the Board of Education of any adjustments to tuition and fees above the annual inflationary index. An inflation adjustment to tuition and fees does not prevent the Board of Education from considering and approving other changes to tuition and the fee schedule.

Revised:

Policy #7.004 May 15, 1989

Revised: April 16, 1990

Revised: April 19, 1993

Changed to Administrative Policy: January 22, 1996

Revised: September 28, 1998

Reviewed: October 28, 2014 (Formerly Admin. Policy 9.014)

Revised: February 6, 2018

Revised: February 6, 2019 (combined with APP 6045A, APP 8061 and APP 8061A into one APP)

Fee Title/Description	FEES
Tuition:	
Per Credit US Residents	\$96
Per Credit International	\$288
Per Credit Incidental Fee	\$32
Per Course Registration Fee	\$33
Distance Education Per Course Surcharge	\$37
Self –Support Courses	At Cost
Program or Course Associated/Required Fees	At Cost
Transitional Education (per term/unlimited courses) (Curry)	\$50
Transitional Education (per term/unlimited courses) (Coos)	\$57
Music Individual Lessons (1 credit)	\$150
Music Individual Lessons (2 credits)	\$300
Dental Assistant Program Per Course (DEN101,DEN105,DEN109,DEN113)	\$150
Medical Assistant - Clinical Procedures I (AH131)	\$50
Medical Assistant - Clinical Procedures II (AH132)	\$50
Nursing Application	\$50
Nursing Program Fee First Year	\$3,325
Nursing Program Fee Second Year	\$3,075
EMT Basic Fee Per Course (EMT151, EMT152)	\$225
EMT 161/162 Per Course	\$350
Paramedic Fee Per Course (EMT296, EMT297, EMT298, EMT280F)	\$500
Student Housing Deposit	\$250
Accuplacer Test/Retest	\$18
Challenge Fee (per credit)	1/2 tuition
Meyer Briggs Test Fee	\$20
Strong Interest Inventory Fee	\$20
Other Test Proctored	\$20
Catalog (mailed request)	\$6
Catalog (Bookstore purchase)	\$4
Duplicate Diploma	\$15
NSF Fees	\$25
Transcript Fee (after 7 per academic year)	\$10
First-Time/One-Time Registration Fee	\$40
Late Registration (after last day to withdraw w/o grade)	\$150
Late Registration (after the end of the term)	\$250
Payment Plan Set-Up Fee	\$32
OCCI Payment Plan Set-Up Fee (10-month)	\$96
OCCI – Culinary Programs per credit Fee	\$90
OCCI – Baking Programs per credit Fee	\$85
OCCI – Externship Program Fee (CRT280C1: 6 credits)	\$3,375
OCCI – Externship Program Fee (CRT280C2: 12 credits)	\$6,750
Recreation Center – Community Member – Monthly	\$44
Recreation Center – Community Member – Quarterly	\$110
Recreation Center – Community Member – Annually	\$360
Recreation Center – Military (Active/Retired) – Monthly	\$34
Recreation Center – Military (Active/Retired) – Quarterly	\$95
Recreation Center – Seniors (55 and older) – Monthly	\$34
Recreation Center – Seniors (55 and older) – Quarterly	\$95

Adopted by Board of Education:

Policy #7.014(A) June 15, 1987

Revised July 5, 1990

Revised April 29, 1991

Revised April 20, 1992

Revised April 19, 1993

Revised April 18, 1994

Revised December 19, 1994

Revised March 27, 1995

Changed to Administrative Policy January 22, 1996

Revised by Southwestern Administration:

Policy #9028(A) March 16, 1998

Revised January 25, 1999

Revised March 27, 2000

Revised March 19, 2001

Revised January 28, 2002

Revised April 22, 2002

Revised April 28, 2003

Revised April 26, 2004

Revised November 15, 2004

Revised June 22, 2009

Revised April 26, 2010

Revised March 28, 2011

Revised March 26, 2012

Revised March 25, 2013

Revised February 24, 2014

Revised February 23, 2015

Revised February 22, 2016

Revised February 27, 2017

Revised February 26, 2018

Revised: April 22, 2019

Revised: June 25, 2019

TERM CREDIT HOUR TUITION SCHEDULE

Effective Summer Term 2019

	Tuition Per Credit Hour United States Residents	Tuition Per Credit Hour International Students
09/10	\$69	\$207
10/11	\$73	\$219
11/12	\$79	\$237
12/13	\$82	\$246
13/14	\$85	\$255
14/15	\$87	\$261
15/16	\$89	\$267
16/17	\$91	\$273
17/18	\$92	\$276
18/19	\$94	\$282
19/20	\$96	\$288

Approved by Board of Education Action:

7.004 A April 27, 1987
Revised: March 21, 1988
Revised: May 15, 1989
Revised: April 16, 1990
Revised: March 18, 1991
Revised: March 16, 1992
Revised: February 22, 1993
Revised: April 19, 1993
Revised: May 24, 1993
Revised: March 27, 1995
Revised: March 25, 1996
Revised: April 22, 1996
Revised: May 5, 1997
Revised: March 16, 1998
Revised: January 25, 1999
Revised: January 24, 2000
Revised: December 18, 2000

Revised: November 26, 2001
Revised: April 22, 2002
Revised: September 4, 2002
Revised: April 28, 2003
Revised: January 23, 2006
Revised: February 23, 2009
Revised: April 26, 2010
Revised: March 28, 2011
Revised: March 26, 2012
Revised: June 24, 2013
Revised: February 24, 2014
Reviewed October 28, 2014 (Formerly Admin. Policy 9.014A)
Revised: March 23, 2015
Revised: March 28, 2016
Revised: February 27, 2017
Revised: February 26, 2018
Revised: April 22, 2019
Revised: June 25, 2019

BOARD POLICY

Southwestern Oregon Community College

BP: 6045

TUITION AND FEES

The Board of Education shall establish tuition rates and fees. The President or his/her designee shall submit recommended rates and fees to meet the budget calendar.

The President will develop Administrative Policies and Procedures, as necessary, to implement this policy including provisions for tuition waivers, deferred tuition fee payment, and refunds.

END OF POLICY

Legal Reference(s):

ORS 341.290 (7) and (8)

OAR 589-002-0200

Administrative Policies and Procedures:

6045

Application: Southwestern Oregon Community College

Ali Mageehon - ali.mageehon@socc.edu

2021 Aspen Prize

Summary

ID: 0000000038

Status: Submitted

Last submitted: Dec 5 2019 04:54 PM (PST)



Agreements & Reference Document

Completed - Oct 28 2019

[Click here to download](#) a .docx version of the application narrative questions. Please note this document is for reference and drafting purposes only. All applications must be submitted through this online portal.

Agreements

Only fully accredited, Title IV-participating institutions are eligible for the Aspen Prize. Accredited institutions not in good standing will be reviewed for eligibility on a case-by-case basis.

Responses Selected:

I agree to make the Aspen Institute aware if my institution is not in good standing with my regional accreditor.

The Aspen Institute reserves the right to share select information submitted in this application—including student outcomes and examples of institutional practices—as part of our commitment to learn from the Prize and share insights with the field.

Responses Selected:

I agree to allow the Aspen Institute to use the information and data submitted with this application for research and knowledge dissemination.



National Student Clearinghouse Authorization Form

Completed - Oct 31 2019

National Student Clearinghouse Authorization

By Tuesday, November 5, 2019, complete and submit within the online portal the National Student Clearinghouse (NSC) Authorization Form, allowing Aspen to collect transfer and completion outcome data from NSC on the institution's behalf.

Aspen will work with the National Student Clearinghouse to collect transfer metrics for eligible institutions. If you submit data to NSC and have done so since 2010, please sign this authorization. If this is not applicable to your institution, please check the appropriate option below.

Aspen Prize Authorization Form

The undersigned, as an authorized representative of this institution (“Institution”), authorizes and instructs the National Student Clearinghouse (“Clearinghouse”) to use the Institution’s data already provided to the Clearinghouse under the School Participation Agreement existing between them to prepare a study for the Aspen Prize competition.

The Clearinghouse will compare three cohorts of students who previously enrolled at the Institution with its nationwide postsecondary student database to determine the subsequent enrollment and academic achievements of those individuals. The Clearinghouse will use this information to prepare Institution level totals for first-time students with transfer-out and graduation rates.

The Institution authorizes the Clearinghouse to send the resulting aggregate level report to the Aspen College Excellence Program (“Aspen”), who will then use it among other criteria for determining the Aspen Prize top ten, winner and finalists-with-distinction. Data included in the report will include the number and percentage of students who completed a degree at the Institution, transferred to a four-year institution, and completed at a four-year institution. For each cohort, the Clearinghouse will provide Aspen with two-year outcomes, three-year outcomes, and six-year outcomes as available from the already submitted data.

Clearinghouse acknowledges that it shall comply with the Family Educational Rights and Privacy Act (“FERPA”), as amended, to the extent that FERPA applies to this authorization to prepare a study for Aspen. It also acknowledges and promises that it shall inform Aspen in writing of its obligation to comply with FERPA, to the extent that the Act applies to the report (and data contained therein) delivered to Aspen from Clearinghouse.


The Institution acknowledges that the Clearinghouse will not be responsible for the accuracy of the information provided to it by the Institution. There will be no charge to the Institution for this study.

This Authorization Form shall remain effective for the duration of the study, unless terminated earlier by either Party by providing fourteen (14) days written notice to the other Party.

As an authorized representative of my institution, I authorize and instruct the National Student Clearinghouse to use the Institution’s data already provided to the Clearinghouse under the School Participation Agreement existing between us to prepare a study for the Aspen Prize completion as described in the above terms.

I agree

Full Name:	Robin Bunnell
Title:	Institutional Researcher
Date (MM/DD/YYYY)	10/31/2019
OPEID	00322000


Application Cover Sheet
 Completed - Dec 5 2019

Narrative Cover Sheet

NAME OF INSTITUTION:

Southwestern Oregon Community College

SERVICE AREA

Describe the institution's defined service area (e.g., county, city, etc.), if applicable.	Coos, Curry, Western Douglas
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INSTITUTION DETAILS

Address	1988 Newmark Avenue
City	Coos Bay
State	Oregon
Zip	97420
Website	https://www.socc.edu/

POINT OF CONTACT

Institutional point of contact for Aspen to maintain correspondence with throughout the Prize cycle.

First Name	Ali
Last Name	Mageehon
Title	Vice President of Instruction
Telephone	541-888-7417
Email	ali.mageehon@socc.edu

PRESIDENT DETAILS

President's Name (Prefix First Last)	Patty Scott, Ed.D.
President's Email	pscott@socc.edu
# of Years Current President Has Held the Position	11 Years
Assistant Name (Prefix First Last)	Dina Laskey
Assistant's Email	dina.laskey@socc.edu
Assistant's Phone	541-888-7400



Narrative Section 1: Executive Summary

Completed - Dec 5 2019

Narrative Section 1: Executive Summary

Notes to applicants:

- Contributors to this section may wish to cross-reference subsequent sections of the application narrative to assist in the writing of this executive summary.
- The online application form limits entries to the word counts listed for each section.

The executive summary should provide the selection committee with an overview of the institution's most significant current college-wide strategies to achieve high and continuously improving levels of student success and equity. The summary should provide

the “big picture” of the college’s student success improvement trajectory and what leaders believe have contributed most significantly to the levels of student success that qualified the institution to apply for the Aspen Prize. In crafting this summary, you may wish to reflect on the following:

1. What are the major college-wide strategies for continuous improvement in student success? Why were those strategies chosen/developed? How were they informed by the college’s contexts, student demographics, observed challenges, and unique mission and goals?
2. Have those student success strategies changed the experience of a student who started at the college this fall as compared to those who started five years ago? If so, how specifically?
3. What specific goals has the college set for improving student success and equity?
 - How are these goals communicated to faculty, staff, students, and the community?
 - How broadly understood and shared are the definition of student success and goals for improvement at the college?

Maximum word count: 750

“I’ve never thought College was something I can do, but I want more for my life.” “I want to go to college to escape the lifestyle I was born into.”

These are our students’ voices. Many want out of poverty – the first in their families to go to college. They want fulfilling jobs. Many want their children, their parents, their partners to see them succeed. Their stories are the meaning behind Southwestern Oregon Community College’s year-over-year gains in students completing, graduating and transferring.

Our district spans Coos, Curry and western Douglas counties. With a population of 95,000, this super-rural region has spiraled in financial recession since the 1980s. Foremost, our students battle poverty.

- 91% receive financial aid (IPEDS 2017 first-time full-time);
- 89% qualify for overall aid (IPEDS);
- 20% of families live in poverty.

Still, our students succeed.

- 65% (2016 FTFT cohort) graduate or transfer within three years, highest among Oregon colleges;
- 64% of Latinx/Hispanic transfer students complete a bachelor’s within six years;
- We have a 2.0 social mobility rate, highest among Oregon CCs/4th combined with 4-year colleges

"I had the mindset college wasn't something I could do," Eric said.

Eric struggled through high school, and joined the U.S. Navy. In 2007 he came home, worked a casino job and then as a welder until he hurt his shoulder. Concerned about depression, his girlfriend badgered him to go to college. Eric found Shana Brazil, Southwestern's Veterans Service advocate. She encouraged him to use his college benefit and he found new meaning in life through Southwestern.

Our touchstones for success come from meeting students such as Eric where they are. Staff understands the challenges students face, because many traveled this road themselves. We leverage their knowledge, and strong academic and financial support systems to reduce barriers, and help students develop clear career pathways.

Southwestern accomplishes its "support student achievement" mission in three ways: 1) unwavering focus on access, 2) commitment to data-driven improvement, and 3) consistent leadership with a clear "why we need to do this."

Students like Eric are why. "I reluctantly went back to school and realized I was pretty good." He attended part-time so he could spend days with his baby. Since he was a combat vet, Southwestern gave him a two-year tuition waiver and work-study through the Veterans Office. He gained confidence and after graduating with a two-year degree, connected with Southwestern's University Center, enrolling online in Oregon State University.

In 2004, Southwestern knew it had to begin a Student Success journey. We had a dismal 41% graduation/transfer rate. CCSSE showed students wanted more faculty time and supports. We created a retention committee. With presidential buy-in and \$35,000 committed, effort spread.

Our now-President led the committee as faculty (hired in 1993 as TRIO SSS), served as Faculty Senate chair, and continues her Student Success mantra today. Our elected board and staff share her commitment. Our community does, too, evidenced by a recent \$19 million campaign to construct a science, nursing/EMT program building. Donors stepped forward, lifting the burden off students and taxpayers.

Rural colleges face significant challenges with a two-decade decline in K-12 enrollment. Southwestern led Oregon's colleges in building housing in 1997. We started a culinary institute in 1999 (63% graduation rate 2010-18) and grew a strong athletics program (73% graduation/transfer rate). Our two-pronged

enrollment strategy focuses on Western states recruitment to increase student diversity; and strategic high school partnerships, so students can access free dual-credits to complete transfer courses. We provide support for our most rural population through online and on-site education, with a Curry County presence since 1975 and satellite campus in 2012.

In 2016, Southwestern became an Achieving The Dream Leader and leader in Guided Pathways. We integrated EMSI's labor market interface into our website, so students can access information linked to career pathways.

Staff engage in high-impact practices to support success. All students attend orientation and actively use supports, including Tutoring, Veterans Center, Accessibility Services, One-Stop Enrollment and Advising. Faculty flip classrooms and inspire learning through research and service-learning projects. For students who struggle most, we run a 24-hour food pantry.

There is no better way to understand the college's impact than to look at Eric's story. Today – Eric has his doctoral degree. He works at Coos Health & Wellness helping individuals with mental illness. His story is one of many that illustrate student success. Shana saw promise in Eric no one else had seen and Southwestern provided him with the foundation to build a future for himself. This is Southwestern's story.



Narrative Section 2: Completion Outcomes

Completed - Dec 5 2019

Narrative Section 2: Completion Outcomes

Notes to applicants:

- If helpful, you may include visual representations of the college's programs of study, advising structure, or student onboarding processes to support the narrative responses below.
- The online application form limits entries to the word counts listed for each section.

1. Describe how the college advises students. In your response, address the following:

- How does advising help to ensure college-wide success in student completion?
- What strategies exist within advising for connecting students to the college in the first semester,

including helping students select programs of study, and connecting them to supports and resources at the institution.

- Describe any significant improvements to advising made in recent years or planned for the coming 1-2 years, but note specifically what is current versus planned practice.

Maximum word count: 1000

“I came to Southwestern in 2016 with a shred of hope that I could be successful, but I was filled with self-doubt and uncertainty from the numerous years of abuse I inflicted upon myself.”

These were the words our 2018 student speaker Francesca Jacquez, sharing her story of success.

“I stand before you as a student, a recipient of foundation scholarships and tomorrow, I will be a graduate. However, the path of success has not always been my story. I am also a high school dropout, a previous drug user and a felon.”

Because of Southwestern’s long-term commitment to comprehensive advising and support, we are able to connect with students like Francesca to help them become involved in campus community and find the inspiration to set goals and succeed. We strive always to cultivate a student-centered learning environment, and have long reinforced that strong advising is vital. Southwestern has made advising mandatory for 40 years, ensuring students are on a path to completion, transfer or move directly into local jobs.

There have been multiple iterations of student success efforts, but one factor is constant: Our faculty have served as one-on-one advisers since the 1980s. We know this long-standing commitment to intensive advising adapted specifically to individuals has a positive, measurable impact on student success.

In 2000, counseling faculty started coordinating student success work, including orientation, high school registration and college success HD100 classes. In 2005, we shifted from assigning advisers to students in week eight, to requiring students meet with assigned advisers before they started their first class. Since 2007, the majority of our instructors have committed time to helping students succeed through advising and mentorship.

Through all of these efforts, students have always followed a written educational plan. Academic maps have evolved, but they have always been in our catalog. We were one of the first colleges in Oregon to engage in career pathways work and part of this involved changing the orientation of our catalog from vertical to horizontal, so maps were easy to read and showed a visual path.

Our advisers have focused on helping students stay on a degree path, as well as identifying a career

interest area. Beginning in the 1990s, we installed a computer program Career Information System (CIS) to help students explore majors and careers. Undecided students met with a counselor to explore job areas through interest inventories, using CIS tools. From there, the counselor helped students identify classes and internship opportunities. We have constantly adapted college success courses since 1993. HD102 has always had a strong advising component to help students stay on track to completion, employment or transfer. Faculty have been engaged from being actively involved in student housing and tutoring, to participating in Welcome Week activities to get to know their students before the term starts. We also value the role of students mentoring students. This process starts at recruitment: our student ambassadors give campus tours, make phone calls to prospective students, and help students with applying, the FAFSA, etc.

We based our most recent advising design on research from the Community College Research Center (Karp 2011), requiring that advising outcomes promote completion. These outcomes revolve around four functions:

- help students create campus relationships;
- help students clarify educational aspirations;
- reinforce students' commitment to reaching goals; and
- help students develop college know-how and plans that make college life feasible for their individual situations.

For Francesca, her adviser was there every step. As Francesca transitioned to a faculty adviser, her first still checked in and suggested ways to be more involved. Francesca took it to heart. She became a student ambassador and learned the power of sharing experiences. She led workshops to help students apply for financial aid and scholarships. She also tutored. "Our success is dependent in our ability to believe in ourselves," she said. "Upon reflection, the position allowed me to step into a role that gave me purpose."

Southwestern is again improving our advising model. When students apply, they now identify a meta-major, then schedule an intake appointment with a professional adviser assigned to that meta-major. Advisers and students review multiple measures placement information, confirm educational goals, and identify resources a student may need. If students are undecided, the adviser takes them through an EMSI interest inventory. Career Technical Education students will join with a program adviser within their field. Lower Division Transfer students meet consistently with a professional adviser within the Student Success Center their first year. During this year, advisers work with students to navigate the college environment and connect to the campus community.

The college offers a week of welcome activities, so students feel included from their first day. Advisers participate with their students. Each adviser has a specific concentration and curriculum expertise area. They suggest courses and activities that will help a student determine their academic and career path.

Consequently, advisers get to know their students and can connect them to clubs and events they are interested in, and the resources they need to be successful. Adviser clearance is required every term before students enroll. Once students develop college going know-how, they are better able to benefit from a relationship with faculty. During the second year, each student gets a faculty mentor in their pathway to help them explore transfer colleges or direct job opportunities.

In our work to identify and close equity gaps, we dis-aggregated outcomes in defined student sub-groups and realized part-time students complete and transfer at significantly lower rates than full-time students. Under our Title III grant, we hired an adviser in 2015 who focuses specifically on part-time students, providing resources and support via Skype, phone and in-person advising. We also provide an online college success course with content specific to helping part-time students succeed. Similarly, distance education staff inventoried all online supports, as we know many of our part-time students are primarily taking courses via distance. The inventory provides a baseline of information regarding where we have support gaps, and the work to minimize those gaps is ongoing.

2. Summarize the most important specific efforts, innovations, interventions, or strategies that have uniquely contributed to high and continuously improving completion rates college-wide. Be specific regarding the current status and scale of implementation of each strategy.

Maximum word count: 500

Southwestern joined Achieving The Dream at the time our state was coming out of the Great Recession. Communities here were not recovering quickly, and Oregon had slashed community college funding from 51% to 23%. Colleges raised tuition. Alarmed, faculty embraced the early initiative with ATD. The committee created a data team, and looked deeper into the data, with a student-focused methodology. They methodically developed systems, including intensive advising, to help student subgroups progress and complete.

In 2018, Southwestern joined the Oregon Student Success Center's Guided Pathways initiative. This model led to substantive changes in how we ease students onto a clear career path and keep them on track until they complete a quality credential that leads to transfer or employment. This helps us continually improve student success rates in a methodical, data-driven way, with metrics in program review as Success Indicators to guide strategic planning and budgeting.

Students get quality advising, as noted above. Advisers sit down with every student, every term. Additionally, the college provides ongoing training for professional advisers to replicate best practices. Professional advisers then train faculty advisers, creating a continuous improvement loop. We meet our students where they are, and have extended advising to distance students through phone and video conferencing.

A Title III grant ending this year provided a dedicated adviser for our part-time students, whom we identified as completing at far lower rates than full-time students. Southwestern developed a predictive model of student attrition for full-time cohorts, leading to Laker Connect. This Early Alert system notifies advisers and key staff immediately when students fail to achieve levels commensurate with passing course work. A Retention Action Team connects them with specialized support.

Through the newest phase to refine academic advising, professional advisers and faculty better understand and are clarifying their roles. Previously, we set assignments based on workload, rather than the interest area of the student. Consequently, the quality of students' advising experiences varied widely. Students indicated a 51% satisfaction rating related to ongoing feedback about their progress toward their academic goals, and 68% or less were satisfied with advising services based on the Student Satisfaction Inventory (SSI - Spring 2018).

As we embrace and implement these well-designed Guided Pathways, it's helped us envision new ways to advise. We can specialize, assigning professional advisers to one of the six pathways as a concentration area. They help students develop college going know-how and habits to become better learners. Faculty take on mentorship roles to help students review transfer options and job opportunities. In spring 2021, we hope to see SSI satisfaction increase by 5% based on this refined advising.

We recently instituted a year-round schedule. The college previously scheduled classes term-by-term, leaving students and advisers in the dark about offerings until enrollment opened. Now the college schedules when and where courses are available for the entire year – prior to the start of fall term. Students now can see the full-year schedule, while designing their educational plan. It's also vital to part-time and working students.

3. Describe any work the college has done to provide students with clear pathways to degrees and credentials (i.e., development of meta-majors, creating course sequence guides/course outlines, etc.).

Maximum word count: 300

We have had maps in place since early 2000. Most recently, as part of Guided Pathways, we refined academic maps that direct a sequence of courses required for students to meet milestones to complete a transfer or specific degrees in two years. We have also identified six meta-majors: Advanced Technologies, Arts & Humanities, Business & Culinary, Health & Public Safety, Social Sciences & Education, and STEM.

Maps within the meta-majors identify institutional and program requirements with program-specific course choices and preferred electives that faculty have carefully vetted. The maps include program outcomes and term-by-term schedules for timely completion leading to transfer or graduation for both full-time and part-time students. We are also developing maps that show a path from dual credit in high school, through college to career.

Southwestern designs every program to guide students to enter employment and further education in fields needed in our college service area. The college's website provides easily accessible, detailed information on employment and further education opportunities targeted by each program. Students know which courses they should take and in what sequence. We clearly identify courses critical for success in each program and other key progress milestones. All of this information is easily accessible on the college's website.

For the undecided-major students, we have created suggested first-year maps allowing students to explore curriculum within chosen meta-majors. For instance, for the first term, undecided students will take a course in writing, math, student success, and health education, plus an exploration course in arts and letters, social science, or science. This suggested schedule gets students on a solid path while still directing them in a meaningful direction.

We have identified gateway courses in programs and degrees and are establishing student support to assist struggling students for success in their academic goals.

4. Explain how data are used to assess student success challenges, monitor/refine reforms, and support continuous improvement in completion outcomes. If possible, provide 1-2 specific examples of how data are routinely used, by whom and in what contexts, to set goals and monitor outcomes in student success.

Maximum word count: 300

As part of Southwestern's program review process, we review data annually so we can adjust projects and develop new projects where we see achievement gaps. This means Southwestern continually assesses students' success and refines projects to support improvement in completion outcomes. For example, Southwestern had 549 credential-seeking students in the two-year 2015-17 cohort of first-time college students. Of those students, 59.6% (327 students) needed developmental math. Of this group, 62.4% (204 students) took "college ready" math with 26.3% (86 students) successfully completing. Through assessment data, the math department noted a dramatic drop in developmental math course rates between 2016 and 2017. The pass rate in 2016 was an impressive 68%; whereas, the rate dropped to an alarming 51% in 2017.

We reviewed full-time math faculty course syllabi for 2016 and 2018, finding a probable cause for the drop. In 2016, the department syllabi showed that in developmental math courses, tests only counted as little as 40% of students' grades, with heavy emphasis on homework, clocked time on ALEKS, the number of weekly topics completed, and weekly meetings with the instructor. Students could fail all tests, yet still pass their developmental math class.

As a result of the review, the department decided in 2017 to increase the weight of tests and quizzes. Most math developmental education courses now have mid-terms and finals that count 75-80% of the grade, and quizzes count 10-15% of the grade. Although the success rate has dropped with increased testing emphasis, students who complete developmental math are better prepared for college-level math. Data shows the pass rate for math college-level classes in 2016 was at 70.2% . In 2017, the rate dropped only 2% to 68.2%. However, the pass rate for the gateway MTH 111 in 2016 was 57.9% while in 2017, the rate increased to 61.4%.



Narrative Section 3: Transfer Outcomes

Completed - Dec 5 2019

Narrative Section 3: Transfer Outcomes

Note: The online application form limits entries to the word counts listed for each section.

1. Describe any specific strategies and processes used to support the success of students who intend to earn a bachelor's degree, including through transfer to a four-year institution.

Maximum word count: 300

Students have had local access for more than 20 years to complete a four-year degree from Oregon universities. Our most effective tool is our University Center, assisting current students to link to advanced degrees throughout Oregon. Southwestern has also strategically built a support system, from assigning advisers to be resources for specific university transfer maps to developing a transfer success course (HD215). And, the Oregon Associate of Arts degree allows students to transfer in junior status. Due to our region's isolation, students come to us for university transfer advising, navigating the admissions process, and guidance with financial aid/scholarships. They can access dual-enrollment with Oregon's major universities, including Oregon Health Sciences University (for students on an RN to BSN path). With these close partnerships, we even confer bachelor's degrees on behalf of universities at our graduation.

We organize many activities that support transfer, including Oregon Transfer Days and student trips to universities. University representatives come to our campuses to meet students, advise, enroll, and help support transfers.

Also, our adviser – a University Center graduate – understands the fears many students face with online learning. She guides them in developing skills for effective time management and independent learning. For place-bound students, the center provides computers and printing, and our testing center provides free test proctoring. These students have access to Southwestern's tutoring. Our tutoring center also helps students build foundational skills to be successful when they transfer. Finally, TRIO Support Student Services provides support for first-generation students, taking them on university visits, providing intensive advising, and developing four-year programs of study.

Through Guided Pathways, we have developed 90 maps for the first two years of transfer degrees to Oregon universities. Our focus on equity also means we do our best to ensure students' first two-years of credits are fully transferable.

2. How does the college measure the effectiveness of transfer functions and supports?

Maximum word count: 200

Southwestern gathers data around graduates' success obtaining 4-year degrees. It's fragmented and limited by a small research staff. Further complicating the task, our students often take breaks before continuing studies, and have not one, but many transfer destinations – seven public universities, private universities, and online and out-of-state options. This prompts us to look to many sources to create a picture of graduate success.

Our University Center compiles information on transfer advising and student contacts. Center Staff tracks campus events, and monitors articulation partnerships. Southwestern also sees annual data on student transfers related to the number of associate of arts and science transfer degrees.

We reach out to partners, including the Higher Education Coordinating Commission (HECC) to provide meaningful information, and review studies. A recent ECONorthwest Southwestern case study analyzed bachelor's degree completion rates from 2007-08 through 2010-11. It showed our American Indian/Alaskan Native and Latinx/Hispanic graduates exceeded completion rate predictions by 6% and 18% respectively. And, 49% of Southwestern's transfer students graduated with a bachelor's degree within six years.

This shows progress that starts to color a partial picture of success, and yet we know to see a full picture, we need access to comparable data from other colleges.

3. Describe how the college engages with the four-year institutions that are the primary transfer destinations. In your summary, you may address:

- How the college selects, establishes, and sustains key four-year partnerships
- How these partners contribute to program and/or course design and delivery (e.g., alignment of curriculum, course selection, advising, etc.)

Maximum word count: 300

Our student success is important, but we can't only focus on success for "our" campuses. With adviser input, students can choose a pathway and know their classes will transfer no matter where they go. Faculty lead this effort, identifying career areas that require at least a Bachelor's Degree and actively engaging in developing university articulation agreements. Faculty start by analyzing a combination of labor market need, industry interest, and faculty expertise. Our Forestry program is a primary example. Industry partners told us they needed Bachelor's prepared individuals for high-skill, high-tech positions. Southwestern worked closely with Oregon State University's Forestry program to develop a 2+2 program. Faculty also engage with OSU around STEAM programs that have led to undergraduate research opportunities via the NASA Space Grant program, as well as with Portland State University around programs in physics/engineering.

We have a similar program in elementary school education with Southern Oregon University. We expanded this partnership to include Master's level education. This is a significant resource for coastal elementary schools. Our education degree partnership has been in existence for more than 15 years and started as a face-to-face cohort model. The program is now online, but faculty and advising staff at Southwestern are very closely connected to faculty and advising staff at SOU to align outcomes. Southwestern also has a clear path for students from RN to BSN through OHSU. Students are able to complete the first three years nursing at Southwestern and finish the last year via a combination of online instruction and on-site clinicals. They never have to leave the area and ultimately meet employers' needs to hire trained nurses.

Finally, the University Center and advising staff attend program informational sessions, such as Oregon State's STEM Adviser Drive-In to ensure we understand and link our students with these opportunities.

4. Explain specifically how data (e.g., bachelor's degree attainment, transfer-out rate, etc.) are used to improve transfer outcomes. Cite the source of the information, indicate how frequently the information is collected, and describe how and by whom the information is used to ensure students' success in transfer.

Maximum word count: 300

Southwestern is working to develop better information. We want to look at dual-credit students who take the first year or more of transfer credits while still in high school, then transfer, to see how well they complete at universities. We want to ensure these courses are "credit with a purpose" – that they actually transfer and help a student along a path. The state has struggled with this. Our sense is Southwestern does well, as many of our dual credit courses fit on Major Transfer Maps.

Faculty are highly engaged in these Maps, from serving on the statewide transfer workgroup to engaging with map development in elementary education and criminal justice. We also respond to our four-year partner institutions' processes. When Oregon State changed math requirements, we made sure our path to OSU matched. We are making the switch to 8 writing credits over two terms (from 9 credits over three) to ensure students have a more seamless transfer. We make sure transfer course outcomes align with outcomes for partners in articulated degrees. We also verify general education courses transfer.

The University Center uses the annual transfer-out rate reported by the Student Clearing House to plan strategies and identify common transfer partners. In identifying partners, the college is able to determine where to improve our students' experience and ensure they transfer seamlessly to universities.

Southwestern reviews all data on an annual basis, sharing it with faculty during in-service and throughout the year. Together with faculty, our office of instruction uses data to develop and implement strategies into advising.

In the past year, Southwestern also participated in the Ford Family Foundation Research Project: Supporting Transfer Student Success in Oregon. This study confirmed what we knew to be gaps. Now we will work on tools and resources to strengthen our transfer outcomes.

5. How has the college tracked and responded to achievement gaps in transfer outcomes for different groups of students (e.g., gender, race/ethnicity, socioeconomic background, part-time, adult, etc.)? Where relevant, include key metrics around the relative scale and impact of specific interventions or programs designed to eliminate disparities in transfer outcomes.

Maximum word count: 300

Our data shows few equity gaps when it comes to race in this area. We attribute it to the fact that we recruit for athletic teams and the culinary institute out of our area. This creates more diversity, and in turn, Southwestern provides these students with lots of support within the cohort (culinary) and teams (athletics).

Southwestern has looked at data through our work in Achieving the Dream. We have been particularly attentive to achievement gaps in our work for Guided Pathways. Our college is a leader in developing Guided Pathways for Oregon schools, and we know the challenge for rural colleges like ours will be to reduce disparities for non-traditional and part-time students. We also want to look more closely at equity gaps and transfer as it relates to low-income and first-generation, especially for students who do not get additional supports through programs like TRIO.

There are unknowns that may be unique to our college, but also issues that are universal. We want our partner public universities to have a voice in this discussion as we develop strategies. Our goal in the short-term will be to work with the Oregon Higher Education Coordinating Commission, Oregon Community Colleges Association and other key data-sourcing organizations to gather better information, listen and engage with other colleges to understand the scope of the issues we all must address. At that same time, as we are able to gather information more specific to our students, we can develop actions to better serve our unique populations and address issues unique to our campuses.



Narrative Section 4: Labor Market Outcomes

Completed - Dec 5 2019

Narrative Section 4: Labor Market Outcomes

Note: The online application form limits entries to the word counts listed for each section.

1. Please describe the characteristics of the labor market in the college's region (e.g., major industries and employers, recent economic shifts, etc.) that are helpful to contextualize the institution's employment and earnings outcomes.

Maximum word count: 200

Businesses have always had difficulty competing with metropolitan markets for employees. Portland, the nearest major city, is 225 miles away, with winding roads and mountains between these locales. Wages for the region (Per Capita Income: \$26,007) lag behind the Portland-metro area (\$36,492), state (\$30,410), and nation (\$31,177) (U.S. Census).

Our region has struggled since the timber and commercial fishing crashes in the 1990s. Significant recessions further rocked the region in 2000 and 2007, amplified by increasing environmental regulation, production limits and automation. Also, this is a "blue collar" retiree destination, adding additional healthcare demands, creating an urgent need for healthcare workers, as 2/3 of the region's professionals are 55 and older. Approximately 37% of the area's jobs are in healthcare (CEDs). Through 2024, the region is expected to experience 9.5% growth in positions for which only an associate's degree is required.

The service sector has joined healthcare as the major employers. Next to the Pacific Ocean, the region is increasingly drawing tourists to the natural beauty. To this end, the economy is shifting toward entrepreneurship and small business development to support tourism and sustain an improved livelihood for residents, as regional and state pressures limit large-scale economic development opportunities.

2. Please describe how the college supports students as they explore, define, and pursue their career and employment goals. In your summary, you may wish to address:

- Guidance and/or information that students are given in their program selection process
- Opportunities for "professional skill" development (i.e., critical thinking, time management, teamwork, interviewing, workplace communication)
- Any significant or innovative strategies to provide access to work-based or applied learning for students in CTE and non-CTE programs
- Efforts to place students in jobs

Maximum word count: 300

Student Success is at the core of Southwestern's strategic and ongoing planning. The college constantly

adjusts student advising and tools to help students pursue relevant, trending careers and jobs. We are excited to implement EMSI Career Coach, so students can interactively explore their interests and skill affinities to find good career fits. Advisers will access this student-produced information, so together with students they design clear career pathways. They can study real-time labor market information for this region and western states that are home to the majority of our out-of-state students.

Southwestern also built a career-forum component into its student success course required for all first-time, full-time students, in addition to those undecided on a career pathway. The forums designed around meta-majors link students with alumni and local industry partners. Annually, the college partners in a job/career fair with the Coquille Indian Tribe, and TRIO/Outward Bound hosts an event with employers and industry professionals for students interested in and seeking jobs in civil and forest engineering. In science and other transfer programs, faculty are highly engaged with industry partners to bring career advising and conversations, research and mentoring opportunities into the classroom.

Southwestern provides intensive coaching for students flagged through early alerts and in danger of non-completion. We integrate these student into the SNAP 50/50 program. Students in this path work side-by-side with a career coach and have access to coaching through the Department of Human Services' JOBS program.

The college also employs a full-time internship adviser and embeds work-based learning into CTE programs, helping students complete cooperative work experience through internships or practicums. These efforts are especially important when employment sectors are struggling to find qualified workers. Many career and technical students develop professional relationships leading directly to jobs in high-skill healthcare, para-medicine, fire science, forestry, welding and culinary fields.

3. Please describe the college's approach to engaging and partnering with employers. In your summary, you may wish to address:

- How the college prioritizes industry sectors and establishes and sustains key employer partnerships
- How employers contribute to program and/or course design and delivery (e.g., employer feedback on course/program effectiveness, work-based learning opportunities, apprenticeships, etc.)
- Significant other forms of employer support (e.g., heavy equipment donations, shared facilities, grants)
- Any significant or innovative programs that provide non-credit workforce courses or industry-

recognized credentials (i.e., courses and programs leading to licensure, a third-party validated certification, or occupational certificate) and the number of students participating

Maximum word count: 300

Southwestern starts with labor market research. Staff analyzes state forecasts focused on high-priority relationships in sectors with high employment demand. Once we understand industry gaps and trends, we invite professionals to join CTE advisory committees that meet twice or more yearly to discuss needs impacting facilities and equipment, program and course design, as well as course delivery. Our process may not be unique, but the results are impactful because faculty and employers improve programs together.

Recent examples:

- Medical assisting students enter an apprenticeship program developed in partnership with the regional workforce investment board.
- Our criminal justice partners meet monthly and include our faculty.
- Businesses and the college joined to create the forestry/natural resources program and with the foundation fundraised start-up.
- Dentists donated chairs and supplies for the new Dental Assisting program.
- Industry partners donated an ambulance, police car, fire engine and supplies for Fire Science, Paramedicine, and Criminal Justice programs.
- Nearly 30 businesses and organizations throughout the tri-county region host interns in job-experience settings each term.

We've developed solid partnerships with our region's level 3 trauma hospital and four community hospitals. All provide clinical sites and mentors for our first- and second-year nursing students.

Our CTE fields have joined with firefighting agencies, the U.S. Coast Guard, the regional hospital and police services to host annual disaster exercises. Together, we host an emergency services camp for high school students in the three-county region, and our students serve as "sleeper" firefighters in city and rural fire stations throughout the district.

Since 2015, the college, foundation and community members raised \$19 million to replace 55-year-old science, health and nursing labs with a new Health and Science Facility. This is the largest fundraiser in our college's 58-year history, surpassing the previous largest donation of \$1 million. This state-of-the-art facility will open in 2020.

4. Explain how the college uses data to (1) drive strong labor market outcomes for students and (2) ensure alignment with regional labor market needs. Cite the source of the information, indicate how frequently the information is collected, and describe how and by whom the information is used to improve curricula or practice.

Maximum word count: 300

Market needs drive program design. We use multiple data points, including Burning Glass, which provides real-time labor market data. Southwestern is the lead institution for the statewide consortium for Burning Glass. We also make use of continually updated labor market information from the Oregon Labor Market Information System (OLMIS). Most recently, we contracted with EMSI for our website and will cross-reference new program ideas with OLMIS and EMSI to determine labor market viability.

In addition, the college reviews the region's Comprehensive Economic Development Strategy (CEDS) goals 2014-18 and 2019-23. This way we ensure program development and infrastructure investments align with regional goals. An example of our use of labor market data to make program decisions is our dental assisting program. We started the program based on industry need and labor market analysis in 2016. We have had steady enrollment ever since and high rates of placement of graduates in local dental clinics. We have been actively engaged in LMI research and discussion with industry about developing a dental hygiene program.

Southwestern's strategic enrollment process also guides program development. Our strategic enrollment management group meets monthly to review industry trends, program ideas, and enrollment trends. The team investigates suggestions from industry partners, and ultimately the Vice President of Instruction vets each program proposal with a review of labor market information. The vice president also serves on the Southern Oregon Workforce Investment Board (SOWIB) and has regular conversations with the SOWIB Executive Director regarding industry needs, economic development, and potential program development.

The college reviews existing programs on a five-year rotation. Faculty with expertise in specific programs look closely at labor market data. They also look at student success results for their programs on an annual basis and seek feedback from industry-partners during advisory meetings twice a year.

5. How has the college tracked and responded to achievement gaps in employment and earning

outcomes for different groups of students (e.g., gender, race/ethnicity, socioeconomic background, part-time, adult, etc.)? Where relevant, include key metrics around the relative scale and impact of specific interventions or programs designed to eliminate disparities in outcomes.

Maximum word count: 300

We track achievement through the Oregon Employment Department (OED) and Oregon Higher Education Commission (OHEC). Snapshots help in several ways:

- measuring who gets jobs,
- comparing graduate success across gender, race/ethnicity, and
- understanding upward mobility. During five-year program review, this information helps guide program changes and investment, and educational supports.

Our numbers show improvement and equity, starting with an increase overall in completions and transfer rates from 47% in 2008-09 to 65% in 2018-19, with parity among sub-groups.

OED's quarterly reports, on recent graduates who get jobs, show our students (55%) lag behind the state (63%) and regions with stronger economies. However, across gender and race categories, we see equity generally among graduates in gaining jobs and wage gains.

Over the past 20 years, our Student Success model incorporated strong tutoring, second-language and developmental skill supports, and ongoing faculty assessment. We use inclusive early alerts. We adapt reading, writing and math development around students' evolving learning styles. Equally, we focus on creating thriving community, including robust housing and athletic programs. These increase diversity and foster a livelier environment for clubs and activities around the culture of learning.

In 2015-16, OED saw 58% of our students found jobs within two months of graduation. Veterans and students with disabilities mirror this, with Hispanic/Latinx students seeing greater success. (61% Hispanic/Latinx, 58% non-Hispanic, 51% African American/Black, 58% American Indian/Alaskan Native, 57% Asian, 48% Native Hawaiian/Pacific Islander and 58% White)

OHEC provides colleges with data around lowest-income students (families below \$25,000) making it to the middle class, by showing:

- access to college,
- whether our poorest students achieve earning success (> average), and
- whether they achieve mobility, i.e. exceeding their parents' incomes.

Through this, we have learned our college excels in student access. They lag somewhat in annual income success, but are outpacing their parents' household incomes.



Narrative Section 5: Learning Outcomes

Completed - Dec 5 2019

Narrative Section 5: Learning Outcomes

Note: The online application form limits entries to the word counts listed for each section.

1. Provide an overview of how the college defines and measures excellence in teaching and learning.

Maximum word count: 200

The college defines excellence in teaching from the standpoint of the learner – learning that meets students where they are, actively engages, and provides support. Staff recently read *Becoming a Student-Ready College* (Brown et al.). We are using this lens to help staff understand they are all educators and all in a position to influence student success.

Excellence is our physics instructor and students gaining statewide attention for launching weather balloons through a NASA project and becoming finalists in the InventOR competition. Faculty embrace hybrid teaching, synchronous courses via Zoom to both campuses, international study and undergraduate research. Faculty ask students to solve real-world problems: our fire science instructor teaches safety through a Southwestern is Burning exercise, requiring students to problem-solve within context of their own institution. Similarly, paramedic students race practicing skill sets (blood pressure checks, etc.) on staff and students stationed throughout campus.

Southwestern recently started work on practices to enhance online education. We implemented a policy in 2019, ensuring all students have access to a high-quality distance education experience that includes regular faculty engagement. We are developing an online course template for consistency in course design. Faculty are also piloting an evaluation process specific to online courses.

2. Describe the most significant needs for improvement in student learning at the college. You may wish

to address:

- How does the college identify needs for improvement in learning outcomes (e.g., through program review, standardized learning assessments, or other processes)?
- Are the most significant needs for improvement at the course/program levels or college-wide?
- How does the college assess whether curriculum and learning outcomes are aligned to transfer/workforce requirements?

Maximum word count: 1000

Southwestern's most significant need is identifying gaps in student learning. This is a universal truth. Community colleges struggle as a whole with how we know whether students are meeting outcomes. How do we prove that when a student walks across the stage at graduation with a diploma or certificate in hand, they meet the outcomes we said they would? This is where Southwestern needs and will work to improve its data.

Faculty has spent a lot of time over the past six years on development education redesign. We have made significant progress and the data proves it. As a result, we have not spent a lot of time looking at success rates in gateway courses, nor have we spent significant time on our assessing general student learning outcomes. Southwestern is in the process of identifying gateway courses in each of our pathways and reviewing data to determine where student success gaps are. The long-term goal is to engage in cross-discipline assessment efforts.

Southwestern has also worked on refining the program course outcome assessment process. Faculty evaluate all program course outcomes each year, using rubrics to assess student learning. We review state-level data for programs in CTE that are Perkins eligible each year and know that there are equity gaps based on gender in some of our CTE programs. For example, the majority of our nursing students are female - we recognize this is a gap in gender equity, especially as we have equity gaps in completion for white males - and nursing is the highest paid field for entry-level wage for all of our programs. Faculty in CTE areas conduct a program review on a five-year cycle. Program review includes analyzing enrollment, instructional effectiveness, program student success, graduate success, and learning outcomes assessment data. We steadily increase the consistency of how we assess student-learning outcomes at all levels.

Faculty efforts circle around balancing program accreditation requirements with industry needs, and student success. One challenge for us is how to best make use of this information so that there is not data overload that leads to decision-paralysis. We have worked on streamlining the assessment process so course level outcomes clearly map to program level outcomes and general student learning outcomes (GSLOs) map to our degrees.

Our assessment system also allows us to capture disaggregated data for both program and general

student learning outcomes. This allows faculty to review the data and incorporate changes into their classrooms. We know we need to better assist faculty in learning how to connect this data to teaching. Our CTE programs have robust advisory committees that meet twice or more a year. Industry partners share information about changes in practice and standards within their fields, as well as feedback on graduate success. Employers provide annual feedback on student work experience/internship performance and dependability. The data allows faculty and staff align changes in curriculum to meet current industry needs. Work experience partners regularly hire their students after graduation and the employers indicate that if a position were open 100% would hire the graduate (2016-17).

Many of our transfer programs have articulation agreements with university partners to help students transfer directly as juniors. Faculty at Southwestern and at the partnering university also collaborate to ensure that learning outcomes align. For example, our forestry program faculty lead meets annually with the Oregon State University Professional School of Forestry to make updates to the program, as well as to gather feedback on transfer student success. Business, Computer Science and Elementary Education programs all have statewide alignment and faculty are actively engaged in conversations regarding outcome development.

3. Describe the most important strategies at the institution for strengthening teaching and improving student learning outcomes, noting the scale at which these strategies are implemented/impacting students or faculty. Also note, where applicable, if/how adjunct faculty are engaged in these strategies.

You may wish to address:

- Teaching and learning centers
- Professional development for faculty
- Hiring/evaluation of faculty including adjuncts
- Course- or program-level innovations in pedagogy (e.g., digital courseware, applied or work-based learning, etc.)

Maximum word count: 500

Southwestern systematically reviews program learning outcomes to determine that they align with requirements for success in the further education and employment outcomes targeted for each program. The Guided Pathways model integrates program review to align programs and degrees to specific programs. CTE courses continue to work with advisory boards to ensure alignment with industry and needed skills.

Faculty and administrators have identified active learning/service, and study abroad goals as part of Southwestern's Academic Master Plan. In the past year, students traveled to Turkey as part of a sociology course. This year, Criminal Justice students will go to London to learn about the history of CJ in the British

system. Our culinary institute has embedded international travel opportunities to explore international cuisine.

We also have a faculty senate committee that is exploring how to scale up study abroad and service learning. This committee is also supporting faculty by identifying best practices in grant writing - the idea is to help faculty who are interested in trying innovative practices find funding to do so.

We work with students to put knowledge and skills in action through projects, internships, clinical placements, group projects outside of class, service learning, study abroad, and other active learning activities. Our internship coordinator brings students and businesses together in program and course internships. We integrate clinical placements for nursing, paramedic/EMT, dental assisting, education, and medical assistants.

Faculty review programs or degrees to assess whether students are mastering learning outcomes and building skills across each program or degree in both the arts and sciences transfer degrees and career technical programs. Most faculty participate in ongoing assessment of student learning outcomes.

Significantly, during 2018-2019, 88% of the faculty submitted annual student learning outcomes assessment reports. An example of making use of assessment data can be found in our CHEM223 course: students were only deemed emerging proficient using literature evidence in a lab report. The Chemistry faculty member worked with our Library Director to develop a library guide specific to chemistry.

Since 2015, Southwestern has regularly reviewed its course, program/discipline, and global student learning outcomes. The results of student learning outcomes assessment are used to improve teaching and learning through program review, professional development, and other intentional campus efforts. Southwestern has a well-defined and strategic faculty observation and evaluation process. The primary purposes of faculty observation and evaluation are to ensure quality in the teaching and learning environment and enhance student learning; to support each individual's growth and development; to support faculty creativity, experimentation and risk-taking; and to support alignment of performance with new needs of the discipline and department/division, and promote departmental/divisional clarity of purpose.

We've developed nearly all institutional strategies for strengthening teaching and improving student learning outcomes with full-time faculty. Some strategies also include part-time faculty. For example, all faculty participated in adapting and developing the general student learning outcomes VALUE rubrics for Communication; Computation; Creative, Critical & Analytical Thinking; and Community/Global Consciousness & Responsibility. Part-time faculty also participate in-service workshops and part-time faculty meetings.

4. How has the college tracked and responded to achievement gaps in learning for different groups of students (e.g., gender, race/ethnicity, socioeconomic background, part-time, adult, etc.)? Where relevant, include key metrics around the relative scale and impact of specific interventions or programs designed to close achievement gaps.

Maximum word count: 300

Southwestern tracks and responds to achievement gaps in learning for different groups of students. For instance, the number of students taking developmental courses at Southwestern has decreased significantly for the 2016-2017 year since 2010. The developmental total course enrollment for 2015 is 1,562 students (132 FTE) and for 2016 is 1,203 (104 FTE). The student unduplicated count for 2015 is 697 students and for 2016 is 579 students.

Of the 697 student unduplicated students in 2015, 388 are female and 309 are male. In 2016, of the 579 students, 324 are female and 255 are male. Of the 2015-2016, developmental students, 71.30% of the females passed math and 67.31% passed reading/writing; 66.79% males passed math and 63.78% passed reading/writing. Of the 2016-2017 developmental students, 71.71% of the females passed math and 61.96% passed reading/writing; 64.82% males passed math and 52.85% passed reading/writing.

The demographics of DE student unduplicated count for 2015 and 2016 include American Indian or Alaska Native (31; 21), Asian (10; 9), Black or African American (21; 10), Hispanics of any race (90; 73), Native Hawaiian or Other Pacific Islander (9; 8); Nonresident Alien (4; 4); Two or more races (37; 35); Undisclosed (42; 17), and White (453; 402).

The 2016-2017 demographic developmental pass rate for math then for reading/writing include the following: American Indian or Alaska Native (63.89%; 83.33%), Asian (87.50%; 42.86%), Black (44.44%; 50.00%), Hispanics of any race (59.54%; 44.44%), International (87.50%; 78.57%), Multi-Racial/Ethnic (57.63%; 46.67%), Not Reported (81.82%; 100%), Pacific Islander (54.55%; 40.00%), White 71.13%; 59.50%).40.00%), White 71.13%; 59.50%).

There is still much we don't know. We still need to determine how successful math and writing students are in their college gateway math and writing courses, in successful placement and completion; and diversity and equity gaps and successes.

5. Describe how the institution supports students who enter needing academic catch-up in order to successfully complete college-level coursework (particularly in math and English/writing). This may include developmental education placement and delivery or strategies to advise and support students in

entry-level college courses. In your response, you may wish to address:

- What changes, if any, have been made to developmental education placement or delivery in the past 2-3 years or are planned for the coming 2-3 years and why?
- How does the college assess the effectiveness of developmental education courses, placement policies, and/or delivery models of developmental or co-requisite/gateway courses?
- How are students currently placed; or, if placement is not allowed by state policy, how does the institution otherwise try to guide students into the appropriate level math and English courses?

Maximum word count: 500

Southwestern provides special supports to provide help academically unprepared students to succeed in “gateway” courses for the college’s major program areas—not just in college-level math and English.

Through the Title III grant, some disciplines offer Supplemental Instruction for gateway courses.

Supplemental instruction has been piloted and implemented in the sciences (biology, chemistry, anatomy & physiology) and social sciences (anthropology and sociology).

Southwestern provides intensive support to provide help for very poorly prepared students to succeed in college-level courses as soon as possible. Writing has implemented a writing co-requisite model WR 95

English Composition Fundamentals to accompany WR 121 English Composition and WR 115

Fundamentals of Report Writing. The goal of this course is to streamline the writing program and accelerate a student's pathway from the developmental education side of the curriculum to the standard college writing sequence.

Through DE redesign, we have combined reading and writing into one course and collapsed other previously required courses. In the past, underprepared students were required to take 17 credits of developmental reading and writing courses. Now, DE reading and writing are integrated into a 4 credit WR90R Academic Literacy.

Southwestern had developed multiple measures placement methods to provide more accurate initial placement. When compared to a group of students with similar demographics, multiple measures placement is linked to better first year outcomes for students. A higher proportion of multiple measures students progress into and complete college math and English at Southwestern compared to students with similar demographic characteristics placed using traditional methods.

Southwestern’s Laker Commons tutoring center helps students become better learners and to be more successful in their courses. All services offered through Laker Commons are free to full- and part-time students taking day, evening, or online courses at Southwestern.

Tutors assist students in enhancing their academic performance with assistance in a wide range of fields such as math (from arithmetic to calculus), science (biology, chemistry, anatomy & physiology, geology, and physics), writing, reading, computer science, business, and CTE courses.

Our peer and professional tutors are nationally-certified who have extensive tutoring experience and are committed to the success of Southwestern students. Our services include explanation of concepts that students have difficulty understanding, discussion of assignments, general feedback on assignments, reinforcement of classroom instruction, and referral to appropriate resources.

TRIO SSS supports poorly prepared students who are first generation college students. Our in-district small rural high school programs have not prepared students to compete in an academic curriculum designed for transfer to four-year institutions.

To assist these students, TRIO SSS instruct and encourage time management skills, note taking, and test preparation. TRIOs provides for SSS eligible students individual tutoring, intrusive academic advising, graduation and transfer assistance, increased financial and economic literacy, financial aid and scholarships, career exploration, individualized counseling/coaching, mentoring, increased technological proficiency training, and additional support systems.



Narrative Section 6: Equity

Completed - Dec 5 2019

Narrative Section 6: Equity

Note: The online application form limits entries to the word counts listed for each section.

1. Describe how the college defines equity and how equity goals, values, and strategies are communicated within the institution.

Maximum word count: 300

Southwestern strives to learn from differences in people, ideas and opinions, while setting a standard for the larger community by promoting tolerance, communication, fairness and understanding among people of differing beliefs, color, gender, cultures and backgrounds.

The college increases awareness of cultural diversity through communications and leading by example with prospective employees, staff and students. Southwestern adopted its core values in 2012 of Community, Learning, Innovation, Professionalism and Stewardship. The college defines its top priority of “Community” as the desire to “Build collegiality by providing a welcoming and supportive atmosphere with respect for diversity.”

While it’s easy to “see” diversity in Southwestern’s athletic teams and student clubs, it’s more challenging to infuse an equity mindset in our culture. We believe employees who see the college demonstrate fairness are more likely to advocate for equity for all. The college also has worked to ensure pay equity. Two years ago, we analyzed 238 employees for equity, covering 151 positions in 46 groups, with the result being adjustments in only three classified and one management position.

In 2018, the college put a greater focus on nurturing diverse and equitable campuses. Faculty, staff and students created a Diversity, Equity and Inclusion Committee. With a mission to “foster a safe, equitable and inclusive learning environment for people of diverse backgrounds and experiences,” the committee is working from the grassroots through Associated Student Government and with the leadership team to implement:

- equity-based standards and policies,
- multicultural and diversity programming,
- professional development,
- cultural competency training, and
- program evaluation.

The committee hired two AmeriCorps to help Southwestern better serve low-income and first-generation students, particularly students of color. They also created a Diversity Film Series; and trainings in – “What’s Your Story?” and Social Identity, along with Understanding Adverse Childhood Experiences, Generational Diversity and equity-minded change leadership.

2. Describe how the college understands and ensures equitable access given the demographic and social characteristics of the community, including populations or regions in the community with the greatest unemployment or poverty rates, lowest rates of educational attainment, etc.

Maximum word count: 300

The college district's greatest equity gaps center around first-ever in college and grant aid-reliant students, who comprise 50% and 89% of our learners. We have engaged in many efforts to reach out to and ensure equitable access across these populations. Our strongest effort focuses on five key areas:

- Dual-credit enrollment: Every high school-aged student within the district has the opportunity to enroll in free credit classes. Last year, 925 students enrolled in college credits and saved their families \$1.4 million in Southwestern tuition, and \$2.4 million in Oregon 4-year tuition. Each year, an average of 10 of these students completed their two-year degree while still in high school.
- GED access: Our GED program encourages transition to college and career-technical courses. We've seen a 39% increase in GED enrollment over the past five years to 213 in 2018-19. Southwestern also collaborates with the college foundation, which provides scholarships covering all fees and tuition for GED students. GED "graduates" also can receive tuition waivers for their first three terms of college.
- Scholarships: The college foundation has made a priority to increase access for all students. In 2016, the foundation removed all general scholarship restrictions. Also employees and the community have increased funding for emergency scholarships and the college's food pantry.
- Housing: Southwestern is Oregon's most remote community college, in terms of distance to higher education opportunities and cities. We have taken great steps in ensuring equitable access for students through construction of residence halls at the Coos campus and through use of distance education for in-district students.
- University Center: College district residents can access local advising and online classes to four-year college programs, many of which would be unattainable for place-bound students in our remote rural communities.

3. Describe the 2-3 most pressing equity challenges the institution has identified in terms of student success outcomes (e.g., disparities in which outcomes for which populations of students), and what evidence the college uses to identify and understand the root causes of these disparities.

Maximum word count: 300

Southwestern wants to increase efforts in three areas to tackle and close its most frustrating gaps:

- The population of our local area largely identifies as white, but our Hispanic/Latinx students perform slightly better than the non-Hispanic population after graduation in gaining jobs and wage increases (Oregon Employment Department). However, we have seen equity gaps between the Hispanic/Latinx students we recruit from outside of our district and those within our district.
- We see the most significant equity gap between our part-time student completions as compared to our full-time student completions (IPEDS/Guided Pathways).
- We also have identified completion gaps between students who have support through cohort programs, through athletic teams, and through student services programs such as TRIO, as compared to students who do not have these supports.

The college has placed an overarching theme for equity success outcomes on students who are first time ever in college (FTEIC). In winter 2018, Southwestern committed to use the Institutional Capacity Assessment Tool (ICAT). All staff took the ICAT, and we learned that student success is in the fabric of our culture. Staff rated our college “Strong” (Level 3) for every item, with the highest rating being leadership and vision and second highest around engagement and communication. We found among our staff that there is confusion around equity, and it was our lowest rating. The results confirmed that while some tracking numbers around student success and employment suggest equity, it is a key focus area for discussion and training on both campuses given the high number of “I Don’t Know” responses in this category.

4. Describe the institution’s most significant strategies to address the equity challenges identified above. These may include both targeted equity-focused interventions as well as structural/cultural efforts to advance diversity, equity, and inclusion. In your response, you may wish to address:

- At what scale are the strategies currently implemented, and is the scale adequate to the need? If not, what are the institution’s plans for scaling to meet need?
- How does the institution measure the effectiveness of these strategies/interventions?
- How are these strategies/interventions resourced and sustained?

- What key strategic partnerships with external organizations/institutions exist to advance equity in access or success?

Maximum word count: 500

Faculty and staff embrace a holistic approach to student success, which has fueled increased graduation and transfer rates for all students and within multiple sub-population groups. The three-year graduation rate for all students increased by 19% over the last four years, exceeding national and Oregon rates (cohort years 2011 to 2014). Graduation rates may not always reveal a gap decrease, however, a key focus of the college mission is student transfer success, which has increased slightly over the last four years. Most notably, we've documented significant increases for Hispanic/Latinx students - the largest sub-population of non-white students. Faculty, staff and student government have increased their work around student success and cultural diversity, followed by a 27% increase in the combined graduation and transfer rate for these students over the last four years. Our internal research shows minorities, males and low-income students also are graduating and/or transferring at increased rates.

In 2018, we partnered with Campus Compact to bring AmeriCorps volunteers to work on community outreach and cultural competence standards and training. We continued this year with an AmeriCorps volunteer to mentor FTEIC students. In addition, the active DEI Committee committed to supporting equity work. This grassroots committee evolved from a small group of faculty and staff to a fully institutional committee with broad representation across campus.

We are one of the first five schools in Oregon working to take guided pathways to scale, including developing program maps, working on holistic student support, and redesigning our approach to advising. We have made the move to redesign our admissions application with a focus on meta-majors. Our workgroups are focusing on three major categories: program mapping and communication; student supports for all students, including part-time; and making use of our data and, including CCSSE and SENSE.

Southwestern also partners with agencies as part of our efforts to improve student success for all. Our dual-credit with a purpose has resulted in savings of an average \$1 million in tuition costs. We have a strong history of leveraging state and federal funding for transitional education to support adult learners. This has included engagement with the SNAP 50/50 program and partnership with Department of Human Services to provide career coaching through their JOBS program.

Finally, our GED program provides students with an opportunity to earn college credit by offering them a

free one-credit Career & College Exploration course (HD110). GED students can then qualify for tuition waivers for up to three terms. One student who benefited from this is Philip Metz. Philip came from a home that did not value education, so he dropped out at the end of his sophomore year. He hid this from his children for many years. The turning point for him was when he couldn't help his daughter with her fifth grade homework. He successfully completed the GED, is in his second quarter of classes with a 3.41 GPA, and has developed a close connection with our Geology instructor and plans to pursue geology to "discover the stories buried in time."

5. Explain how data are used to diagnose, monitor, and intervene to ensure success for all students and how college leaders work to systematically understand the experiences of different student groups at the institution. Describe what quantitative or qualitative data are collected, indicate how frequently the information is collected, and describe how and by whom that information is used to improve equity.

Maximum word count: 200

Southwestern has been active since 2004, continuously using data to develop student success interventions. College stakeholders translate data review into action from national surveys and studies (CCSSE, SENSE, SSI, RELNorthwest, NSC, ATD) during annual program reviews and institutional level indicator analysis and planning.

Data has opened the doors for understanding and new perspectives. The use of dis-aggregated data based on regional studies and the VFA/NSC equity gap reports demonstrate the specific student needs where the college must focus future efforts. Planning and ongoing monitoring occur at the institutional, program and department levels. (Equity Section 6 Uploads)

Faculty redesigned DE for writing, reading, and math, after data suggested students in the pathway did not have equitable opportunities for success. Similarly, Southwestern led the state developing a math pathway for STEM and non-STEM majors to reduce time to completion.

Faculty and Success Center staff rely on predicted analytics to provide early intervention supports to identified students, specifically FTEIC students. Annual student success projects focus on creating a student-centered culture. Examples include developing an annual community resource fair, streamlining processes to make prior learning assessment credit easier for students, revising our admission application, redesigning new student orientation, and enhancing the early-alert system.



Narrative Section 7: Institutional Strategies and Capacities

Notes to applicants:

- Contributors to this section may wish to cross-reference previous sections of the application narrative.
- The online application form limits entries to the word counts listed for each section.

Describe the capacities that have most enabled the institution's progress in advancing student success and building a student-centered culture, as well as where organizational constraints have most constrained progress. Which areas of institutional capacity are being prioritized for future investment and why? Consider the following in your response:

a. Human Capital: What are the college's most impactful hiring, promotion/tenure, and professional development practices for staff and faculty? In what ways do these practices align with student success goals?

b. Strategic Finance/Resource Allocation: How does college leadership ensure that resource allocation strategies align with the institution's student success goals? What have been the institution's most important resource allocation strategies to ensure adequate and sustained funding for student success efforts?

c. Governance: How do people at all levels of the institution contribute to decision-making processes aligned with college-wide student success goals? How do leaders ensure that decisions are made efficiently and effectively, with appropriate engagement, to move student success work forward? What key attributes/structures/practices of the leadership team ensure accountability for strong performance and continuous improvement?

d. Student Communications: How do college leaders work to understand the student experience and use this understanding in decision-making processes? How does the institution ensure that faculty, advisers, and administrators have clear and consistent information about students' experiences to improve outcomes?

e. Institutional research and evidence-based decision-making: In what way is evidence used throughout the college to guide evaluation of student success outcomes? When, how, with whom, and how often are

key sources of information—KPIs, student experience survey data, etc.—shared across the college? In what other ways are institutional researchers engaged in supporting institutional decision-making?

Maximum word count: 1000

Southwestern Oregon Community College started as an idea, a dream in the 1950s among working families who wanted their children to go to college. They sensed that economic and technology changes would slowly erode decades of living-wage jobs. They wanted their children to learn skills and earn degrees that could sustain families during recessions, as well as sustain them beyond on-the-job injuries in highly dangerous fields, and beyond industry advances that would displace workers. These were the men and women who worked in the forests, in mills and on ships, and who met in living rooms and cafes that forged the pathway to create this community college.

Nearly 60 years later, our college is thriving and enjoying great student success. Southwestern leads the state in completions (65%, HECC) and time to graduation (2.3 years HECC). Yet, many of the demographic realities and frankly the challenges on the southwest Oregon coast today are similar if not the same as they were six decades ago. There's still a culture that believes only hard work, not education, is the ticket to prosperity. There's still a population of first-gens in need of education -- though more Latinx today than decades ago -- still dependent on boom-bust seasons tied to tourism, fishing and natural resource production. The majority of Southwestern's out-of-district students come from similar-sized communities in similar economies from native Alaskan populations, from rural Washington, Montana, Idaho and Hawaii.

Today, our college employees' faces are a reflection of that heritage and culture. This is our strength. Many of our employees were first-generation college students and many are alumni. Some stayed and others returned after pursuing college training, inspired by knowing their work here will change lives and have a great impact, because they've come down this path to success. From faculty in business, math, health, culinary, nursing and computer science to financial aid advisers, to the registrar, HR director and facilities workers, advancement in our organization is tied to a drive to learn, understand and serve. In every department, at every level our employees are people who share a common story.

We start with a mindset toward inclusive hiring, intuitive onboarding and ongoing evaluation. For faculty, the Vice President of Instruction attends all teaching demonstrations of prospective faculty and meets with candidates individually to ask questions specifically around student success, assessment, and teaching and learning. New faculty attend a mandatory one-day orientation on processes and our student success culture. They meet with the executive team to learn about our shared vision of student success, and pair with mentors.

In the past year, administration and faculty senate developed a student-centered approach to faculty evaluation, with a handbook defining shared values of teaching and learning. We adopted performance

standards in teaching, advising, assessment, communication, diversity and inclusion, ethics and integrity, professional learning and scholarship, and collegiality and service. Peer observation and evaluation includes more engagement between senior faculty and new faculty, emphasizing continuous improvement and lifelong learning.

This march toward success began in 2004. We compared our college to others around our state. The numbers showed our students were leaving too soon, without the skills they needed. We resolved to learn new methods for delivering services and focus on retention in ways to 1) eliminate barriers, 2) increase academic support, and 3) grow our advising. In 2008, we held our first Student Success Summit on retention, and now every summer a cross section of employees come together to share insights on areas students struggle most and settle on project specific strategies to better connect with students and help them overcome.

“Student success isn’t tied to ‘what we normally do,’” says President Patty Scott. “There’s an expectation that all people of all walks are engaged, from every corner of our campuses.”

From 2010-12, this college developed core themes to be inclusive, so every individual knows how they contribute to the institution. Each new employee meets with the president in one-on-one sessions designed for individuals to learn where they fit in the college and visualize how their work contributes to students' success so they feel valued.

Today’s college employees, much like our founders, listen to intuition and each other. We embrace a system of shared governance with committees that include staff from all areas and allow information and discussion around issues to flow in all directions. Institution-wide committees have led to innovations, including the early-alert “Laker Connect” system and faculty program redesigns.

We have refined a system for mission fulfillment that ties measurements across all disciplines with program development. That mission fulfillment links to budgeting. It guides targeted college and community investment that strategically accrues to student-centric success. Industry partners work with faculty to develop curriculum and hands-on training with students. Oregon and regional workforce market data and trends for program improvement and development guide CTE and program development. Southwestern sets high expectations and high bars for achievement. Managers must demonstrate budgets and department projects address data-backed goals. They must demonstrate new initiatives strategically target areas data shows weakness, and identify how they envision this impacts student enrollment and retention.

Equally importantly, students talk to us through surveys upon entering college and throughout their studies. They recently shared concerns in food and housing, and equity surveys.

Students serve on grassroots committees. Student government leaders sit alongside board of education members at meetings. Current and prospective students access the powerful EMSI Career Coach tool, which assists them in making decisions about career paths to jobs.

Our 2016 Distinguished Alumni Don Grotting tells it best. Grotting started as a displaced lumber mill

worker at our college in the 1990s. He went on to become a teacher, and then an administrator. He's now superintendent at Oregon's largest K-12 school district, and has won awards year after year for closing achievement gaps with Hispanic/Latinx and other underrepresented groups.

"I would not be where I am today without the support, academic expertise and high expectations of the Southwestern teaching faculty, support staff and administration."

This is exactly what our college founders envisioned.



Prize Application Data Template

Completed - Dec 5 2019

[Click here to download](#) the 2021 Aspen Prize Application Data Template. Please fill out relevant sections and upload a completed version.

Please refer to [this document](#) for frequently asked questions and guidance on how to complete the template.

Note: If you submit data to the National Student Clearinghouse and did so in 2010, please disregard Tab 4 in this data template. Tab 4 transfer should only be completed by institutions who do not submit data to the National Student Clearinghouse (or did not submit data to NSC in 2010) **and** have access to state or system data.

2021_Aspen_Prize_Data_SWOCC_FINAL

Filename: 2021_Aspen_Prize_Data_SWOCC_FINAL.xlsx Size: 28.2 kB



Upload Supplemental Documents

Completed - Dec 5 2019

Please use this space to upload any supporting graphs or visuals that relate to the narrative portion of your application. Completion of this task is entirely optional.

Economic Section 1 Aspen Application

Filename: Economic_Section_1_Aspen_Application.pdf Size: 869.9 kB

Student Success Section 2 and 3

Filename: Student_Success_Section_2_and_3.pdf Size: 209.8 kB

Employment Outcomes Section 4

Filename: Employment_Outcomes_Section_4.pdf Size: 83.8 kB

Equity Section 6

Filename: Equity_Section_6.pdf Size: 1.7 MB

Student Satisfaction Section 7

Filename: Student_Satisfaction_Section_7.pdf Size: 815.3 kB

Employment Outcomes Data

Filename: Employment_Outcomes_Data.pdf Size: 307.5 kB

Celebrating Success

Filename: Celebrating_Success.pdf Size: 1.4 MB



Southwestern Student Success 2017-2018

#1

Among All Oregon Community Colleges

63%

Graduation and Transfer Rate

4 Year Rate

Affordability and Access

73% Latinx/Hispanic Students Graduated/Transferred

65% Other Minorities

48% Oregon Community College Students

64% Latinx/Hispanic Transfer Bachelor Degree Rate - 6 yrs

Higher Earnings Potential and Lower Cost of Degree

3.3 years Oregon CC/National CC Average

Reduces Student Debt

Source: [Urban Institute](#)

LOWEST TIME to completion

2.3 Years

Southwestern

2.3

All Oregon Community Colleges

3.3

Accelerated Learning: High School Student Success

- \$ 2,320,375 Savings at [Oregon 4 Year College Average](#)
- 11 Graduates: Southwestern & High School Simultaneously

5 Year Achievement and Savings Overview

\$9,000,000+ Tuition and Fee Savings
 55,000+ Credits Earned in 1,700+ Courses
 3,000+ Students

\$1,425,500 + Tuition/Fee Savings

925

High School Students





Southwestern Quick Facts

Our Mission

Southwestern Oregon Community College supports student achievement by providing access to lifelong learning and community engagement in a sustainable manner.

2018



Student Achievement



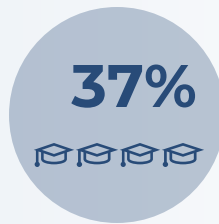
63%

Highest Graduation/Transfer Rate of Oregon Community Colleges
Fall 2015 Cohort



57%

Graduation & Transfer Rate
Student Right to Know - 4 Year
Average Over 3 Years
49% Fall - Fall Retention Rate



37%

Student Right to
Know Graduation
Rate - 4 Year Average
Completed in 3 Years



73%

Athletic Graduation &
Transfer Rate Fall
2015 Cohort
63% Fall 2016 Cohort

795

Degrees &
Certificates
Awarded

460

Students
Awarded
Degrees
& Certificates

78

Program
Degrees &
Certificates

Degrees & Certificates

65% Enrolled in Transfer Degrees
35% in CTE Degrees

Top 5

Associate Arts - AAOT
Associate General Studies
Nursing/Pre-Nursing
Associate Science
Culinary/Baking & Pastry

Student Diversity

All
Students

84%

In-District

16%

Out-District

53%



43%

Undisclosed

4%

Total
Students

6411

Credit
Students

2959

Curry: 1156

Curry: 435

Race/Ethnicity	All Students	First-Time Full-Time	Pell Grant Recipients
American Indian Alaska Native	2%	3%	3%
Asian or Pacific Islander	1%	1%	1%
Black or African American	1%	1%	2%
Hispanic/Latino(x)	7%	18%	15%
Native Hawaiian/Other Pacific Islander	1%	2%	1%
White	54%	64%	69%
Two or More Races	3%	8%	6%
Undisclosed	31%	3%	3%

91%

Financial Aid Recipients
First-Time Full-Time 2017 Cohort

Athletes

226

in 18 Sports

Housing

Students

446

Campus Facts

24

Average Age
Credit Classes

12

Average Class Size
Credit Classes

201

Fall Full-Time
Employees

156

Fall Part-Time
Employees

174

Acres

44

Buildings



Southwestern is an Equal Opportunity Educator and Employer

Printed: 10/29/2019

Questions? ir@socc.edu



FACT SHEET

The Economic Value of Southwestern Oregon Community College | July 2017
<https://www.socc.edu/ie/ie-reports>

Southwestern Oregon Community College creates a significant positive impact on the business community and generates a return on investment to its major stakeholder groups — students, taxpayers, and society. Using a two-pronged approach that involves an economic impact analysis and an investment analysis, this study calculates the benefits to each of these groups. Results of the analysis reflect Fiscal Year (FY) 2015-16.

IMPACTS CREATED BY SWOCC IN FY 2015-16

ADDED INCOME	JOBS
\$19.9 million	433
Operations spending impact	
\$50 thousand	1
Construction spending impact	
\$4.4 million	136
Student spending impact	
\$54.1 million	1,415
Alumni impact	
\$78.5 million	1,985
Total impact	

IMPACT ON BUSINESS COMMUNITY

During the analysis year, SWOCC and its students added **\$78.5 million** in income to the SWOCC service district economy. This is equal to **3.7%** of the region's total gross regional product. By comparison, this contribution that the college provides on its own is slightly larger than the Transportation & Warehousing industry in the region. The economic impacts of SWOCC break down as follows:

Operations spending impact

- SWOCC employed 347 full-time and part-time employees in FY 2015-16. Payroll amounted to **\$16.4 million**, much of which was spent in the college district to purchase groceries, clothing, and other household goods and services. The college spent another **\$26.3 million** to support its day-to-day operations.
- The net impact of college payroll and expenses in the college district during the analysis year was approximately **\$19.9 million** in income.

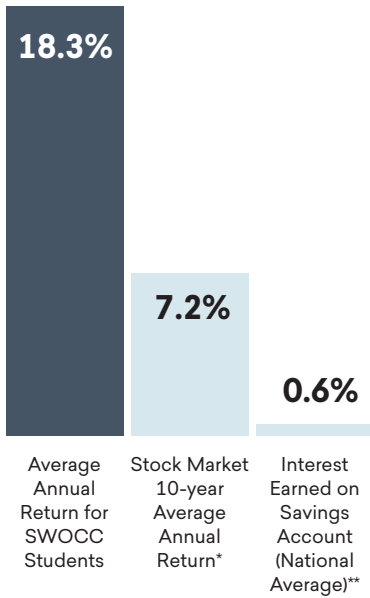
Construction spending impact

- SWOCC commissioned contractors to build or renovate its facilities during the analysis year. This generated a short-term infusion of spending and jobs in the regional economy.
- The net impact of SWOCC's construction spending in FY 2015-16 was **\$50 thousand** in added income for Coos County.

Student spending impact

- Nearly **18%** of SWOCC students originated from outside the region. Some of these students relocated to the college district. In addition, a number of students would have left the region if not for SWOCC. These relocated and retained students spent money on groceries, transportation, rent, and goods and services at regional businesses.

STUDENT RATE OF RETURN



* Forbes' S&P 500, 1994-2014.

** FDIC.gov 12-2016.

- The expenditures of relocated and retained students during the analysis year added approximately **\$4.4 million** in income to the region's economy.

Alumni impact

- Over the years, students have studied at SWOCC and entered or re-entered the workforce with newly-acquired skills. Today, thousands of these former students are employed in the SWOCC service district.
- The accumulated contribution of former students currently employed in the regional workforce amounted to **\$54.1 million** in added income during the analysis year.

RETURN ON INVESTMENT TO STUDENTS, TAXPAYERS, AND SOCIETY

Benefits to Students

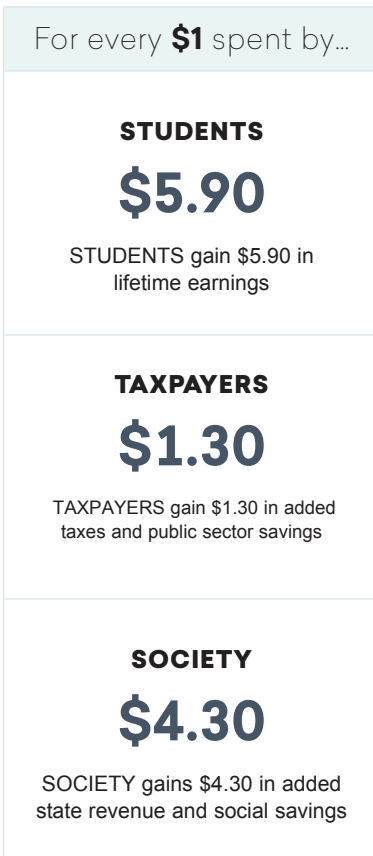
- SWOCC's FY 2015-16 students paid a total of **\$4 million** to cover the cost of tuition, fees, and supplies. They also chose to give up **\$5.5 million** in money that they would have earned had they been working instead of learning.
- In return for the monies invested in the college, students will receive a present value of **\$55.9 million** in increased earnings over their working lives. This translates to a return of **\$5.90** in higher future earnings for every \$1 that students invest in their education. The average annual return for students is **18.3%**!

Benefits to Taxpayers

- In FY 2015-16, state and local taxpayers in Oregon paid **\$16.1 million** to support SWOCC's operations. The net present value of the added tax revenue stemming from the students' higher lifetime earnings and the increased output of businesses amounts to **\$19.6 million** in benefits to taxpayers. Savings to the public sector add another **\$1.7 million** in benefits due to a reduced demand for government-funded services in Oregon.
- Dividing benefits to taxpayers by the associated costs yields a **1.3** benefit-cost ratio. That means for every \$1 in costs SWOCC returns \$1.30 in benefits. The average annual return on investment for taxpayers is **2.2%**.

Benefits to Society

- The economic base in Oregon will grow by **\$209.5 million** over the course of SWOCC's students' working lives. Society will also benefit from **\$5.5 million** in present value social savings related to reduced crime, lower unemployment, and increased health and well-being across the state.
- For every dollar that society spent on SWOCC and its students' education during the analysis year, society will receive a cumulative value of **\$4.30** in benefits, for as long as the FY 2015-16 student population at SWOCC remains active in Oregon's workforce.



Students Benefit our Economy



\$215M total benefit from *future* earnings, tax revenue and private savings



78.5M total income added in the region during 2015-2016



18% rate of return to students



1,985 jobs supported in the region



\$55.9M student benefit from higher future earnings



840 degrees and certificates awarded to **457** students in 2015-2016



2015-2016
Academic Year



\$1.24M saved by high school students taking college courses



898 high school students enrolled in college courses



9906 credits completed by high school students taking college courses



3120 courses completed by high school students taking college courses



\$21.4M future tax revenue and government savings



2.2% rate of taxpayer return



3.7% of the region's GRP in 2015-16



Student Achievement 15 Years Later

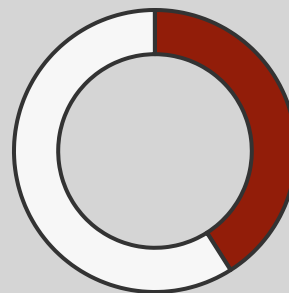
2004

2019

GRADUATION RATE

12%

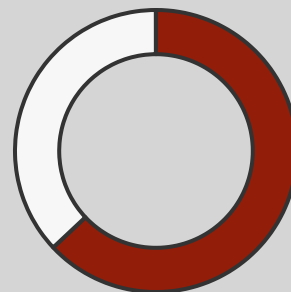
41%



GRADUATION AND TRANSFER RATE

41%

63%





Latinx/Hispanic Achievement

Cohort Year and Rates 4 Years Later

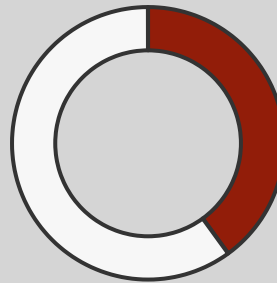
2007

2014

GRADUATION RATE

27%

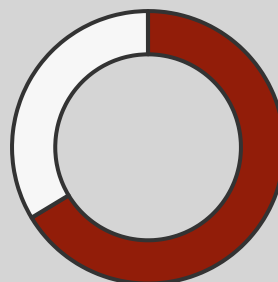
40%



GRADUATION AND TRANSFER RATE

62%

73%



2014 Cohort
Low Income: 65%
All Other Minorities: 67%
First Ever College: 68%
White: 69%



Low Income (Pell) Achievement

Cohort Year and Rates 4 Years Later

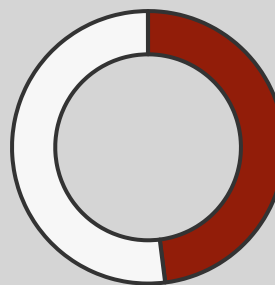
2007

2014

GRADUATION RATE

32%

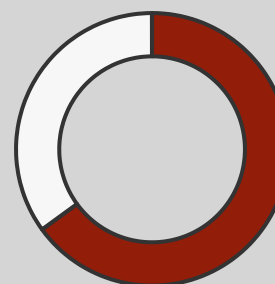
48%



GRADUATION AND TRANSFER RATE

58%

65%



2014 Cohort

All Other Minorities: 67%

First Ever in College: 68%

White: 69%

Latinx/Hispanic: **73%**



First Ever in College Achievement

Cohort Year and Rates 4 Years Later

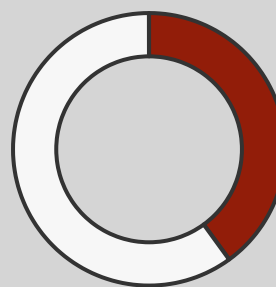
2007

2014

GRADUATION RATE

27%

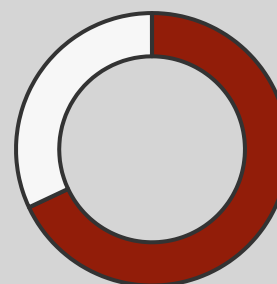
40%



GRADUATION AND TRANSFER RATE

61%

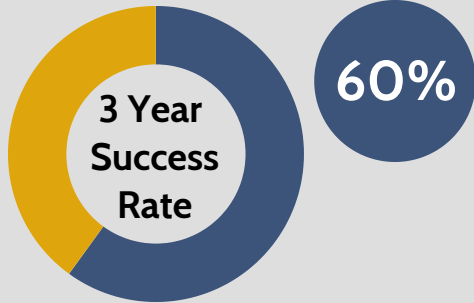
68%



2014 Cohort
Low Income: 65%
All Other Minorities: 67%
White: 69%
Latinx/Hispanic: **73%**

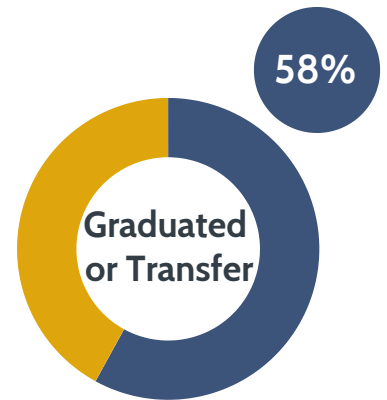
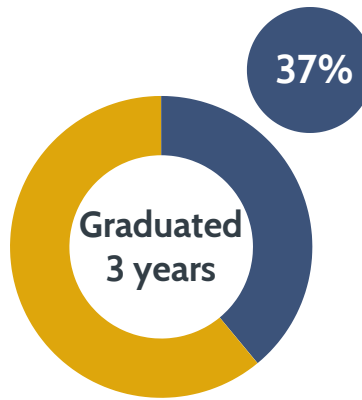
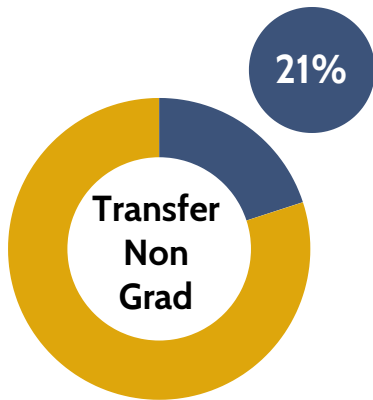


Student Success Reaches New Heights



Southwestern

Student Success Fall 2015 First Time Full Time Students Three Year Success Rates



Success rate refers to students who graduated, transferred or were still enrolled Fall 2018.

Rates based on full-time first-time cohort students enrolled Fall 2015.

First-time-ever in college (FTEIC) is defined as never taking a college credit prior to college entry.



Fall 2015 Cohort: GAP Focus Areas

First-time ever in college (FTEIC) students
FTEIC low-income (Pell) students

10 percentage points lower compared to Non-FTEIC

Latinx FTEIC Grad/Transfer Rates

88% FTEIC Athletes

38% FTEIC Non-Athletes

Fall 2015 Cohort Gap Comparisons: Graduation and Transfer Rates



● Prior College (Non-FTEIC) ● FTEIC

● Pell Non-FTEIC ● Pell FTEIC

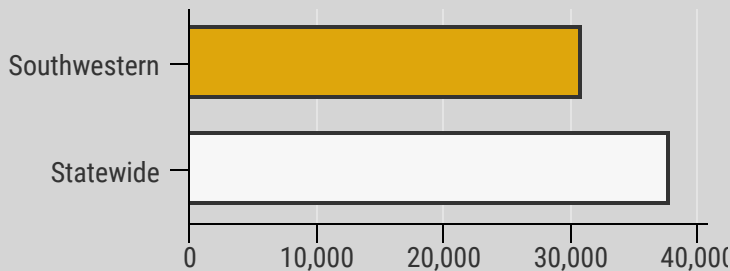
● Latinx Non-FTEIC ● Latinx FTEIC



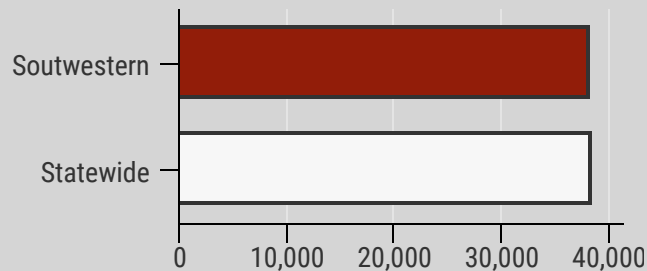
Employment Outlook

Average Earnings = 24% Increase

2016



2017



Oregon Statewide Snapshots - HECC

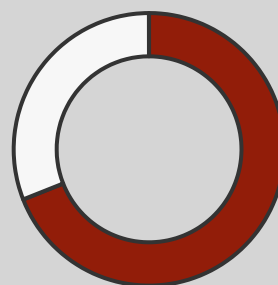
Oregon Quarter 8 Gains

All

Latinx/Hispanic

67%

69%



Oregon Employment Department - Wage Gain Measures

2015-2016 Quarter 8 Gains



Achieving the Dream™

Southwestern Oregon Community College

Achieving the Dream Student Success Report

Spring 2019

Report shortened to illustrate equity data.

Southwestern Oregon Community College
PERSISTENCE: FALL-TO-SPRING AND FALL-TO-FALL, BY STUDENT SUBGROUPS

By Gender: Fall-to-Spring

ATD Cohort	Female		Male	
	# Persist (FA-SP)	% Persist (FA-SP)	# Persist (FA-SP)	% Persist (FA-SP)
Fall 2014	226	90%	190	89%
Fall 2015	254	92%	245	93%
Fall 2016	250	92%	194	94%
Fall 2017	298	92%	252	87%

By Gender: Fall-to-Fall

ATD Cohort	Female		Male	
	# Persist (FA-FA)	% Persist (FA-FA)	# Persist (FA-FA)	% Persist (FA-FA)
Fall 2014	143	57%	116	54%
Fall 2015	172	63%	144	55%
Fall 2016	188	69%	128	62%

By Race/Ethnicity: Fall-to-Spring

ATD Cohort	Hispanic		Multi-Race		White	
	# Persist (FA-SP)	% Persist (FA-SP)	# Persist (FA-SP)	% Persist (FA-SP)	# Persist (FA-SP)	% Persist (FA-SP)
Fall 2014	45	78%	26	93%	283	93%
Fall 2015	47	87%	29	94%	351	93%
Fall 2016	46	90%	34	94%	315	94%
Fall 2017	90	93%	37	84%	350	89%

By Race/Ethnicity: Fall-to-Fall

ATD Cohort	Hispanic		Multi-Race		White	
	# Persist (FA-FA)	% Persist (FA-FA)	# Persist (FA-FA)	% Persist (FA-FA)	# Persist (FA-FA)	% Persist (FA-FA)
Fall 2014	28	78%	16	93%	185	93%
Fall 2015	27	87%	19	94%	228	93%
Fall 2016	33	90%	23	94%	228	94%

By Age Group: Fall-to-Spring

ATD Cohort	<20		20 - 24		25 - 34		≥ 35	
	# Persist (FA-SP)	% Persist (FA-SP)	# Persist (FA-SP)	% Persist (FA-SP)	# Persist (FA-SP)	% Persist (FA-SP)	# Persist (FA-SP)	% Persist (FA-SP)
Fall 2014	312	91%	54	90%	30	88%	21	75%
Fall 2015	380	93%	56	93%	37	93%	26	87%
Fall 2016	343	94%	40	83%	31	91%	30	100%
Fall 2017	429	90%	47	82%	38	86%	36	92%

By Age Group: Fall-to-Fall

ATD Cohort	<20		20 - 24		25 - 34		≥ 35	
	# Persist (FA-FA)	% Persist (FA-FA)	# Persist (FA-FA)	% Persist (FA-FA)	# Persist (FA-FA)	% Persist (FA-FA)	# Persist (FA-FA)	% Persist (FA-FA)
Fall 2014	196	57%	33	55%	19	56%	11	39%
Fall 2015	247	60%	30	50%	22	55%	17	57%
Fall 2016	237	65%	28	58%	26	76%	25	83%

By FTEIC Status: Fall-to-Spring

ATD Cohort	FTEIC		Non-FTEIC	
	# Persist (FA-SP)	% Persist (FA-SP)	# Persist (FA-SP)	% Persist (FA-SP)
Fall 2014	281	92%	136	85%
Fall 2015	319	92%	180	93%
Fall 2016	309	95%	135	89%
Fall 2017	386	91%	164	86%

By FTEIC Status: Fall-to-Fall

ATD Cohort	FTEIC		Non-FTEIC	
	# Persist (FA-FA)	% Persist (FA-FA)	# Persist (FA-FA)	% Persist (FA-FA)
Fall 2014	174	57%	85	53%
Fall 2015	209	61%	107	55%
Fall 2016	214	66%	102	68%

Note: FTEIC = First-Time-Ever-in-College (new to postsecondary). Non-FTEIC = Non-First-Time-Ever-in-College (prior postsecondary experience).

Southwestern Oregon Community College
SIX- AND EIGHT-YEAR COMPLETION AND TRANSFER, BY STUDENT SUBGROUPS

By Gender Student status at the end of the SIXTH year after enrollment			By Gender Student status at the end of the EIGHTH year after enrollment		
	Fall 2012			Fall 2010	
	Female	Male		Female	Male
Home Completion + 4-Year Degree	10% 29	7% 20	Home Completion + 4-Year Degree	7% 18	6% 16
No Home Completion + 4-Year Degree	9% 25	10% 30	No Home Completion + 4-Year Degree	14% 36	11% 33
Associate/Cert Completion at Home Inst.	25% 74	22% 66	Associate/Cert Completion at Home Inst.	22% 58	19% 55
Associate/Cert Completion at Transfer Inst.	5% 16	4% 13	Associate/Cert Completion at Transfer Inst.	6% 17	7% 19
No Completion, Still Enrolled at Home Inst.	3% 8		No Completion, Still Enrolled at Home Inst.	1% 3	1% 3
No Completion, Still Enrolled at Transfer Inst.	7% 20	9% 25	No Completion, Still Enrolled at Transfer Inst.	5% 13	5% 15
Dropped Out	41% 120	48% 140	Dropped Out	45% 119	51% 146
Grand Total	100% 292	100% 294	Grand Total	100% 264	100% 287

By Race/Ethnicity Student status at the end of the SIXTH year after enrollment				By Race/Ethnicity Student status at the end of the EIGHTH year after enrollment			
	Fall 2012				Fall 2010		
	White	Hispanic	Multi-Race		White	Hispanic	Multi-Race
Home Completion + 4-Year Degree	9% 29	12% 4	3% 1	Home Completion + 4-Year Degree	7% 20	6% 2	
No Home Completion + 4-Year Degree	8% 26	9% 3	10% 3	No Home Completion + 4-Year Degree	12% 37	17% 6	
Associate/Cert Completion at Home Inst.	24% 79	18% 6	39% 12	Associate/Cert Completion at Home Inst.	20% 62	11% 4	28% 5
Associate/Cert Completion at Transfer Inst.	5% 16	6% 2	6% 2	Associate/Cert Completion at Transfer Inst.	7% 20	11% 4	
No Completion, Still Enrolled at Home Inst.	2% 7			No Completion, Still Enrolled at Home Inst.	1% 4	3% 1	
No Completion, Still Enrolled at Transfer Inst.	6% 21	6% 2	10% 3	No Completion, Still Enrolled at Transfer Inst.	6% 17	6% 2	17% 3
Dropped Out	45% 147	50% 17	32% 10	Dropped Out	47% 144	47% 17	56% 10
Grand Total	100% 325	100% 34	100% 31	Grand Total	100% 304	100% 36	100% 18

Southwestern Oregon Community College
SIX- AND EIGHT-YEAR COMPLETION AND TRANSFER, BY STUDENT SUBGROUPS

By Age Student status at the end of the <u>SIXTH</u> year after enrollment					By Age Student status at the end of the <u>EIGHTH</u> year after enrollment				
	Fall 2012					Fall 2010			
	<20	20 - 24	25 - 34	>= 35		<20	20 - 24	25 - 34	>= 35
Home Completion + 4-Year Degree	11%	9%	4%		Home Completion + 4-Year Degree	6%	5%	4%	6%
	40	7	2			24	4	3	3
No Home Completion + 4-Year Degree	10%	9%	13%	3%	No Home Completion + 4-Year Degree	12%	16%	9%	15%
	39	7	7	2		45	12	7	8
Associate/Cert Completion at Home Inst.	25%	20%	27%	20%	Associate/Cert Completion at Home Inst.	21%	12%	26%	21%
	96	16	15	14		76	9	20	11
Associate/Cert Completion at Transfer Inst.	4%	9%	4%	7%	Associate/Cert Completion at Transfer Inst.	7%	4%	8%	4%
	15	7	2	5		27	3	6	2
No Completion, Still Enrolled at Home Inst.	1%	2%	4%		No Completion, Still Enrolled at Home Inst.	1%	3%	1%	
	4	2	2			3	2	1	
No Completion, Still Enrolled at Transfer Inst.	9%	7%	7%	3%	No Completion, Still Enrolled at Transfer Inst.	6%	5%	3%	2%
	33	6	4	2		23	4	2	1
Dropped Out	40%	45%	43%	67%	Dropped Out	46%	55%	49%	53%
	152	37	24	47		172	41	37	28
Grand Total	100%	100%	100%	100%	Grand Total	100%	100%	100%	100%
	379	82	56	70		370	75	76	53

By FTEIC Status Student status at the end of the <u>SIXTH</u> year after enrollment			By FTEIC Status Student status at the end of the <u>EIGHTH</u> year after enrollment		
	Fall 2012			Fall 2010	
	FTEIC	Non-FTEIC		FTEIC	Non-FTEIC
Home Completion + 4-Year Degree	8%	9%	Home Completion + 4-Year Degree	6%	5%
	32	17		26	8
No Home Completion + 4-Year Degree	9%	11%	No Home Completion + 4-Year Degree	10%	19%
	36	19		42	30
Associate/Cert Completion at Home Inst.	23%	26%	Associate/Cert Completion at Home Inst.	21%	19%
	94	47		86	30
Associate/Cert Completion at Transfer Inst.	3%	9%	Associate/Cert Completion at Transfer Inst.	6%	9%
	12	17		24	14
No Completion, Still Enrolled at Home Inst.	2%		No Completion, Still Enrolled at Home Inst.	1%	2%
	8			3	3
No Completion, Still Enrolled at Transfer Inst.	7%	9%	No Completion, Still Enrolled at Transfer Inst.	5%	6%
	29	16		20	10
Dropped Out	48%	36%	Dropped Out	52%	40%
	196	64		215	63
Grand Total	100%	100%	Grand Total	100%	100%
	407	180		416	158

Note: FTEIC = First-Time-Ever-in-College (new to postsecondary). Non-FTEIC = Non-First-Time-Ever-in-College (prior postsecondary experience).

Southwestern Oregon Community College
STUDENTS' HIGHEST DEGREE ATTAINMENT AT THE END OF SIX AND EIGHT YEARS

Student status at the end of the SIXTH year after enrollment

	Fall 2010	Fall 2012
Completed a Bachelor's Degree	14% 82	18% 104
Completed an Associate Degree	25% 142	23% 135
Completed a Certificate	3% 15	6% 35
Still Enrolled	9% 52	9% 53
Not Enrolled Anywhere	49% 283	44% 260
Grand Total	100% 574	100% 587

Student status at the end of the EIGHTH year after enrollment

	Fall 2010
Completed a Bachelor's Degree	18% 106
Completed an Associate Degree	24% 140
Completed a Certificate	2% 14
Still Enrolled	6% 36
Not Enrolled Anywhere	48% 278
Grand Total	100% 574

By Gender

Student status at the end of the SIXTH year after enrollment

	Fall 2012	
	Female	Male
Completed a Bachelor's Degree	18% 54	17% 50
Completed an Associate Degree	27% 78	19% 57
Completed a Certificate	4% 12	7% 22
Still Enrolled	10% 28	9% 25
Not Enrolled Anywhere	41% 120	48% 140
Grand Total	100% 292	100% 294

By Gender

Student status at the end of the EIGHTH year after enrollment

	Fall 2010	
	Female	Male
Completed a Bachelor's Degree	20% 54	17% 49
Completed an Associate Degree	27% 72	22% 64
Completed a Certificate	1% 3	3% 10
Still Enrolled	6% 16	6% 18
Not Enrolled Anywhere	45% 119	51% 146
Grand Total	100% 264	100% 287

By Age

Student status at the end of the SIXTH year after enrollment

	Fall 2012			
	<20	20 - 24	25 - 34	>= 35
Completed a Bachelor's Degree	21% 79	17% 14	16% 9	3% 2
Completed an Associate Degree	25% 93	23% 19	23% 13	14% 10
Completed a Certificate	5% 18	5% 4	7% 4	13% 9
Still Enrolled	10% 37	10% 8	11% 6	3% 2
Not Enrolled Anywhere	40% 152	45% 37	43% 24	67% 47
Grand Total	100% 379	100% 82	100% 56	100% 70

By Age

Student status at the end of the EIGHTH year after enrollment

	Fall 2010			
	<20	20 - 24	25 - 34	>= 35
Completed a Bachelor's Degree	19% 69	21% 16	13% 10	21% 11
Completed an Associate Degree	26% 97	13% 10	28% 21	23% 12
Completed a Certificate	2% 6	3% 2	7% 5	2% 1
Still Enrolled	7% 26	8% 6	4% 3	2% 1
Not Enrolled Anywhere	46% 172	55% 41	49% 37	53% 28
Grand Total	100% 370	100% 75	100% 76	100% 53

By FTEIC Status

Student status at the end of the SIXTH year after enrollment

	Fall 2012	
	FTEIC	Non-FTEIC
Completed a Bachelor's Degree	17% 68	20% 36
Completed an Associate Degree	20% 83	29% 52
Completed a Certificate	6% 23	7% 12
Still Enrolled	9% 37	9% 16
Not Enrolled Anywhere	48% 196	36% 64
Grand Total	100% 407	100% 180

By FTEIC Status

Student status at the end of the EIGHTH year after enrollment

	Fall 2010	
	FTEIC	Non-FTEIC
Completed a Bachelor's Degree	16% 68	24% 38
Completed an Associate Degree	24% 100	25% 40
Completed a Certificate	2% 10	3% 4
Still Enrolled	6% 23	8% 13
Not Enrolled Anywhere	52% 215	40% 63
Grand Total	100% 416	100% 158

Note: FTEIC = First-Time-Ever-in-College (new to postsecondary). Non-FTEIC = Non-First-Time-Ever-in-College (prior postsecondary experience).

Southwestern Oregon Community College
STUDENT STATUS AT THE END OF THE FOURTH YEAR AFTER INITIAL ENROLLMENT
 Fall 2013 Cohort, First-Time-Ever-in College Students

Overall

	Fall 2014
Completed and Transferred to 4-Year Inst.	16% 50
Completed, Did Not Transfer	22% 68
Did Not Complete, Transferred to 4-Year Inst.	21% 65
Transferred to 2-Year Inst.	13% 41
Still Enrolled at Home Inst.	2% 7
Dropped Out	25% 75
Grand Total	100% 306

By Gender

	Fall 2014	
	Female	Male
Completed and Transferred to 4-Year Inst.	18% 31	14% 19
Completed, Did Not Transfer	21% 37	23% 31
Did Not Complete, Transferred to 4-Year Inst.	23% 40	19% 25
Transferred to 2-Year Inst.	13% 23	14% 18
Still Enrolled at Home Inst.	2% 3	3% 4
Dropped Out	23% 39	27% 35
Grand Total	100% 173	100% 132

By Race/Ethnicity

	Fall 2014		
	White	Hispanic	Multi-Race
Completed and Transferred to 4-Year Inst.	18% 34	18% 8	11% 2
Completed, Did Not Transfer	26% 50	11% 5	6% 1
Did Not Complete, Transferred to 4-Year Inst.	21% 41	18% 8	17% 3
Transferred to 2-Year Inst.	9% 18	27% 12	22% 4
Still Enrolled at Home Inst.	2% 4	2% 1	6% 1
Dropped Out	23% 44	23% 10	39% 7
Grand Total	100% 191	100% 44	100% 18

By Age Group

	Fall 2014			
	<20	20 - 24	25 - 34	>= 35
Completed and Transferred to 4-Year Inst.	17% 45	5% 1	14% 2	18% 2
Completed, Did Not Transfer	20% 51	36% 8	36% 5	36% 4
Did Not Complete, Transferred to 4-Year Inst.	24% 62	9% 2		9% 1
Transferred to 2-Year Inst.	15% 39	5% 1	7% 1	
Still Enrolled at Home Inst.	2% 5	5% 1	7% 1	
Dropped Out	22% 57	41% 9	36% 5	36% 4
Grand Total	100% 259	100% 22	100% 14	100% 11

Data Source

The information contained in this report originates from student enrollment data submitted to the National Student Clearinghouse (NSC). For more information about NSC, please visit <http://www.nationalstudentclearinghouse.com>.

Student Cohorts

Student cohorts in this report are defined as credential-seeking students, both full-time and part-time, who first enrolled at an ATD college in the fall semester. For example, the Fall 2017 cohort students are those who first enrolled at an ATD college between August 1, 2017 and September 30, 2017.

Due to the limitation that the degree-seeking indicator in the NSC data file is not consistently populated by colleges, ATD uses a proxy to define students' degree-seeking behavior through their enrollment history, which is also in alignment with the approach adopted by American Association of Community College's Voluntary Framework of Accountability (AACC's VFA). AACC defines degree-seeking as completing 12 credits in the first two years after initial enrollment. Accordingly, ATD includes students who completed 15 FTE weeks of enrollment (approximately 12 credit hours) in their first two years of enrollment (8 FTE weeks in the first year for the most recent cohort). For more details, please refer to "Weeks of Full-Time Equivalent (FTE) Enrollment" (below).

Detailed outcome information for five- and seven-year completion is not included in this report. With four-, six-, and eight-year completion metrics already provided for multiple cohorts, these additional completion times are not critical to understanding overall trends.

Top 3 Student Race/Ethnicity Groups

Outcome comparisons are provided for the three race/ethnicity groups with the largest student populations, as calculated from the subpopulation of students with known race/ethnicity in the most recent cohort (i.e., Fall 2017). Please note that these groups are ordered from largest to smallest in size in the report.

Persistence Fall-to-Spring

The student persisted at the home institution from the fall semester of first enrollment to the following spring semester, defined as either (a) having an enrollment record with at least one day of enrollment in the spring semester (January 1 to May 15) of the following calendar year, or (b) having completed a credential by that time.

Persistence Fall-to-Fall

The student persisted at the home institution from the fall semester of first enrollment to the following fall semester, defined as either (a) having an enrollment record with at least one day of enrollment in the fall semester (August 1 to December 31) in the following year, or (b) having completed a credential by that time.

Weeks of Full-Time Equivalent (FTE) Enrollment

The National Student Clearinghouse currently does not collect credit information (e.g., number of credits completed each semester) in the student enrollment data. Based on the number of days of enrollment and student participation status, NSC reports weeks of FTE enrollment. This measure is used as a proxy for course credits in this report.

Weeks of FTE enrollment is calculated by the number of days of enrollment (D) weighted by student's participation status (S) in a given period of time: $(D \cdot S) / 7$, where D equals a number of days a record spans (calculated as the difference between term begin date and term end date), and S equals a factor representing the enrollment status:

- Full Time (F) = 1.00
- Three Quarter Time (Q) = 0.75
- Half Time (H) = 0.50
- Less Than Half Time (L) = 0.25

The F, Q, H, and L statuses are indicated by the colleges as they submit student enrollment data to NSC.

At most community colleges, a semester is approximately 15 weeks and 12 credits are required for full-time enrollment. AACC's VFA defines degree-seeking students as those who have completed 12 credits in their first two years of enrollment. For the purpose of this report, degree-seeking is measured as completion of 15 weeks of FTE enrollment in the first two years after initial enrollment. For the most recent student cohort for which only one year of data is available, completion of 8 weeks of FTE enrollment in the first year is used as an indicator of degree-seeking.

Comparison to Prior Versions of the Report

This current version (2019) features cohorts and outcomes calculated in the same fashion as in the 2018 version, as confirmed by NSC. You may notice minor variations in cohort sizes for older cohorts, due to the dynamic nature of NSC data collection. Outcomes for these students can also change due to continuous updates of student information as submitted from institutions nationwide.

However, you will notice the largest difference in the Fall 2016 cohort. As of the 2018 report, students in this cohort only had a single year of outcomes available and degree-seeking was defined as having completed 8 weeks of FTE enrollment in one year. With an additional year of outcomes now present, degree-seeking for this cohort is now calculated as 15 weeks of FTE enrollment in two years. This updated information will naturally yield an updated cohort size.

Home

The ATD institution associated with a student as the place of enrollment at the time of cohort assignment—the institution named on the cover of this report. This term is used throughout the report alongside completion to indicate an activity that took place at this “original” institution.

Completion

The student received a certificate, associate’s degree, or any other credential/award by the end of the specified reporting period (on or before August 14th of the reporting period). The credential reflects one received at the home institution unless otherwise specified in the category name (e.g., Associate/Certificate Completion at Transfer Institution).

Transfer

The student had at least one enrollment record at a four-year institution or two-year institution other than the originating institution by the end of the reporting period.

Still Enrolled

The student had at least one day of enrollment at a postsecondary institution in the last year of the reporting period.

Dropped Out

The student had not completed a credential or transferred to another institution, and had no enrollment record at any institution in the last year of the reporting period.

Disaggregated Data

This report presents student outcome data disaggregated by gender, race/ethnicity, age group, and FTEIC status. Data are not disaggregated by Pell status, remedial course enrollment, veteran status, or citizenship status due to the extremely low submission rate of those indicators.

Disaggregated data by race/ethnicity are not presented if less than 50% of a student cohort’s race/ethnicity is reported (40% for cohorts prior to Fall 2012).

First-Time-Ever-in-College (FTEIC)

The student has no higher education history prior to the first fall enrollment reported in this report. Students who enter only with dual enrollment credit are also included in this category.

ATD Benchmark

ATD benchmarks are calculated as the average outcomes of all cohort students enrolled at ATD network colleges in the dataset.

State/Regional Benchmark

State benchmarks are calculated as the average outcomes of all ATD colleges in the state where the reporting ATD college is located. If there are fewer than five ATD colleges in the state, a regional benchmark is provided.

ATD follows the region assignment by the U.S. Department of Education:

New England: CT ME MA NH RI VT
Mid East: DE DC MD NJ NY PA
Great Lakes: IL IN MI OH WI
Plains: IA KS MN MO NE ND SD
Southeast: AL AR FL GA KY LA MS NC SC TN VA WV
Southwest: AZ NM OK TX
Rocky Mountains: CO ID MT UT WY
Far West: AK CA HI NV OR WA

In 2018-19, there were fewer than five ATD colleges in the Rocky Mountains region. Therefore, colleges in this region are included with Plains for benchmarking purposes.

Additional Data on Student Status

More detailed student completion and transfer data are presented in the table below, for colleges that are interested in regrouping such data.

	Three Years After Enrollment		Four Years After Enrollment
	Fall 2014	Fall 2015	Fall 2014
Completed, Did Not Transfer	113	114	104
Completed and Transferred to 4-Year Institution	59	57	81
Completed and Transferred to 2-Year Institution	3	9	5
Did Not Complete and Transferred to 4-Year Institution	84	89	100
Did Not Complete and Transferred to 2-Year Institution	80	77	67
Still Enrolled at Home Inst.	37	64	13
Dropped Out	90	129	96
Grand Total	466	539	466

	Six Years After Enrollment		Eight Years After Enrollment
	Fall 2010	Fall 2012	Fall 2010
Earned a Bachelor's or Higher Degree from Home Inst.			
Earned an Associate Degree from Home Inst. and Bachelor's or Higher Degree from a Transfer Inst.	24	49	34
Earned an Certificate from Home Inst. and Bachelor's or Higher Degree from a Transfer Inst.			
No Award from Home Inst. but Earned a Bachelor's or Higher Degree from a Transfer Inst.	58	55	72
Earned an Associate Degree from Home Inst., No Higher Degree from a Transfer Inst.	113	111	107
Earned a Certificate from Home Inst. and an Associate Degree from a Transfer Inst.		2	
No Award from Home Inst. But Earned an Associate Degree from a Transfer Inst.	29	22	33
Earned a Certificate from Home Inst., No Higher Degree from a Transfer Inst.	10	30	9
No Award from Home Inst. But Earned a Certificate from a Transfer Inst.	5	5	5
No Award but Still Enrolled at Home Inst.	7	8	6
No Award but Still Enrolled at a Transfer Inst.	45	45	30
No Award and Not Enrolled Anywhere	283	260	278
Grand Total	574	587	574

Questions

For questions about the data or student outcome calculation, please e-mail data@achievingthedream.org.



**Early Momentum Key Performance Indicators (KPIs):
New Metrics for the Voluntary Framework of Accountability**

Southwestern Oregon Community College

The Voluntary Framework of Accountability (VFA) is building on the work of the American Association of Community Colleges Pathways Project (AACC Pathways) reform work to improve the value of the VFA to participating colleges. College-wide reforms, like AACC Pathways, are complex endeavors that take many years to implement fully. That means that colleges will not see expected improvements in student completion rates for several years after the implementation of such reforms. Colleges need indicators in the near-term that they can examine to see if their reform efforts are having a positive effect and are likely to improve student success over a longer term. The AACC Pathways KPIs can fulfill this need.

The calculation of the KPIs is included in the process of calculating metrics for data submitted through the VFA data system. These metrics were chosen for community colleges because they can be measured over a single year and yet research suggests that they are the leading indications of increased student completion over a longer term*. In addition to the value of these one-year measures as early indicators of progress toward longer term student success goals, tracking year-over-year change in these KPIs can motivate colleges to implement practices that can effectively create the initial conditions required for subsequent success.

*For a review, see Jenkins, D., & Bailey, T. (2017). Early momentum metrics: Why they matter for college improvement. New York, NY: Columbia University, Teachers College, Community College Research Center. Retrieved from <https://ccrc.tc.columbia.edu/media/k2/attachments/early-momentum-metrics-college-improvement.pdf>

Colleges will not see major improvements in student completion rates until several years after the implementation of reforms. Therefore, colleges can use KPIs in the short-term so they are able to examine if their reform efforts are having a positive effect and are likely to improve student success over a longer term.

The AACC Pathways KPIs (listed below) are presented in the subsequent tables. Trend data are presented for the main cohort in the fall of each given year, followed by disaggregated data for the most recent year reported.

- 1) Credit momentum KPIs:
 - a) Earned 6+ college credits in 1st term
 - b) Earned 12+ college credits in 1st term
 - c) Earned 15+ college credits in year 1
 - d) Earned 24+ college credits in year 1
 - e) Earned 30+ college credits in year 1

- 2) Gateway math and English completion KPIs:
 - a) Completed college math in year 1
 - b) Completed college English in year 1
 - c) Completed both college math and English in year 1

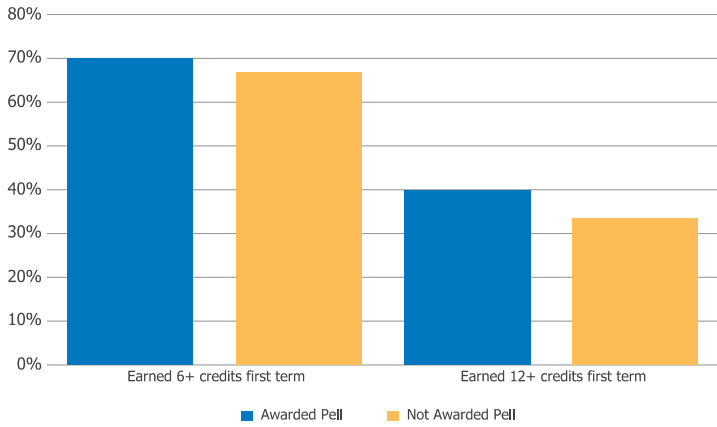
- 3) Persistence KPIs:
 - a) Fall to next term retention

- 4) College course completion KPI:
 - a) College-level course success rate in students' first academic year

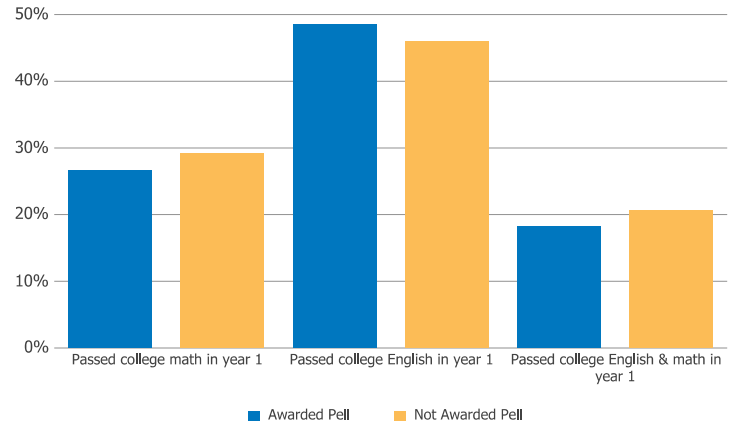
The cohorts tracked here include both full-time and part-time students but exclude students who are current high school dual enrollment students. The VFA has disaggregated these KPIs by race/ethnicity, age and other factors, which will enable colleges to see if there are gaps in progression among different student groups.

Pell Status Disaggregation - Fall 2017 Main Cohort

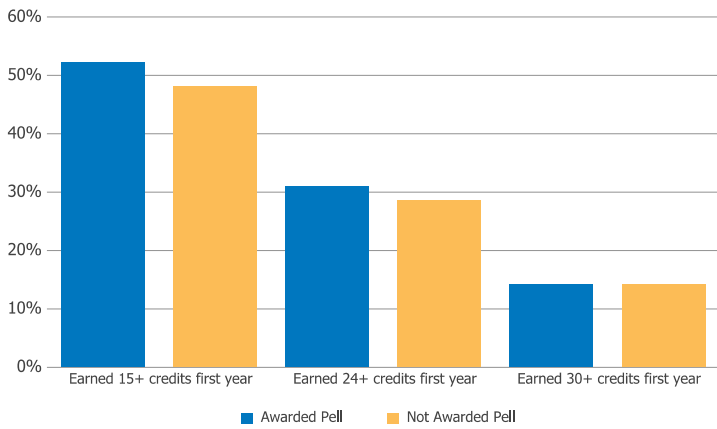
First Term Credit Success Rate by Pell Status



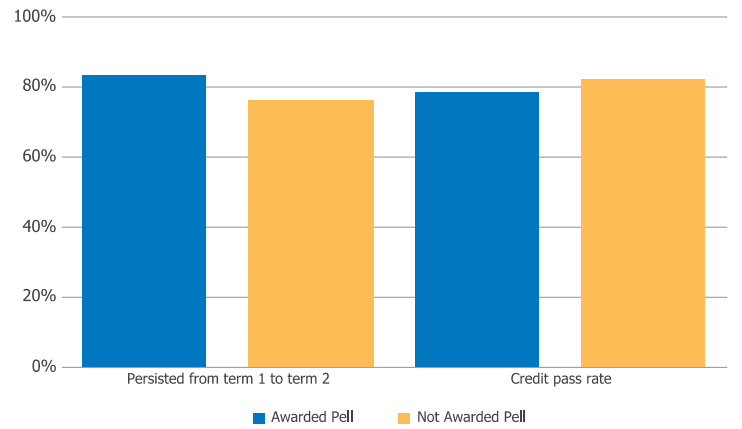
College Course Success Rate by Pell Status



Year 1 Credit Success Rate by Pell Status

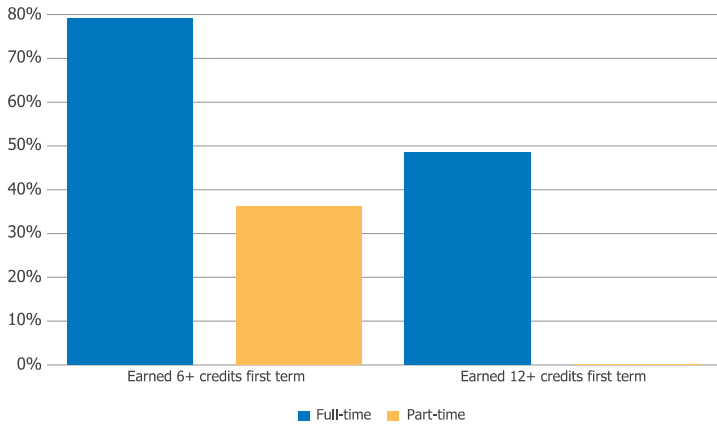


Retention and Credit Success Rate by Pell Status

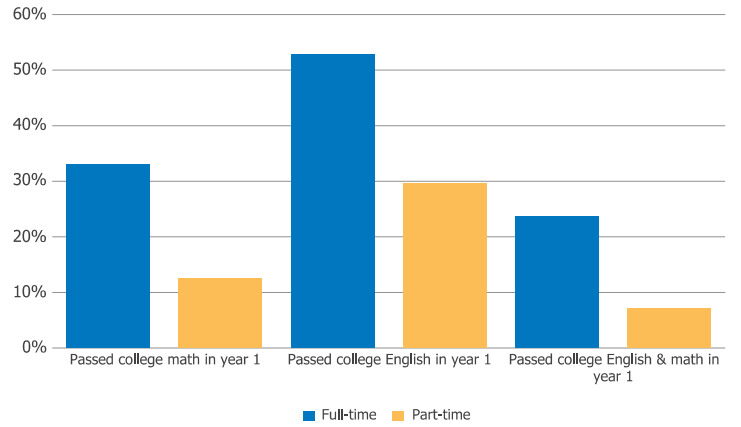


First-term Attendance Status Disaggregation - Fall 2017 Main Cohort

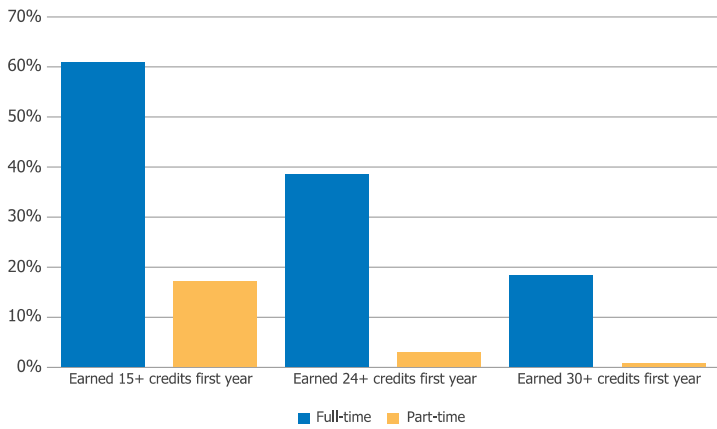
First Term Credit Success Rate by First-term Attendance Status



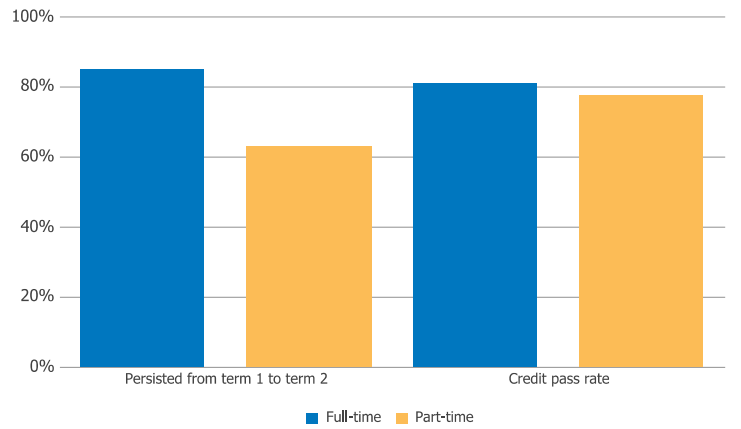
College Course Success Rate by First-term Attendance Status



Year 1 Credit Success Rate by First-term Attendance Status

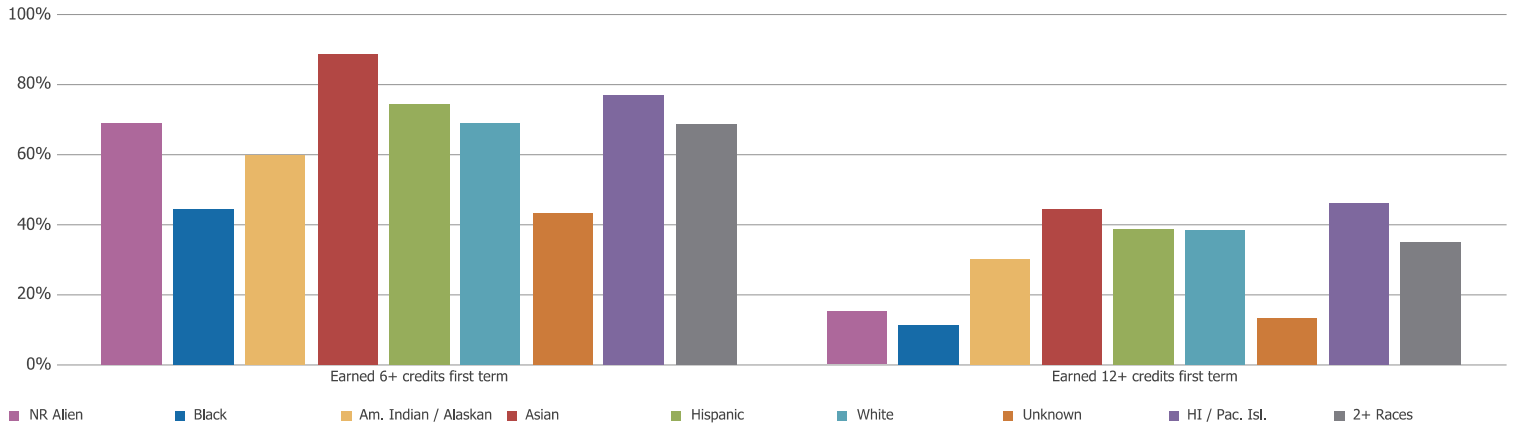


Retention and Credit Success Rate by First-term Attendance Status

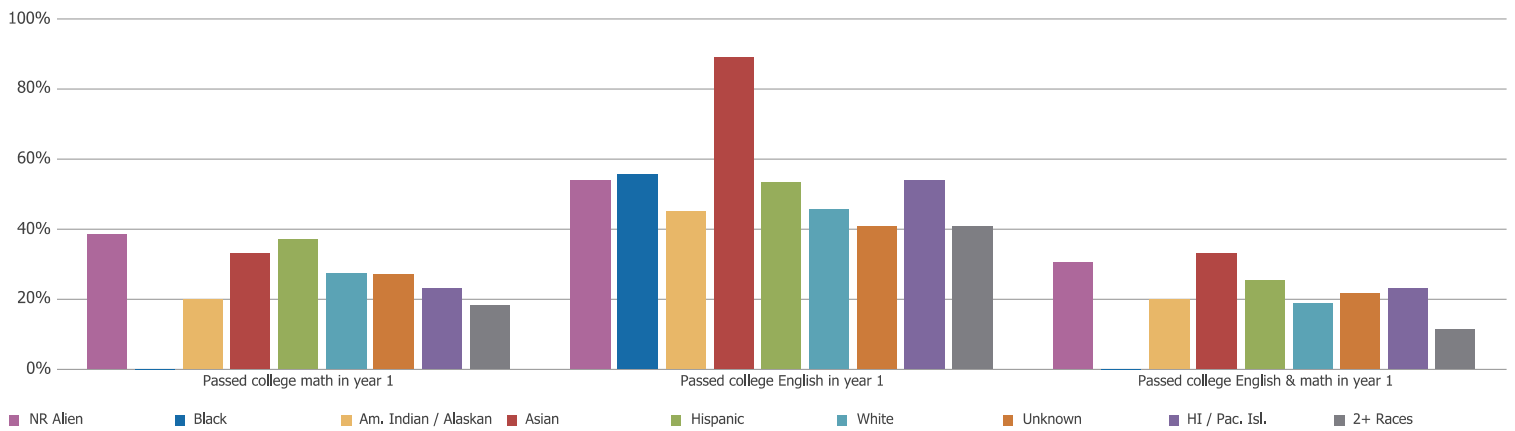


Race/Ethnicity Disaggregation - Fall 2017 Main Cohort

First Term Credit Success Rate by Race/Ethnicity

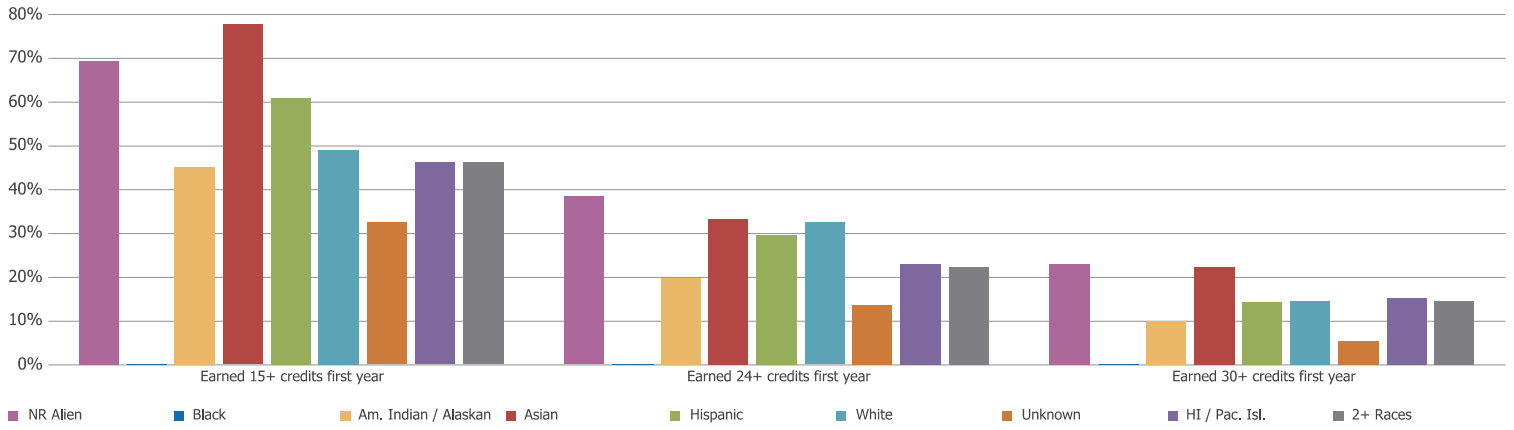


College Course Success Rate by Race/Ethnicity

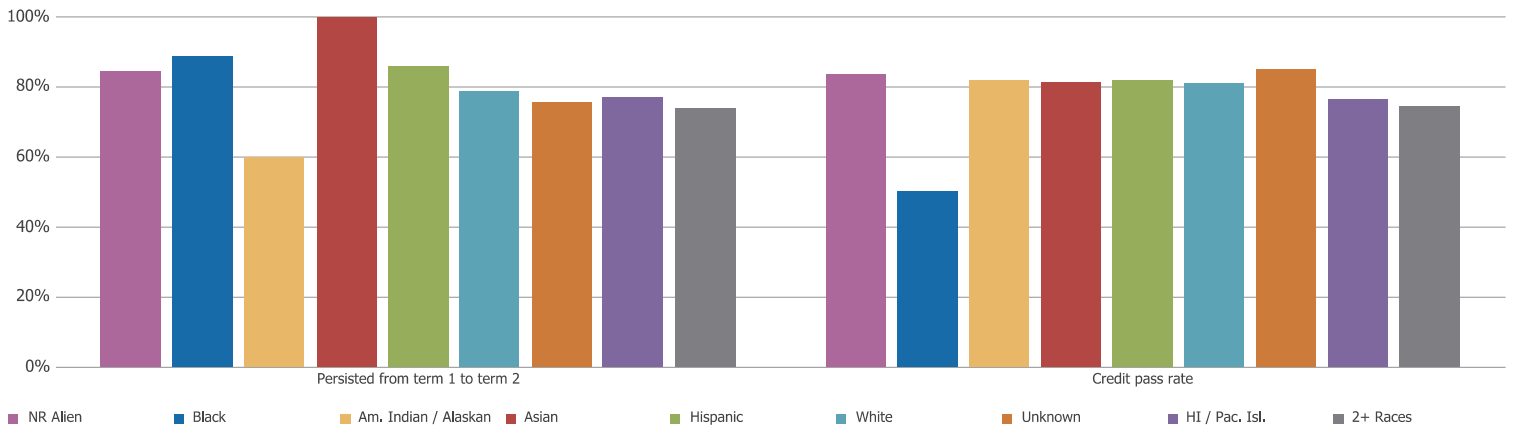


Race/Ethnicity Disaggregation - Fall 2017 Main Cohort

Year 1 Credit Success Rate by Race/Ethnicity



Retention and Credit Success Rate by Race/Ethnicity



KPI Baseline Report for Southwestern Oregon Community College

Definitions

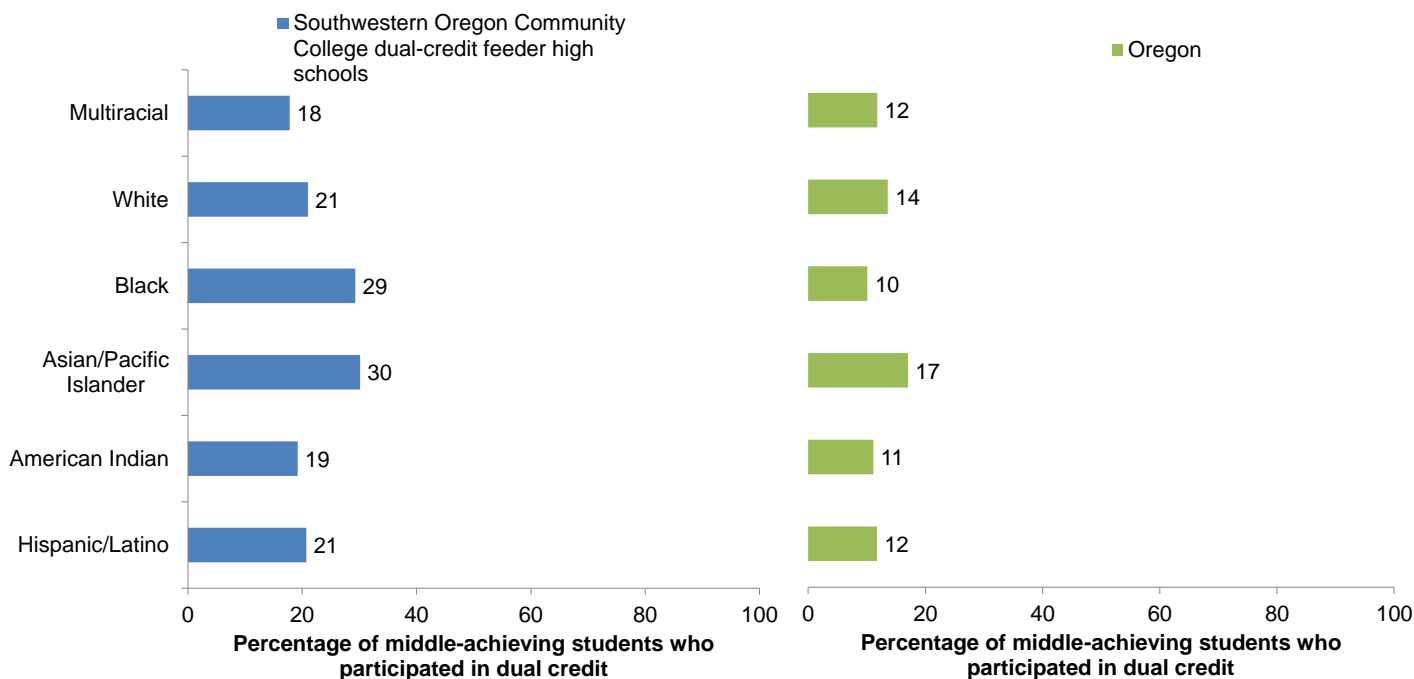
Cohort	Definition
Main Cohort students	All students who entered the institution for the first time post high school completion and are enrolled in credit or developmental education classes in the fall term. Includes the following: Full-time and part-time enrollment, degree and non-degree seeking students, and transfer-in, and first-time in college students.

KPI	Definition
Earned 6+ college credits in 1st term	Number and % of fall cohort students who successfully completed 6 or more college-level (i.e., non-developmental) credits (with grade A-C- or P) in first term
Earned 12+ college credits in 1st term	Number and % of fall cohort students who successfully completed 12 or more college-level (i.e., non-developmental) credits (with grade A-C- or P) in first term
Earned 15+ college credits in year 1	Number and % of fall cohort students who successfully completed 15 or more college-level (i.e., non-developmental) credits (with grade A-C- or P) in the first academic year
Earned 24+ college credits in year 1	Number and % of fall cohort students who successfully completed 24 or more college-level (i.e., non-developmental) credits (with grade A-C- or P) in the first academic year
Earned 30+ college credits in year 1	Number and % of fall cohort students who successfully completed 30 or more college-level (i.e., non-developmental) credits (with grade A-C- or P) in the first academic year
Completed college Math in year 1	Number and % of fall cohort students who attempted and successfully completed at least one college level (i.e., non-developmental) Math course (with grade A-C- or P) in the first academic year. Withdrawals are counted as attempting but not passing the course.
Completed college English in year 1	Number and % of fall cohort students who attempted and successfully completed at least one college level (i.e., non-developmental) English course (with grade A-C- or P) in the first academic year. Withdrawals are counted as attempting but not passing the course.
Completed college math and English in year 1	Number and % of fall cohort students who attempted and successfully completed at least one college level (i.e., non-developmental) course (with grade A-C- or P) in both Math and English in the first academic year. Withdrawals are counted as attempting but not passing the course.
Fall to next term retention	Number and % of fall cohort students who enrolled in at least one credit course (including developmental) in term 2 (spring term) or earned a formal award in the fall term.
Credit success rate	Number of college-level (i.e., non-remedial) credits successfully completed (with grade A-C- or P) by fall cohort students in their first full academic year divided by the total number of college-level credits attempted by students in the fall cohort within their first full academic year.

Equity gap: Race/ethnicity and middle-achieving students

Figure 8 examines gaps in participation across racial/ethnic groups for middle-achieving students (i.e., students who scored in the 26th–75th percentiles on the state assessments in math and reading) at your dual-credit feeder schools. The figure shows that Asian/Pacific Islander and Black middle-achieving students in your dual-credit feeder schools had the highest dual-credit participation in 2011/12-2014/15.

Figure 8. Dual-credit participation among middle-achieving students varied by race/ethnicity in 2011/12-2014/15



Note: Missing values (if present) indicate that data were suppressed to protect student privacy.

Example of how to read this figure

Among students from your dual-credit feeder high schools, 21 percent of middle-achieving Hispanic/Latino students participated in dual credit at your college in 2011/12-2014/15, compared to 21 percent of middle-achieving White students. Statewide, 12 percent of middle-achieving Hispanic/Latino students participated in dual credit at any community college, compared to 14 percent of middle-achieving White students.

Discussion questions

1. Does your college have any programs or course offerings that are geared toward middle-achieving students?
2. How could your college work with local high schools to encourage more middle-achieving students to participate in dual credit?

Conclusion

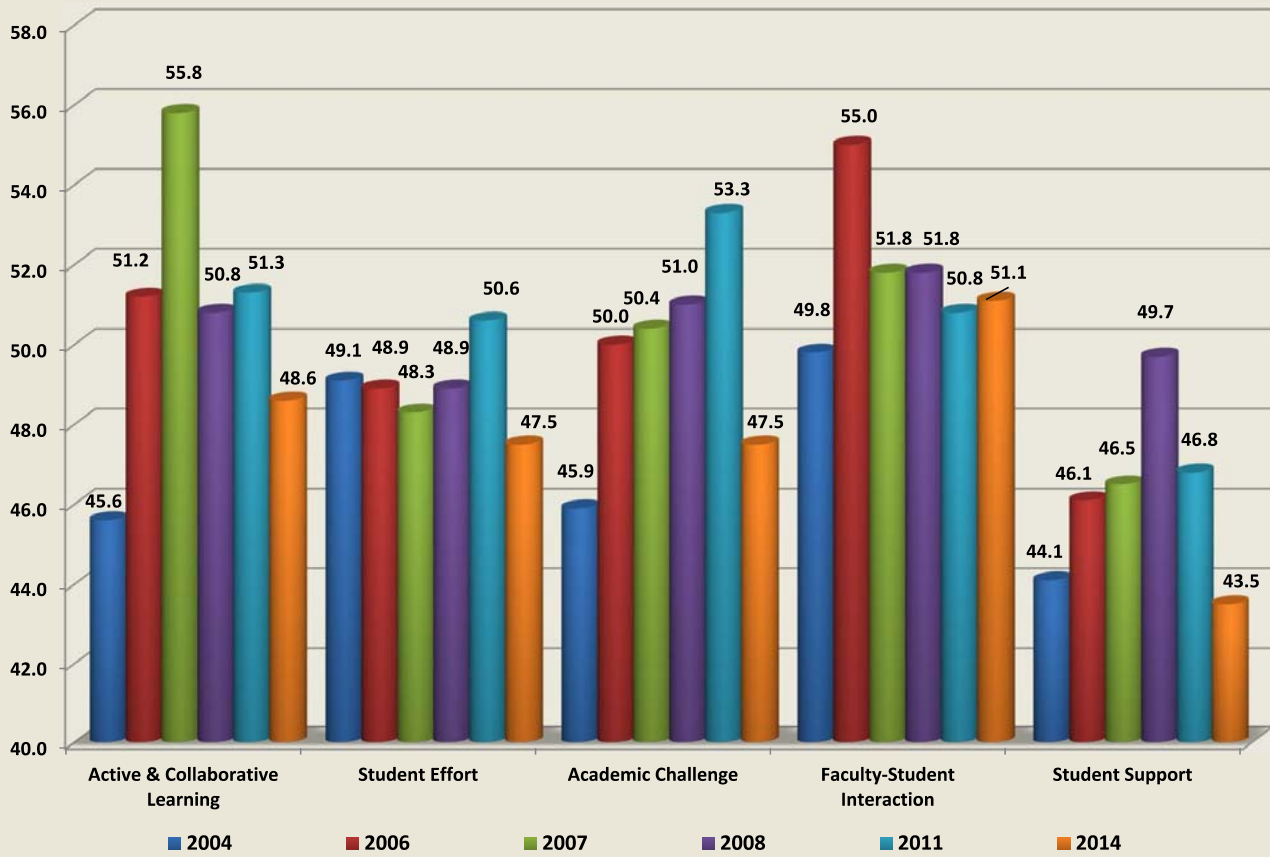
Now that you've reviewed your college's data, there are overarching questions that you might want to consider. These questions will help you formulate an action plan based on the data in this report.

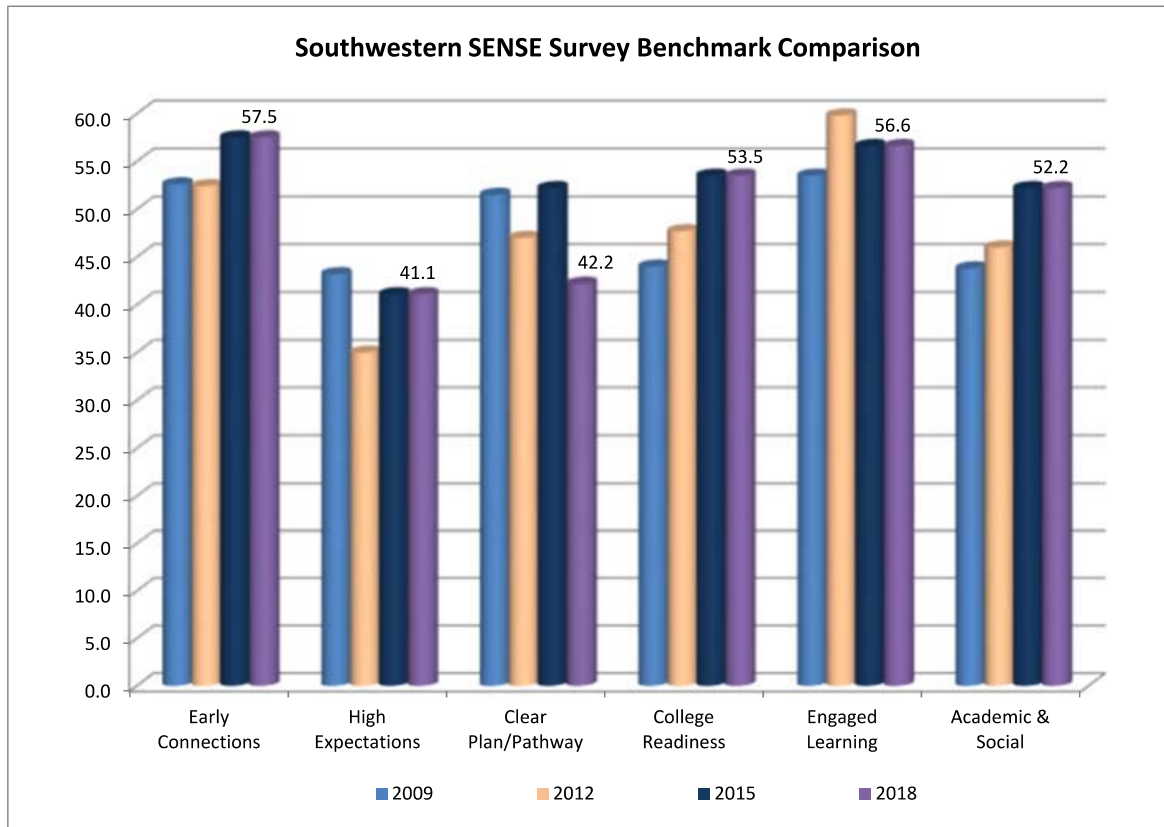
1. What key issues did you identify based on the data?
2. What might the root causes be for the issues you identified?
 - a. Are any of these root causes things that your college could influence or affect through policy?
3. Are there any changes you can make that would influence these root causes and possibly lead to improved student outcomes?
4. What are some clear and actionable steps you can take to implement those changes?
 - a. Which stakeholders in the education system do you need to involve to implement those steps?
 - b. What goals will you set and how will you measure progress?

Version 9/30/16

Prepared by Regional Educational Laboratory Northwest
for the Oregon College and Career Readiness Research Alliance

CCSSE Southwestern Benchmark Comparison





Southwestern is an Equal Opportunity Educator and Employer



Student Engagement... Are you surprised by how students responded?



-85% of students indicated they received prompt written or oral feedback from instructors on performance



51%

Setting Clear Academic Goals with Advisor



47%

Understand Total Cost to Complete

Students Need an Effective Path to College Readiness and Completion



SENSE Survey
Results Fall 2018



39%

Academic Skills and Preparation to Succeed



Connecting Our Mission to Planning and Student Success

Plan for Success: Core Themes - LA: Learning and Achievement; A: Access



Strategic Plan Projects 2017-2020
Guided Pathways Program Mapping
Guided Pathways Intake Advising
Student Learning Outcomes Assessment

75%

Day Courses Start
Between 9 and 1

"I would like to say it is hard to get in to classes in they are all offered in the same time block between 9 am to 12 Noon. I am also disappointed that only two to four business classes are being done in a classroom each term."

Support Student Success

LakerConnect - Early Alert System for Faculty & Advisors
EXi - Interactive Degree Planning for Students & Advisors
Provide Timely Feedback

"A couple of my teachers are great. They really communicate with me and email me if I need help. A couple teachers do not respond very quickly and, when I am taking an online class, it can hinder getting an assignment getting done if I needed clarification of how to proceed with the assignment."

Student Learning & Achievement

Learning Outcomes Assessment
Graduation & Success Rates

"This college has exceeded my expectations incredibly. I have received a ton of help regarding my career path and it has paid off incredibly. I would like to thank all of the Fire Science and paramedic faculty for their work in ensuring student success."



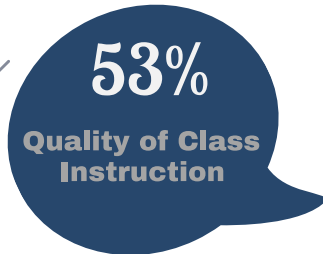
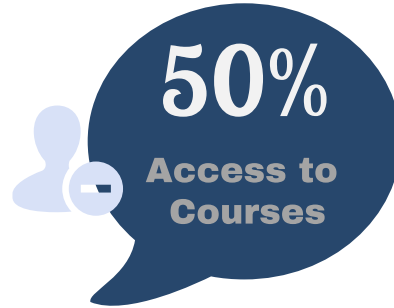
Now You Know ... What students said



Student Satisfaction ... Are you surprised by how students responded?



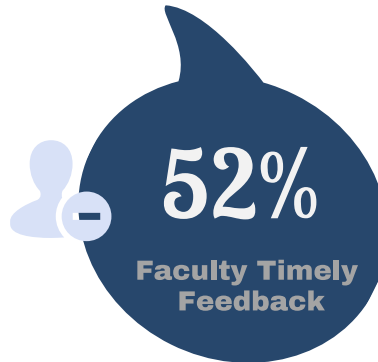
-75% of students are satisfied with access to faculty outside of the classroom and feel welcome at Southwestern!



**Students Expect
Access to Quality Learning**



Student Satisfaction
Inventory (SSI)
Results Spring 2018
Paid for by Title III Funds





Connecting Our Mission to Planning and Student Success

Plan for Success: Core Themes - LA: Learning and Achievement; A: Access



Strategic Plan Projects 2017-2020
Guided Pathways Program Mapping
Guided Pathways Intake Advising
Student Learning Outcomes Assessment

27%

of LakerConnect messages resulted in direct student contact

Support Student Success

LakerConnect - Early Alert System for Faculty & Advisors
EXi - Interactive Degree Planning for Students & Advisors
Timely Faculty and Advisor Feedback

"A couple of my teachers are great. They really communicate with me and email me if I need help. A couple teachers do not respond very quickly and, when I am taking an online class, it can hinder getting an assignment getting done if I needed clarification of how to proceed with the assignment."

75%

Day Courses Start
Between 9 and 1

"I would like to say it is hard to get in to classes in they are all offered in the same time block between 9 am to 12 Noon. I am also disappointed that only two to four business classes are being done in a classroom each term."

Student Learning & Achievement

Learning Outcomes Assessment
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"This college has exceeded my expectations incredibly. I have received a ton of help regarding my career path and it has paid off incredibly. I would like to thank all of the Fire Science and paramedic faculty for their work in ensuring student success."



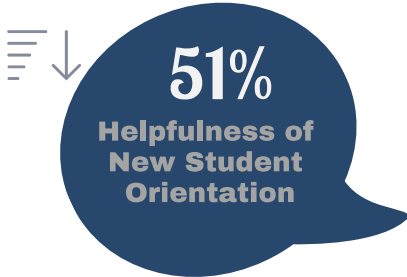
Now You Know ... What Students Said



Student Satisfaction ... Are you surprised by how students responded?



75% or more of students are satisfied with the first-stop services, tutoring availability and feel welcome at Southwestern!



**Students Expect
Access to Program &
Support Services**



Student Satisfaction
Inventory (SSI)
Results Spring 2018
Paid for by Title III Funds





Connecting Our Mission to Planning and Student Success

Plan for Success: Core Themes - LA: Learning and Achievement; A: Access



Strategic Plan Projects 2017-2020
Guided Pathways Program Mapping
Guided Pathways Intake Advising
Student Learning Outcomes Assessment

68% or less

Satisfied with Academic Advising Services and Support

"I love attending locally and seeing familiar faces coming to school. Financially I'm trying to figure out how to obtain my degree without access to financial aide because earning a degree will help my family in the long run in obtaining financial stability. Getting knowledge about how to obtain another means of going to college is vital and it seems those resources are extremely hard to come by."

"More than anything I appreciate the fact that faculty and staff have all been super supportive and they show that they believe in the students of Southwestern!"

51%

Satisfied with ongoing feedback about their progress toward their academic goals

Support Student Success

LakerConnect - Early Alert System for Faculty & Advisors
EXi - Interactive Degree Planning for Students & Advisors
Timely Financial Aid and Academic Progress Information

"I like the campus. I do think advisors need to be a little bit more informed on programs."

Student Learning & Achievement

Learning Outcomes Assessment
Graduation & Success Rates



Now You Know ... What Students Said

Employment Outcomes Data SWOCC and State Data Comparison



Performance Reporting Information System

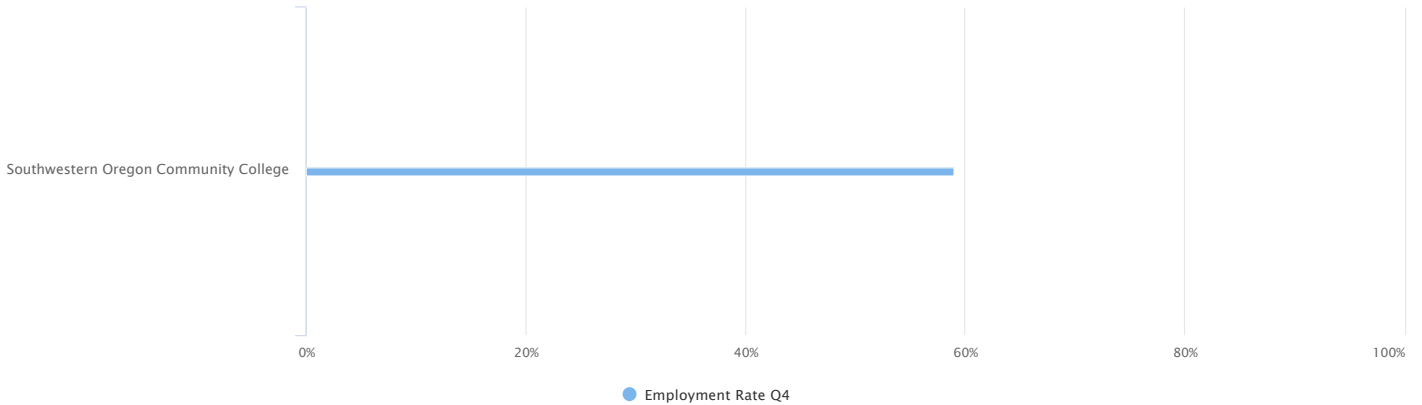
The PRISM Employment Rate Q4 tool is located on QualityInfo.org, a website of the Oregon Employment Department

Point in Time for PY 2016 (Jul 2016 - Jun 2017)

Selected Filters: HECC: Community Colleges, Southwestern Oregon Community College, CIPs (Total), Ethnicity (Total), Race (Total), Age (Total), Gender (Total), Veteran Status (Total), Disability Status (Total), Educational Attainment (Total)

Employment Rate Q4 Measure

Community Colleges for PY 2016 (Jul 2016 - Jun 2017)



Source: Oregon Employment Department QualityInfo.org

Employment Rate Q4 Measure
Classification of Instructional Programs (CIP)
by Education Type for PY 2016 (Jul 2016 - Jun 2017)
 ■ Southwestern Oregon Community College

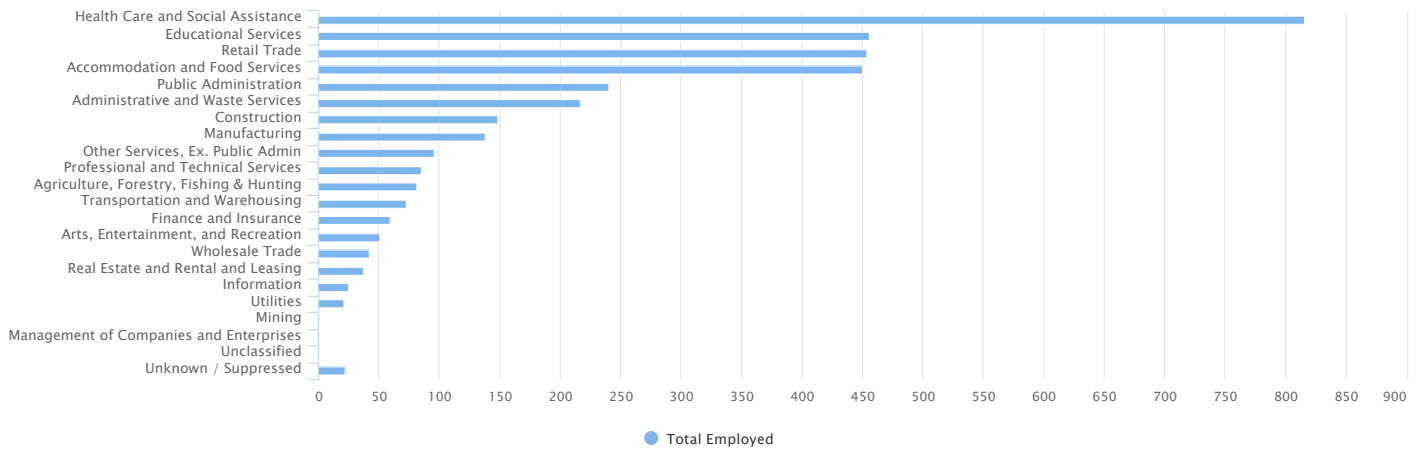
Program (CIP) Description	Employment Rate Q4
01 - Agriculture, Agriculture Operations, and Related Sciences	0%
32 - Basic Skills and Developmental/Remedial Education	0%
26 - Biological and Biomedical Sciences	0%
52 - Business, Management, Marketing, and Related Support Services	~60%
09 - Communication, Journalism, and Related Programs	0%
10 - Communications Technologies/Technicians and Support Services	~45%
11 - Computer and Information Sciences and Support Services	~60%
46 - Construction Trades	100%
13 - Education	~70%
14 - Engineering	~75%
15 - Engineering Technologies and Engineering-Related Fields	~70%
23 - English Language and Literature/Letters	0%
19 - Family and Consumer Sciences/Human Sciences	~70%
51 - Health Professions and Related Programs	~70%
53 - High School/Secondary Diplomas and Certificates	~70%
43 - Homeland Security, Law Enforcement, Firefighting and Related Protective Services	~65%
35 - Interpersonal and Social Skills	0%



Source: Oregon Employment Department QualityInfo.org

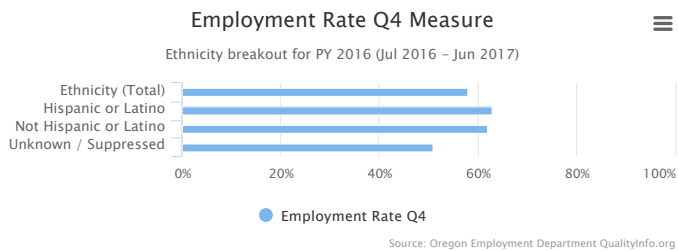
Employment Rate Q4 Measure

Industries for PY 2016 (Jul 2016 - Jun 2017)
 All Industries (Total Employed): 3,509

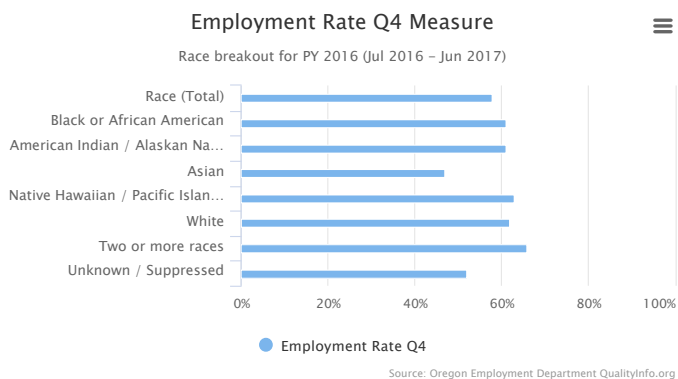


Source: Oregon Employment Department QualityInfo.org

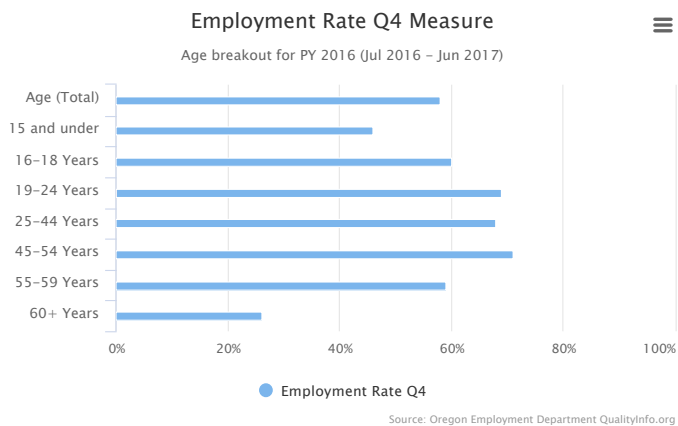
Employment Rate Q4 Measure Ethnicity breakout for PY 2016 (Jul 2016 - Jun 2017)				
Description	Total Employed	Total Exited	Employment Rate Q4	
Ethnicity (Total)	3,509	5,949	58%	
Hispanic or Latino	212	338	63%	
Not Hispanic or Latino	2,423	3,899	62%	
Unknown / Suppressed	874	1,712	51%	



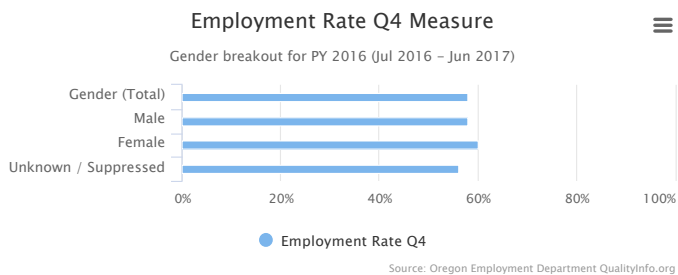
Employment Rate Q4 Measure Race breakout for PY 2016 (Jul 2016 - Jun 2017)				
Description	Total Employed	Total Exited	Employment Rate Q4	
Race (Total)	3,509	5,949	58%	
Black or African American	28	46	61%	
American Indian / Alaskan Native	99	161	61%	
Asian	39	83	47%	
Native Hawaiian / Pacific Islander	17	27	63%	
White	2,247	3,604	62%	
Two or more races	95	145	66%	
Unknown / Suppressed	984	1,883	52%	



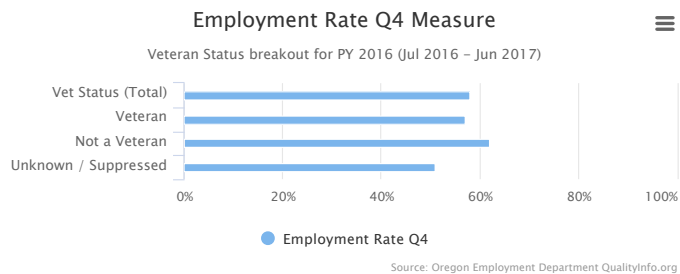
Employment Rate Q4 Measure Age breakout for PY 2016 (Jul 2016 - Jun 2017)				
Description	Total Employed	Total Exited	Employment Rate Q4	
Age (Total)	3,509	5,949	58%	
15 and under	103	224	46%	
16-18 Years	779	1,296	60%	
19-24 Years	692	1,001	69%	
25-44 Years	1,090	1,595	68%	
45-54 Years	407	570	71%	
55-59 Years	192	323	59%	
60+ Years	246	940	26%	



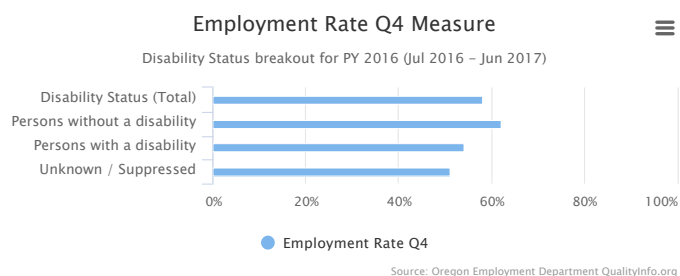
Employment Rate Q4 Measure Gender breakout for PY 2016 (Jul 2016 - Jun 2017)				
Description	Total Employed	Total Exited	Employment Rate Q4	
Gender (Total)	3,509	5,949	58%	
Male	1,403	2,422	58%	
Female	2,014	3,362	60%	
Unknown / Suppressed	92	165	56%	



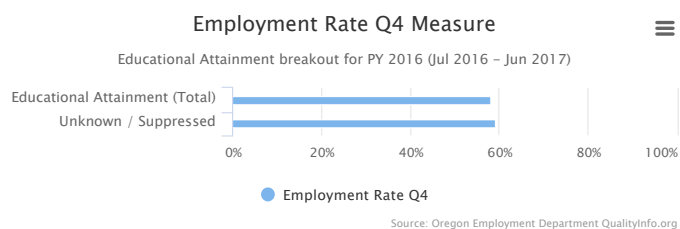
Employment Rate Q4 Measure Veteran Status breakout for PY 2016 (Jul 2016 - Jun 2017)			
Description	Total Employed	Total Exited	Employment Rate Q4
Vet Status (Total)	3,509	5,949	58%
Veteran	83	145	57%
Not a Veteran	2,552	4,092	62%
Unknown / Suppressed	874	1,712	51%



Employment Rate Q4 Measure Disability Status breakout for PY 2016 (Jul 2016 - Jun 2017)			
Description	Total Employed	Total Exited	Employment Rate Q4
Disability Status (Total)	3,509	5,949	58%
Persons without a disability	2,575	4,126	62%
Persons with a disability	60	111	54%
Unknown / Suppressed	874	1,712	51%



Employment Rate Q4 Measure Educational Attainment breakout for PY 2016 (Jul 2016 - Jun 2017)			
Description	Total Employed	Total Exited	Employment Rate Q4
Educational Attainment (Total)	3,509	5,949	58%
Unknown / Suppressed	3,509	5,949	59%



Definitions & Methods

- **Note regarding Community College data:** Community College data is available through the end of Program Year 2016 (2nd quarter of 2017). It is unknown whether students continued at a Community College or exited Community College at the end of Program Year 2016. For PRISM purposes, it is assumed all students exited at the end of the 2016 Program Year. All students are counted as exited and may or may not be employed. Therefore, Community College measures currently displayed for PY 2016 may be lower than actual levels.
- **Partners:** The following Oregon Education agencies and programs that currently submit data to PRISM 2 are HECC: Community Colleges and HECC: Public Universities.
- **Employment Rate Q4:** The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program. The employment rate is calculated by dividing the number of Total Employed by the number of Total Exited.
- **Exit:** For Workforce Partners, an exit occurs when a customer has not received any services for 90 days and no future services are planned. For Education Partners, an exit occurs when a student has not been enrolled in a community college or university for two consecutive terms.
- **Total Exited:** The total number of unduplicated participants who received workforce services and exited.
- **Total Employed:** The total number of unduplicated participants who exited and were employed in the fourth quarter after exit.



Performance Reporting Information System

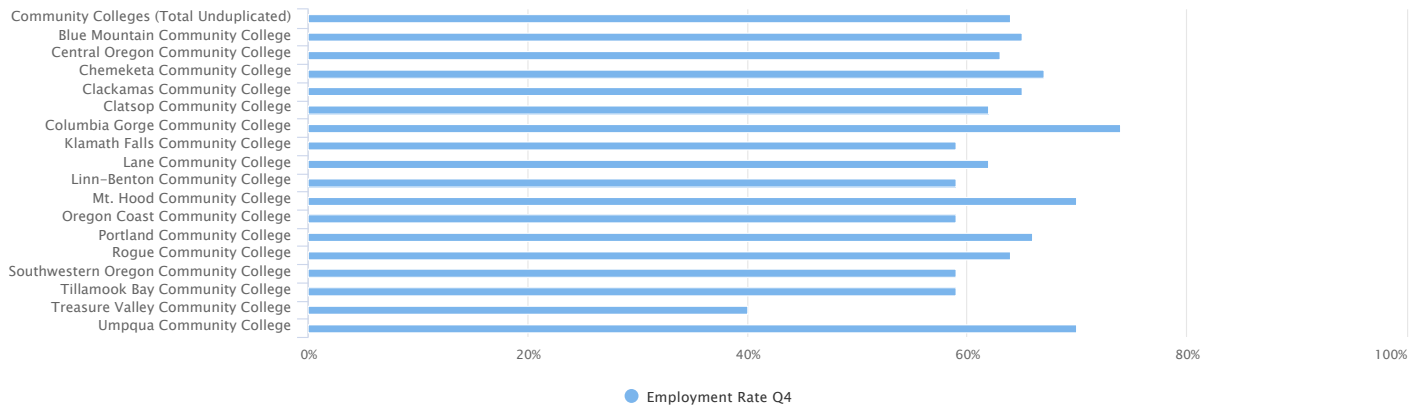
The PRISM Employment Rate Q4 tool is located on QualityInfo.org, a website of the Oregon Employment Department

Point in Time for PY 2016 (Jul 2016 - Jun 2017)

Selected Filters: HECC: Community Colleges, All Schools, CIPs (Total), Ethnicity (Total), Race (Total), Age (Total), Gender (Total), Veteran Status (Total), Disability Status (Total), Educational Attainment (Total)

Employment Rate Q4 Measure

Community Colleges for PY 2016 (Jul 2016 - Jun 2017)



Source: Oregon Employment Department QualityInfo.org

Employment Rate Q4 Measure Classification of Instructional Programs (CIP) by Education Type for PY 2016 (Jul 2016 - Jun 2017)

HECC: Community Colleges

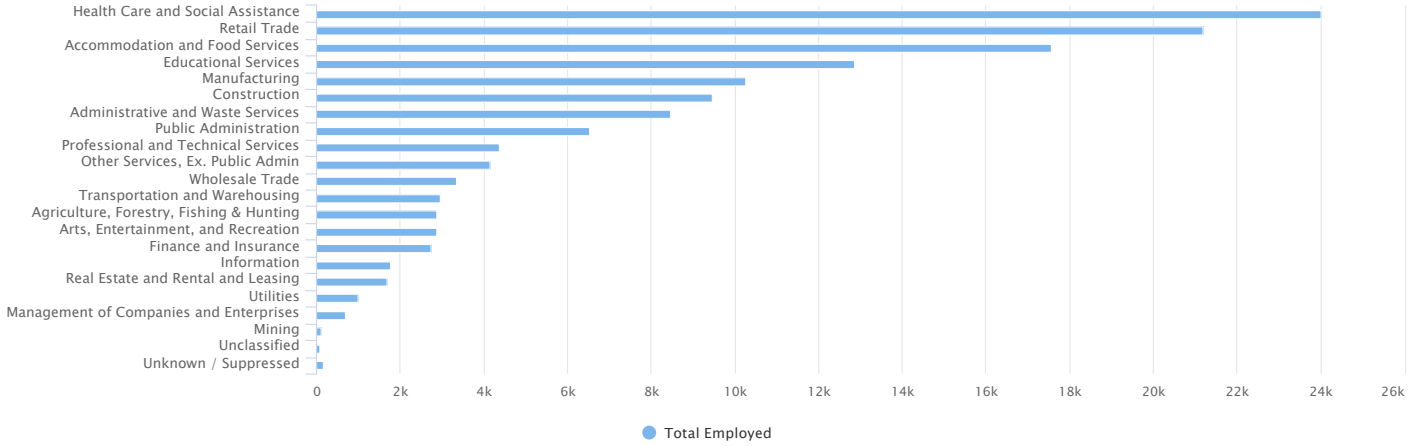
Program (CIP) Description	Employment Rate Q4
01 - Agriculture, Agriculture Operations, and Related Sciences	55
04 - Architecture and Related Services	65
32 - Basic Skills and Developmental/Remedial Education	55
26 - Biological and Biomedical Sciences	60
52 - Business, Management, Marketing, and Related Support Services	65
33 - Citizenship Activities	55
09 - Communication, Journalism, and Related Programs	65
10 - Communications Technologies/Technicians and Support Services	60
11 - Computer and Information Sciences and Support Services	60
46 - Construction Trades	85
13 - Education	70
14 - Engineering	60
15 - Engineering Technologies and Engineering-Related Fields	70
23 - English Language and Literature/Letters	55
19 - Family and Consumer Sciences/Human Sciences	65
16 - Foreign Languages, Literatures, and Linguistics	60
51 - Health Professions and Related Programs	75
34 - Health-Related Knowledge and Skills	75

Employment Rate Q4 Measure Classification of Instructional Programs (CIP) by Education Type for PY 2016 (Jul 2016 - Jun 2017)	
■ HECC: Community Colleges	
Program (CIP) Description	Employment Rate Q4
53 - High School/Secondary Diplomas and Certificates	50%
54 - History	55%
43 - Homeland Security, Law Enforcement, Firefighting and Related Protective Services	75%
35 - Interpersonal and Social Skills	50%
22 - Legal Professions and Studies	70%
36 - Leisure and Recreational Activities	55%
24 - Liberal Arts and Sciences, General Studies and Humanities	60%
25 - Library Science	65%
27 - Mathematics and Statistics	55%
47 - Mechanic and Repair Technologies/Technicians	70%
30 - Multi/Interdisciplinary Studies	65%
03 - Natural Resources and Conservation	60%
99 - No Information / Missing / Unknown	65%
31 - Parks, Recreation, Leisure, and Fitness Studies	70%
37 - Personal Awareness and Self-Improvement	50%
12 - Personal and Culinary Services	75%
38 - Philosophy and Religious Studies	60%
40 - Physical Sciences	55%
48 - Precision Production	70%
42 - Psychology	65%
44 - Public Administration and Social Service Professions	65%
41 - Science Technologies/Technicians	20%
45 - Social Sciences	65%
49 - Transportation and Materials Moving	60%
50 - Visual and Performing Arts	65%

Source: Oregon Employment Department QualityInfo.org

Employment Rate Q4 Measure

Industries for PY 2016 (Jul 2016 - Jun 2017)
All Industries (Total Employed): 138,974

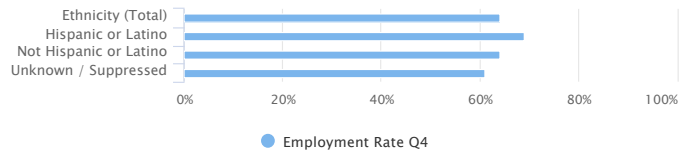


Source: Oregon Employment Department QualityInfo.org

Employment Rate Q4 Measure Ethnicity breakout for PY 2016 (Jul 2016 - Jun 2017)			
Description	Total Employed	Total Exited	Employment Rate Q4
Ethnicity (Total)	138,974	215,746	64%
Hispanic or Latino	18,596	26,792	69%
Not Hispanic or Latino	97,790	152,173	64%
Unknown / Suppressed	22,588	36,781	61%

Employment Rate Q4 Measure

Ethnicity breakout for PY 2016 (Jul 2016 - Jun 2017)

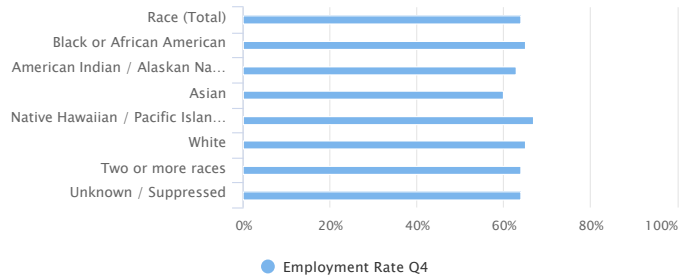


Source: Oregon Employment Department QualityInfo.org

Employment Rate Q4 Measure Race breakout for PY 2016 (Jul 2016 - Jun 2017)			
Description	Total Employed	Total Exited	Employment Rate Q4
Race (Total)	138,974	215,746	64%
Black or African American	3,478	5,311	65%
American Indian / Alaskan Native	1,985	3,164	63%
Asian	5,150	8,607	60%
Native Hawaiian / Pacific Islander	736	1,096	67%
White	86,509	133,759	65%
Two or more races	5,254	8,155	64%
Unknown / Suppressed	35,862	55,654	64%

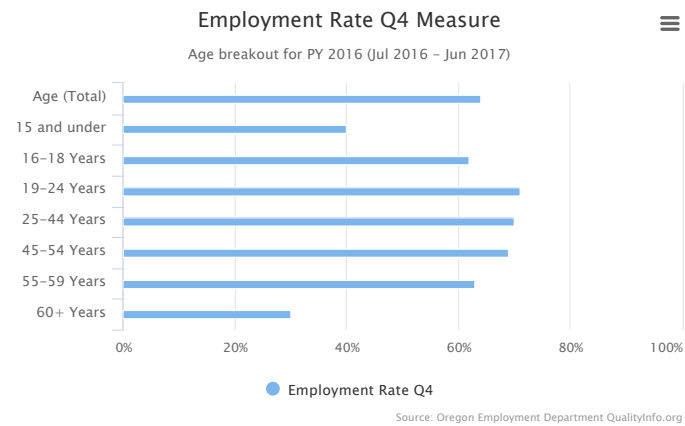
Employment Rate Q4 Measure

Race breakout for PY 2016 (Jul 2016 - Jun 2017)

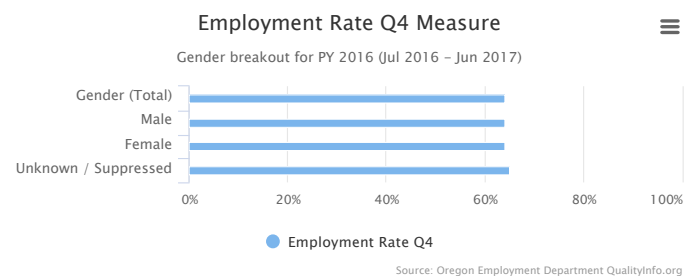


Source: Oregon Employment Department QualityInfo.org

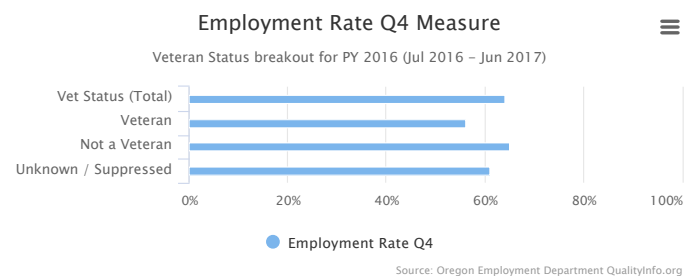
Employment Rate Q4 Measure Age breakout for PY 2016 (Jul 2016 - Jun 2017)			
Description	Total Employed	Total Exited	Employment Rate Q4
Age (Total)	138,974	215,746	64%
15 and under	2,433	6,012	40%
16-18 Years	27,007	43,216	62%
19-24 Years	36,829	52,106	71%
25-44 Years	50,324	71,661	70%
45-54 Years	12,359	17,880	69%
55-59 Years	4,721	7,436	63%
60+ Years	5,301	17,435	30%



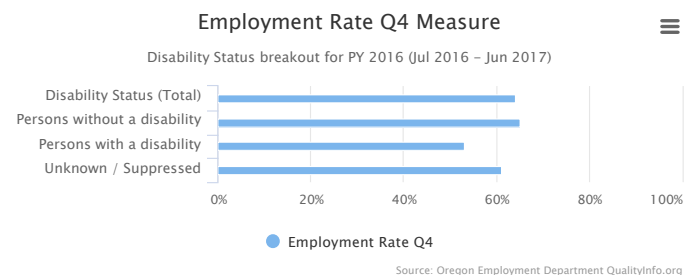
Employment Rate Q4 Measure Gender breakout for PY 2016 (Jul 2016 - Jun 2017)			
Description	Total Employed	Total Exited	Employment Rate Q4
Gender (Total)	138,974	215,746	64%
Male	60,812	94,492	64%
Female	75,427	117,065	64%
Unknown / Suppressed	2,735	4,189	65%



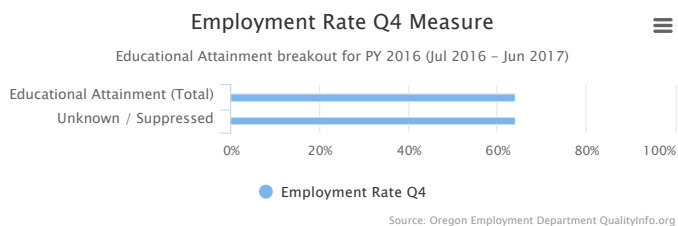
Employment Rate Q4 Measure Veteran Status breakout for PY 2016 (Jul 2016 - Jun 2017)			
Description	Total Employed	Total Exited	Employment Rate Q4
Vet Status (Total)	138,974	215,746	64%
Veteran	3,866	6,867	56%
Not a Veteran	112,520	172,098	65%
Unknown / Suppressed	22,588	36,781	61%



Employment Rate Q4 Measure Disability Status breakout for PY 2016 (Jul 2016 - Jun 2017)			
Description	Total Employed	Total Exited	Employment Rate Q4
Disability Status (Total)	138,974	215,746	64%
Persons without a disability	114,353	175,093	65%
Persons with a disability	2,033	3,872	53%
Unknown / Suppressed	22,588	36,781	61%



Employment Rate Q4 Measure Educational Attainment breakout for PY 2016 (Jul 2016 - Jun 2017)			
Description	Total Employed	Total Exited	Employment Rate Q4
Educational Attainment (Total)	138,974	215,746	64%
Unknown / Suppressed	138,974	215,746	64%



Definitions & Methods

- **Note regarding Community College data:** Community College data is available through the end of Program Year 2016 (2nd quarter of 2017). It is unknown whether students continued at a Community College or exited Community College at the end of Program Year 2016. For PRISM purposes, it is assumed all students exited at the end of the 2016 Program Year. All students are counted as exited and may or may not be employed. Therefore, Community College measures currently displayed for PY 2016 may be lower than actual levels.
- **Partners:** The following Oregon Education agencies and programs that currently submit data to PRISM 2 are HECC: Community Colleges and HECC: Public Universities.
- **Employment Rate Q4:** The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program. The employment rate is calculated by dividing the number of Total Employed by the number of Total Exited.
- **Exit:** For Workforce Partners, an exit occurs when a customer has not received any services for 90 days and no future services are planned. For Education Partners, an exit occurs when a student has not been enrolled in a community college or university for two consecutive terms.
- **Total Exited:** The total number of unduplicated participants who received workforce services and exited.
- **Total Employed:** The total number of unduplicated participants who exited and were employed in the fourth quarter after exit.



Performance Reporting Information System

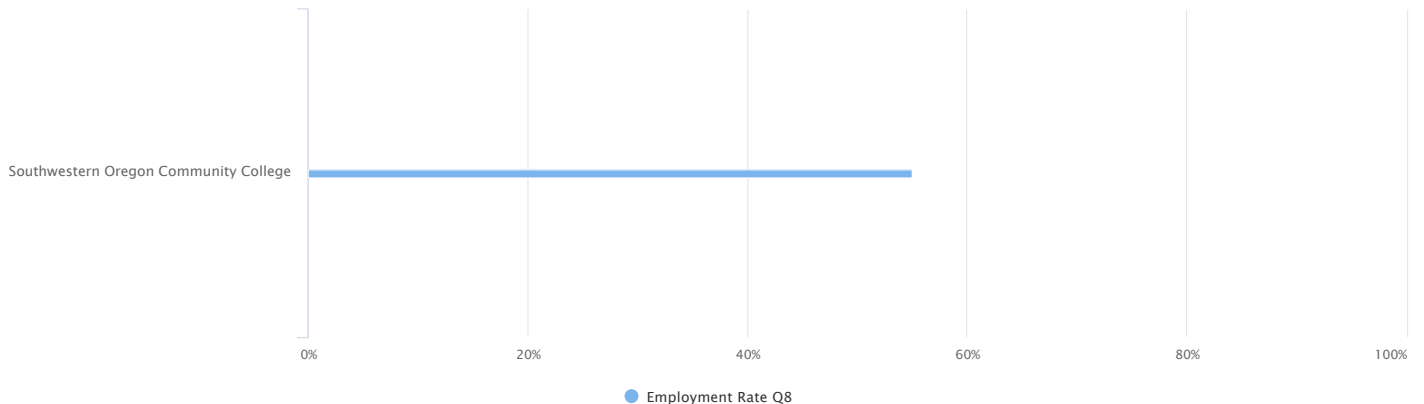
The PRISM Employment Rate Q8 tool is located on QualityInfo.org, a website of the Oregon Employment Department

Point in Time for PY 2015 (Jul 2015 - Jun 2016)

Selected Filters: HECC: Community Colleges, Southwestern Oregon Community College, CIPs (Total), Ethnicity (Total), Race (Total), Age (Total), Gender (Total), Veteran Status (Total), Disability Status (Total), Educational Attainment (Total)

Employment Rate Q8 Measure

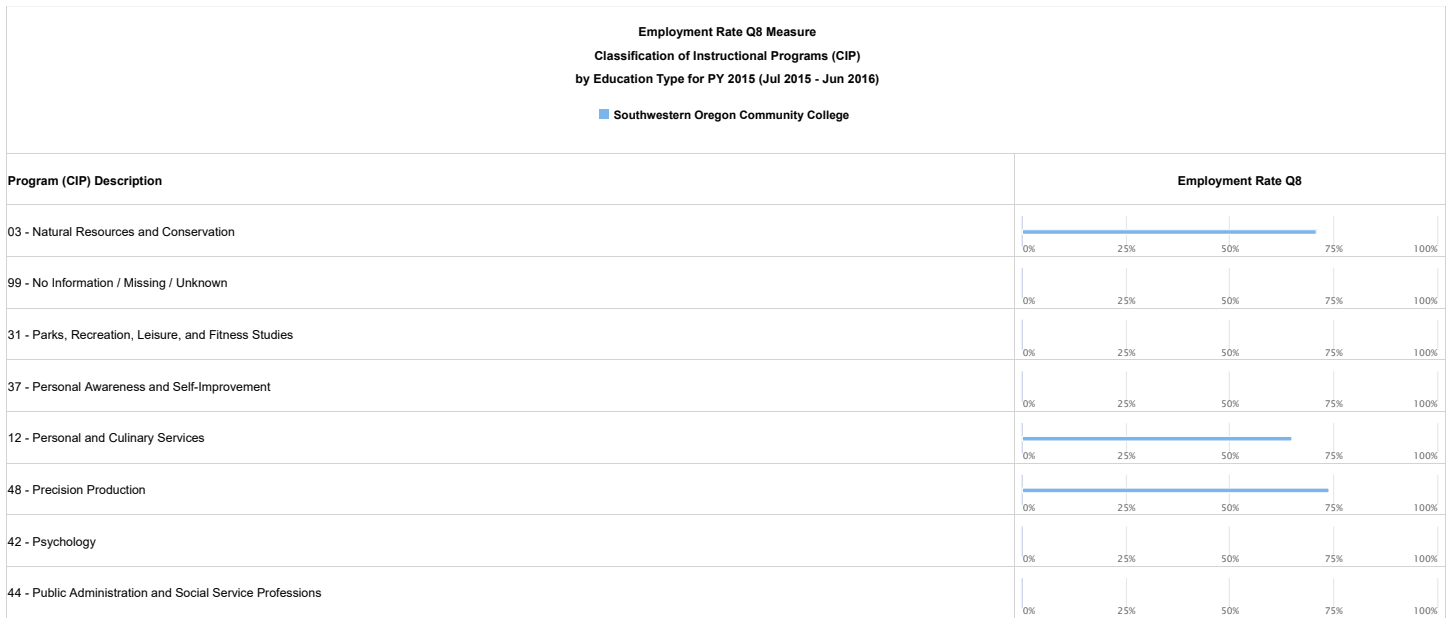
Community Colleges for PY 2015 (Jul 2015 - Jun 2016)



Source: Oregon Employment Department QualityInfo.org

Employment Rate Q8 Measure
Classification of Instructional Programs (CIP)
by Education Type for PY 2015 (Jul 2015 - Jun 2016)
 ■ Southwestern Oregon Community College

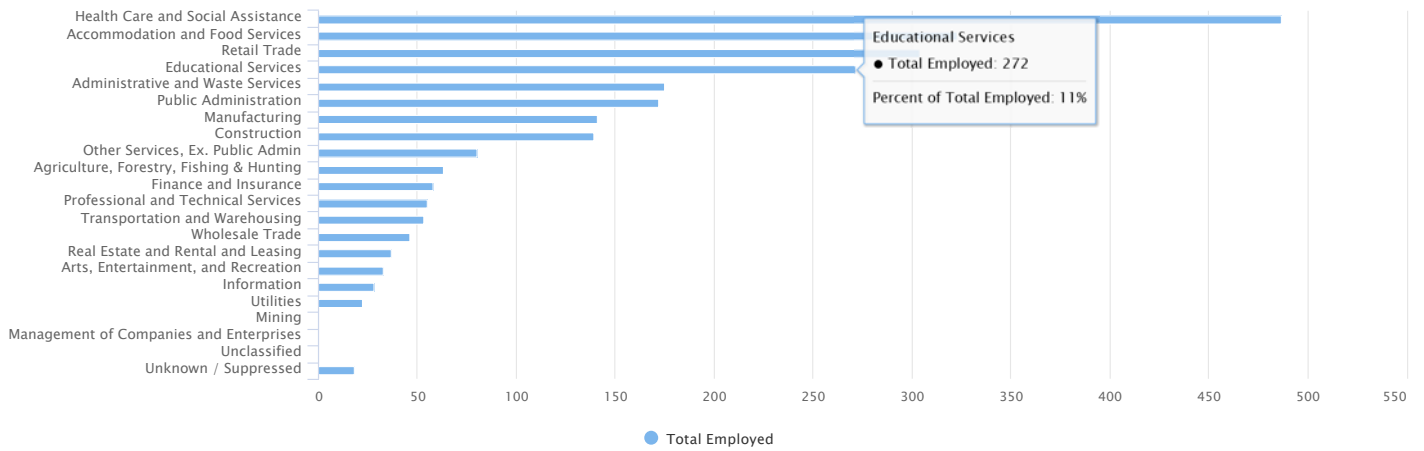
Program (CIP) Description	Employment Rate Q8 (%)
01 - Agriculture, Agriculture Operations, and Related Sciences	~0%
52 - Business, Management, Marketing, and Related Support Services	~65%
10 - Communications Technologies/Technicians and Support Services	~0%
11 - Computer and Information Sciences and Support Services	~60%
46 - Construction Trades	~0%
13 - Education	~55%
14 - Engineering	~0%
15 - Engineering Technologies and Engineering-Related Fields	~0%
19 - Family and Consumer Sciences/Human Sciences	~75%
51 - Health Professions and Related Programs	~65%
53 - High School/Secondary Diplomas and Certificates	~0%
43 - Homeland Security, Law Enforcement, Firefighting and Related Protective Services	~55%
36 - Leisure and Recreational Activities	~45%
24 - Liberal Arts and Sciences, General Studies and Humanities	~60%
27 - Mathematics and Statistics	~0%
47 - Mechanic and Repair Technologies/Technicians	~0%
30 - Multi/Interdisciplinary Studies	~65%



Source: Oregon Employment Department QualityInfo.org

Employment Rate Q8 Measure

Industries for PY 2015 (Jul 2015 - Jun 2016)
All Industries (Total Employed): 2,504



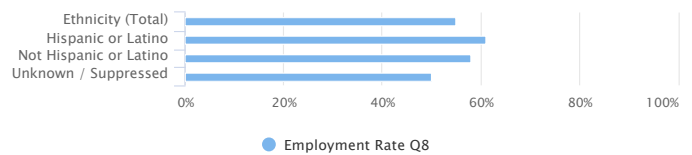
Source: Oregon Employment Department QualityInfo.org

Employment Rate Q8 Measure Ethnicity breakout for PY 2015 (Jul 2015 - Jun 2016)

Description	Total Employed	Total Exited	Employment Rate Q8
Ethnicity (Total)	2,504	4,528	55%
Hispanic or Latino	150	245	61%
Not Hispanic or Latino	1,614	2,793	58%
Unknown / Suppressed	740	1,490	50%

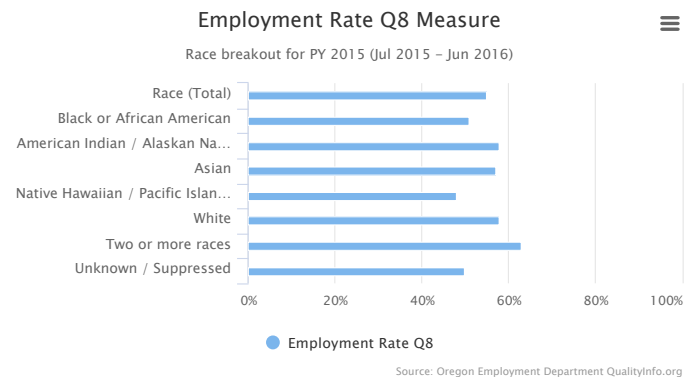
Employment Rate Q8 Measure

Ethnicity breakout for PY 2015 (Jul 2015 - Jun 2016)

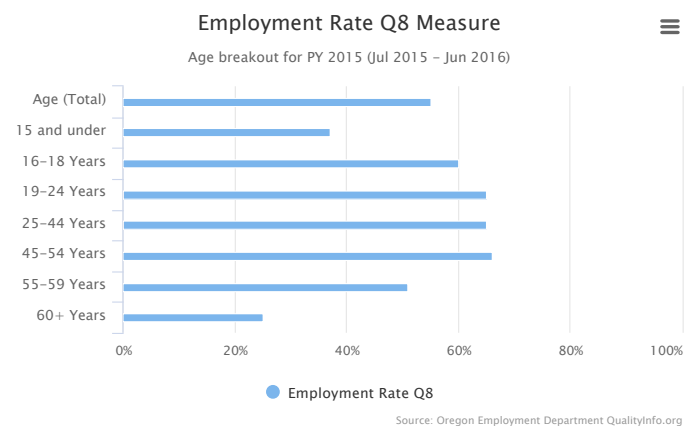


Source: Oregon Employment Department QualityInfo.org

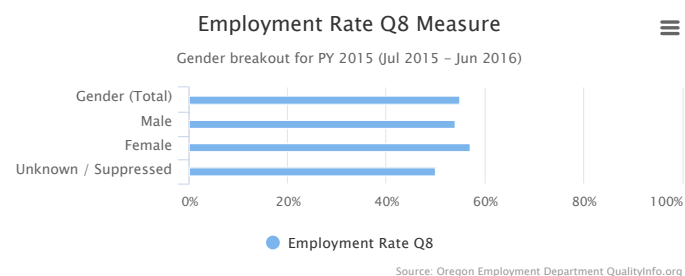
Employment Rate Q8 Measure Race breakout for PY 2015 (Jul 2015 - Jun 2016)				
Description	Total Employed	Total Exited	Employment Rate Q8	
Race (Total)	2,504	4,528	55%	
Black or African American	19	37	51%	
American Indian / Alaskan Native	76	132	58%	
Asian	26	46	57%	
Native Hawaiian / Pacific Islander	12	25	48%	
White	1,490	2,567	58%	
Two or more races	62	99	63%	
Unknown / Suppressed	819	1,622	50%	



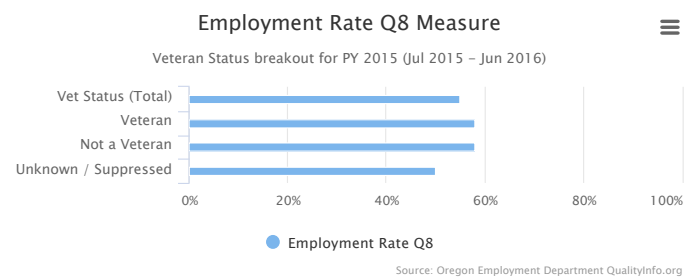
Employment Rate Q8 Measure Age breakout for PY 2015 (Jul 2015 - Jun 2016)				
Description	Total Employed	Total Exited	Employment Rate Q8	
Age (Total)	2,504	4,528	55%	
15 and under	45	122	37%	
16-18 Years	445	743	60%	
19-24 Years	473	725	65%	
25-44 Years	858	1,323	65%	
45-54 Years	311	474	66%	
55-59 Years	164	324	51%	
60+ Years	208	817	25%	



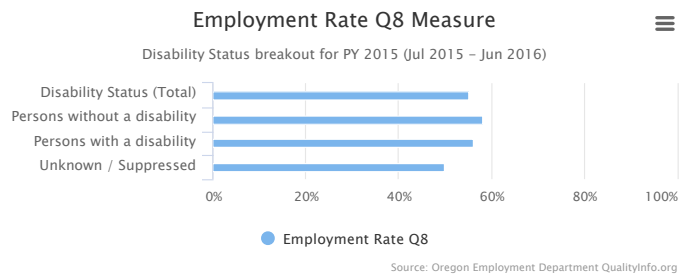
Employment Rate Q8 Measure Gender breakout for PY 2015 (Jul 2015 - Jun 2016)				
Description	Total Employed	Total Exited	Employment Rate Q8	
Gender (Total)	2,504	4,528	55%	
Male	1,042	1,931	54%	
Female	1,400	2,473	57%	
Unknown / Suppressed	62	124	50%	



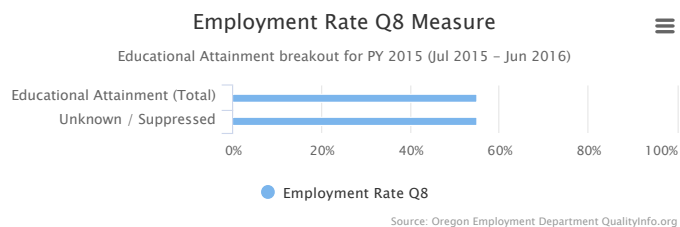
Employment Rate Q8 Measure Veteran Status breakout for PY 2015 (Jul 2015 - Jun 2016)				
Description	Total Employed	Total Exited	Employment Rate Q8	
Vet Status (Total)	2,504	4,528	55%	
Veteran	56	97	58%	
Not a Veteran	1,708	2,941	58%	
Unknown / Suppressed	740	1,490	50%	



Employment Rate Q8 Measure Disability Status breakout for PY 2015 (Jul 2015 - Jun 2016)			
Description	Total Employed	Total Exited	Employment Rate Q8
Disability Status (Total)	2,504	4,528	55%
Persons without a disability	1,728	2,974	58%
Persons with a disability	36	64	56%
Unknown / Suppressed	740	1,490	50%



Employment Rate Q8 Measure Educational Attainment breakout for PY 2015 (Jul 2015 - Jun 2016)			
Description	Total Employed	Total Exited	Employment Rate Q8
Educational Attainment (Total)	2,504	4,528	55%
Unknown / Suppressed	2,504	4,528	55%



Definitions & Methods

- **Note regarding Community College data:** Community College data is available through the end of Program Year 2016 (2nd quarter of 2017). It is unknown whether students continued at a Community College or exited Community College at the end of Program Year 2016. For PRISM purposes, it is assumed all students exited at the end of the 2016 Program Year. All students are counted as exited and may or may not be employed. Therefore, Community College measures currently displayed for PY 2016 may be lower than actual levels.
- **Partners:** The following Oregon Education agencies and programs that currently submit data to PRISM 2 are HECC: Community Colleges and HECC: Public Universities.
- **Employment Rate Q8:** The percentage of program participants who are in unsubsidized employment during the eighth quarter after exit from the program. The employment rate is calculated by dividing the number of Total Employed by the number of Total Exited.
- **Exit:** For Workforce Partners, an exit occurs when a customer has not received any services for 90 days and no future services are planned. For Education Partners, an exit occurs when a student has not been enrolled in a community college or university for two consecutive terms.
- **Total Exited:** The total number of unduplicated participants who received workforce services and exited.
- **Total Employed:** The total number of unduplicated participants who exited and were employed in the eighth quarter after exit.



Performance Reporting Information System

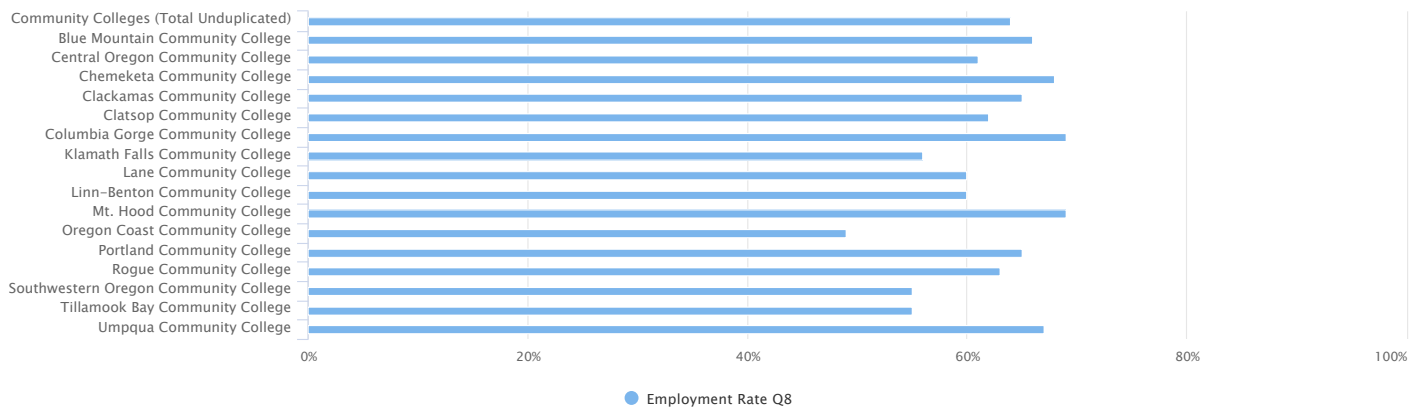
The PRISM Employment Rate Q8 tool is located on QualityInfo.org, a website of the Oregon Employment Department

Point in Time for PY 2015 (Jul 2015 - Jun 2016)

Selected Filters: HECC: Community Colleges, All Schools, CIPs (Total), Ethnicity (Total), Race (Total), Age (Total), Gender (Total), Veteran Status (Total), Disability Status (Total), Educational Attainment (Total)

Employment Rate Q8 Measure

Community Colleges for PY 2015 (Jul 2015 - Jun 2016)

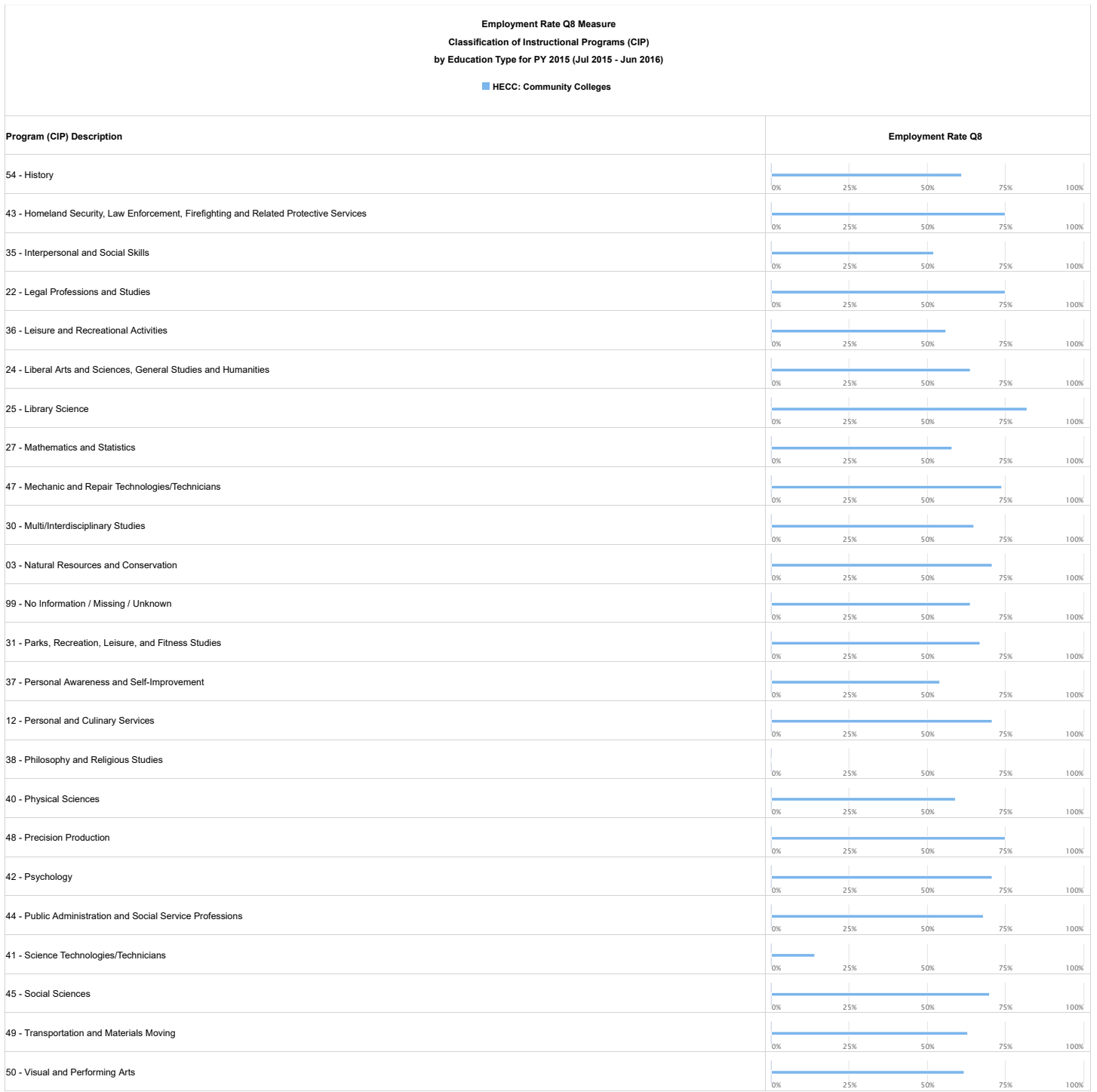


Source: Oregon Employment Department QualityInfo.org

Employment Rate Q8 Measure Classification of Instructional Programs (CIP) by Education Type for PY 2015 (Jul 2015 - Jun 2016)

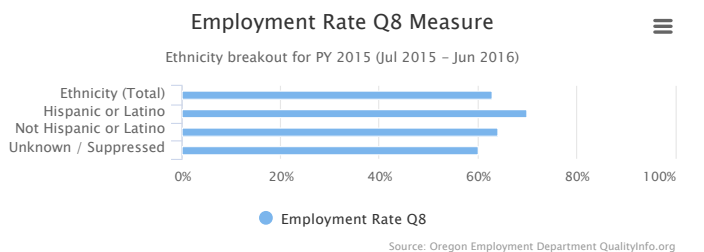
HECC: Community Colleges

Program (CIP) Description	Employment Rate Q8
01 - Agriculture, Agriculture Operations, and Related Sciences	60
04 - Architecture and Related Services	78
32 - Basic Skills and Developmental/Remedial Education	58
26 - Biological and Biomedical Sciences	62
52 - Business, Management, Marketing, and Related Support Services	72
09 - Communication, Journalism, and Related Programs	70
10 - Communications Technologies/Technicians and Support Services	75
11 - Computer and Information Sciences and Support Services	68
46 - Construction Trades	82
13 - Education	72
14 - Engineering	60
15 - Engineering Technologies and Engineering-Related Fields	75
23 - English Language and Literature/Letters	62
19 - Family and Consumer Sciences/Human Sciences	65
16 - Foreign Languages, Literatures, and Linguistics	62
51 - Health Professions and Related Programs	78
34 - Health-Related Knowledge and Skills	72
53 - High School/Secondary Diplomas and Certificates	60



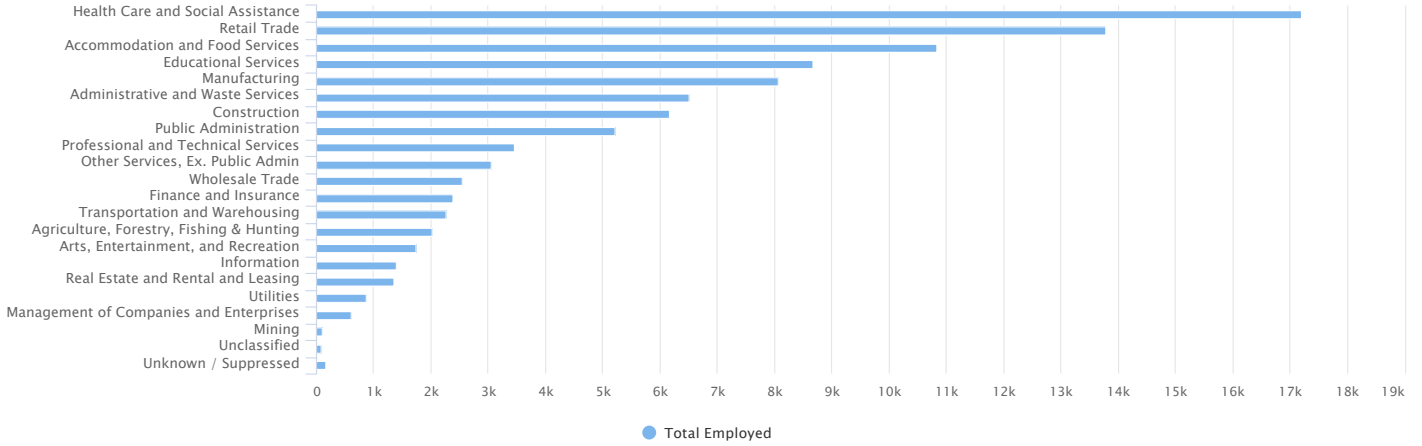
Employment Rate Q8 Measure
Ethnicity breakout for
PY 2015 (Jul 2015 - Jun 2016)

Description	Total Employed	Total Exited	Employment Rate Q8
Ethnicity (Total)	98,334	153,760	63%
Hispanic or Latino	12,083	17,176	70%
Not Hispanic or Latino	69,969	109,444	64%
Unknown / Suppressed	16,282	27,140	60%



Employment Rate Q8 Measure

Industries for PY 2015 (Jul 2015 - Jun 2016)
All Industries (Total Employed): 98,334

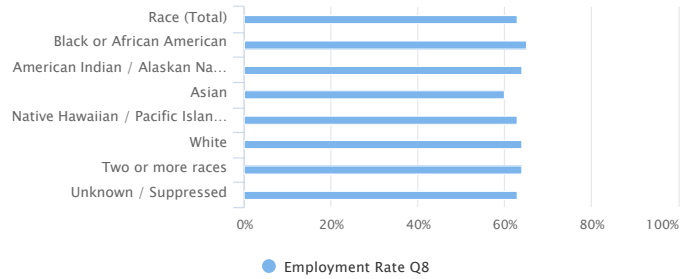


Source: Oregon Employment Department QualityInfo.org

Employment Rate Q8 Measure Race breakout for PY 2015 (Jul 2015 - Jun 2016)				
Description	Total Employed	Total Exited	Employment Rate Q8	
Race (Total)	98,334	153,760	63%	
Black or African American	2,443	3,781	65%	
American Indian / Alaskan Native	1,556	2,444	64%	
Asian	3,443	5,695	60%	
Native Hawaiian / Pacific Islander	437	698	63%	
White	62,110	96,520	64%	
Two or more races	3,443	5,395	64%	
Unknown / Suppressed	24,902	39,227	63%	

Employment Rate Q8 Measure

Race breakout for PY 2015 (Jul 2015 - Jun 2016)

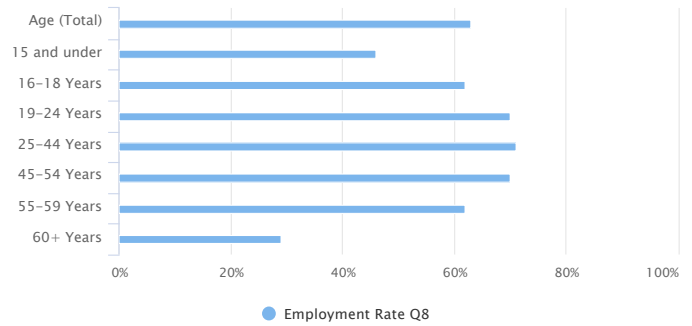


Source: Oregon Employment Department QualityInfo.org

Employment Rate Q8 Measure Age breakout for PY 2015 (Jul 2015 - Jun 2016)				
Description	Total Employed	Total Exited	Employment Rate Q8	
Age (Total)	98,334	153,760	63%	
15 and under	2,030	4,421	46%	
16-18 Years	17,123	27,718	62%	
19-24 Years	24,154	34,402	70%	
25-44 Years	36,410	51,494	71%	
45-54 Years	10,340	14,783	70%	
55-59 Years	4,211	6,743	62%	
60+ Years	4,066	14,199	29%	

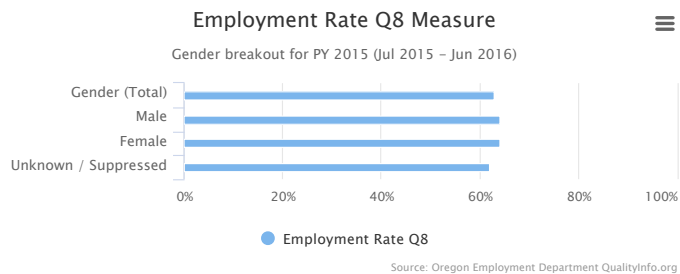
Employment Rate Q8 Measure

Age breakout for PY 2015 (Jul 2015 - Jun 2016)

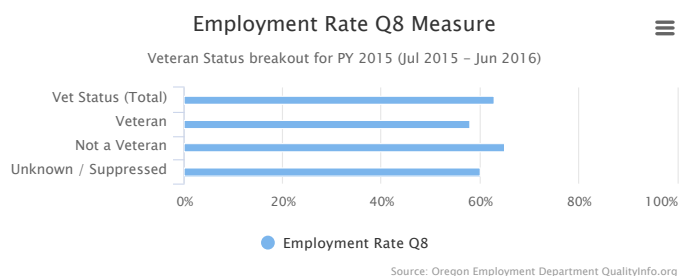


Source: Oregon Employment Department QualityInfo.org

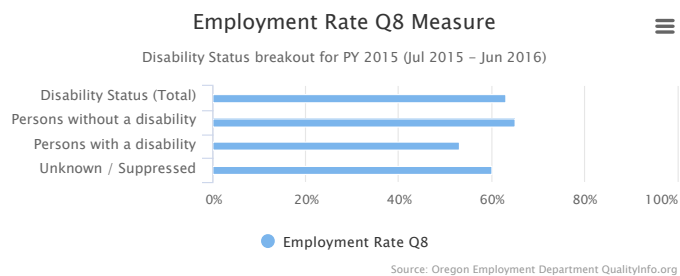
Employment Rate Q8 Measure Gender breakout for PY 2015 (Jul 2015 - Jun 2016)			
Description	Total Employed	Total Exited	Employment Rate Q8
Gender (Total)	98,334	153,760	63%
Male	43,490	67,787	64%
Female	53,276	83,442	64%
Unknown / Suppressed	1,568	2,531	62%



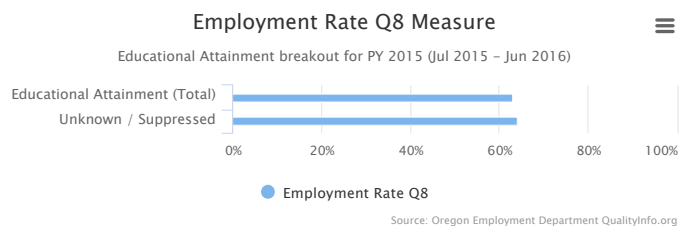
Employment Rate Q8 Measure Veteran Status breakout for PY 2015 (Jul 2015 - Jun 2016)			
Description	Total Employed	Total Exited	Employment Rate Q8
Vet Status (Total)	98,334	153,760	63%
Veteran	2,629	4,495	58%
Not a Veteran	79,423	122,125	65%
Unknown / Suppressed	16,282	27,140	60%



Employment Rate Q8 Measure Disability Status breakout for PY 2015 (Jul 2015 - Jun 2016)			
Description	Total Employed	Total Exited	Employment Rate Q8
Disability Status (Total)	98,334	153,760	63%
Persons without a disability	80,642	123,950	65%
Persons with a disability	1,410	2,670	53%
Unknown / Suppressed	16,282	27,140	60%



Employment Rate Q8 Measure Educational Attainment breakout for PY 2015 (Jul 2015 - Jun 2016)			
Description	Total Employed	Total Exited	Employment Rate Q8
Educational Attainment (Total)	98,334	153,760	63%
Unknown / Suppressed	98,334	153,760	64%



Definitions & Methods

- **Note regarding Community College data:** Community College data is available through the end of Program Year 2016 (2nd quarter of 2017). It is unknown whether students continued at a Community College or exited Community College at the end of Program Year 2016. For PRISM purposes, it is assumed all students exited at the end of the 2016 Program Year. All students are counted as exited and may or may not be employed. Therefore, Community College measures currently displayed for PY 2016 may be lower than actual levels.
- **Partners:** The following Oregon Education agencies and programs that currently submit data to PRISM 2 are HECC: Community Colleges and HECC: Public Universities.
- **Employment Rate Q8:** The percentage of program participants who are in unsubsidized employment during the eighth quarter after exit from the program. The employment rate is calculated by dividing the number of Total Employed by the number of Total Exited.
- **Exit:** For Workforce Partners, an exit occurs when a customer has not received any services for 90 days and no future services are planned. For Education Partners, an exit occurs when a student has not been enrolled in a community college or university for two consecutive terms.
- **Total Exited:** The total number of unduplicated participants who received workforce services and exited.
- **Total Employed:** The total number of unduplicated participants who exited and were employed in the eighth quarter after exit.



Performance Reporting Information System

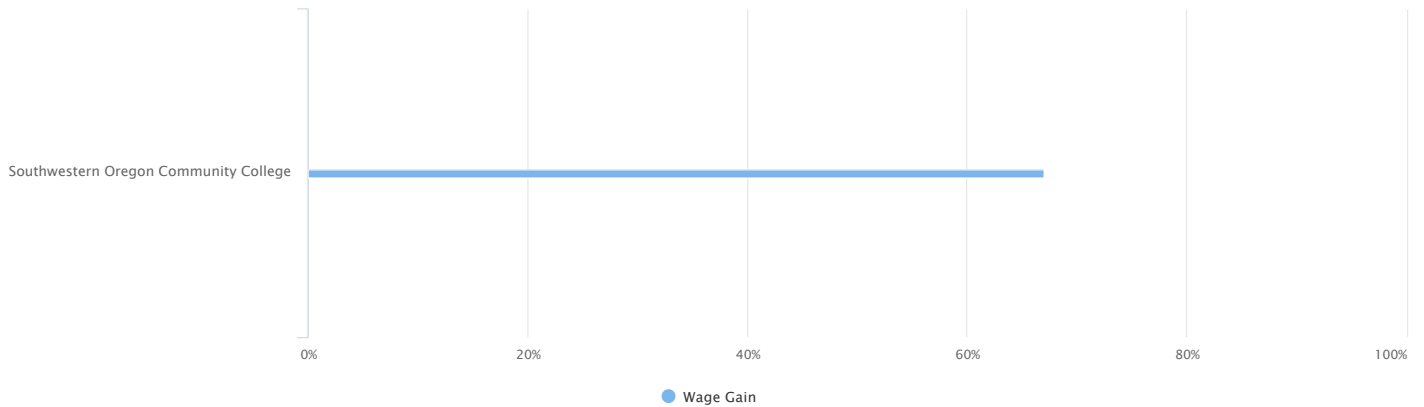
The PRISM Wage Gain tool is located on QualityInfo.org, a website of the Oregon Employment Department

Point in Time for PY 2016 (Jul 2016 - Jun 2017)

Selected Filters: All School Types, Southwestern Oregon Community College, CIPs (Total), Ethnicity (Total), Race (Total), Age (Total), Gender (Total), Veteran Status (Total), Disability Status (Total), Educational Attainment (Total)

Wage Gain Measure

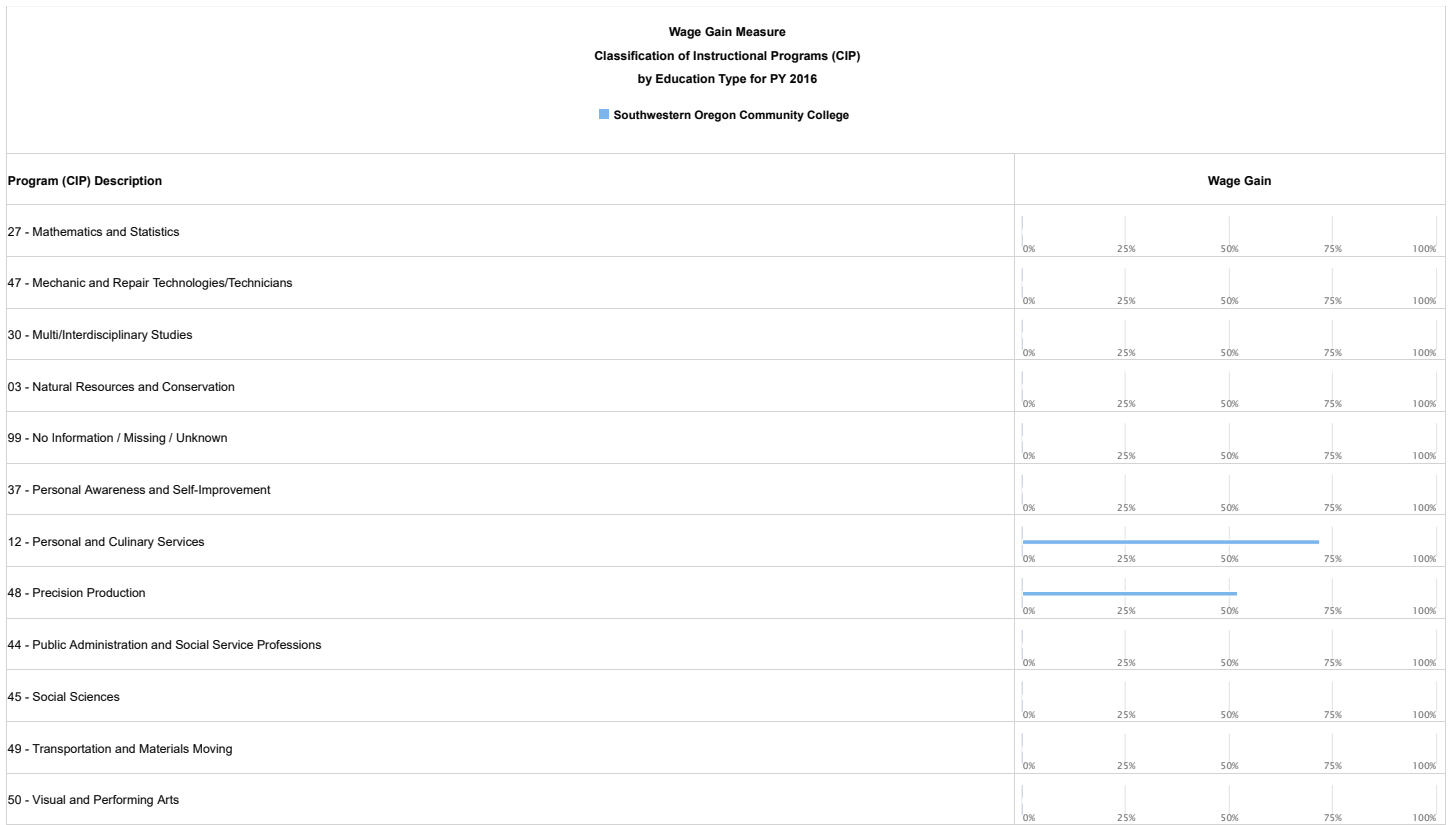
Community Colleges for PY 2016 (Jul 2016 - Jun 2017)



Source: Oregon Employment Department QualityInfo.org

Wage Gain Measure
Classification of Instructional Programs (CIP)
by Education Type for PY 2016
■ Southwestern Oregon Community College

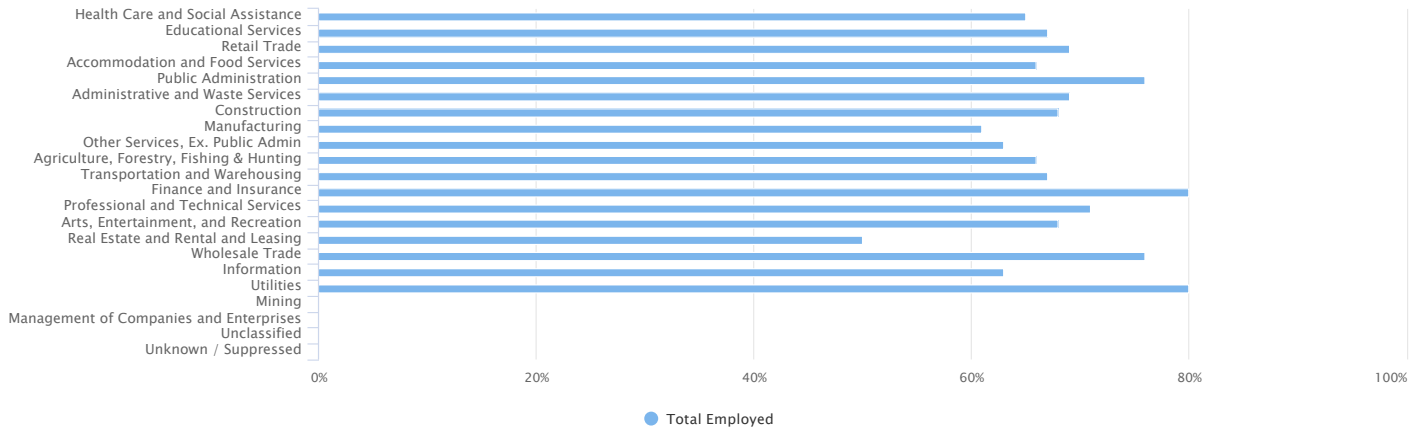
Program (CIP) Description	Wage Gain
01 - Agriculture, Agriculture Operations, and Related Sciences	0%
26 - Biological and Biomedical Sciences	0%
52 - Business, Management, Marketing, and Related Support Services	~75%
10 - Communications Technologies/Technicians and Support Services	0%
11 - Computer and Information Sciences and Support Services	~80%
46 - Construction Trades	0%
13 - Education	0%
14 - Engineering	0%
15 - Engineering Technologies and Engineering-Related Fields	0%
23 - English Language and Literature/Letters	0%
19 - Family and Consumer Sciences/Human Sciences	~75%
51 - Health Professions and Related Programs	~75%
53 - High School/Secondary Diplomas and Certificates	0%
43 - Homeland Security, Law Enforcement, Firefighting and Related Protective Services	~70%
35 - Interpersonal and Social Skills	0%
36 - Leisure and Recreational Activities	~70%
24 - Liberal Arts and Sciences, General Studies and Humanities	~75%



Source: Oregon Employment Department QualityInfo.org

Wage Gain Measure

Industries for PY 2016 (Jul 2016 - Jun 2017)
All Industries (Total Employed Wage Gain): 1,590
All Industries (Total Employed All): 2,356



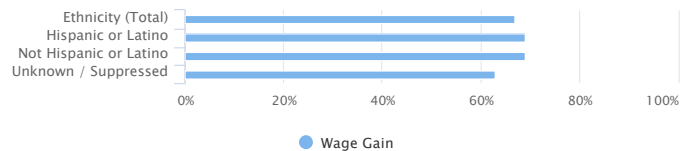
Source: Oregon Employment Department QualityInfo.org

Wage Gain Measure Ethnicity breakout for PY 2016 (Jul 2016 - Jun 2017)

Description	Exited and Employed (Wage Gain)	Exited and Employed (All)	Median Before Participation	Median After Exit	Wage Gain
Ethnicity (Total)	1,590	2,356	\$6,528	\$7,523	67%
Hispanic or Latino	85	124	\$4,309	\$6,155	69%
Not Hispanic or Latino	1,156	1,678	\$6,491	\$7,585	69%
Unknown / Suppressed	349	554	\$7,230	\$7,773	63%

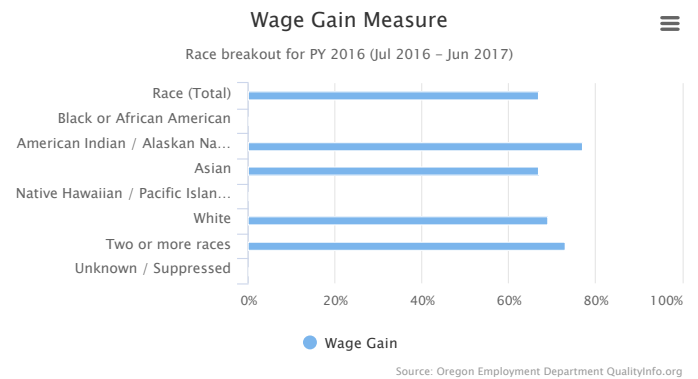
Wage Gain Measure

Ethnicity breakout for PY 2016 (Jul 2016 - Jun 2017)

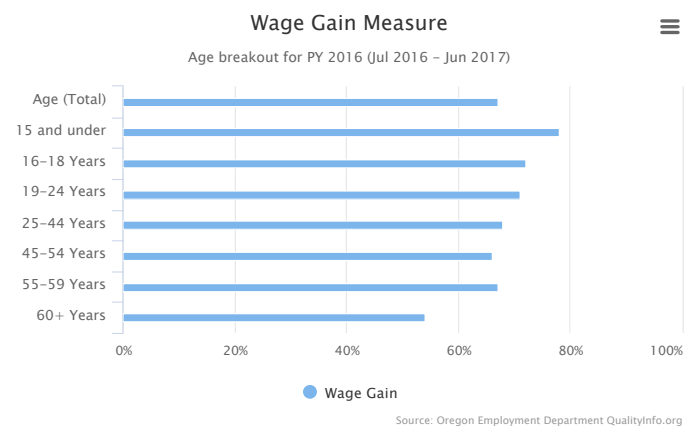


Source: Oregon Employment Department QualityInfo.org

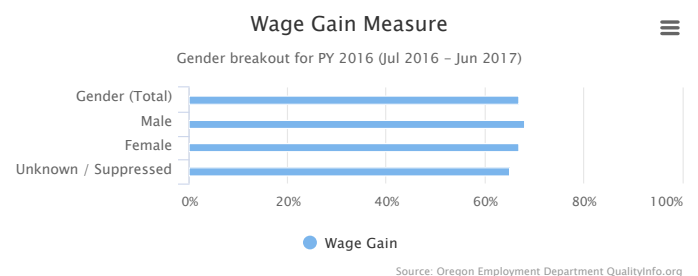
Wage Gain Measure					
Race breakout for PY 2016 (Jul 2016 - Jun 2017)					
Description	Exited and Employed (Wage Gain)	Exited and Employed (All)	Median Before Participation	Median After Exit	Wage Gain
Race (Total)	1,590	2,356	\$6,528	\$7,523	67%
Black or African American	(c)	(c)	(c)	(c)	(c)
American Indian / Alaskan Native	53	69	\$6,983	\$8,565	77%
Asian	16	24	\$4,804	\$6,092	67%
Native Hawaiian / Pacific Islander	(c)	(c)	(c)	(c)	(c)
White	1,074	1,567	\$6,589	\$7,672	69%
Two or more races	38	52	\$3,356	\$5,595	73%
Unknown / Suppressed	409	644	NA	NA	NA



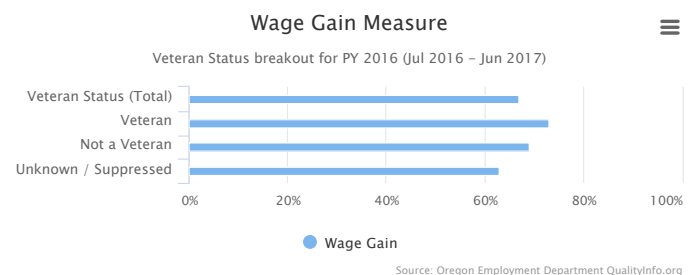
Wage Gain Measure					
Age breakout for PY 2016 (Jul 2016 - Jun 2017)					
Description	Exited and Employed (Wage Gain)	Exited and Employed (All)	Median Before Participation	Median After Exit	Wage Gain
Age (Total)	1,590	2,356	\$6,528	\$7,523	67%
15 and under	25	32	\$2,099	\$3,020	78%
16-18 Years	208	289	\$2,481	\$3,743	72%
19-24 Years	300	421	\$4,135	\$5,677	71%
25-44 Years	596	878	\$8,174	\$9,210	68%
45-54 Years	233	355	\$10,720	\$11,875	66%
55-59 Years	116	173	\$9,474	\$9,553	67%
60+ Years	112	208	\$7,882	\$7,579	54%



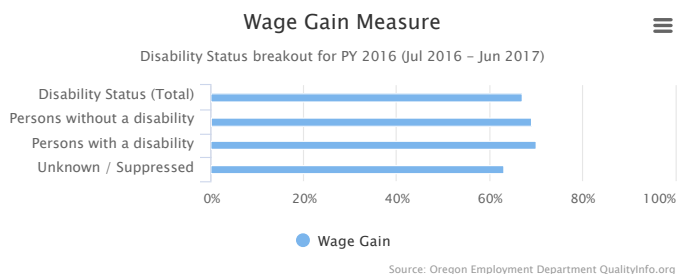
Wage Gain Measure					
Gender breakout for PY 2016 (Jul 2016 - Jun 2017)					
Description	Exited and Employed (Wage Gain)	Exited and Employed (All)	Median Before Participation	Median After Exit	Wage Gain
Gender (Total)	1,590	2,356	\$6,528	\$7,523	67%
Male	621	912	\$8,097	\$9,029	68%
Female	935	1,392	\$5,883	\$6,803	67%
Unknown / Suppressed	34	52	\$6,614	\$7,894	65%



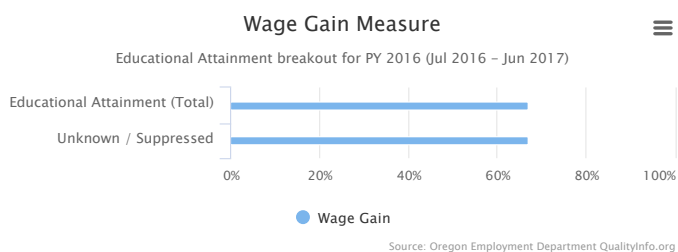
Wage Gain Measure					
Veteran Status breakout for PY 2016 (Jul 2016 - Jun 2017)					
Description	Exited and Employed (Wage Gain)	Exited and Employed (All)	Median Before Participation	Median After Exit	Wage Gain
Veteran Status (Total)	1,590	2,356	\$6,528	\$7,523	67%
Veteran	40	55	\$6,254	\$8,164	73%
Not a Veteran	1,201	1,747	\$6,316	\$7,335	69%
Unknown / Suppressed	349	554	\$7,230	\$7,773	63%



Wage Gain Measure					
Disability Status breakout for PY 2016 (Jul 2016 - Jun 2017)					
Description	Exited and Employed (Wage Gain)	Exited and Employed (All)	Median Before Participation	Median After Exit	Wage Gain
Disability Status (Total)	1,590	2,356	\$6,528	\$7,523	67%
Persons without a disability	1,218	1,769	\$6,374	\$7,438	69%
Persons with a disability	23	33	\$3,685	\$5,405	70%
Unknown / Suppressed	349	554	\$7,230	\$7,773	63%



Wage Gain Measure					
Educational Attainment breakout for PY 2016 (Jul 2016 - Jun 2017)					
Description	Exited and Employed (Wage Gain)	Exited and Employed (All)	Median Before Participation	Median After Exit	Wage Gain
Educational Attainment (Total)	1,590	2,356	\$6,528	\$7,523	67%
Unknown / Suppressed	1,590	2,356	\$6,528	\$7,523	67%



Definitions & Methods

- **Note regarding Community College data:** Community College data is available through the end of Program Year 2016 (2nd quarter of 2017). It is unknown whether students continued at a Community College or exited Community College at the end of Program Year 2016. For PRISM purposes, it is assumed all students exited at the end of the 2016 Program Year. All students are counted as exited and may or may not be employed. Therefore, Community College measures currently displayed for PY 2016 may be lower than actual levels.
- **Partners:** The following Oregon agencies and programs that currently submit data to PRISM 2 are HECC: Community Colleges and HECC: Public Universities.
- **Wage Gain:** Of those individuals employed during the second and third quarters prior to the date of first participation and employed during the second and third quarters after the exit quarter, wage gain is the percentage of unduplicated individuals who had higher wages after exit compared with the wages prior to participation.
- **Exit:** An exit occurs when a customer has not received any services for 90 days and no future services are planned.
- **Median Earnings:** Is the wage that is at the midpoint of all the wages between the lowest and highest wage earned.
- **Exited and Employed (Wage Gain):** The number of individuals with higher wages in the second and third quarters after the exit compared to wages in the second and third quarters prior to participation.
- **Exited and Employed (All):** The number of individuals that exited and were employed during the second and third quarters prior to the date of participation and employed during the second and third quarters after the exit quarter.
- **Median Before Participation:** The median wages during the second and third quarters prior to the first date of participation.
- **Median After Exit:** The median wages during the second and third quarters after exit.



CELEBRATING STUDENTS' SUCCESS

Southwestern Oregon Community College



'I COME FROM HUMBLE ROOTS'

2019 Distinguished Alumnus LaMont Swinson found his way to Southwestern from small-town Alaska playing basketball. On the court, Swinson could change his environment. It was the one place he could beat the odds.

“I have so much love for this college. I spent a lot of time here back in my college days, and honestly probably just as much time now volunteering as a coach, serving on the alumni board and playing basketball.

“Southwestern was just what I needed when I was 19, to help set the path for me to reach success personally and professionally.

“I come from humble roots. The parents I lived with didn't have a drive to improve themselves. Instead, they became substance abusers. As a child, I was labeled a certain way off of the decisions my parents made. That is what drove me to become the person I am today, wanting different, wanting to be better.”

“Southwestern was the first positive change in my life. I am forever grateful for the encouragement this college family provided me.”

LaMont returned to Coos Bay several years after graduating. Now an assistant vice president at First Community Credit Union, he spends time teaching students about credit and managing their money, and meets often with first-generation college students.



‘WE ARE ALL CAPABLE OF EXTRAORDINARY CHANGE’

In her mid-20s, Crystal (Gray) Wink found herself on a 21-mile walk home from a police station. She realized she had hit rock bottom and needed to make a change.

No one believed in her except her mom, who mercifully took her in. Crystal started recovery and eventually began to work and gain confidence. Still, she longed for something more fulfilling in her life.

“When I entered the GED Program in 2014, I had little confidence in my capacity to perform as a student. However, staff members within the program soon helped me to see the potential that I had all along.

“They also encouraged me to further my education, become involved in school and community activities, and explore potential career paths. Their support never wavered.”

Crystal began volunteering. She did an internship in psychology around helping people overcoming mental illness to find jobs. She tutored other GED students. In 2017, Crystal graduated with not one, but three associate’s degrees. Today she’s starting a family and attends Portland State University.

“My hope is that by sharing my journey, I will inspire others and help them understand how we are all capable of extraordinary change no matter what obstacle might stand before us.”



‘EVEN IF YOU THINK YOU CAN’T DO IT – TRY’

It’s not easy for veterans to come back to regular life at home.

When Eric Gleason left the U.S. Navy in 2007, he went to work in a casino. Then he worked as a welder until he hurt his shoulder. Unable to work, he became very depressed. His wife (then girlfriend) told him to go to school.

“I really struggled in high school,” Eric said. “I had the mindset that college wasn’t something I could do.”

Eric sat down with Shana Brazil in Southwestern’s veterans service office. She pushed him to use his college benefit, and since he is a combat veteran, the college awarded him a two-year tuition waiver.

“Eric is one of my vets. I will always hold dear,” Shana said.

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Today – Eric has a doctoral degree. He works at Coos Health & Wellness helping individuals with mental illness. Shana saw promise in Eric no one else had seen and Southwestern provided him with the foundation to build a future.



‘PURSUING EDUCATION HAD A RIPPLE EFFECT FOR MY FAMILY’

Maria Arellano had a good year in 2019. She traveled to Turkey through Southwestern’s Study Abroad program. The Alumni Association honored her for her path to success, and she walked beside her stepfather in Southwestern’s commencement ceremony.

Maria’s journey through school started as a 6-year-old learning to speak English. When she was a teenager, she helped raise her younger brothers while her mother traveled to Mexico to complete her U.S. Citizenship work.

She set her mind on being a doctor after seeing her brother battle diabetes. As a first-generation college student, Maria excelled. She was accepted in the honor program. The Southwestern Foundation awarded her scholarships, and the college provided her with an academic excellence tuition waiver.

“Pursuing an education has had a ‘ripple effect’ for my family—my brother was recently accepted into Southwestern’s nursing program and will begin nursing school next fall. And my mother now aspires to possibly attend culinary school.

“I am proud to have begun that journey right here at Southwestern.”

Today, Maria is at Oregon State University, pursuing a bachelor’s degree in BioHealth Sciences, before applying to medical school.



“It is my ultimate goal to work as a traveling nurse all over the United States, and potentially all over the world. I am always looking for opportunities to explore new places, try new things, experience other cultures, learn new languages, and help as many people as I can along the way. I feel that by using my nursing degree to travel to many places and be as helpful as I can be, I can give back not only to my community, but to the world.”

Jaden Justice, Hedian Swanson Nursing Scholarship to Promote Respect for Cultural Diversity in Health Care.



“The best gift that you can bestow on someone is the gift of education. That is what you have given me. As a single dad of three struggling to get through school, I cannot begin to tell you how much I appreciate your generosity. It feels good getting a degree and working towards a promising career.”

Jacob Burch, Southwestern Foundation Scholarship recipient. Jacob graduated in 2018 with a certificate in welding.



“I decided to pursue my career as a registered nurse. The biggest reason of all is to show my two sons that even when life hits you and doesn’t seem to be any worse, you can always make a choice on how you respond. And I choose to do better and to help not only me but them and anyone else I can along the way.”

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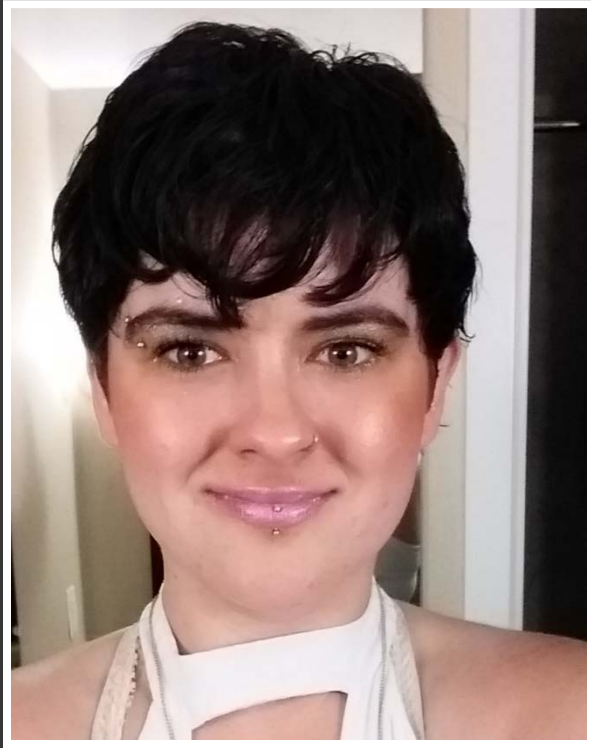
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SOUTHWESTERN

AN OREGON COMMUNITY COLLEGE

VISION STATEMENT

Southwestern leads and inspires lifelong learning.

MISSION STATEMENT

Southwestern Oregon Community College supports student achievement by providing access to lifelong learning and community engagement in a sustainable manner.

CORE THEMES AND OBJECTIVES

Learning and Achievement

1. Students demonstrate progress
2. Students complete certificates, degrees, and transfer
3. Students demonstrate that they have met learning outcomes

Access

1. Students access varied learning opportunities
2. Students access services that support learning
3. Students access relevant curricula that support lifelong learning and achievement

Community Engagement

1. Southwestern serves our communities by providing quality training and business development to address the changing community workforce needs
2. Southwestern provides our community members access to a wide range of quality, lifelong learning activities
3. Our community members participate and contribute to the College

Sustainability

1. Southwestern provides responsible fiscal management
2. Southwestern builds and maintains a sustainable infrastructure of human, technology, and facility resources
3. Southwestern delivers viable quality instruction

MISSION FULFILLMENT

- Mission fulfillment is defined as attaining Core Theme fulfillment for each of the four Core Themes.
- Core Theme fulfillment is defined as attaining 70% of all the Core Theme's data indicators within the achieved or minimally achieved range.
- The minimum threshold of Mission fulfillment is defined as attaining 70% or better of all indicators within the achieved or minimally achieved range.

CORE VALUES

Community - Build collegiality by providing a welcoming and supportive atmosphere with respect for diversity.

Learning - Filter every decision, activity, and function through the lens of learning.

Innovation - Empower creative, progressive thinking that results in a sustainable, positive change.

Professionalism - Present ourselves with honesty and integrity working together to achieve our goals.

Stewardship - Sustainably manage our environment and fiscal resources to support our staff, students, and community.

Adopted by the Board of Education November 19, 2012 and revised February 17, 2016.

Southwestern Oregon Community College is an equal opportunity educator and employer.

Application: Southwestern Oregon Community College

Ali Mageehon - ali.mageehon@socc.edu

2021 Aspen Prize

Summary

ID: 0000000038

Status: Submitted

Last submitted: Dec 5 2019 04:54 PM (PST)



Agreements & Reference Document

Completed - Oct 28 2019

[Click here to download](#) a .docx version of the application narrative questions. Please note this document is for reference and drafting purposes only. All applications must be submitted through this online portal.

Agreements

Only fully accredited, Title IV-participating institutions are eligible for the Aspen Prize. Accredited institutions not in good standing will be reviewed for eligibility on a case-by-case basis.

Responses Selected:

I agree to make the Aspen Institute aware if my institution is not in good standing with my regional accreditor.

The Aspen Institute reserves the right to share select information submitted in this application—including student outcomes and examples of institutional practices—as part of our commitment to learn from the Prize and share insights with the field.

Responses Selected:

I agree to allow the Aspen Institute to use the information and data submitted with this application for research and knowledge dissemination.



National Student Clearinghouse Authorization Form

Completed - Oct 31 2019

National Student Clearinghouse Authorization

By Tuesday, November 5, 2019, complete and submit within the online portal the National Student Clearinghouse (NSC) Authorization Form, allowing Aspen to collect transfer and completion outcome data from NSC on the institution's behalf.

Aspen will work with the National Student Clearinghouse to collect transfer metrics for eligible institutions. If you submit data to NSC and have done so since 2010, please sign this authorization. If this is not applicable to your institution, please check the appropriate option below.

Aspen Prize Authorization Form

The undersigned, as an authorized representative of this institution (“Institution”), authorizes and instructs the National Student Clearinghouse (“Clearinghouse”) to use the Institution’s data already provided to the Clearinghouse under the School Participation Agreement existing between them to prepare a study for the Aspen Prize competition.

The Clearinghouse will compare three cohorts of students who previously enrolled at the Institution with its nationwide postsecondary student database to determine the subsequent enrollment and academic achievements of those individuals. The Clearinghouse will use this information to prepare Institution level totals for first-time students with transfer-out and graduation rates.

The Institution authorizes the Clearinghouse to send the resulting aggregate level report to the Aspen College Excellence Program (“Aspen”), who will then use it among other criteria for determining the Aspen Prize top ten, winner and finalists-with-distinction. Data included in the report will include the number and percentage of students who completed a degree at the Institution, transferred to a four-year institution, and completed at a four-year institution. For each cohort, the Clearinghouse will provide Aspen with two-year outcomes, three-year outcomes, and six-year outcomes as available from the already submitted data.

Clearinghouse acknowledges that it shall comply with the Family Educational Rights and Privacy Act (“FERPA”), as amended, to the extent that FERPA applies to this authorization to prepare a study for Aspen. It also acknowledges and promises that it shall inform Aspen in writing of its obligation to comply with FERPA, to the extent that the Act applies to the report (and data contained therein) delivered to Aspen from Clearinghouse.


The Institution acknowledges that the Clearinghouse will not be responsible for the accuracy of the information provided to it by the Institution. There will be no charge to the Institution for this study.

This Authorization Form shall remain effective for the duration of the study, unless terminated earlier by either Party by providing fourteen (14) days written notice to the other Party.

As an authorized representative of my institution, I authorize and instruct the National Student Clearinghouse to use the Institution’s data already provided to the Clearinghouse under the School Participation Agreement existing between us to prepare a study for the Aspen Prize completion as described in the above terms.

I agree

Full Name:	Robin Bunnell
Title:	Institutional Researcher
Date (MM/DD/YYYY)	10/31/2019
OPEID	00322000


Application Cover Sheet
 Completed - Dec 5 2019

Narrative Cover Sheet

NAME OF INSTITUTION:

Southwestern Oregon Community College

SERVICE AREA

Describe the institution's defined service area (e.g., county, city, etc.), if applicable.	Coos, Curry, Western Douglas
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INSTITUTION DETAILS

Address	1988 Newmark Avenue
City	Coos Bay
State	Oregon
Zip	97420
Website	https://www.socc.edu/

POINT OF CONTACT

Institutional point of contact for Aspen to maintain correspondence with throughout the Prize cycle.

First Name	Ali
Last Name	Mageehon
Title	Vice President of Instruction
Telephone	541-888-7417
Email	ali.mageehon@socc.edu

PRESIDENT DETAILS

President's Name (Prefix First Last)	Patty Scott, Ed.D.
President's Email	pscott@socc.edu
# of Years Current President Has Held the Position	11 Years
Assistant Name (Prefix First Last)	Dina Laskey
Assistant's Email	dina.laskey@socc.edu
Assistant's Phone	541-888-7400



Narrative Section 1: Executive Summary

Completed - Dec 5 2019

Narrative Section 1: Executive Summary

Notes to applicants:

- Contributors to this section may wish to cross-reference subsequent sections of the application narrative to assist in the writing of this executive summary.
- The online application form limits entries to the word counts listed for each section.

The executive summary should provide the selection committee with an overview of the institution's most significant current college-wide strategies to achieve high and continuously improving levels of student success and equity. The summary should provide

the “big picture” of the college’s student success improvement trajectory and what leaders believe have contributed most significantly to the levels of student success that qualified the institution to apply for the Aspen Prize. In crafting this summary, you may wish to reflect on the following:

1. What are the major college-wide strategies for continuous improvement in student success? Why were those strategies chosen/developed? How were they informed by the college’s contexts, student demographics, observed challenges, and unique mission and goals?
2. Have those student success strategies changed the experience of a student who started at the college this fall as compared to those who started five years ago? If so, how specifically?
3. What specific goals has the college set for improving student success and equity?
 - How are these goals communicated to faculty, staff, students, and the community?
 - How broadly understood and shared are the definition of student success and goals for improvement at the college?

Maximum word count: 750

“I’ve never thought College was something I can do, but I want more for my life.” “I want to go to college to escape the lifestyle I was born into.”

These are our students’ voices. Many want out of poverty – the first in their families to go to college. They want fulfilling jobs. Many want their children, their parents, their partners to see them succeed. Their stories are the meaning behind Southwestern Oregon Community College’s year-over-year gains in students completing, graduating and transferring.

Our district spans Coos, Curry and western Douglas counties. With a population of 95,000, this super-rural region has spiraled in financial recession since the 1980s. Foremost, our students battle poverty.

- 91% receive financial aid (IPEDS 2017 first-time full-time);
- 89% qualify for overall aid (IPEDS);
- 20% of families live in poverty.

Still, our students succeed.

- 65% (2016 FTFT cohort) graduate or transfer within three years, highest among Oregon colleges;
- 64% of Latinx/Hispanic transfer students complete a bachelor’s within six years;
- We have a 2.0 social mobility rate, highest among Oregon CCs/4th combined with 4-year colleges

"I had the mindset college wasn't something I could do," Eric said.

Eric struggled through high school, and joined the U.S. Navy. In 2007 he came home, worked a casino job and then as a welder until he hurt his shoulder. Concerned about depression, his girlfriend badgered him to go to college. Eric found Shana Brazil, Southwestern's Veterans Service advocate. She encouraged him to use his college benefit and he found new meaning in life through Southwestern.

Our touchstones for success come from meeting students such as Eric where they are. Staff understands the challenges students face, because many traveled this road themselves. We leverage their knowledge, and strong academic and financial support systems to reduce barriers, and help students develop clear career pathways.

Southwestern accomplishes its "support student achievement" mission in three ways: 1) unwavering focus on access, 2) commitment to data-driven improvement, and 3) consistent leadership with a clear "why we need to do this."

Students like Eric are why. "I reluctantly went back to school and realized I was pretty good." He attended part-time so he could spend days with his baby. Since he was a combat vet, Southwestern gave him a two-year tuition waiver and work-study through the Veterans Office. He gained confidence and after graduating with a two-year degree, connected with Southwestern's University Center, enrolling online in Oregon State University.

In 2004, Southwestern knew it had to begin a Student Success journey. We had a dismal 41% graduation/transfer rate. CCSSE showed students wanted more faculty time and supports. We created a retention committee. With presidential buy-in and \$35,000 committed, effort spread.

Our now-President led the committee as faculty (hired in 1993 as TRIO SSS), served as Faculty Senate chair, and continues her Student Success mantra today. Our elected board and staff share her commitment. Our community does, too, evidenced by a recent \$19 million campaign to construct a science, nursing/EMT program building. Donors stepped forward, lifting the burden off students and taxpayers.

Rural colleges face significant challenges with a two-decade decline in K-12 enrollment. Southwestern led Oregon's colleges in building housing in 1997. We started a culinary institute in 1999 (63% graduation rate 2010-18) and grew a strong athletics program (73% graduation/transfer rate). Our two-pronged

enrollment strategy focuses on Western states recruitment to increase student diversity; and strategic high school partnerships, so students can access free dual-credits to complete transfer courses. We provide support for our most rural population through online and on-site education, with a Curry County presence since 1975 and satellite campus in 2012.

In 2016, Southwestern became an Achieving The Dream Leader and leader in Guided Pathways. We integrated EMSI's labor market interface into our website, so students can access information linked to career pathways.

Staff engage in high-impact practices to support success. All students attend orientation and actively use supports, including Tutoring, Veterans Center, Accessibility Services, One-Stop Enrollment and Advising. Faculty flip classrooms and inspire learning through research and service-learning projects. For students who struggle most, we run a 24-hour food pantry.

There is no better way to understand the college's impact than to look at Eric's story. Today – Eric has his doctoral degree. He works at Coos Health & Wellness helping individuals with mental illness. His story is one of many that illustrate student success. Shana saw promise in Eric no one else had seen and Southwestern provided him with the foundation to build a future for himself. This is Southwestern's story.



Narrative Section 2: Completion Outcomes

Completed - Dec 5 2019

Narrative Section 2: Completion Outcomes

Notes to applicants:

- If helpful, you may include visual representations of the college's programs of study, advising structure, or student onboarding processes to support the narrative responses below.
- The online application form limits entries to the word counts listed for each section.

1. Describe how the college advises students. In your response, address the following:

- How does advising help to ensure college-wide success in student completion?
- What strategies exist within advising for connecting students to the college in the first semester,

including helping students select programs of study, and connecting them to supports and resources at the institution.

- Describe any significant improvements to advising made in recent years or planned for the coming 1-2 years, but note specifically what is current versus planned practice.

Maximum word count: 1000

“I came to Southwestern in 2016 with a shred of hope that I could be successful, but I was filled with self-doubt and uncertainty from the numerous years of abuse I inflicted upon myself.”

These were the words our 2018 student speaker Francesca Jacquez, sharing her story of success.

“I stand before you as a student, a recipient of foundation scholarships and tomorrow, I will be a graduate. However, the path of success has not always been my story. I am also a high school dropout, a previous drug user and a felon.”

Because of Southwestern’s long-term commitment to comprehensive advising and support, we are able to connect with students like Francesca to help them become involved in campus community and find the inspiration to set goals and succeed. We strive always to cultivate a student-centered learning environment, and have long reinforced that strong advising is vital. Southwestern has made advising mandatory for 40 years, ensuring students are on a path to completion, transfer or move directly into local jobs.

There have been multiple iterations of student success efforts, but one factor is constant: Our faculty have served as one-on-one advisers since the 1980s. We know this long-standing commitment to intensive advising adapted specifically to individuals has a positive, measurable impact on student success.

In 2000, counseling faculty started coordinating student success work, including orientation, high school registration and college success HD100 classes. In 2005, we shifted from assigning advisers to students in week eight, to requiring students meet with assigned advisers before they started their first class. Since 2007, the majority of our instructors have committed time to helping students succeed through advising and mentorship.

Through all of these efforts, students have always followed a written educational plan. Academic maps have evolved, but they have always been in our catalog. We were one of the first colleges in Oregon to engage in career pathways work and part of this involved changing the orientation of our catalog from vertical to horizontal, so maps were easy to read and showed a visual path.

Our advisers have focused on helping students stay on a degree path, as well as identifying a career

interest area. Beginning in the 1990s, we installed a computer program Career Information System (CIS) to help students explore majors and careers. Undecided students met with a counselor to explore job areas through interest inventories, using CIS tools. From there, the counselor helped students identify classes and internship opportunities. We have constantly adapted college success courses since 1993. HD102 has always had a strong advising component to help students stay on track to completion, employment or transfer. Faculty have been engaged from being actively involved in student housing and tutoring, to participating in Welcome Week activities to get to know their students before the term starts. We also value the role of students mentoring students. This process starts at recruitment: our student ambassadors give campus tours, make phone calls to prospective students, and help students with applying, the FAFSA, etc.

We based our most recent advising design on research from the Community College Research Center (Karp 2011), requiring that advising outcomes promote completion. These outcomes revolve around four functions:

- help students create campus relationships;
- help students clarify educational aspirations;
- reinforce students' commitment to reaching goals; and
- help students develop college know-how and plans that make college life feasible for their individual situations.

For Francesca, her adviser was there every step. As Francesca transitioned to a faculty adviser, her first still checked in and suggested ways to be more involved. Francesca took it to heart. She became a student ambassador and learned the power of sharing experiences. She led workshops to help students apply for financial aid and scholarships. She also tutored. "Our success is dependent in our ability to believe in ourselves," she said. "Upon reflection, the position allowed me to step into a role that gave me purpose."

Southwestern is again improving our advising model. When students apply, they now identify a meta-major, then schedule an intake appointment with a professional adviser assigned to that meta-major. Advisers and students review multiple measures placement information, confirm educational goals, and identify resources a student may need. If students are undecided, the adviser takes them through an EMSI interest inventory. Career Technical Education students will join with a program adviser within their field. Lower Division Transfer students meet consistently with a professional adviser within the Student Success Center their first year. During this year, advisers work with students to navigate the college environment and connect to the campus community.

The college offers a week of welcome activities, so students feel included from their first day. Advisers participate with their students. Each adviser has a specific concentration and curriculum expertise area. They suggest courses and activities that will help a student determine their academic and career path.

Consequently, advisers get to know their students and can connect them to clubs and events they are interested in, and the resources they need to be successful. Adviser clearance is required every term before students enroll. Once students develop college going know-how, they are better able to benefit from a relationship with faculty. During the second year, each student gets a faculty mentor in their pathway to help them explore transfer colleges or direct job opportunities.

In our work to identify and close equity gaps, we dis-aggregated outcomes in defined student sub-groups and realized part-time students complete and transfer at significantly lower rates than full-time students. Under our Title III grant, we hired an adviser in 2015 who focuses specifically on part-time students, providing resources and support via Skype, phone and in-person advising. We also provide an online college success course with content specific to helping part-time students succeed. Similarly, distance education staff inventoried all online supports, as we know many of our part-time students are primarily taking courses via distance. The inventory provides a baseline of information regarding where we have support gaps, and the work to minimize those gaps is ongoing.

2. Summarize the most important specific efforts, innovations, interventions, or strategies that have uniquely contributed to high and continuously improving completion rates college-wide. Be specific regarding the current status and scale of implementation of each strategy.

Maximum word count: 500

Southwestern joined Achieving The Dream at the time our state was coming out of the Great Recession. Communities here were not recovering quickly, and Oregon had slashed community college funding from 51% to 23%. Colleges raised tuition. Alarmed, faculty embraced the early initiative with ATD. The committee created a data team, and looked deeper into the data, with a student-focused methodology. They methodically developed systems, including intensive advising, to help student subgroups progress and complete.

In 2018, Southwestern joined the Oregon Student Success Center's Guided Pathways initiative. This model led to substantive changes in how we ease students onto a clear career path and keep them on track until they complete a quality credential that leads to transfer or employment. This helps us continually improve student success rates in a methodical, data-driven way, with metrics in program review as Success Indicators to guide strategic planning and budgeting.

Students get quality advising, as noted above. Advisers sit down with every student, every term. Additionally, the college provides ongoing training for professional advisers to replicate best practices. Professional advisers then train faculty advisers, creating a continuous improvement loop. We meet our students where they are, and have extended advising to distance students through phone and video conferencing.

A Title III grant ending this year provided a dedicated adviser for our part-time students, whom we identified as completing at far lower rates than full-time students. Southwestern developed a predictive model of student attrition for full-time cohorts, leading to Laker Connect. This Early Alert system notifies advisers and key staff immediately when students fail to achieve levels commensurate with passing course work. A Retention Action Team connects them with specialized support.

Through the newest phase to refine academic advising, professional advisers and faculty better understand and are clarifying their roles. Previously, we set assignments based on workload, rather than the interest area of the student. Consequently, the quality of students' advising experiences varied widely. Students indicated a 51% satisfaction rating related to ongoing feedback about their progress toward their academic goals, and 68% or less were satisfied with advising services based on the Student Satisfaction Inventory (SSI - Spring 2018).

As we embrace and implement these well-designed Guided Pathways, it's helped us envision new ways to advise. We can specialize, assigning professional advisers to one of the six pathways as a concentration area. They help students develop college going know-how and habits to become better learners. Faculty take on mentorship roles to help students review transfer options and job opportunities. In spring 2021, we hope to see SSI satisfaction increase by 5% based on this refined advising.

We recently instituted a year-round schedule. The college previously scheduled classes term-by-term, leaving students and advisers in the dark about offerings until enrollment opened. Now the college schedules when and where courses are available for the entire year – prior to the start of fall term. Students now can see the full-year schedule, while designing their educational plan. It's also vital to part-time and working students.

3. Describe any work the college has done to provide students with clear pathways to degrees and credentials (i.e., development of meta-majors, creating course sequence guides/course outlines, etc.).

Maximum word count: 300

We have had maps in place since early 2000. Most recently, as part of Guided Pathways, we refined academic maps that direct a sequence of courses required for students to meet milestones to complete a transfer or specific degrees in two years. We have also identified six meta-majors: Advanced Technologies, Arts & Humanities, Business & Culinary, Health & Public Safety, Social Sciences & Education, and STEM.

Maps within the meta-majors identify institutional and program requirements with program-specific course choices and preferred electives that faculty have carefully vetted. The maps include program outcomes and term-by-term schedules for timely completion leading to transfer or graduation for both full-time and part-time students. We are also developing maps that show a path from dual credit in high school, through college to career.

Southwestern designs every program to guide students to enter employment and further education in fields needed in our college service area. The college's website provides easily accessible, detailed information on employment and further education opportunities targeted by each program. Students know which courses they should take and in what sequence. We clearly identify courses critical for success in each program and other key progress milestones. All of this information is easily accessible on the college's website.

For the undecided-major students, we have created suggested first-year maps allowing students to explore curriculum within chosen meta-majors. For instance, for the first term, undecided students will take a course in writing, math, student success, and health education, plus an exploration course in arts and letters, social science, or science. This suggested schedule gets students on a solid path while still directing them in a meaningful direction.

We have identified gateway courses in programs and degrees and are establishing student support to assist struggling students for success in their academic goals.

4. Explain how data are used to assess student success challenges, monitor/refine reforms, and support continuous improvement in completion outcomes. If possible, provide 1-2 specific examples of how data are routinely used, by whom and in what contexts, to set goals and monitor outcomes in student success.

Maximum word count: 300

As part of Southwestern's program review process, we review data annually so we can adjust projects and develop new projects where we see achievement gaps. This means Southwestern continually assesses students' success and refines projects to support improvement in completion outcomes. For example, Southwestern had 549 credential-seeking students in the two-year 2015-17 cohort of first-time college students. Of those students, 59.6% (327 students) needed developmental math. Of this group, 62.4% (204 students) took "college ready" math with 26.3% (86 students) successfully completing. Through assessment data, the math department noted a dramatic drop in developmental math course rates between 2016 and 2017. The pass rate in 2016 was an impressive 68%; whereas, the rate dropped to an alarming 51% in 2017.

We reviewed full-time math faculty course syllabi for 2016 and 2018, finding a probable cause for the drop. In 2016, the department syllabi showed that in developmental math courses, tests only counted as little as 40% of students' grades, with heavy emphasis on homework, clocked time on ALEKS, the number of weekly topics completed, and weekly meetings with the instructor. Students could fail all tests, yet still pass their developmental math class.

As a result of the review, the department decided in 2017 to increase the weight of tests and quizzes. Most math developmental education courses now have mid-terms and finals that count 75-80% of the grade, and quizzes count 10-15% of the grade. Although the success rate has dropped with increased testing emphasis, students who complete developmental math are better prepared for college-level math. Data shows the pass rate for math college-level classes in 2016 was at 70.2% . In 2017, the rate dropped only 2% to 68.2%. However, the pass rate for the gateway MTH 111 in 2016 was 57.9% while in 2017, the rate increased to 61.4%.



Narrative Section 3: Transfer Outcomes

Completed - Dec 5 2019

Narrative Section 3: Transfer Outcomes

Note: The online application form limits entries to the word counts listed for each section.

1. Describe any specific strategies and processes used to support the success of students who intend to earn a bachelor's degree, including through transfer to a four-year institution.

Maximum word count: 300

Students have had local access for more than 20 years to complete a four-year degree from Oregon universities. Our most effective tool is our University Center, assisting current students to link to advanced degrees throughout Oregon. Southwestern has also strategically built a support system, from assigning advisers to be resources for specific university transfer maps to developing a transfer success course (HD215). And, the Oregon Associate of Arts degree allows students to transfer in junior status. Due to our region's isolation, students come to us for university transfer advising, navigating the admissions process, and guidance with financial aid/scholarships. They can access dual-enrollment with Oregon's major universities, including Oregon Health Sciences University (for students on an RN to BSN path). With these close partnerships, we even confer bachelor's degrees on behalf of universities at our graduation.

We organize many activities that support transfer, including Oregon Transfer Days and student trips to universities. University representatives come to our campuses to meet students, advise, enroll, and help support transfers.

Also, our adviser – a University Center graduate – understands the fears many students face with online learning. She guides them in developing skills for effective time management and independent learning. For place-bound students, the center provides computers and printing, and our testing center provides free test proctoring. These students have access to Southwestern's tutoring. Our tutoring center also helps students build foundational skills to be successful when they transfer. Finally, TRIO Support Student Services provides support for first-generation students, taking them on university visits, providing intensive advising, and developing four-year programs of study.

Through Guided Pathways, we have developed 90 maps for the first two years of transfer degrees to Oregon universities. Our focus on equity also means we do our best to ensure students' first two-years of credits are fully transferable.

2. How does the college measure the effectiveness of transfer functions and supports?

Maximum word count: 200

Southwestern gathers data around graduates' success obtaining 4-year degrees. It's fragmented and limited by a small research staff. Further complicating the task, our students often take breaks before continuing studies, and have not one, but many transfer destinations – seven public universities, private universities, and online and out-of-state options. This prompts us to look to many sources to create a picture of graduate success.

Our University Center compiles information on transfer advising and student contacts. Center Staff tracks campus events, and monitors articulation partnerships. Southwestern also sees annual data on student transfers related to the number of associate of arts and science transfer degrees.

We reach out to partners, including the Higher Education Coordinating Commission (HECC) to provide meaningful information, and review studies. A recent ECONorthwest Southwestern case study analyzed bachelor's degree completion rates from 2007-08 through 2010-11. It showed our American Indian/Alaskan Native and Latinx/Hispanic graduates exceeded completion rate predictions by 6% and 18% respectively. And, 49% of Southwestern's transfer students graduated with a bachelor's degree within six years.

This shows progress that starts to color a partial picture of success, and yet we know to see a full picture, we need access to comparable data from other colleges.

3. Describe how the college engages with the four-year institutions that are the primary transfer destinations. In your summary, you may address:

- How the college selects, establishes, and sustains key four-year partnerships
- How these partners contribute to program and/or course design and delivery (e.g., alignment of curriculum, course selection, advising, etc.)

Maximum word count: 300

Our student success is important, but we can't only focus on success for "our" campuses. With adviser input, students can choose a pathway and know their classes will transfer no matter where they go. Faculty lead this effort, identifying career areas that require at least a Bachelor's Degree and actively engaging in developing university articulation agreements. Faculty start by analyzing a combination of labor market need, industry interest, and faculty expertise. Our Forestry program is a primary example. Industry partners told us they needed Bachelor's prepared individuals for high-skill, high-tech positions. Southwestern worked closely with Oregon State University's Forestry program to develop a 2+2 program. Faculty also engage with OSU around STEAM programs that have led to undergraduate research opportunities via the NASA Space Grant program, as well as with Portland State University around programs in physics/engineering.

We have a similar program in elementary school education with Southern Oregon University. We expanded this partnership to include Master's level education. This is a significant resource for coastal elementary schools. Our education degree partnership has been in existence for more than 15 years and started as a face-to-face cohort model. The program is now online, but faculty and advising staff at Southwestern are very closely connected to faculty and advising staff at SOU to align outcomes. Southwestern also has a clear path for students from RN to BSN through OHSU. Students are able to complete the first three years nursing at Southwestern and finish the last year via a combination of online instruction and on-site clinicals. They never have to leave the area and ultimately meet employers' needs to hire trained nurses.

Finally, the University Center and advising staff attend program informational sessions, such as Oregon State's STEM Adviser Drive-In to ensure we understand and link our students with these opportunities.

4. Explain specifically how data (e.g., bachelor's degree attainment, transfer-out rate, etc.) are used to improve transfer outcomes. Cite the source of the information, indicate how frequently the information is collected, and describe how and by whom the information is used to ensure students' success in transfer.

Maximum word count: 300

Southwestern is working to develop better information. We want to look at dual-credit students who take the first year or more of transfer credits while still in high school, then transfer, to see how well they complete at universities. We want to ensure these courses are "credit with a purpose" – that they actually transfer and help a student along a path. The state has struggled with this. Our sense is Southwestern does well, as many of our dual credit courses fit on Major Transfer Maps.

Faculty are highly engaged in these Maps, from serving on the statewide transfer workgroup to engaging with map development in elementary education and criminal justice. We also respond to our four-year partner institutions' processes. When Oregon State changed math requirements, we made sure our path to OSU matched. We are making the switch to 8 writing credits over two terms (from 9 credits over three) to ensure students have a more seamless transfer. We make sure transfer course outcomes align with outcomes for partners in articulated degrees. We also verify general education courses transfer.

The University Center uses the annual transfer-out rate reported by the Student Clearing House to plan strategies and identify common transfer partners. In identifying partners, the college is able to determine where to improve our students' experience and ensure they transfer seamlessly to universities.

Southwestern reviews all data on an annual basis, sharing it with faculty during in-service and throughout the year. Together with faculty, our office of instruction uses data to develop and implement strategies into advising.

In the past year, Southwestern also participated in the Ford Family Foundation Research Project: Supporting Transfer Student Success in Oregon. This study confirmed what we knew to be gaps. Now we will work on tools and resources to strengthen our transfer outcomes.

5. How has the college tracked and responded to achievement gaps in transfer outcomes for different groups of students (e.g., gender, race/ethnicity, socioeconomic background, part-time, adult, etc.)? Where relevant, include key metrics around the relative scale and impact of specific interventions or programs designed to eliminate disparities in transfer outcomes.

Maximum word count: 300

Our data shows few equity gaps when it comes to race in this area. We attribute it to the fact that we recruit for athletic teams and the culinary institute out of our area. This creates more diversity, and in turn, Southwestern provides these students with lots of support within the cohort (culinary) and teams (athletics).

Southwestern has looked at data through our work in Achieving the Dream. We have been particularly attentive to achievement gaps in our work for Guided Pathways. Our college is a leader in developing Guided Pathways for Oregon schools, and we know the challenge for rural colleges like ours will be to reduce disparities for non-traditional and part-time students. We also want to look more closely at equity gaps and transfer as it relates to low-income and first-generation, especially for students who do not get additional supports through programs like TRIO.

There are unknowns that may be unique to our college, but also issues that are universal. We want our partner public universities to have a voice in this discussion as we develop strategies. Our goal in the short-term will be to work with the Oregon Higher Education Coordinating Commission, Oregon Community Colleges Association and other key data-sourcing organizations to gather better information, listen and engage with other colleges to understand the scope of the issues we all must address. At that same time, as we are able to gather information more specific to our students, we can develop actions to better serve our unique populations and address issues unique to our campuses.



Narrative Section 4: Labor Market Outcomes

Completed - Dec 5 2019

Narrative Section 4: Labor Market Outcomes

Note: The online application form limits entries to the word counts listed for each section.

1. Please describe the characteristics of the labor market in the college's region (e.g., major industries and employers, recent economic shifts, etc.) that are helpful to contextualize the institution's employment and earnings outcomes.

Maximum word count: 200

Businesses have always had difficulty competing with metropolitan markets for employees. Portland, the nearest major city, is 225 miles away, with winding roads and mountains between these locales. Wages for the region (Per Capita Income: \$26,007) lag behind the Portland-metro area (\$36,492), state (\$30,410), and nation (\$31,177) (U.S. Census).

Our region has struggled since the timber and commercial fishing crashes in the 1990s. Significant recessions further rocked the region in 2000 and 2007, amplified by increasing environmental regulation, production limits and automation. Also, this is a "blue collar" retiree destination, adding additional healthcare demands, creating an urgent need for healthcare workers, as 2/3 of the region's professionals are 55 and older. Approximately 37% of the area's jobs are in healthcare (CEDs). Through 2024, the region is expected to experience 9.5% growth in positions for which only an associate's degree is required.

The service sector has joined healthcare as the major employers. Next to the Pacific Ocean, the region is increasingly drawing tourists to the natural beauty. To this end, the economy is shifting toward entrepreneurship and small business development to support tourism and sustain an improved livelihood for residents, as regional and state pressures limit large-scale economic development opportunities.

2. Please describe how the college supports students as they explore, define, and pursue their career and employment goals. In your summary, you may wish to address:

- Guidance and/or information that students are given in their program selection process
- Opportunities for "professional skill" development (i.e., critical thinking, time management, teamwork, interviewing, workplace communication)
- Any significant or innovative strategies to provide access to work-based or applied learning for students in CTE and non-CTE programs
- Efforts to place students in jobs

Maximum word count: 300

Student Success is at the core of Southwestern's strategic and ongoing planning. The college constantly

adjusts student advising and tools to help students pursue relevant, trending careers and jobs. We are excited to implement EMSI Career Coach, so students can interactively explore their interests and skill affinities to find good career fits. Advisers will access this student-produced information, so together with students they design clear career pathways. They can study real-time labor market information for this region and western states that are home to the majority of our out-of-state students.

Southwestern also built a career-forum component into its student success course required for all first-time, full-time students, in addition to those undecided on a career pathway. The forums designed around meta-majors link students with alumni and local industry partners. Annually, the college partners in a job/career fair with the Coquille Indian Tribe, and TRIO/Outward Bound hosts an event with employers and industry professionals for students interested in and seeking jobs in civil and forest engineering. In science and other transfer programs, faculty are highly engaged with industry partners to bring career advising and conversations, research and mentoring opportunities into the classroom.

Southwestern provides intensive coaching for students flagged through early alerts and in danger of non-completion. We integrate these student into the SNAP 50/50 program. Students in this path work side-by-side with a career coach and have access to coaching through the Department of Human Services' JOBS program.

The college also employs a full-time internship adviser and embeds work-based learning into CTE programs, helping students complete cooperative work experience through internships or practicums. These efforts are especially important when employment sectors are struggling to find qualified workers. Many career and technical students develop professional relationships leading directly to jobs in high-skill healthcare, para-medicine, fire science, forestry, welding and culinary fields.

3. Please describe the college's approach to engaging and partnering with employers. In your summary, you may wish to address:

- How the college prioritizes industry sectors and establishes and sustains key employer partnerships
- How employers contribute to program and/or course design and delivery (e.g., employer feedback on course/program effectiveness, work-based learning opportunities, apprenticeships, etc.)
- Significant other forms of employer support (e.g., heavy equipment donations, shared facilities, grants)
- Any significant or innovative programs that provide non-credit workforce courses or industry-

recognized credentials (i.e., courses and programs leading to licensure, a third-party validated certification, or occupational certificate) and the number of students participating

Maximum word count: 300

Southwestern starts with labor market research. Staff analyzes state forecasts focused on high-priority relationships in sectors with high employment demand. Once we understand industry gaps and trends, we invite professionals to join CTE advisory committees that meet twice or more yearly to discuss needs impacting facilities and equipment, program and course design, as well as course delivery. Our process may not be unique, but the results are impactful because faculty and employers improve programs together.

Recent examples:

- Medical assisting students enter an apprenticeship program developed in partnership with the regional workforce investment board.
- Our criminal justice partners meet monthly and include our faculty.
- Businesses and the college joined to create the forestry/natural resources program and with the foundation fundraised start-up.
- Dentists donated chairs and supplies for the new Dental Assisting program.
- Industry partners donated an ambulance, police car, fire engine and supplies for Fire Science, Paramedicine, and Criminal Justice programs.
- Nearly 30 businesses and organizations throughout the tri-county region host interns in job-experience settings each term.

We've developed solid partnerships with our region's level 3 trauma hospital and four community hospitals. All provide clinical sites and mentors for our first- and second-year nursing students.

Our CTE fields have joined with firefighting agencies, the U.S. Coast Guard, the regional hospital and police services to host annual disaster exercises. Together, we host an emergency services camp for high school students in the three-county region, and our students serve as "sleeper" firefighters in city and rural fire stations throughout the district.

Since 2015, the college, foundation and community members raised \$19 million to replace 55-year-old science, health and nursing labs with a new Health and Science Facility. This is the largest fundraiser in our college's 58-year history, surpassing the previous largest donation of \$1 million. This state-of-the-art facility will open in 2020.

4. Explain how the college uses data to (1) drive strong labor market outcomes for students and (2) ensure alignment with regional labor market needs. Cite the source of the information, indicate how frequently the information is collected, and describe how and by whom the information is used to improve curricula or practice.

Maximum word count: 300

Market needs drive program design. We use multiple data points, including Burning Glass, which provides real-time labor market data. Southwestern is the lead institution for the statewide consortium for Burning Glass. We also make use of continually updated labor market information from the Oregon Labor Market Information System (OLMIS). Most recently, we contracted with EMSI for our website and will cross-reference new program ideas with OLMIS and EMSI to determine labor market viability.

In addition, the college reviews the region's Comprehensive Economic Development Strategy (CEDS) goals 2014-18 and 2019-23. This way we ensure program development and infrastructure investments align with regional goals. An example of our use of labor market data to make program decisions is our dental assisting program. We started the program based on industry need and labor market analysis in 2016. We have had steady enrollment ever since and high rates of placement of graduates in local dental clinics. We have been actively engaged in LMI research and discussion with industry about developing a dental hygiene program.

Southwestern's strategic enrollment process also guides program development. Our strategic enrollment management group meets monthly to review industry trends, program ideas, and enrollment trends. The team investigates suggestions from industry partners, and ultimately the Vice President of Instruction vets each program proposal with a review of labor market information. The vice president also serves on the Southern Oregon Workforce Investment Board (SOWIB) and has regular conversations with the SOWIB Executive Director regarding industry needs, economic development, and potential program development.

The college reviews existing programs on a five-year rotation. Faculty with expertise in specific programs look closely at labor market data. They also look at student success results for their programs on an annual basis and seek feedback from industry-partners during advisory meetings twice a year.

5. How has the college tracked and responded to achievement gaps in employment and earning

outcomes for different groups of students (e.g., gender, race/ethnicity, socioeconomic background, part-time, adult, etc.)? Where relevant, include key metrics around the relative scale and impact of specific interventions or programs designed to eliminate disparities in outcomes.

Maximum word count: 300

We track achievement through the Oregon Employment Department (OED) and Oregon Higher Education Commission (OHEC). Snapshots help in several ways:

- measuring who gets jobs,
- comparing graduate success across gender, race/ethnicity, and
- understanding upward mobility. During five-year program review, this information helps guide program changes and investment, and educational supports.

Our numbers show improvement and equity, starting with an increase overall in completions and transfer rates from 47% in 2008-09 to 65% in 2018-19, with parity among sub-groups.

OED's quarterly reports, on recent graduates who get jobs, show our students (55%) lag behind the state (63%) and regions with stronger economies. However, across gender and race categories, we see equity generally among graduates in gaining jobs and wage gains.

Over the past 20 years, our Student Success model incorporated strong tutoring, second-language and developmental skill supports, and ongoing faculty assessment. We use inclusive early alerts. We adapt reading, writing and math development around students' evolving learning styles. Equally, we focus on creating thriving community, including robust housing and athletic programs. These increase diversity and foster a livelier environment for clubs and activities around the culture of learning.

In 2015-16, OED saw 58% of our students found jobs within two months of graduation. Veterans and students with disabilities mirror this, with Hispanic/Latinx students seeing greater success. (61% Hispanic/Latinx, 58% non-Hispanic, 51% African American/Black, 58% American Indian/Alaskan Native, 57% Asian, 48% Native Hawaiian/Pacific Islander and 58% White)

OHEC provides colleges with data around lowest-income students (families below \$25,000) making it to the middle class, by showing:

- access to college,
- whether our poorest students achieve earning success (> average), and
- whether they achieve mobility, i.e. exceeding their parents' incomes.

Through this, we have learned our college excels in student access. They lag somewhat in annual income success, but are outpacing their parents' household incomes.



Narrative Section 5: Learning Outcomes

Completed - Dec 5 2019

Narrative Section 5: Learning Outcomes

Note: The online application form limits entries to the word counts listed for each section.

1. Provide an overview of how the college defines and measures excellence in teaching and learning.

Maximum word count: 200

The college defines excellence in teaching from the standpoint of the learner – learning that meets students where they are, actively engages, and provides support. Staff recently read *Becoming a Student-Ready College* (Brown et al.). We are using this lens to help staff understand they are all educators and all in a position to influence student success.

Excellence is our physics instructor and students gaining statewide attention for launching weather balloons through a NASA project and becoming finalists in the InventOR competition. Faculty embrace hybrid teaching, synchronous courses via Zoom to both campuses, international study and undergraduate research. Faculty ask students to solve real-world problems: our fire science instructor teaches safety through a Southwestern is Burning exercise, requiring students to problem-solve within context of their own institution. Similarly, paramedic students race practicing skill sets (blood pressure checks, etc.) on staff and students stationed throughout campus.

Southwestern recently started work on practices to enhance online education. We implemented a policy in 2019, ensuring all students have access to a high-quality distance education experience that includes regular faculty engagement. We are developing an online course template for consistency in course design. Faculty are also piloting an evaluation process specific to online courses.

2. Describe the most significant needs for improvement in student learning at the college. You may wish

to address:

- How does the college identify needs for improvement in learning outcomes (e.g., through program review, standardized learning assessments, or other processes)?
- Are the most significant needs for improvement at the course/program levels or college-wide?
- How does the college assess whether curriculum and learning outcomes are aligned to transfer/workforce requirements?

Maximum word count: 1000

Southwestern's most significant need is identifying gaps in student learning. This is a universal truth. Community colleges struggle as a whole with how we know whether students are meeting outcomes. How do we prove that when a student walks across the stage at graduation with a diploma or certificate in hand, they meet the outcomes we said they would? This is where Southwestern needs and will work to improve its data.

Faculty has spent a lot of time over the past six years on development education redesign. We have made significant progress and the data proves it. As a result, we have not spent a lot of time looking at success rates in gateway courses, nor have we spent significant time on our assessing general student learning outcomes. Southwestern is in the process of identifying gateway courses in each of our pathways and reviewing data to determine where student success gaps are. The long-term goal is to engage in cross-discipline assessment efforts.

Southwestern has also worked on refining the program course outcome assessment process. Faculty evaluate all program course outcomes each year, using rubrics to assess student learning. We review state-level data for programs in CTE that are Perkins eligible each year and know that there are equity gaps based on gender in some of our CTE programs. For example, the majority of our nursing students are female - we recognize this is a gap in gender equity, especially as we have equity gaps in completion for white males - and nursing is the highest paid field for entry-level wage for all of our programs. Faculty in CTE areas conduct a program review on a five-year cycle. Program review includes analyzing enrollment, instructional effectiveness, program student success, graduate success, and learning outcomes assessment data. We steadily increase the consistency of how we assess student-learning outcomes at all levels.

Faculty efforts circle around balancing program accreditation requirements with industry needs, and student success. One challenge for us is how to best make use of this information so that there is not data overload that leads to decision-paralysis. We have worked on streamlining the assessment process so course level outcomes clearly map to program level outcomes and general student learning outcomes (GSLOs) map to our degrees.

Our assessment system also allows us to capture disaggregated data for both program and general

student learning outcomes. This allows faculty to review the data and incorporate changes into their classrooms. We know we need to better assist faculty in learning how to connect this data to teaching. Our CTE programs have robust advisory committees that meet twice or more a year. Industry partners share information about changes in practice and standards within their fields, as well as feedback on graduate success. Employers provide annual feedback on student work experience/internship performance and dependability. The data allows faculty and staff align changes in curriculum to meet current industry needs. Work experience partners regularly hire their students after graduation and the employers indicate that if a position were open 100% would hire the graduate (2016-17).

Many of our transfer programs have articulation agreements with university partners to help students transfer directly as juniors. Faculty at Southwestern and at the partnering university also collaborate to ensure that learning outcomes align. For example, our forestry program faculty lead meets annually with the Oregon State University Professional School of Forestry to make updates to the program, as well as to gather feedback on transfer student success. Business, Computer Science and Elementary Education programs all have statewide alignment and faculty are actively engaged in conversations regarding outcome development.

3. Describe the most important strategies at the institution for strengthening teaching and improving student learning outcomes, noting the scale at which these strategies are implemented/impacting students or faculty. Also note, where applicable, if/how adjunct faculty are engaged in these strategies.

You may wish to address:

- Teaching and learning centers
- Professional development for faculty
- Hiring/evaluation of faculty including adjuncts
- Course- or program-level innovations in pedagogy (e.g., digital courseware, applied or work-based learning, etc.)

Maximum word count: 500

Southwestern systematically reviews program learning outcomes to determine that they align with requirements for success in the further education and employment outcomes targeted for each program. The Guided Pathways model integrates program review to align programs and degrees to specific programs. CTE courses continue to work with advisory boards to ensure alignment with industry and needed skills.

Faculty and administrators have identified active learning/service, and study abroad goals as part of Southwestern's Academic Master Plan. In the past year, students traveled to Turkey as part of a sociology course. This year, Criminal Justice students will go to London to learn about the history of CJ in the British

system. Our culinary institute has embedded international travel opportunities to explore international cuisine.

We also have a faculty senate committee that is exploring how to scale up study abroad and service learning. This committee is also supporting faculty by identifying best practices in grant writing - the idea is to help faculty who are interested in trying innovative practices find funding to do so.

We work with students to put knowledge and skills in action through projects, internships, clinical placements, group projects outside of class, service learning, study abroad, and other active learning activities. Our internship coordinator brings students and businesses together in program and course internships. We integrate clinical placements for nursing, paramedic/EMT, dental assisting, education, and medical assistants.

Faculty review programs or degrees to assess whether students are mastering learning outcomes and building skills across each program or degree in both the arts and sciences transfer degrees and career technical programs. Most faculty participate in ongoing assessment of student learning outcomes. Significantly, during 2018-2019, 88% of the faculty submitted annual student learning outcomes assessment reports. An example of making use of assessment data can be found in our CHEM223 course: students were only deemed emerging proficient using literature evidence in a lab report. The Chemistry faculty member worked with our Library Director to develop a library guide specific to chemistry. Since 2015, Southwestern has regularly reviewed its course, program/discipline, and global student learning outcomes. The results of student learning outcomes assessment are used to improve teaching and learning through program review, professional development, and other intentional campus efforts. Southwestern has a well-defined and strategic faculty observation and evaluation process. The primary purposes of faculty observation and evaluation are to ensure quality in the teaching and learning environment and enhance student learning; to support each individual's growth and development; to support faculty creativity, experimentation and risk-taking; and to support alignment of performance with new needs of the discipline and department/division, and promote departmental/divisional clarity of purpose.

We've developed nearly all institutional strategies for strengthening teaching and improving student learning outcomes with full-time faculty. Some strategies also include part-time faculty. For example, all faculty participated in adapting and developing the general student learning outcomes VALUE rubrics for Communication; Computation; Creative, Critical & Analytical Thinking; and Community/Global Consciousness & Responsibility. Part-time faculty also participate in-service workshops and part-time faculty meetings.

4. How has the college tracked and responded to achievement gaps in learning for different groups of students (e.g., gender, race/ethnicity, socioeconomic background, part-time, adult, etc.)? Where relevant, include key metrics around the relative scale and impact of specific interventions or programs designed to close achievement gaps.

Maximum word count: 300

Southwestern tracks and responds to achievement gaps in learning for different groups of students. For instance, the number of students taking developmental courses at Southwestern has decreased significantly for the 2016-2017 year since 2010. The developmental total course enrollment for 2015 is 1,562 students (132 FTE) and for 2016 is 1,203 (104 FTE). The student unduplicated count for 2015 is 697 students and for 2016 is 579 students.

Of the 697 student unduplicated students in 2015, 388 are female and 309 are male. In 2016, of the 579 students, 324 are female and 255 are male. Of the 2015-2016, developmental students, 71.30% of the females passed math and 67.31% passed reading/writing; 66.79% males passed math and 63.78% passed reading/writing. Of the 2016-2017 developmental students, 71.71% of the females passed math and 61.96% passed reading/writing; 64.82% males passed math and 52.85% passed reading/writing.

The demographics of DE student unduplicated count for 2015 and 2016 include American Indian or Alaska Native (31; 21), Asian (10; 9), Black or African American (21; 10), Hispanics of any race (90; 73), Native Hawaiian or Other Pacific Islander (9; 8); Nonresident Alien (4; 4); Two or more races (37; 35); Undisclosed (42; 17), and White (453; 402).

The 2016-2017 demographic developmental pass rate for math then for reading/writing include the following: American Indian or Alaska Native (63.89%; 83.33%), Asian (87.50%; 42.86%), Black (44.44%; 50.00%), Hispanics of any race (59.54%; 44.44%), International (87.50%; 78.57%), Multi-Racial/Ethnic (57.63%; 46.67%), Not Reported (81.82%; 100%), Pacific Islander (54.55%; 40.00%), White 71.13%; 59.50%).40.00%), White 71.13%; 59.50%).

There is still much we don't know. We still need to determine how successful math and writing students are in their college gateway math and writing courses, in successful placement and completion; and diversity and equity gaps and successes.

5. Describe how the institution supports students who enter needing academic catch-up in order to successfully complete college-level coursework (particularly in math and English/writing). This may include developmental education placement and delivery or strategies to advise and support students in

entry-level college courses. In your response, you may wish to address:

- What changes, if any, have been made to developmental education placement or delivery in the past 2-3 years or are planned for the coming 2-3 years and why?
- How does the college assess the effectiveness of developmental education courses, placement policies, and/or delivery models of developmental or co-requisite/gateway courses?
- How are students currently placed; or, if placement is not allowed by state policy, how does the institution otherwise try to guide students into the appropriate level math and English courses?

Maximum word count: 500

Southwestern provides special supports to provide help academically unprepared students to succeed in “gateway” courses for the college’s major program areas—not just in college-level math and English.

Through the Title III grant, some disciplines offer Supplemental Instruction for gateway courses.

Supplemental instruction has been piloted and implemented in the sciences (biology, chemistry, anatomy & physiology) and social sciences (anthropology and sociology).

Southwestern provides intensive support to provide help for very poorly prepared students to succeed in college-level courses as soon as possible. Writing has implemented a writing co-requisite model WR 95

English Composition Fundamentals to accompany WR 121 English Composition and WR 115

Fundamentals of Report Writing. The goal of this course is to streamline the writing program and accelerate a student's pathway from the developmental education side of the curriculum to the standard college writing sequence.

Through DE redesign, we have combined reading and writing into one course and collapsed other previously required courses. In the past, underprepared students were required to take 17 credits of developmental reading and writing courses. Now, DE reading and writing are integrated into a 4 credit WR90R Academic Literacy.

Southwestern had developed multiple measures placement methods to provide more accurate initial placement. When compared to a group of students with similar demographics, multiple measures placement is linked to better first year outcomes for students. A higher proportion of multiple measures students progress into and complete college math and English at Southwestern compared to students with similar demographic characteristics placed using traditional methods.

Southwestern’s Laker Commons tutoring center helps students become better learners and to be more successful in their courses. All services offered through Laker Commons are free to full- and part-time students taking day, evening, or online courses at Southwestern.

Tutors assist students in enhancing their academic performance with assistance in a wide range of fields such as math (from arithmetic to calculus), science (biology, chemistry, anatomy & physiology, geology, and physics), writing, reading, computer science, business, and CTE courses.

Our peer and professional tutors are nationally-certified who have extensive tutoring experience and are committed to the success of Southwestern students. Our services include explanation of concepts that students have difficulty understanding, discussion of assignments, general feedback on assignments, reinforcement of classroom instruction, and referral to appropriate resources.

TRIO SSS supports poorly prepared students who are first generation college students. Our in-district small rural high school programs have not prepared students to compete in an academic curriculum designed for transfer to four-year institutions.

To assist these students, TRIO SSS instruct and encourage time management skills, note taking, and test preparation. TRIOs provides for SSS eligible students individual tutoring, intrusive academic advising, graduation and transfer assistance, increased financial and economic literacy, financial aid and scholarships, career exploration, individualized counseling/coaching, mentoring, increased technological proficiency training, and additional support systems.



Narrative Section 6: Equity

Completed - Dec 5 2019

Narrative Section 6: Equity

Note: The online application form limits entries to the word counts listed for each section.

1. Describe how the college defines equity and how equity goals, values, and strategies are communicated within the institution.

Maximum word count: 300

Southwestern strives to learn from differences in people, ideas and opinions, while setting a standard for the larger community by promoting tolerance, communication, fairness and understanding among people of differing beliefs, color, gender, cultures and backgrounds.

The college increases awareness of cultural diversity through communications and leading by example with prospective employees, staff and students. Southwestern adopted its core values in 2012 of Community, Learning, Innovation, Professionalism and Stewardship. The college defines its top priority of "Community" as the desire to "Build collegiality by providing a welcoming and supportive atmosphere with respect for diversity."

While it's easy to "see" diversity in Southwestern's athletic teams and student clubs, it's more challenging to infuse an equity mindset in our culture. We believe employees who see the college demonstrate fairness are more likely to advocate for equity for all. The college also has worked to ensure pay equity. Two years ago, we analyzed 238 employees for equity, covering 151 positions in 46 groups, with the result being adjustments in only three classified and one management position.

In 2018, the college put a greater focus on nurturing diverse and equitable campuses. Faculty, staff and students created a Diversity, Equity and Inclusion Committee. With a mission to "foster a safe, equitable and inclusive learning environment for people of diverse backgrounds and experiences," the committee is working from the grassroots through Associated Student Government and with the leadership team to implement:

- equity-based standards and policies,
- multicultural and diversity programming,
- professional development,
- cultural competency training, and
- program evaluation.

The committee hired two AmeriCorps to help Southwestern better serve low-income and first-generation students, particularly students of color. They also created a Diversity Film Series; and trainings in – "What's Your Story?" and Social Identity, along with Understanding Adverse Childhood Experiences, Generational Diversity and equity-minded change leadership.

2. Describe how the college understands and ensures equitable access given the demographic and social characteristics of the community, including populations or regions in the community with the greatest unemployment or poverty rates, lowest rates of educational attainment, etc.

Maximum word count: 300

The college district's greatest equity gaps center around first-ever in college and grant aid-reliant students, who comprise 50% and 89% of our learners. We have engaged in many efforts to reach out to and ensure equitable access across these populations. Our strongest effort focuses on five key areas:

- Dual-credit enrollment: Every high school-aged student within the district has the opportunity to enroll in free credit classes. Last year, 925 students enrolled in college credits and saved their families \$1.4 million in Southwestern tuition, and \$2.4 million in Oregon 4-year tuition. Each year, an average of 10 of these students completed their two-year degree while still in high school.
- GED access: Our GED program encourages transition to college and career-technical courses. We've seen a 39% increase in GED enrollment over the past five years to 213 in 2018-19. Southwestern also collaborates with the college foundation, which provides scholarships covering all fees and tuition for GED students. GED "graduates" also can receive tuition waivers for their first three terms of college.
- Scholarships: The college foundation has made a priority to increase access for all students. In 2016, the foundation removed all general scholarship restrictions. Also employees and the community have increased funding for emergency scholarships and the college's food pantry.
- Housing: Southwestern is Oregon's most remote community college, in terms of distance to higher education opportunities and cities. We have taken great steps in ensuring equitable access for students through construction of residence halls at the Coos campus and through use of distance education for in-district students.
- University Center: College district residents can access local advising and online classes to four-year college programs, many of which would be unattainable for place-bound students in our remote rural communities.

3. Describe the 2-3 most pressing equity challenges the institution has identified in terms of student success outcomes (e.g., disparities in which outcomes for which populations of students), and what evidence the college uses to identify and understand the root causes of these disparities.

Maximum word count: 300

Southwestern wants to increase efforts in three areas to tackle and close its most frustrating gaps:

- The population of our local area largely identifies as white, but our Hispanic/Latinx students perform slightly better than the non-Hispanic population after graduation in gaining jobs and wage increases (Oregon Employment Department). However, we have seen equity gaps between the Hispanic/Latinx students we recruit from outside of our district and those within our district.
- We see the most significant equity gap between our part-time student completions as compared to our full-time student completions (IPEDS/Guided Pathways).
- We also have identified completion gaps between students who have support through cohort programs, through athletic teams, and through student services programs such as TRIO, as compared to students who do not have these supports.

The college has placed an overarching theme for equity success outcomes on students who are first time ever in college (FTEIC). In winter 2018, Southwestern committed to use the Institutional Capacity Assessment Tool (ICAT). All staff took the ICAT, and we learned that student success is in the fabric of our culture. Staff rated our college “Strong” (Level 3) for every item, with the highest rating being leadership and vision and second highest around engagement and communication. We found among our staff that there is confusion around equity, and it was our lowest rating. The results confirmed that while some tracking numbers around student success and employment suggest equity, it is a key focus area for discussion and training on both campuses given the high number of “I Don’t Know” responses in this category.

4. Describe the institution’s most significant strategies to address the equity challenges identified above. These may include both targeted equity-focused interventions as well as structural/cultural efforts to advance diversity, equity, and inclusion. In your response, you may wish to address:

- At what scale are the strategies currently implemented, and is the scale adequate to the need? If not, what are the institution’s plans for scaling to meet need?
- How does the institution measure the effectiveness of these strategies/interventions?
- How are these strategies/interventions resourced and sustained?

- What key strategic partnerships with external organizations/institutions exist to advance equity in access or success?

Maximum word count: 500

Faculty and staff embrace a holistic approach to student success, which has fueled increased graduation and transfer rates for all students and within multiple sub-population groups. The three-year graduation rate for all students increased by 19% over the last four years, exceeding national and Oregon rates (cohort years 2011 to 2014). Graduation rates may not always reveal a gap decrease, however, a key focus of the college mission is student transfer success, which has increased slightly over the last four years. Most notably, we've documented significant increases for Hispanic/Latinx students - the largest sub-population of non-white students. Faculty, staff and student government have increased their work around student success and cultural diversity, followed by a 27% increase in the combined graduation and transfer rate for these students over the last four years. Our internal research shows minorities, males and low-income students also are graduating and/or transferring at increased rates.

In 2018, we partnered with Campus Compact to bring AmeriCorps volunteers to work on community outreach and cultural competence standards and training. We continued this year with an AmeriCorps volunteer to mentor FTEIC students. In addition, the active DEI Committee committed to supporting equity work. This grassroots committee evolved from a small group of faculty and staff to a fully institutional committee with broad representation across campus.

We are one of the first five schools in Oregon working to take guided pathways to scale, including developing program maps, working on holistic student support, and redesigning our approach to advising. We have made the move to redesign our admissions application with a focus on meta-majors. Our workgroups are focusing on three major categories: program mapping and communication; student supports for all students, including part-time; and making use of our data and, including CCSSE and SENSE.

Southwestern also partners with agencies as part of our efforts to improve student success for all. Our dual-credit with a purpose has resulted in savings of an average \$1 million in tuition costs. We have a strong history of leveraging state and federal funding for transitional education to support adult learners. This has included engagement with the SNAP 50/50 program and partnership with Department of Human Services to provide career coaching through their JOBS program.

Finally, our GED program provides students with an opportunity to earn college credit by offering them a

free one-credit Career & College Exploration course (HD110). GED students can then qualify for tuition waivers for up to three terms. One student who benefited from this is Philip Metz. Philip came from a home that did not value education, so he dropped out at the end of his sophomore year. He hid this from his children for many years. The turning point for him was when he couldn't help his daughter with her fifth grade homework. He successfully completed the GED, is in his second quarter of classes with a 3.41 GPA, and has developed a close connection with our Geology instructor and plans to pursue geology to "discover the stories buried in time."

5. Explain how data are used to diagnose, monitor, and intervene to ensure success for all students and how college leaders work to systematically understand the experiences of different student groups at the institution. Describe what quantitative or qualitative data are collected, indicate how frequently the information is collected, and describe how and by whom that information is used to improve equity.

Maximum word count: 200

Southwestern has been active since 2004, continuously using data to develop student success interventions. College stakeholders translate data review into action from national surveys and studies (CCSSE, SENSE, SSI, RELNorthwest, NSC, ATD) during annual program reviews and institutional level indicator analysis and planning.

Data has opened the doors for understanding and new perspectives. The use of dis-aggregated data based on regional studies and the VFA/NSC equity gap reports demonstrate the specific student needs where the college must focus future efforts. Planning and ongoing monitoring occur at the institutional, program and department levels. (Equity Section 6 Uploads)

Faculty redesigned DE for writing, reading, and math, after data suggested students in the pathway did not have equitable opportunities for success. Similarly, Southwestern led the state developing a math pathway for STEM and non-STEM majors to reduce time to completion.

Faculty and Success Center staff rely on predicted analytics to provide early intervention supports to identified students, specifically FTEIC students. Annual student success projects focus on creating a student-centered culture. Examples include developing an annual community resource fair, streamlining processes to make prior learning assessment credit easier for students, revising our admission application, redesigning new student orientation, and enhancing the early-alert system.



Narrative Section 7: Institutional Strategies and Capacities

Notes to applicants:

- Contributors to this section may wish to cross-reference previous sections of the application narrative.
- The online application form limits entries to the word counts listed for each section.

Describe the capacities that have most enabled the institution's progress in advancing student success and building a student-centered culture, as well as where organizational constraints have most constrained progress. Which areas of institutional capacity are being prioritized for future investment and why? Consider the following in your response:

a. Human Capital: What are the college's most impactful hiring, promotion/tenure, and professional development practices for staff and faculty? In what ways do these practices align with student success goals?

b. Strategic Finance/Resource Allocation: How does college leadership ensure that resource allocation strategies align with the institution's student success goals? What have been the institution's most important resource allocation strategies to ensure adequate and sustained funding for student success efforts?

c. Governance: How do people at all levels of the institution contribute to decision-making processes aligned with college-wide student success goals? How do leaders ensure that decisions are made efficiently and effectively, with appropriate engagement, to move student success work forward? What key attributes/structures/practices of the leadership team ensure accountability for strong performance and continuous improvement?

d. Student Communications: How do college leaders work to understand the student experience and use this understanding in decision-making processes? How does the institution ensure that faculty, advisers, and administrators have clear and consistent information about students' experiences to improve outcomes?

e. Institutional research and evidence-based decision-making: In what way is evidence used throughout the college to guide evaluation of student success outcomes? When, how, with whom, and how often are

key sources of information—KPIs, student experience survey data, etc.—shared across the college? In what other ways are institutional researchers engaged in supporting institutional decision-making?

Maximum word count: 1000

Southwestern Oregon Community College started as an idea, a dream in the 1950s among working families who wanted their children to go to college. They sensed that economic and technology changes would slowly erode decades of living-wage jobs. They wanted their children to learn skills and earn degrees that could sustain families during recessions, as well as sustain them beyond on-the-job injuries in highly dangerous fields, and beyond industry advances that would displace workers. These were the men and women who worked in the forests, in mills and on ships, and who met in living rooms and cafes that forged the pathway to create this community college.

Nearly 60 years later, our college is thriving and enjoying great student success. Southwestern leads the state in completions (65%, HECC) and time to graduation (2.3 years HECC). Yet, many of the demographic realities and frankly the challenges on the southwest Oregon coast today are similar if not the same as they were six decades ago. There's still a culture that believes only hard work, not education, is the ticket to prosperity. There's still a population of first-gens in need of education -- though more Latinx today than decades ago -- still dependent on boom-bust seasons tied to tourism, fishing and natural resource production. The majority of Southwestern's out-of-district students come from similar-sized communities in similar economies from native Alaskan populations, from rural Washington, Montana, Idaho and Hawaii.

Today, our college employees' faces are a reflection of that heritage and culture. This is our strength. Many of our employees were first-generation college students and many are alumni. Some stayed and others returned after pursuing college training, inspired by knowing their work here will change lives and have a great impact, because they've come down this path to success. From faculty in business, math, health, culinary, nursing and computer science to financial aid advisers, to the registrar, HR director and facilities workers, advancement in our organization is tied to a drive to learn, understand and serve. In every department, at every level our employees are people who share a common story.

We start with a mindset toward inclusive hiring, intuitive onboarding and ongoing evaluation. For faculty, the Vice President of Instruction attends all teaching demonstrations of prospective faculty and meets with candidates individually to ask questions specifically around student success, assessment, and teaching and learning. New faculty attend a mandatory one-day orientation on processes and our student success culture. They meet with the executive team to learn about our shared vision of student success, and pair with mentors.

In the past year, administration and faculty senate developed a student-centered approach to faculty evaluation, with a handbook defining shared values of teaching and learning. We adopted performance

standards in teaching, advising, assessment, communication, diversity and inclusion, ethics and integrity, professional learning and scholarship, and collegiality and service. Peer observation and evaluation includes more engagement between senior faculty and new faculty, emphasizing continuous improvement and lifelong learning.

This march toward success began in 2004. We compared our college to others around our state. The numbers showed our students were leaving too soon, without the skills they needed. We resolved to learn new methods for delivering services and focus on retention in ways to 1) eliminate barriers, 2) increase academic support, and 3) grow our advising. In 2008, we held our first Student Success Summit on retention, and now every summer a cross section of employees come together to share insights on areas students struggle most and settle on project specific strategies to better connect with students and help them overcome.

“Student success isn’t tied to ‘what we normally do,’” says President Patty Scott. “There’s an expectation that all people of all walks are engaged, from every corner of our campuses.”

From 2010-12, this college developed core themes to be inclusive, so every individual knows how they contribute to the institution. Each new employee meets with the president in one-on-one sessions designed for individuals to learn where they fit in the college and visualize how their work contributes to students' success so they feel valued.

Today’s college employees, much like our founders, listen to intuition and each other. We embrace a system of shared governance with committees that include staff from all areas and allow information and discussion around issues to flow in all directions. Institution-wide committees have led to innovations, including the early-alert “Laker Connect” system and faculty program redesigns.

We have refined a system for mission fulfillment that ties measurements across all disciplines with program development. That mission fulfillment links to budgeting. It guides targeted college and community investment that strategically accrues to student-centric success. Industry partners work with faculty to develop curriculum and hands-on training with students. Oregon and regional workforce market data and trends for program improvement and development guide CTE and program development. Southwestern sets high expectations and high bars for achievement. Managers must demonstrate budgets and department projects address data-backed goals. They must demonstrate new initiatives strategically target areas data shows weakness, and identify how they envision this impacts student enrollment and retention.

Equally importantly, students talk to us through surveys upon entering college and throughout their studies. They recently shared concerns in food and housing, and equity surveys.

Students serve on grassroots committees. Student government leaders sit alongside board of education members at meetings. Current and prospective students access the powerful EMSI Career Coach tool, which assists them in making decisions about career paths to jobs.

Our 2016 Distinguished Alumni Don Grotting tells it best. Grotting started as a displaced lumber mill

worker at our college in the 1990s. He went on to become a teacher, and then an administrator. He's now superintendent at Oregon's largest K-12 school district, and has won awards year after year for closing achievement gaps with Hispanic/Latinx and other underrepresented groups.

"I would not be where I am today without the support, academic expertise and high expectations of the Southwestern teaching faculty, support staff and administration."

This is exactly what our college founders envisioned.



Prize Application Data Template

Completed - Dec 5 2019

[Click here to download](#) the 2021 Aspen Prize Application Data Template. Please fill out relevant sections and upload a completed version.

Please refer to [this document](#) for frequently asked questions and guidance on how to complete the template.

Note: If you submit data to the National Student Clearinghouse and did so in 2010, please disregard Tab 4 in this data template. Tab 4 transfer should only be completed by institutions who do not submit data to the National Student Clearinghouse (or did not submit data to NSC in 2010) **and** have access to state or system data.

2021_Aspen_Prize_Data_SWOCC_FINAL

Filename: 2021_Aspen_Prize_Data_SWOCC_FINAL.xlsx Size: 28.2 kB



Upload Supplemental Documents

Completed - Dec 5 2019

Please use this space to upload any supporting graphs or visuals that relate to the narrative portion of your application. Completion of this task is entirely optional.

Economic Section 1 Aspen Application

Filename: Economic_Section_1_Aspen_Application.pdf Size: 869.9 kB

Student Success Section 2 and 3

Filename: Student_Success_Section_2_and_3.pdf Size: 209.8 kB

Employment Outcomes Section 4

Filename: Employment_Outcomes_Section_4.pdf Size: 83.8 kB

Equity Section 6

Filename: Equity_Section_6.pdf Size: 1.7 MB

Student Satisfaction Section 7

Filename: Student_Satisfaction_Section_7.pdf Size: 815.3 kB

Employment Outcomes Data

Filename: Employment_Outcomes_Data.pdf Size: 307.5 kB

Celebrating Success

Filename: Celebrating_Success.pdf **Size:** 1.4 MB



Southwestern Student Success 2017-2018

#1

Among All Oregon Community Colleges

63%

Graduation and Transfer Rate

4 Year Rate

Affordability and Access

73% Latinx/Hispanic Students Graduated/Transferred

65% Other Minorities

48% Oregon Community College Students

64% Latinx/Hispanic Transfer Bachelor Degree Rate - 6 yrs

Higher Earnings Potential and Lower Cost of Degree

3.3 years Oregon CC/National CC Average

Reduces Student Debt

Source: [Urban Institute](#)

LOWEST TIME to completion

2.3 Years

Southwestern 2.3

All Oregon Community Colleges 3.3

Accelerated Learning: High School Student Success

- \$ 2,320,375 Savings at [Oregon 4 Year College Average](#)
- 11 Graduates: Southwestern & High School Simultaneously

5 Year Achievement and Savings Overview

\$9,000,000+ Tuition and Fee Savings
 55,000+ Credits Earned in 1,700+ Courses
 3,000+ Students



\$1,425,500 + Tuition/Fee Savings

925

High School Students





Southwestern Quick Facts

Our Mission

Southwestern Oregon Community College supports student achievement by providing access to lifelong learning and community engagement in a sustainable manner.

2018



Student Achievement



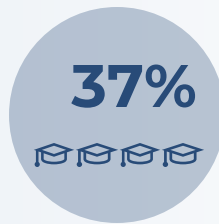
63%

Highest Graduation/Transfer Rate of Oregon Community Colleges
Fall 2015 Cohort



57%

Graduation & Transfer Rate
Student Right to Know - 4 Year
Average Over 3 Years
49% Fall - Fall Retention Rate



37%

Student Right to
Know Graduation
Rate - 4 Year Average
Completed in 3 Years



73%

Athletic Graduation &
Transfer Rate Fall
2015 Cohort
63% Fall 2016 Cohort

795

Degrees &
Certificates
Awarded

460

Students
Awarded
Degrees
& Certificates

78

Program
Degrees &
Certificates

Degrees & Certificates

65% Enrolled in Transfer Degrees
35% in CTE Degrees

Top 5

Associate Arts - AAOT
Associate General Studies
Nursing/Pre-Nursing
Associate Science
Culinary/Baking & Pastry

Student Diversity

All Students **84%** In-District **16%** Out-District

53% **43%** **4%** Undisclosed

Total Students Credit Students

6411 2959

Curry: 1156 Curry: 435

Race/Ethnicity	All Students	First-Time Full-Time	Pell Grant Recipients
American Indian Alaska Native	2%	3%	3%
Asian or Pacific Islander	1%	1%	1%
Black or African American	1%	1%	2%
Hispanic/Latino(x)	7%	18%	15%
Native Hawaiian/Other Pacific Islander	1%	2%	1%
White	54%	64%	69%
Two or More Races	3%	8%	6%
Undisclosed	31%	3%	3%

91%
Financial Aid Recipients
First-Time Full-Time 2017 Cohort

Athletes
226
in 18 Sports

Housing
Students
446

Campus Facts

24

Average Age
Credit Classes

12

Average Class Size
Credit Classes

201

Fall Full-Time
Employees

156

Fall Part-Time
Employees

174

Acres

44

Buildings





FACT SHEET

The Economic Value of Southwestern Oregon Community College | July 2017
<https://www.socc.edu/ie/ie-reports>

Southwestern Oregon Community College creates a significant positive impact on the business community and generates a return on investment to its major stakeholder groups — students, taxpayers, and society. Using a two-pronged approach that involves an economic impact analysis and an investment analysis, this study calculates the benefits to each of these groups. Results of the analysis reflect Fiscal Year (FY) 2015-16.

IMPACTS CREATED BY SWOCC IN FY 2015-16

ADDED INCOME	JOBS
\$19.9 million	433
Operations spending impact	
\$50 thousand	1
Construction spending impact	
\$4.4 million	136
Student spending impact	
\$54.1 million	1,415
Alumni impact	
\$78.5 million	1,985
Total impact	

IMPACT ON BUSINESS COMMUNITY

During the analysis year, SWOCC and its students added **\$78.5 million** in income to the SWOCC service district economy. This is equal to **3.7%** of the region's total gross regional product. By comparison, this contribution that the college provides on its own is slightly larger than the Transportation & Warehousing industry in the region. The economic impacts of SWOCC break down as follows:

Operations spending impact

- SWOCC employed 347 full-time and part-time employees in FY 2015-16. Payroll amounted to **\$16.4 million**, much of which was spent in the college district to purchase groceries, clothing, and other household goods and services. The college spent another **\$26.3 million** to support its day-to-day operations.
- The net impact of college payroll and expenses in the college district during the analysis year was approximately **\$19.9 million** in income.

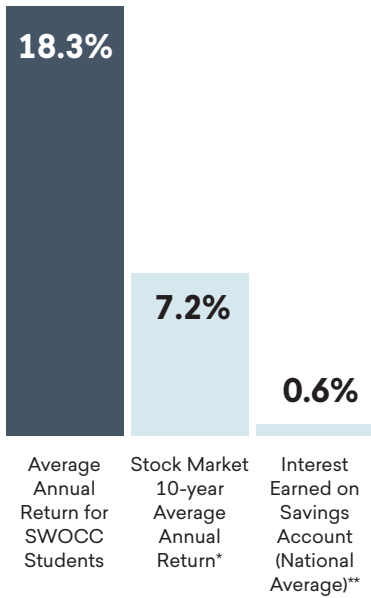
Construction spending impact

- SWOCC commissioned contractors to build or renovate its facilities during the analysis year. This generated a short-term infusion of spending and jobs in the regional economy.
- The net impact of SWOCC's construction spending in FY 2015-16 was **\$50 thousand** in added income for Coos County.

Student spending impact

- Nearly **18%** of SWOCC students originated from outside the region. Some of these students relocated to the college district. In addition, a number of students would have left the region if not for SWOCC. These relocated and retained students spent money on groceries, transportation, rent, and goods and services at regional businesses.

STUDENT RATE OF RETURN



* Forbes' S&P 500, 1994-2014.

** FDIC.gov 12-2016.

- The expenditures of relocated and retained students during the analysis year added approximately **\$4.4 million** in income to the region's economy.

Alumni impact

- Over the years, students have studied at SWOCC and entered or re-entered the workforce with newly-acquired skills. Today, thousands of these former students are employed in the SWOCC service district.
- The accumulated contribution of former students currently employed in the regional workforce amounted to **\$54.1 million** in added income during the analysis year.

RETURN ON INVESTMENT TO STUDENTS, TAXPAYERS, AND SOCIETY

Benefits to Students

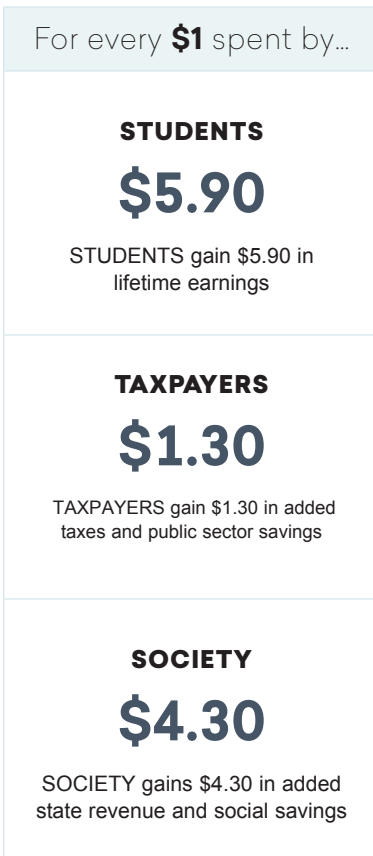
- SWOCC's FY 2015-16 students paid a total of **\$4 million** to cover the cost of tuition, fees, and supplies. They also chose to give up **\$5.5 million** in money that they would have earned had they been working instead of learning.
- In return for the monies invested in the college, students will receive a present value of **\$55.9 million** in increased earnings over their working lives. This translates to a return of **\$5.90** in higher future earnings for every \$1 that students invest in their education. The average annual return for students is **18.3%**!

Benefits to Taxpayers

- In FY 2015-16, state and local taxpayers in Oregon paid **\$16.1 million** to support SWOCC's operations. The net present value of the added tax revenue stemming from the students' higher lifetime earnings and the increased output of businesses amounts to **\$19.6 million** in benefits to taxpayers. Savings to the public sector add another **\$1.7 million** in benefits due to a reduced demand for government-funded services in Oregon.
- Dividing benefits to taxpayers by the associated costs yields a **1.3** benefit-cost ratio. That means for every \$1 in costs SWOCC returns \$1.30 in benefits. The average annual return on investment for taxpayers is **2.2%**.

Benefits to Society

- The economic base in Oregon will grow by **\$209.5 million** over the course of SWOCC's students' working lives. Society will also benefit from **\$5.5 million** in present value social savings related to reduced crime, lower unemployment, and increased health and well-being across the state.
- For every dollar that society spent on SWOCC and its students' education during the analysis year, society will receive a cumulative value of **\$4.30** in benefits, for as long as the FY 2015-16 student population at SWOCC remains active in Oregon's workforce.



Students Benefit our Economy



\$215M total benefit from *future* earnings, tax revenue and private savings



78.5M total income added in the region during 2015-2016



18% rate of return to students



1,985 jobs supported in the region



\$55.9M student benefit from higher future earnings



840 degrees and certificates awarded to **457** students in 2015-2016



**2015-2016
Academic Year**



\$1.24M saved by high school students taking college courses



898 high school students enrolled in college courses



9906 credits completed by high school students taking college courses



3120 courses completed by high school students taking college courses



\$21.4M future tax revenue and government savings



2.2% rate of taxpayer return



3.7% of the region's GRP in 2015-16



Student Achievement 15 Years Later

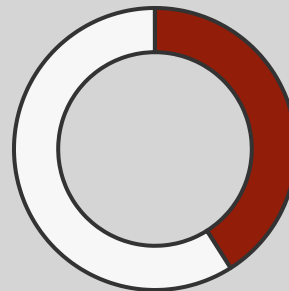
2004

2019

GRADUATION RATE

12%

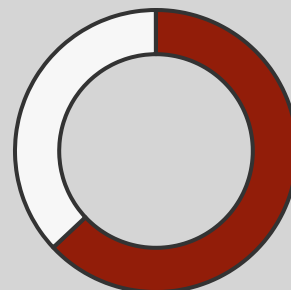
41%



GRADUATION AND TRANSFER RATE

41%

63%





Latinx/Hispanic Achievement

Cohort Year and Rates 4 Years Later

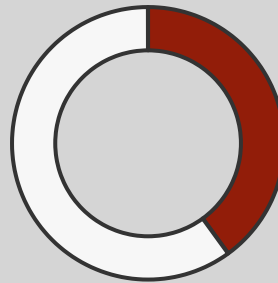
2007

2014

GRADUATION RATE

27%

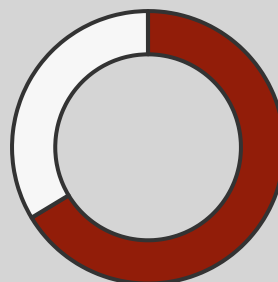
40%



GRADUATION AND TRANSFER RATE

62%

73%



2014 Cohort
Low Income: 65%
All Other Minorities: 67%
First Ever College: 68%
White: 69%



Low Income (Pell) Achievement

Cohort Year and Rates 4 Years Later

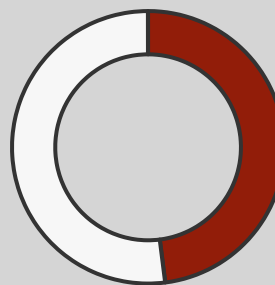
2007

2014

GRADUATION RATE

32%

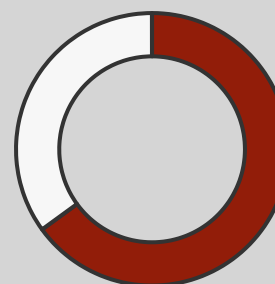
48%



GRADUATION AND TRANSFER RATE

58%

65%



2014 Cohort

All Other Minorities: 67%

First Ever in College: 68%

White: 69%

Latinx/Hispanic: **73%**



First Ever in College Achievement

Cohort Year and Rates 4 Years Later

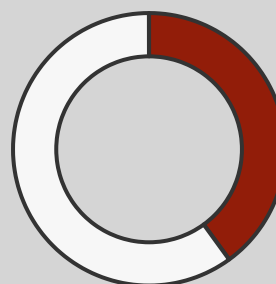
2007

2014

GRADUATION RATE

27%

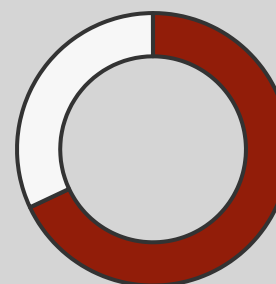
40%



GRADUATION AND TRANSFER RATE

61%

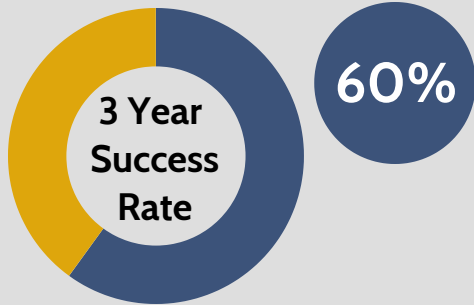
68%



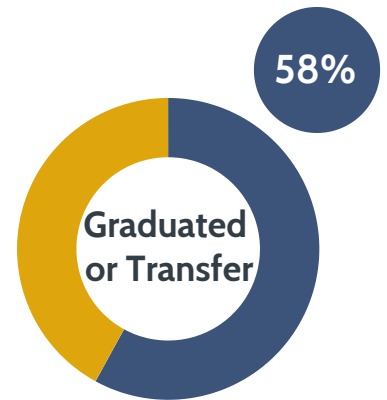
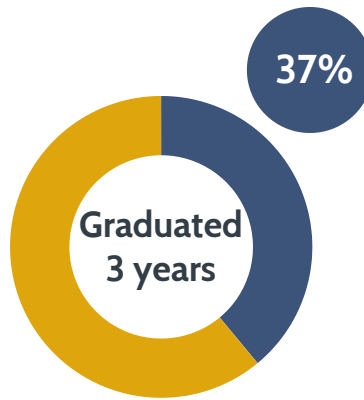
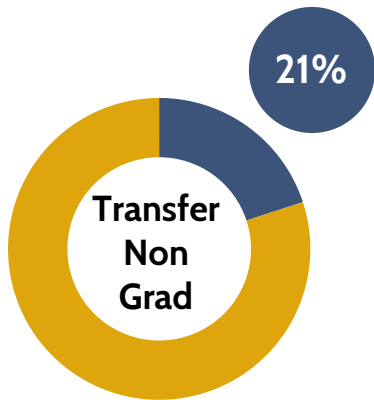
2014 Cohort
Low Income: 65%
All Other Minorities: 67%
White: 69%
Latinx/Hispanic: **73%**



Student Success Reaches New Heights



Southwestern Student Success Fall 2015 First Time Full Time Students Three Year Success Rates



Success rate refers to students who graduated, transferred or were still enrolled Fall 2018.

Rates based on full-time first-time cohort students enrolled Fall 2015.

First-time-ever in college (FTEIC) is defined as never taking a college credit prior to college entry.



Fall 2015 Cohort: GAP Focus Areas

First-time ever in college (FTEIC) students
FTEIC low-income (Pell) students

10 percentage points lower compared to Non-FTEIC

Latinx FTEIC Grad/Transfer Rates

88% FTEIC Athletes

38% FTEIC Non-Athletes

Fall 2015 Cohort Gap Comparisons: Graduation and Transfer Rates



● Prior College (Non-FTEIC) ● FTEIC

● Pell Non-FTEIC ● Pell FTEIC

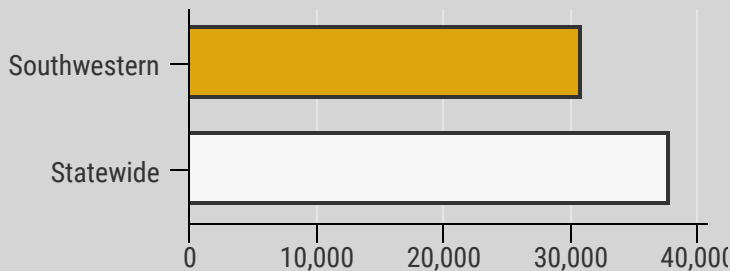
● Latinx Non-FTEIC ● Latinx FTEIC



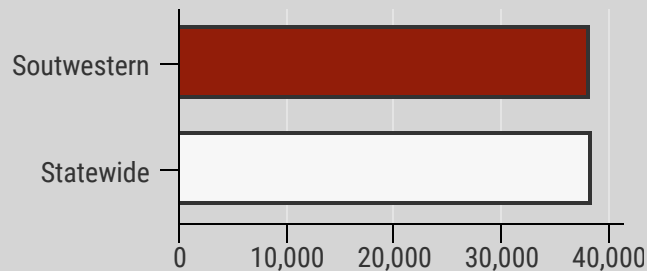
Employment Outlook

Average Earnings = 24% Increase

2016



2017



Oregon Statewide Snapshots - HECC

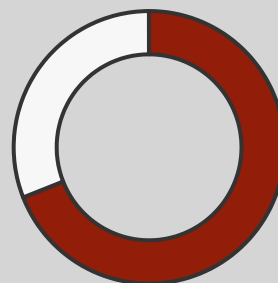
Oregon Quarter 8 Gains

All

Latinx/Hispanic

67%

69%



Oregon Employment Department - Wage Gain Measures

2015-2016 Quarter 8 Gains



Achieving the Dream™

Southwestern Oregon Community College

Achieving the Dream Student Success Report

Spring 2019

Report shortened to illustrate equity data.

Southwestern Oregon Community College
PERSISTENCE: FALL-TO-SPRING AND FALL-TO-FALL, BY STUDENT SUBGROUPS

By Gender: Fall-to-Spring

ATD Cohort	Female		Male	
	# Persist (FA-SP)	% Persist (FA-SP)	# Persist (FA-SP)	% Persist (FA-SP)
Fall 2014	226	90%	190	89%
Fall 2015	254	92%	245	93%
Fall 2016	250	92%	194	94%
Fall 2017	298	92%	252	87%

By Gender: Fall-to-Fall

ATD Cohort	Female		Male	
	# Persist (FA-FA)	% Persist (FA-FA)	# Persist (FA-FA)	% Persist (FA-FA)
Fall 2014	143	57%	116	54%
Fall 2015	172	63%	144	55%
Fall 2016	188	69%	128	62%

By Race/Ethnicity: Fall-to-Spring

ATD Cohort	Hispanic		Multi-Race		White	
	# Persist (FA-SP)	% Persist (FA-SP)	# Persist (FA-SP)	% Persist (FA-SP)	# Persist (FA-SP)	% Persist (FA-SP)
Fall 2014	45	78%	26	93%	283	93%
Fall 2015	47	87%	29	94%	351	93%
Fall 2016	46	90%	34	94%	315	94%
Fall 2017	90	93%	37	84%	350	89%

By Race/Ethnicity: Fall-to-Fall

ATD Cohort	Hispanic		Multi-Race		White	
	# Persist (FA-FA)	% Persist (FA-FA)	# Persist (FA-FA)	% Persist (FA-FA)	# Persist (FA-FA)	% Persist (FA-FA)
Fall 2014	28	78%	16	93%	185	93%
Fall 2015	27	87%	19	94%	228	93%
Fall 2016	33	90%	23	94%	228	94%

By Age Group: Fall-to-Spring

ATD Cohort	<20		20 - 24		25 - 34		≥ 35	
	# Persist (FA-SP)	% Persist (FA-SP)	# Persist (FA-SP)	% Persist (FA-SP)	# Persist (FA-SP)	% Persist (FA-SP)	# Persist (FA-SP)	% Persist (FA-SP)
Fall 2014	312	91%	54	90%	30	88%	21	75%
Fall 2015	380	93%	56	93%	37	93%	26	87%
Fall 2016	343	94%	40	83%	31	91%	30	100%
Fall 2017	429	90%	47	82%	38	86%	36	92%

By Age Group: Fall-to-Fall

ATD Cohort	<20		20 - 24		25 - 34		≥ 35	
	# Persist (FA-FA)	% Persist (FA-FA)	# Persist (FA-FA)	% Persist (FA-FA)	# Persist (FA-FA)	% Persist (FA-FA)	# Persist (FA-FA)	% Persist (FA-FA)
Fall 2014	196	57%	33	55%	19	56%	11	39%
Fall 2015	247	60%	30	50%	22	55%	17	57%
Fall 2016	237	65%	28	58%	26	76%	25	83%

By FTEIC Status: Fall-to-Spring

ATD Cohort	FTEIC		Non-FTEIC	
	# Persist (FA-SP)	% Persist (FA-SP)	# Persist (FA-SP)	% Persist (FA-SP)
Fall 2014	281	92%	136	85%
Fall 2015	319	92%	180	93%
Fall 2016	309	95%	135	89%
Fall 2017	386	91%	164	86%

By FTEIC Status: Fall-to-Fall

ATD Cohort	FTEIC		Non-FTEIC	
	# Persist (FA-FA)	% Persist (FA-FA)	# Persist (FA-FA)	% Persist (FA-FA)
Fall 2014	174	57%	85	53%
Fall 2015	209	61%	107	55%
Fall 2016	214	66%	102	68%

Note: FTEIC = First-Time-Ever-in-College (new to postsecondary). Non-FTEIC = Non-First-Time-Ever-in-College (prior postsecondary experience).

Southwestern Oregon Community College
SIX- AND EIGHT-YEAR COMPLETION AND TRANSFER, BY STUDENT SUBGROUPS

By Gender Student status at the end of the SIXTH year after enrollment			By Gender Student status at the end of the EIGHTH year after enrollment		
	Fall 2012			Fall 2010	
	Female	Male		Female	Male
Home Completion + 4-Year Degree	10% 29	7% 20	Home Completion + 4-Year Degree	7% 18	6% 16
No Home Completion + 4-Year Degree	9% 25	10% 30	No Home Completion + 4-Year Degree	14% 36	11% 33
Associate/Cert Completion at Home Inst.	25% 74	22% 66	Associate/Cert Completion at Home Inst.	22% 58	19% 55
Associate/Cert Completion at Transfer Inst.	5% 16	4% 13	Associate/Cert Completion at Transfer Inst.	6% 17	7% 19
No Completion, Still Enrolled at Home Inst.	3% 8		No Completion, Still Enrolled at Home Inst.	1% 3	1% 3
No Completion, Still Enrolled at Transfer Inst.	7% 20	9% 25	No Completion, Still Enrolled at Transfer Inst.	5% 13	5% 15
Dropped Out	41% 120	48% 140	Dropped Out	45% 119	51% 146
Grand Total	100% 292	100% 294	Grand Total	100% 264	100% 287

By Race/Ethnicity Student status at the end of the SIXTH year after enrollment				By Race/Ethnicity Student status at the end of the EIGHTH year after enrollment			
	Fall 2012				Fall 2010		
	White	Hispanic	Multi-Race		White	Hispanic	Multi-Race
Home Completion + 4-Year Degree	9% 29	12% 4	3% 1	Home Completion + 4-Year Degree	7% 20	6% 2	
No Home Completion + 4-Year Degree	8% 26	9% 3	10% 3	No Home Completion + 4-Year Degree	12% 37	17% 6	
Associate/Cert Completion at Home Inst.	24% 79	18% 6	39% 12	Associate/Cert Completion at Home Inst.	20% 62	11% 4	28% 5
Associate/Cert Completion at Transfer Inst.	5% 16	6% 2	6% 2	Associate/Cert Completion at Transfer Inst.	7% 20	11% 4	
No Completion, Still Enrolled at Home Inst.	2% 7			No Completion, Still Enrolled at Home Inst.	1% 4	3% 1	
No Completion, Still Enrolled at Transfer Inst.	6% 21	6% 2	10% 3	No Completion, Still Enrolled at Transfer Inst.	6% 17	6% 2	17% 3
Dropped Out	45% 147	50% 17	32% 10	Dropped Out	47% 144	47% 17	56% 10
Grand Total	100% 325	100% 34	100% 31	Grand Total	100% 304	100% 36	100% 18

Southwestern Oregon Community College
SIX- AND EIGHT-YEAR COMPLETION AND TRANSFER, BY STUDENT SUBGROUPS

By Age Student status at the end of the <u>SIXTH</u> year after enrollment					By Age Student status at the end of the <u>EIGHTH</u> year after enrollment				
	Fall 2012					Fall 2010			
	<20	20 - 24	25 - 34	>= 35		<20	20 - 24	25 - 34	>= 35
Home Completion + 4-Year Degree	11%	9%	4%		Home Completion + 4-Year Degree	6%	5%	4%	6%
	40	7	2			24	4	3	3
No Home Completion + 4-Year Degree	10%	9%	13%	3%	No Home Completion + 4-Year Degree	12%	16%	9%	15%
	39	7	7	2		45	12	7	8
Associate/Cert Completion at Home Inst.	25%	20%	27%	20%	Associate/Cert Completion at Home Inst.	21%	12%	26%	21%
	96	16	15	14		76	9	20	11
Associate/Cert Completion at Transfer Inst.	4%	9%	4%	7%	Associate/Cert Completion at Transfer Inst.	7%	4%	8%	4%
	15	7	2	5		27	3	6	2
No Completion, Still Enrolled at Home Inst.	1%	2%	4%		No Completion, Still Enrolled at Home Inst.	1%	3%	1%	
	4	2	2			3	2	1	
No Completion, Still Enrolled at Transfer Inst.	9%	7%	7%	3%	No Completion, Still Enrolled at Transfer Inst.	6%	5%	3%	2%
	33	6	4	2		23	4	2	1
Dropped Out	40%	45%	43%	67%	Dropped Out	46%	55%	49%	53%
	152	37	24	47		172	41	37	28
Grand Total	100%	100%	100%	100%	Grand Total	100%	100%	100%	100%
	379	82	56	70		370	75	76	53

By FTEIC Status Student status at the end of the <u>SIXTH</u> year after enrollment			By FTEIC Status Student status at the end of the <u>EIGHTH</u> year after enrollment		
	Fall 2012			Fall 2010	
	FTEIC	Non-FTEIC		FTEIC	Non-FTEIC
Home Completion + 4-Year Degree	8%	9%	Home Completion + 4-Year Degree	6%	5%
	32	17		26	8
No Home Completion + 4-Year Degree	9%	11%	No Home Completion + 4-Year Degree	10%	19%
	36	19		42	30
Associate/Cert Completion at Home Inst.	23%	26%	Associate/Cert Completion at Home Inst.	21%	19%
	94	47		86	30
Associate/Cert Completion at Transfer Inst.	3%	9%	Associate/Cert Completion at Transfer Inst.	6%	9%
	12	17		24	14
No Completion, Still Enrolled at Home Inst.	2%		No Completion, Still Enrolled at Home Inst.	1%	2%
	8			3	3
No Completion, Still Enrolled at Transfer Inst.	7%	9%	No Completion, Still Enrolled at Transfer Inst.	5%	6%
	29	16		20	10
Dropped Out	48%	36%	Dropped Out	52%	40%
	196	64		215	63
Grand Total	100%	100%	Grand Total	100%	100%
	407	180		416	158

Note: FTEIC = First-Time-Ever-in-College (new to postsecondary). Non-FTEIC = Non-First-Time-Ever-in-College (prior postsecondary experience).

Southwestern Oregon Community College
STUDENTS' HIGHEST DEGREE ATTAINMENT AT THE END OF SIX AND EIGHT YEARS

Student status at the end of the SIXTH year after enrollment

	Fall 2010	Fall 2012
Completed a Bachelor's Degree	14% 82	18% 104
Completed an Associate Degree	25% 142	23% 135
Completed a Certificate	3% 15	6% 35
Still Enrolled	9% 52	9% 53
Not Enrolled Anywhere	49% 283	44% 260
Grand Total	100% 574	100% 587

Student status at the end of the EIGHTH year after enrollment

	Fall 2010
Completed a Bachelor's Degree	18% 106
Completed an Associate Degree	24% 140
Completed a Certificate	2% 14
Still Enrolled	6% 36
Not Enrolled Anywhere	48% 278
Grand Total	100% 574

By Gender

Student status at the end of the SIXTH year after enrollment

	Fall 2012	
	Female	Male
Completed a Bachelor's Degree	18% 54	17% 50
Completed an Associate Degree	27% 78	19% 57
Completed a Certificate	4% 12	7% 22
Still Enrolled	10% 28	9% 25
Not Enrolled Anywhere	41% 120	48% 140
Grand Total	100% 292	100% 294

By Gender

Student status at the end of the EIGHTH year after enrollment

	Fall 2010	
	Female	Male
Completed a Bachelor's Degree	20% 54	17% 49
Completed an Associate Degree	27% 72	22% 64
Completed a Certificate	1% 3	3% 10
Still Enrolled	6% 16	6% 18
Not Enrolled Anywhere	45% 119	51% 146
Grand Total	100% 264	100% 287

By Age

Student status at the end of the SIXTH year after enrollment

	Fall 2012			
	<20	20 - 24	25 - 34	>= 35
Completed a Bachelor's Degree	21% 79	17% 14	16% 9	3% 2
Completed an Associate Degree	25% 93	23% 19	23% 13	14% 10
Completed a Certificate	5% 18	5% 4	7% 4	13% 9
Still Enrolled	10% 37	10% 8	11% 6	3% 2
Not Enrolled Anywhere	40% 152	45% 37	43% 24	67% 47
Grand Total	100% 379	100% 82	100% 56	100% 70

By Age

Student status at the end of the EIGHTH year after enrollment

	Fall 2010			
	<20	20 - 24	25 - 34	>= 35
Completed a Bachelor's Degree	19% 69	21% 16	13% 10	21% 11
Completed an Associate Degree	26% 97	13% 10	28% 21	23% 12
Completed a Certificate	2% 6	3% 2	7% 5	2% 1
Still Enrolled	7% 26	8% 6	4% 3	2% 1
Not Enrolled Anywhere	46% 172	55% 41	49% 37	53% 28
Grand Total	100% 370	100% 75	100% 76	100% 53

By FTEIC Status

Student status at the end of the SIXTH year after enrollment

	Fall 2012	
	FTEIC	Non-FTEIC
Completed a Bachelor's Degree	17% 68	20% 36
Completed an Associate Degree	20% 83	29% 52
Completed a Certificate	6% 23	7% 12
Still Enrolled	9% 37	9% 16
Not Enrolled Anywhere	48% 196	36% 64
Grand Total	100% 407	100% 180

By FTEIC Status

Student status at the end of the EIGHTH year after enrollment

	Fall 2010	
	FTEIC	Non-FTEIC
Completed a Bachelor's Degree	16% 68	24% 38
Completed an Associate Degree	24% 100	25% 40
Completed a Certificate	2% 10	3% 4
Still Enrolled	6% 23	8% 13
Not Enrolled Anywhere	52% 215	40% 63
Grand Total	100% 416	100% 158

Note: FTEIC = First-Time-Ever-in-College (new to postsecondary). Non-FTEIC = Non-First-Time-Ever-in-College (prior postsecondary experience).

Southwestern Oregon Community College
STUDENT STATUS AT THE END OF THE FOURTH YEAR AFTER INITIAL ENROLLMENT
 Fall 2013 Cohort, First-Time-Ever-in College Students

Overall

	Fall 2014
Completed and Transferred to 4-Year Inst.	16% 50
Completed, Did Not Transfer	22% 68
Did Not Complete, Transferred to 4-Year Inst.	21% 65
Transferred to 2-Year Inst.	13% 41
Still Enrolled at Home Inst.	2% 7
Dropped Out	25% 75
Grand Total	100% 306

By Gender

	Fall 2014	
	Female	Male
Completed and Transferred to 4-Year Inst.	18% 31	14% 19
Completed, Did Not Transfer	21% 37	23% 31
Did Not Complete, Transferred to 4-Year Inst.	23% 40	19% 25
Transferred to 2-Year Inst.	13% 23	14% 18
Still Enrolled at Home Inst.	2% 3	3% 4
Dropped Out	23% 39	27% 35
Grand Total	100% 173	100% 132

By Race/Ethnicity

	Fall 2014		
	White	Hispanic	Multi-Race
Completed and Transferred to 4-Year Inst.	18% 34	18% 8	11% 2
Completed, Did Not Transfer	26% 50	11% 5	6% 1
Did Not Complete, Transferred to 4-Year Inst.	21% 41	18% 8	17% 3
Transferred to 2-Year Inst.	9% 18	27% 12	22% 4
Still Enrolled at Home Inst.	2% 4	2% 1	6% 1
Dropped Out	23% 44	23% 10	39% 7
Grand Total	100% 191	100% 44	100% 18

By Age Group

	Fall 2014			
	<20	20 - 24	25 - 34	>= 35
Completed and Transferred to 4-Year Inst.	17% 45	5% 1	14% 2	18% 2
Completed, Did Not Transfer	20% 51	36% 8	36% 5	36% 4
Did Not Complete, Transferred to 4-Year Inst.	24% 62	9% 2		9% 1
Transferred to 2-Year Inst.	15% 39	5% 1	7% 1	
Still Enrolled at Home Inst.	2% 5	5% 1	7% 1	
Dropped Out	22% 57	41% 9	36% 5	36% 4
Grand Total	100% 259	100% 22	100% 14	100% 11

Data Source

The information contained in this report originates from student enrollment data submitted to the National Student Clearinghouse (NSC). For more information about NSC, please visit <http://www.nationalstudentclearinghouse.com>.

Student Cohorts

Student cohorts in this report are defined as credential-seeking students, both full-time and part-time, who first enrolled at an ATD college in the fall semester. For example, the Fall 2017 cohort students are those who first enrolled at an ATD college between August 1, 2017 and September 30, 2017.

Due to the limitation that the degree-seeking indicator in the NSC data file is not consistently populated by colleges, ATD uses a proxy to define students' degree-seeking behavior through their enrollment history, which is also in alignment with the approach adopted by American Association of Community College's Voluntary Framework of Accountability (AACC's VFA). AACC defines degree-seeking as completing 12 credits in the first two years after initial enrollment. Accordingly, ATD includes students who completed 15 FTE weeks of enrollment (approximately 12 credit hours) in their first two years of enrollment (8 FTE weeks in the first year for the most recent cohort). For more details, please refer to "Weeks of Full-Time Equivalent (FTE) Enrollment" (below).

Detailed outcome information for five- and seven-year completion is not included in this report. With four-, six-, and eight-year completion metrics already provided for multiple cohorts, these additional completion times are not critical to understanding overall trends.

Top 3 Student Race/Ethnicity Groups

Outcome comparisons are provided for the three race/ethnicity groups with the largest student populations, as calculated from the subpopulation of students with known race/ethnicity in the most recent cohort (i.e., Fall 2017). Please note that these groups are ordered from largest to smallest in size in the report.

Persistence Fall-to-Spring

The student persisted at the home institution from the fall semester of first enrollment to the following spring semester, defined as either (a) having an enrollment record with at least one day of enrollment in the spring semester (January 1 to May 15) of the following calendar year, or (b) having completed a credential by that time.

Persistence Fall-to-Fall

The student persisted at the home institution from the fall semester of first enrollment to the following fall semester, defined as either (a) having an enrollment record with at least one day of enrollment in the fall semester (August 1 to December 31) in the following year, or (b) having completed a credential by that time.

Weeks of Full-Time Equivalent (FTE) Enrollment

The National Student Clearinghouse currently does not collect credit information (e.g., number of credits completed each semester) in the student enrollment data. Based on the number of days of enrollment and student participation status, NSC reports weeks of FTE enrollment. This measure is used as a proxy for course credits in this report.

Weeks of FTE enrollment is calculated by the number of days of enrollment (D) weighted by student's participation status (S) in a given period of time: $(D \cdot S) / 7$, where D equals a number of days a record spans (calculated as the difference between term begin date and term end date), and S equals a factor representing the enrollment status:

- Full Time (F) = 1.00
- Three Quarter Time (Q) = 0.75
- Half Time (H) = 0.50
- Less Than Half Time (L) = 0.25

The F, Q, H, and L statuses are indicated by the colleges as they submit student enrollment data to NSC.

At most community colleges, a semester is approximately 15 weeks and 12 credits are required for full-time enrollment. AACC's VFA defines degree-seeking students as those who have completed 12 credits in their first two years of enrollment. For the purpose of this report, degree-seeking is measured as completion of 15 weeks of FTE enrollment in the first two years after initial enrollment. For the most recent student cohort for which only one year of data is available, completion of 8 weeks of FTE enrollment in the first year is used as an indicator of degree-seeking.

Comparison to Prior Versions of the Report

This current version (2019) features cohorts and outcomes calculated in the same fashion as in the 2018 version, as confirmed by NSC. You may notice minor variations in cohort sizes for older cohorts, due to the dynamic nature of NSC data collection. Outcomes for these students can also change due to continuous updates of student information as submitted from institutions nationwide.

However, you will notice the largest difference in the Fall 2016 cohort. As of the 2018 report, students in this cohort only had a single year of outcomes available and degree-seeking was defined as having completed 8 weeks of FTE enrollment in one year. With an additional year of outcomes now present, degree-seeking for this cohort is now calculated as 15 weeks of FTE enrollment in two years. This updated information will naturally yield an updated cohort size.

Home

The ATD institution associated with a student as the place of enrollment at the time of cohort assignment—the institution named on the cover of this report. This term is used throughout the report alongside completion to indicate an activity that took place at this “original” institution.

Completion

The student received a certificate, associate’s degree, or any other credential/award by the end of the specified reporting period (on or before August 14th of the reporting period). The credential reflects one received at the home institution unless otherwise specified in the category name (e.g., Associate/Certificate Completion at Transfer Institution).

Transfer

The student had at least one enrollment record at a four-year institution or two-year institution other than the originating institution by the end of the reporting period.

Still Enrolled

The student had at least one day of enrollment at a postsecondary institution in the last year of the reporting period.

Dropped Out

The student had not completed a credential or transferred to another institution, and had no enrollment record at any institution in the last year of the reporting period.

Disaggregated Data

This report presents student outcome data disaggregated by gender, race/ethnicity, age group, and FTEIC status. Data are not disaggregated by Pell status, remedial course enrollment, veteran status, or citizenship status due to the extremely low submission rate of those indicators.

Disaggregated data by race/ethnicity are not presented if less than 50% of a student cohort’s race/ethnicity is reported (40% for cohorts prior to Fall 2012).

First-Time-Ever-in-College (FTEIC)

The student has no higher education history prior to the first fall enrollment reported in this report. Students who enter only with dual enrollment credit are also included in this category.

ATD Benchmark

ATD benchmarks are calculated as the average outcomes of all cohort students enrolled at ATD network colleges in the dataset.

State/Regional Benchmark

State benchmarks are calculated as the average outcomes of all ATD colleges in the state where the reporting ATD college is located. If there are fewer than five ATD colleges in the state, a regional benchmark is provided.

ATD follows the region assignment by the U.S. Department of Education:

New England: CT ME MA NH RI VT
Mid East: DE DC MD NJ NY PA
Great Lakes: IL IN MI OH WI
Plains: IA KS MN MO NE ND SD
Southeast: AL AR FL GA KY LA MS NC SC TN VA WV
Southwest: AZ NM OK TX
Rocky Mountains: CO ID MT UT WY
Far West: AK CA HI NV OR WA

In 2018-19, there were fewer than five ATD colleges in the Rocky Mountains region. Therefore, colleges in this region are included with Plains for benchmarking purposes.

Additional Data on Student Status

More detailed student completion and transfer data are presented in the table below, for colleges that are interested in regrouping such data.

	Three Years After Enrollment		Four Years After Enrollment
	Fall 2014	Fall 2015	Fall 2014
Completed, Did Not Transfer	113	114	104
Completed and Transferred to 4-Year Institution	59	57	81
Completed and Transferred to 2-Year Institution	3	9	5
Did Not Complete and Transferred to 4-Year Institution	84	89	100
Did Not Complete and Transferred to 2-Year Institution	80	77	67
Still Enrolled at Home Inst.	37	64	13
Dropped Out	90	129	96
Grand Total	466	539	466

	Six Years After Enrollment		Eight Years After Enrollment
	Fall 2010	Fall 2012	Fall 2010
Earned a Bachelor's or Higher Degree from Home Inst.			
Earned an Associate Degree from Home Inst. and Bachelor's or Higher Degree from a Transfer Inst.	24	49	34
Earned an Certificate from Home Inst. and Bachelor's or Higher Degree from a Transfer Inst.			
No Award from Home Inst. but Earned a Bachelor's or Higher Degree from a Transfer Inst.	58	55	72
Earned an Associate Degree from Home Inst., No Higher Degree from a Transfer Inst.	113	111	107
Earned a Certificate from Home Inst. and an Associate Degree from a Transfer Inst.		2	
No Award from Home Inst. But Earned an Associate Degree from a Transfer Inst.	29	22	33
Earned a Certificate from Home Inst., No Higher Degree from a Transfer Inst.	10	30	9
No Award from Home Inst. But Earned a Certificate from a Transfer Inst.	5	5	5
No Award but Still Enrolled at Home Inst.	7	8	6
No Award but Still Enrolled at a Transfer Inst.	45	45	30
No Award and Not Enrolled Anywhere	283	260	278
Grand Total	574	587	574

Questions

For questions about the data or student outcome calculation, please e-mail data@achievingthedream.org.



**Early Momentum Key Performance Indicators (KPIs):
New Metrics for the Voluntary Framework of Accountability**

Southwestern Oregon Community College

The Voluntary Framework of Accountability (VFA) is building on the work of the American Association of Community Colleges Pathways Project (AACC Pathways) reform work to improve the value of the VFA to participating colleges. College-wide reforms, like AACC Pathways, are complex endeavors that take many years to implement fully. That means that colleges will not see expected improvements in student completion rates for several years after the implementation of such reforms. Colleges need indicators in the near-term that they can examine to see if their reform efforts are having a positive effect and are likely to improve student success over a longer term. The AACC Pathways KPIs can fulfill this need.

The calculation of the KPIs is included in the process of calculating metrics for data submitted through the VFA data system. These metrics were chosen for community colleges because they can be measured over a single year and yet research suggests that they are the leading indications of increased student completion over a longer term*. In addition to the value of these one-year measures as early indicators of progress toward longer term student success goals, tracking year-over-year change in these KPIs can motivate colleges to implement practices that can effectively create the initial conditions required for subsequent success.

*For a review, see Jenkins, D., & Bailey, T. (2017). Early momentum metrics: Why they matter for college improvement. New York, NY: Columbia University, Teachers College, Community College Research Center. Retrieved from <https://ccrc.tc.columbia.edu/media/k2/attachments/early-momentum-metrics-college-improvement.pdf>

Colleges will not see major improvements in student completion rates until several years after the implementation of reforms. Therefore, colleges can use KPIs in the short-term so they are able to examine if their reform efforts are having a positive effect and are likely to improve student success over a longer term.

The AACC Pathways KPIs (listed below) are presented in the subsequent tables. Trend data are presented for the main cohort in the fall of each given year, followed by disaggregated data for the most recent year reported.

- 1) Credit momentum KPIs:
 - a) Earned 6+ college credits in 1st term
 - b) Earned 12+ college credits in 1st term
 - c) Earned 15+ college credits in year 1
 - d) Earned 24+ college credits in year 1
 - e) Earned 30+ college credits in year 1

- 2) Gateway math and English completion KPIs:
 - a) Completed college math in year 1
 - b) Completed college English in year 1
 - c) Completed both college math and English in year 1

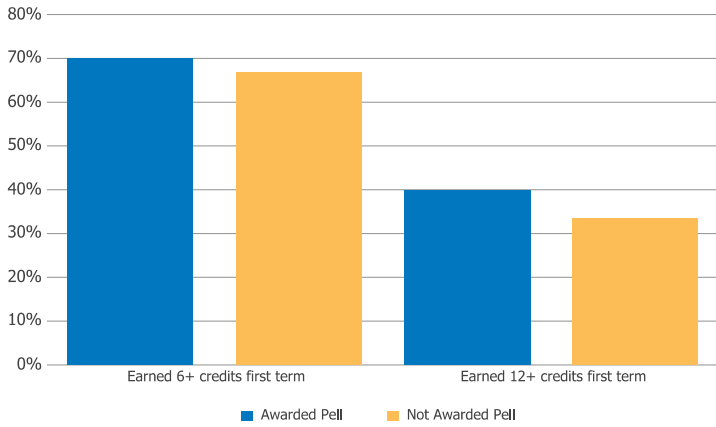
- 3) Persistence KPIs:
 - a) Fall to next term retention

- 4) College course completion KPI:
 - a) College-level course success rate in students' first academic year

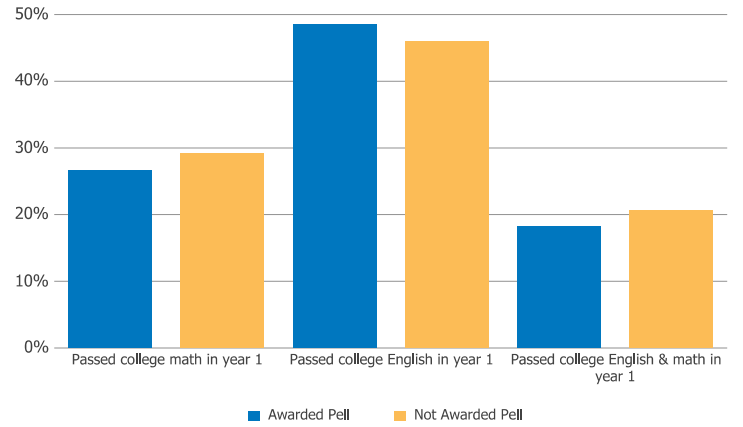
The cohorts tracked here include both full-time and part-time students but exclude students who are current high school dual enrollment students. The VFA has disaggregated these KPIs by race/ethnicity, age and other factors, which will enable colleges to see if there are gaps in progression among different student groups.

Pell Status Disaggregation - Fall 2017 Main Cohort

First Term Credit Success Rate by Pell Status



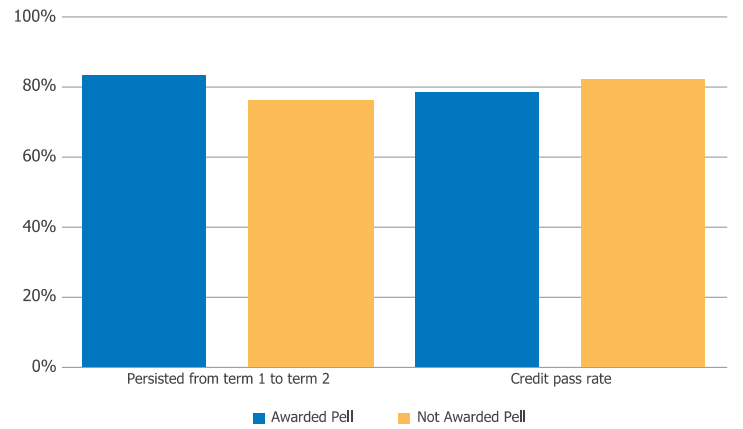
College Course Success Rate by Pell Status



Year 1 Credit Success Rate by Pell Status

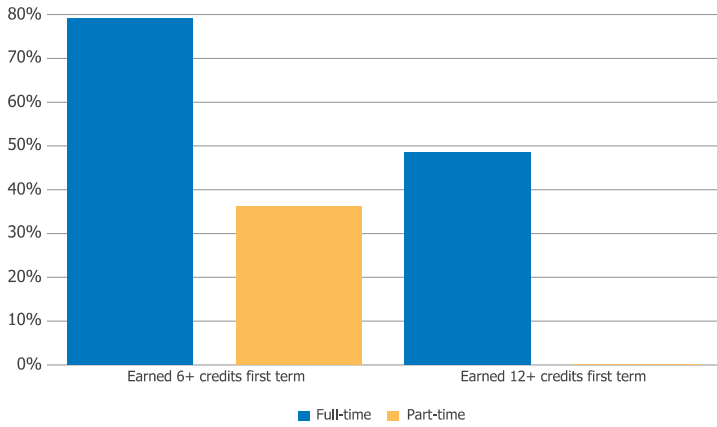


Retention and Credit Success Rate by Pell Status

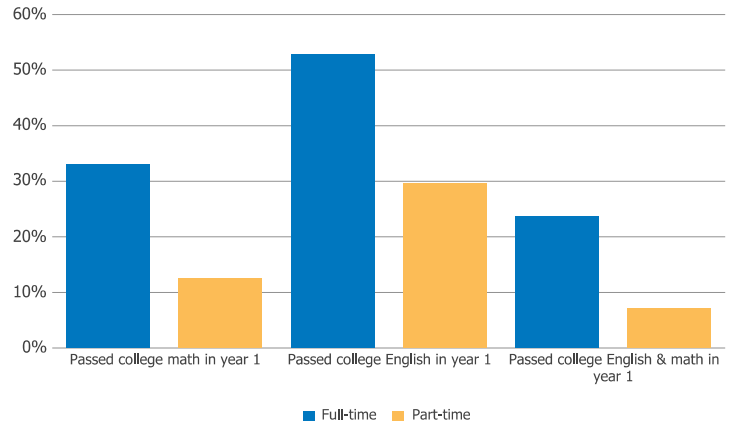


First-term Attendance Status Disaggregation - Fall 2017 Main Cohort

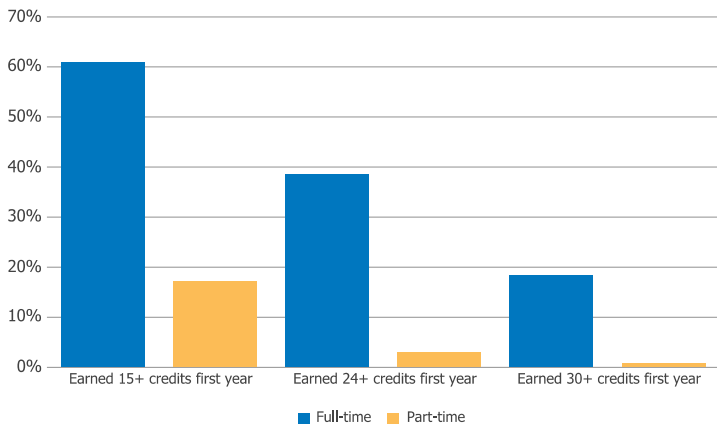
First Term Credit Success Rate by First-term Attendance Status



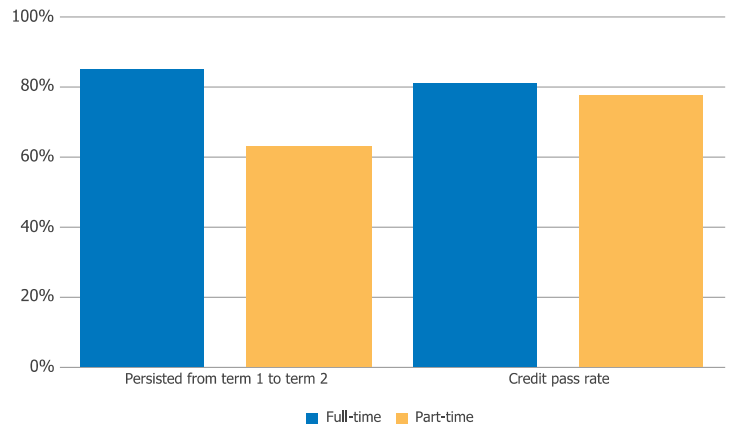
College Course Success Rate by First-term Attendance Status



Year 1 Credit Success Rate by First-term Attendance Status

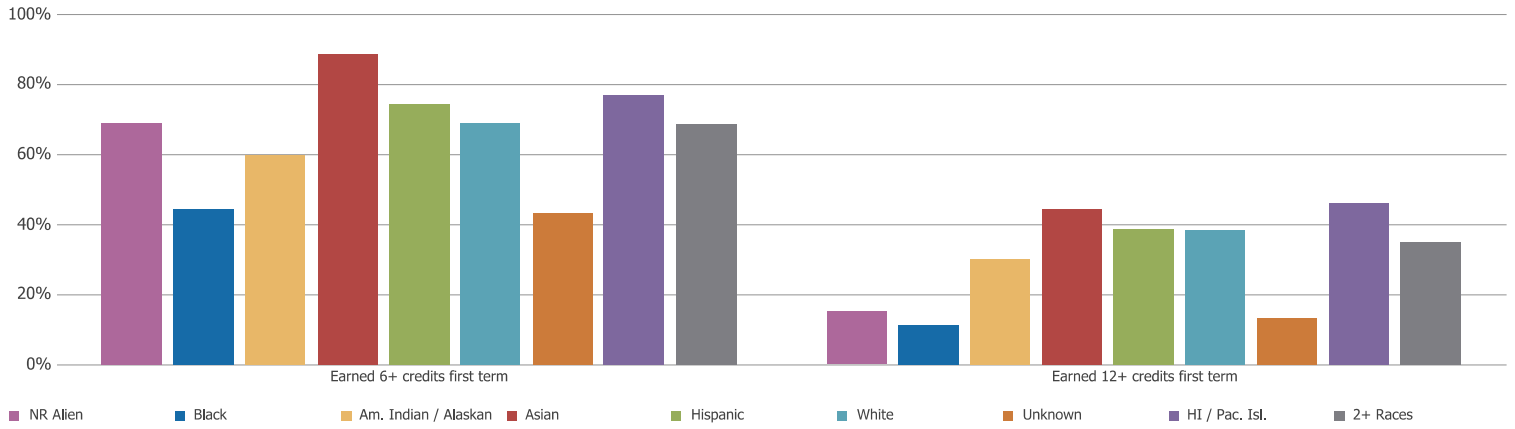


Retention and Credit Success Rate by First-term Attendance Status

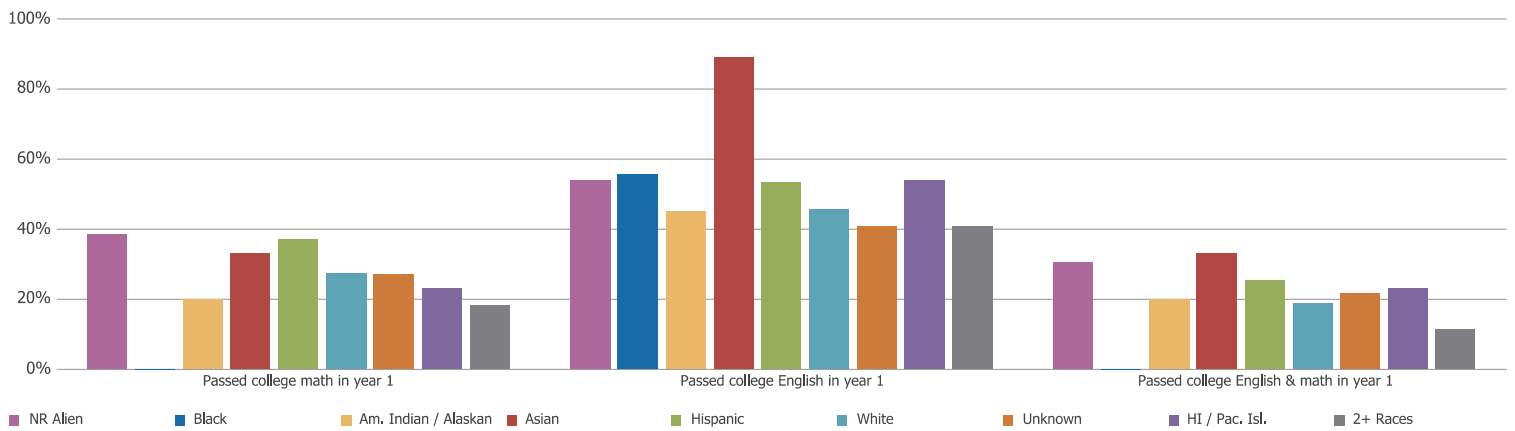


Race/Ethnicity Disaggregation - Fall 2017 Main Cohort

First Term Credit Success Rate by Race/Ethnicity

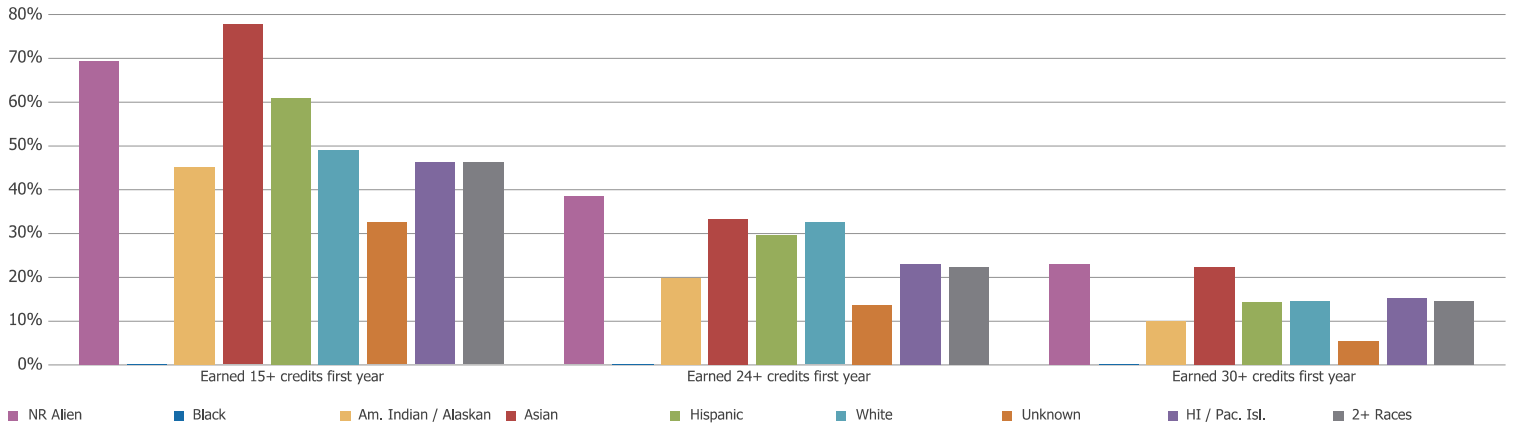


College Course Success Rate by Race/Ethnicity

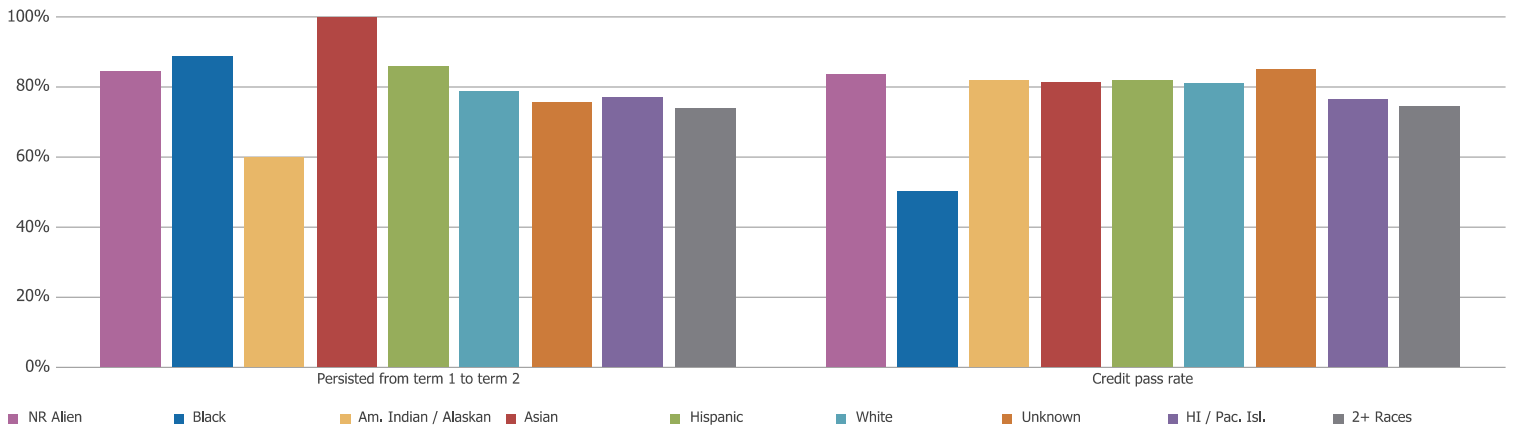


Race/Ethnicity Disaggregation - Fall 2017 Main Cohort

Year 1 Credit Success Rate by Race/Ethnicity



Retention and Credit Success Rate by Race/Ethnicity



KPI Baseline Report for Southwestern Oregon Community College

Definitions

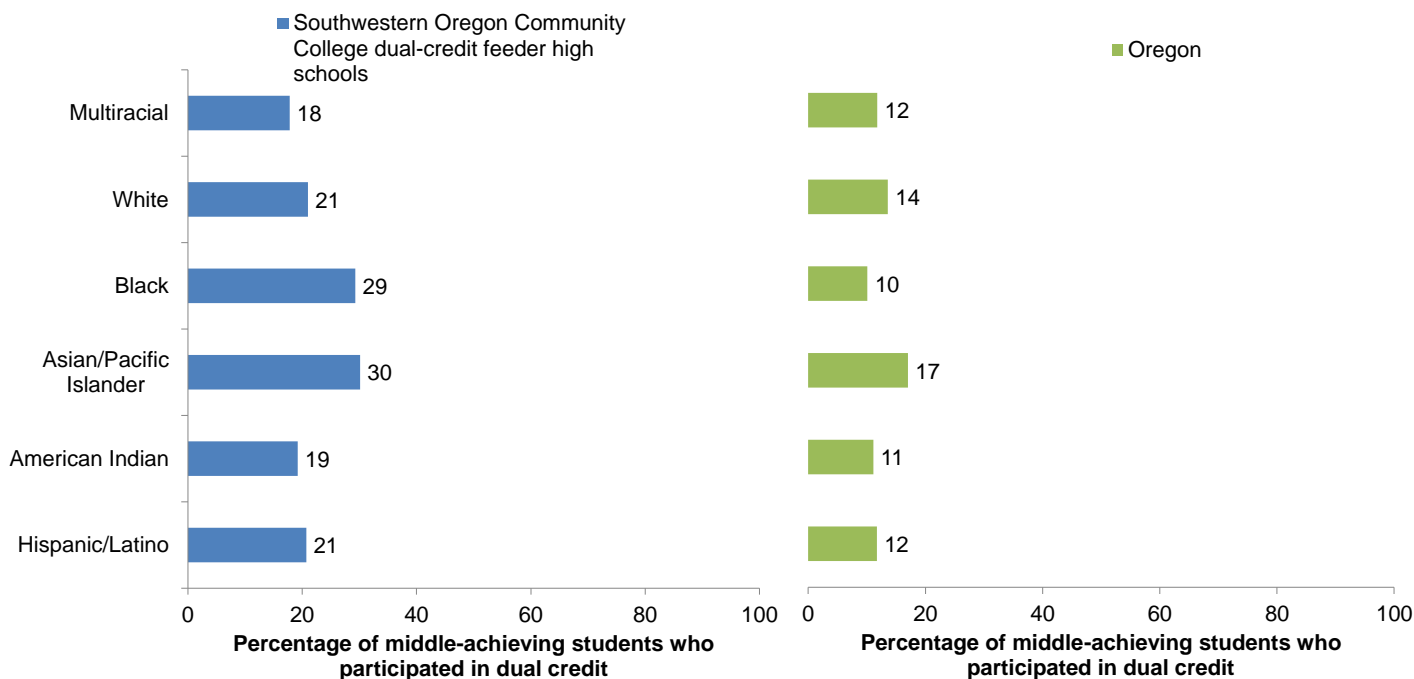
Cohort	Definition
Main Cohort students	All students who entered the institution for the first time post high school completion and are enrolled in credit or developmental education classes in the fall term. Includes the following: Full-time and part-time enrollment, degree and non-degree seeking students, and transfer-in, and first-time in college students.

KPI	Definition
Earned 6+ college credits in 1st term	Number and % of fall cohort students who successfully completed 6 or more college-level (i.e., non-developmental) credits (with grade A-C- or P) in first term
Earned 12+ college credits in 1st term	Number and % of fall cohort students who successfully completed 12 or more college-level (i.e., non-developmental) credits (with grade A-C- or P) in first term
Earned 15+ college credits in year 1	Number and % of fall cohort students who successfully completed 15 or more college-level (i.e., non-developmental) credits (with grade A-C- or P) in the first academic year
Earned 24+ college credits in year 1	Number and % of fall cohort students who successfully completed 24 or more college-level (i.e., non-developmental) credits (with grade A-C- or P) in the first academic year
Earned 30+ college credits in year 1	Number and % of fall cohort students who successfully completed 30 or more college-level (i.e., non-developmental) credits (with grade A-C- or P) in the first academic year
Completed college Math in year 1	Number and % of fall cohort students who attempted and successfully completed at least one college level (i.e., non-developmental) Math course (with grade A-C- or P) in the first academic year. Withdrawals are counted as attempting but not passing the course.
Completed college English in year 1	Number and % of fall cohort students who attempted and successfully completed at least one college level (i.e., non-developmental) English course (with grade A-C- or P) in the first academic year. Withdrawals are counted as attempting but not passing the course.
Completed college math and English in year 1	Number and % of fall cohort students who attempted and successfully completed at least one college level (i.e., non-developmental) course (with grade A-C- or P) in both Math and English in the first academic year. Withdrawals are counted as attempting but not passing the course.
Fall to next term retention	Number and % of fall cohort students who enrolled in at least one credit course (including developmental) in term 2 (spring term) or earned a formal award in the fall term.
Credit success rate	Number of college-level (i.e., non-remedial) credits successfully completed (with grade A-C- or P) by fall cohort students in their first full academic year divided by the total number of college-level credits attempted by students in the fall cohort within their first full academic year.

Equity gap: Race/ethnicity and middle-achieving students

Figure 8 examines gaps in participation across racial/ethnic groups for middle-achieving students (i.e., students who scored in the 26th–75th percentiles on the state assessments in math and reading) at your dual-credit feeder schools. The figure shows that Asian/Pacific Islander and Black middle-achieving students in your dual-credit feeder schools had the highest dual-credit participation in 2011/12-2014/15.

Figure 8. Dual-credit participation among middle-achieving students varied by race/ethnicity in 2011/12-2014/15



Note: Missing values (if present) indicate that data were suppressed to protect student privacy.

Example of how to read this figure

Among students from your dual-credit feeder high schools, 21 percent of middle-achieving Hispanic/Latino students participated in dual credit at your college in 2011/12-2014/15, compared to 21 percent of middle-achieving White students. Statewide, 12 percent of middle-achieving Hispanic/Latino students participated in dual credit at any community college, compared to 14 percent of middle-achieving White students.

Discussion questions

1. Does your college have any programs or course offerings that are geared toward middle-achieving students?
2. How could your college work with local high schools to encourage more middle-achieving students to participate in dual credit?

Conclusion

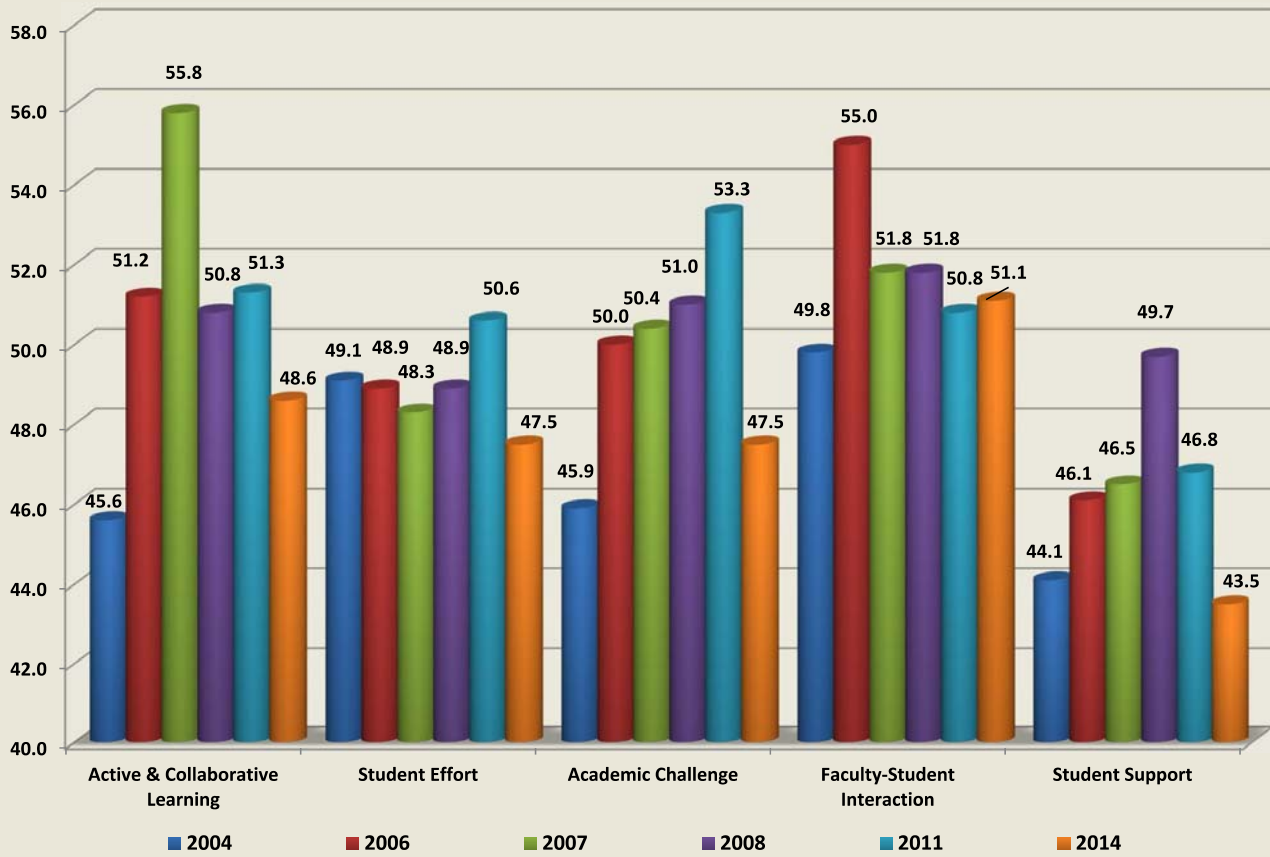
Now that you've reviewed your college's data, there are overarching questions that you might want to consider. These questions will help you formulate an action plan based on the data in this report.

1. What key issues did you identify based on the data?
2. What might the root causes be for the issues you identified?
 - a. Are any of these root causes things that your college could influence or affect through policy?
3. Are there any changes you can make that would influence these root causes and possibly lead to improved student outcomes?
4. What are some clear and actionable steps you can take to implement those changes?
 - a. Which stakeholders in the education system do you need to involve to implement those steps?
 - b. What goals will you set and how will you measure progress?

Version 9/30/16

Prepared by Regional Educational Laboratory Northwest
for the Oregon College and Career Readiness Research Alliance

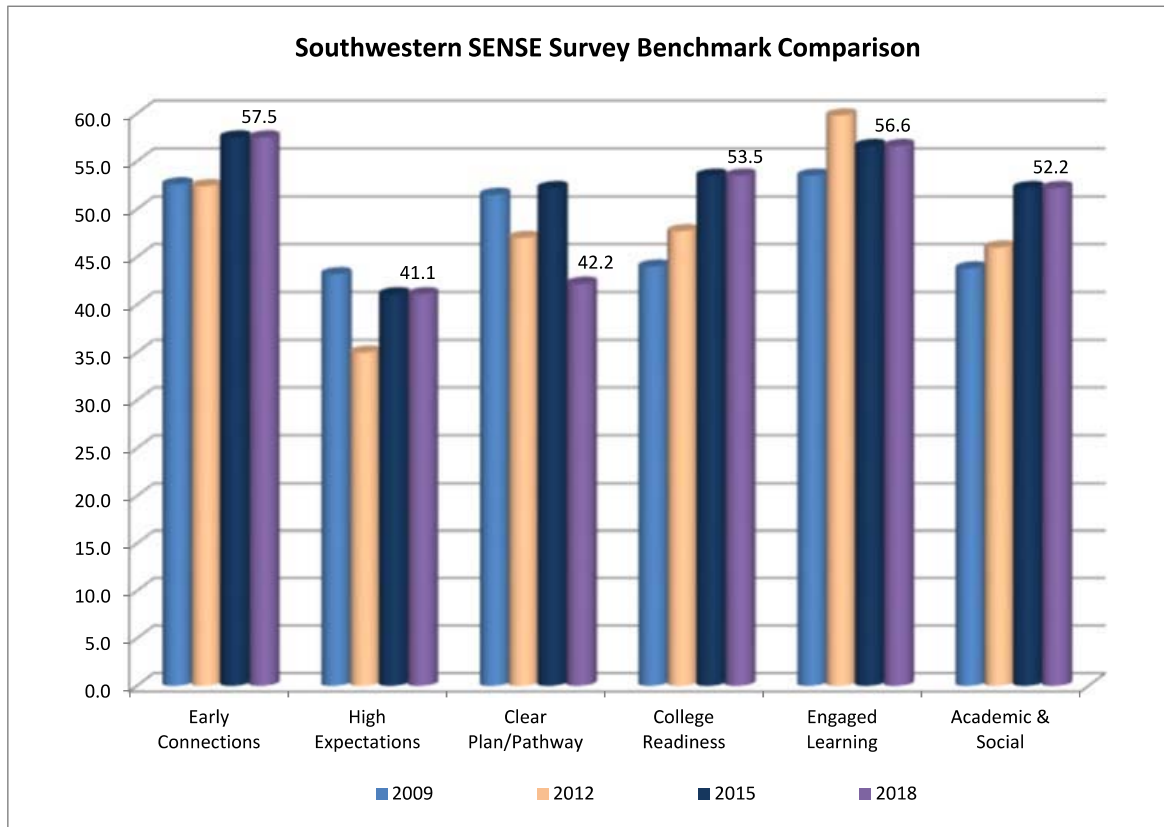
CCSSE Southwestern Benchmark Comparison





SOUTHWESTERN

AN OREGON COMMUNITY COLLEGE



Southwestern is an Equal Opportunity Educator and Employer



Student Engagement... Are you surprised by how students responded?



-85% of students indicated they received prompt written or oral feedback from instructors on performance



51%
Setting Clear Academic Goals with Advisor



47%
Understand Total Cost to Complete

Students Need an Effective Path to College Readiness and Completion



SENSE Survey
Results Fall 2018



39%
Academic Skills and Preparation to Succeed



Connecting Our Mission to Planning and Student Success

Plan for Success: Core Themes - LA: Learning and Achievement; A: Access



Strategic Plan Projects 2017-2020
Guided Pathways Program Mapping
Guided Pathways Intake Advising
Student Learning Outcomes Assessment

75%

Day Courses Start
Between 9 and 1

"I would like to say it is hard to get in to classes in they are all offered in the same time block between 9 am to 12 Noon. I am also disappointed that only two to four business classes are being done in a classroom each term."

Support Student Success

LakerConnect - Early Alert System for Faculty & Advisors
EXi - Interactive Degree Planning for Students & Advisors
Provide Timely Feedback

"A couple of my teachers are great. They really communicate with me and email me if I need help. A couple teachers do not respond very quickly and, when I am taking an online class, it can hinder getting an assignment getting done if I needed clarification of how to proceed with the assignment."

Student Learning & Achievement

Learning Outcomes Assessment
Graduation & Success Rates

"This college has exceeded my expectations incredibly. I have received a ton of help regarding my career path and it has paid off incredibly. I would like to thank all of the Fire Science and paramedic faculty for their work in ensuring student success."



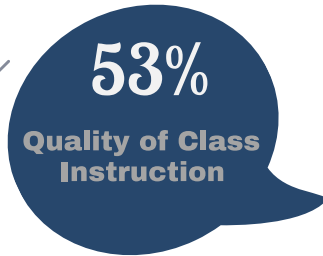
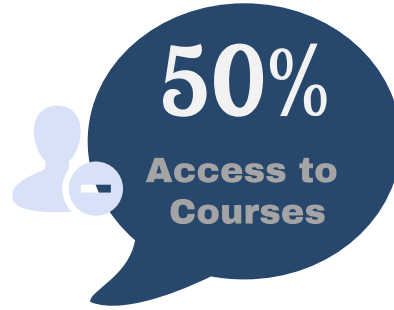
Now You Know ... What students said



Student Satisfaction ... Are you surprised by how students responded?



-75% of students are satisfied with access to faculty outside of the classroom and feel welcome at Southwestern!



**Students Expect
Access to Quality Learning**



Student Satisfaction
Inventory (SSI)
Results Spring 2018
Paid for by Title III Funds





Connecting Our Mission to Planning and Student Success

Plan for Success: Core Themes - LA: Learning and Achievement; A: Access



Strategic Plan Projects 2017-2020
Guided Pathways Program Mapping
Guided Pathways Intake Advising
Student Learning Outcomes Assessment

27%

of LakerConnect messages resulted in direct student contact

Support Student Success

LakerConnect - Early Alert System for Faculty & Advisors
EXi - Interactive Degree Planning for Students & Advisors
Timely Faculty and Advisor Feedback

"A couple of my teachers are great. They really communicate with me and email me if I need help. A couple teachers do not respond very quickly and, when I am taking an online class, it can hinder getting an assignment getting done if I needed clarification of how to proceed with the assignment."

75%

Day Courses Start
Between 9 and 1

"I would like to say it is hard to get in to classes in they are all offered in the same time block between 9 am to 12 Noon. I am also disappointed that only two to four business classes are being done in a classroom each term."

Student Learning & Achievement

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"This college has exceeded my expectations incredibly. I have received a ton of help regarding my career path and it has paid off incredibly. I would like to thank all of the Fire Science and paramedic faculty for their work in ensuring student success."



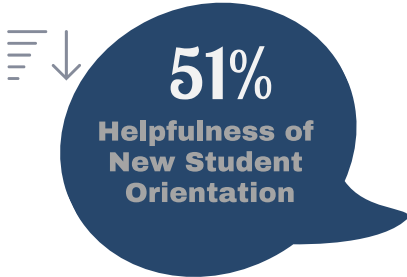
Now You Know ... What Students Said



Student Satisfaction ... Are you surprised by how students responded?



75% or more of students are satisfied with the first-stop services, tutoring availability and feel welcome at Southwestern!



**Students Expect
Access to Program &
Support Services**



Student Satisfaction
Inventory (SSI)
Results Spring 2018
Paid for by Title III Funds





Connecting Our Mission to Planning and Student Success

Plan for Success: Core Themes - LA: Learning and Achievement; A: Access



Strategic Plan Projects 2017-2020
Guided Pathways Program Mapping
Guided Pathways Intake Advising
Student Learning Outcomes Assessment

68% or less

Satisfied with
Academic Advising Services
and Support

"I love attending locally and seeing familiar faces coming to school. Financially I'm trying to figure out how to obtain my degree without access to financial aide because earning a degree will help my family in the long run in obtaining financial stability. Getting knowledge about how to obtain another means of going to college is vital and it seems those resources are extremely hard to come by."

"More than anything I appreciate the fact that faculty and staff have all been super supportive and they show that they believe in the students of Southwestern!"

51%

Satisfied with ongoing feedback about their progress toward their academic goals

Support Student Success

LakerConnect - Early Alert System for Faculty & Advisors
EXi - Interactive Degree Planning for Students & Advisors
Timely Financial Aid and Academic Progress Information

"I like the campus. I do think advisors need to be a little bit more informed on programs."

Student Learning & Achievement

Learning Outcomes Assessment
Graduation & Success Rates



Now You Know ... What Students Said

Employment Outcomes Data SWOCC and State Data Comparison



Performance Reporting Information System

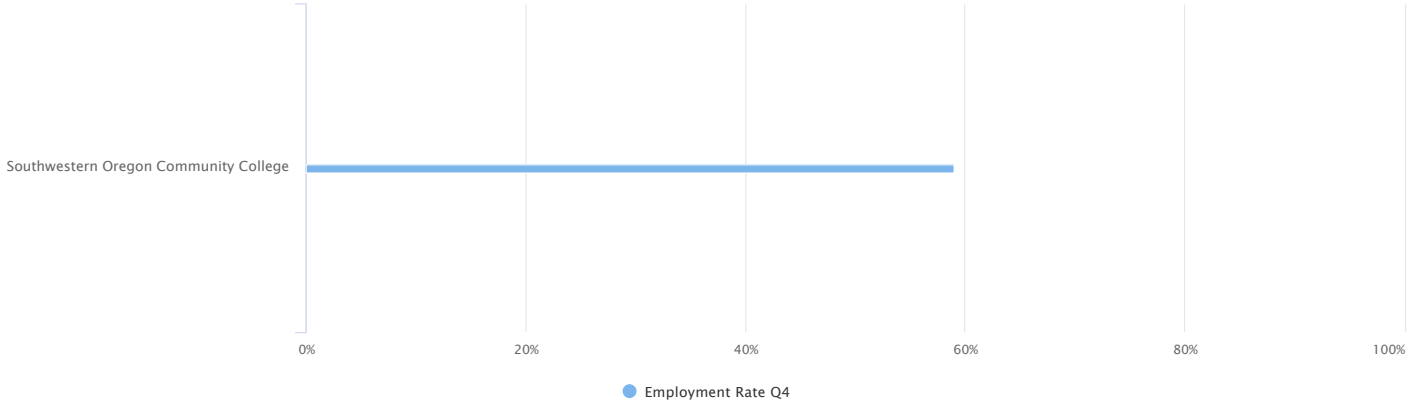
The PRISM Employment Rate Q4 tool is located on QualityInfo.org, a website of the Oregon Employment Department

Point in Time for PY 2016 (Jul 2016 - Jun 2017)

Selected Filters: HECC: Community Colleges, Southwestern Oregon Community College, CIPs (Total), Ethnicity (Total), Race (Total), Age (Total), Gender (Total), Veteran Status (Total), Disability Status (Total), Educational Attainment (Total)

Employment Rate Q4 Measure

Community Colleges for PY 2016 (Jul 2016 - Jun 2017)



Source: Oregon Employment Department QualityInfo.org

Employment Rate Q4 Measure
Classification of Instructional Programs (CIP)
by Education Type for PY 2016 (Jul 2016 - Jun 2017)
 ■ Southwestern Oregon Community College

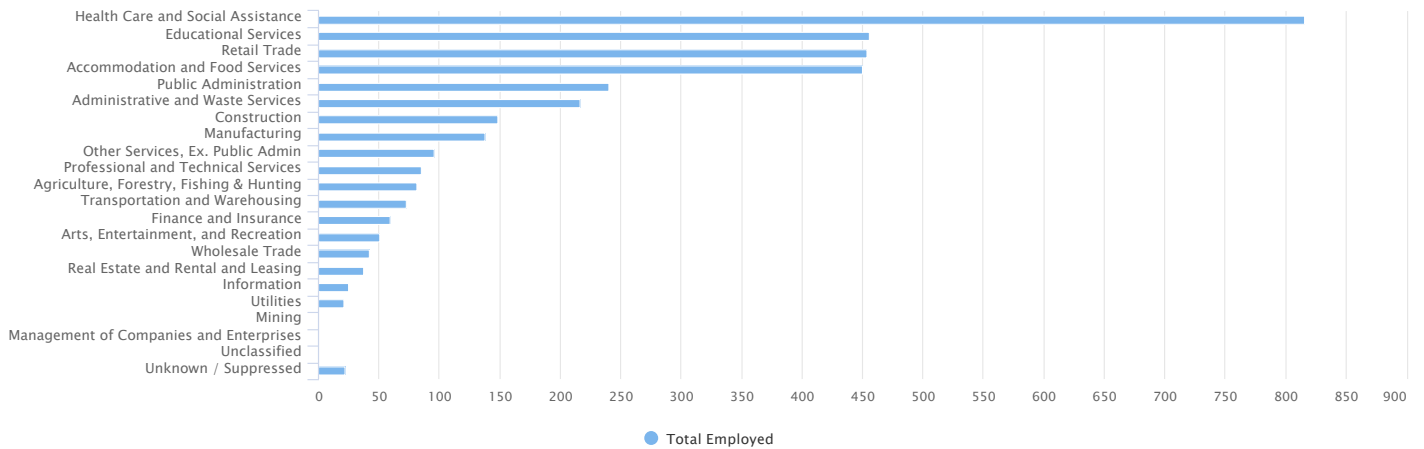
Program (CIP) Description	Employment Rate Q4
01 - Agriculture, Agriculture Operations, and Related Sciences	0%
32 - Basic Skills and Developmental/Remedial Education	0%
26 - Biological and Biomedical Sciences	0%
52 - Business, Management, Marketing, and Related Support Services	~60%
09 - Communication, Journalism, and Related Programs	0%
10 - Communications Technologies/Technicians and Support Services	~45%
11 - Computer and Information Sciences and Support Services	~60%
46 - Construction Trades	100%
13 - Education	~70%
14 - Engineering	~75%
15 - Engineering Technologies and Engineering-Related Fields	~70%
23 - English Language and Literature/Letters	0%
19 - Family and Consumer Sciences/Human Sciences	~70%
51 - Health Professions and Related Programs	~70%
53 - High School/Secondary Diplomas and Certificates	~70%
43 - Homeland Security, Law Enforcement, Firefighting and Related Protective Services	~65%
35 - Interpersonal and Social Skills	0%



Source: Oregon Employment Department QualityInfo.org

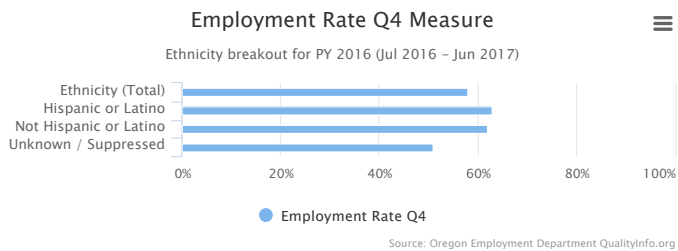
Employment Rate Q4 Measure

Industries for PY 2016 (Jul 2016 - Jun 2017)
 All Industries (Total Employed): 3,509

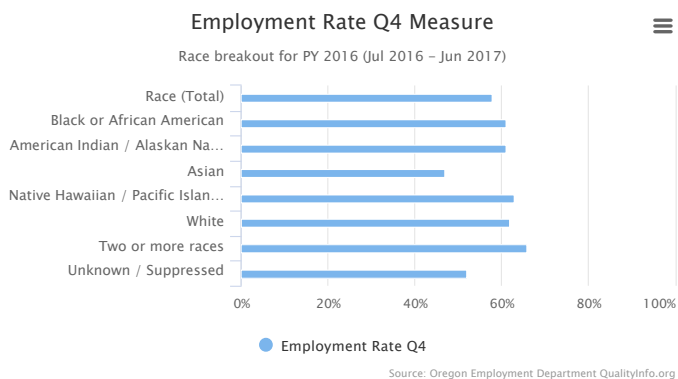


Source: Oregon Employment Department QualityInfo.org

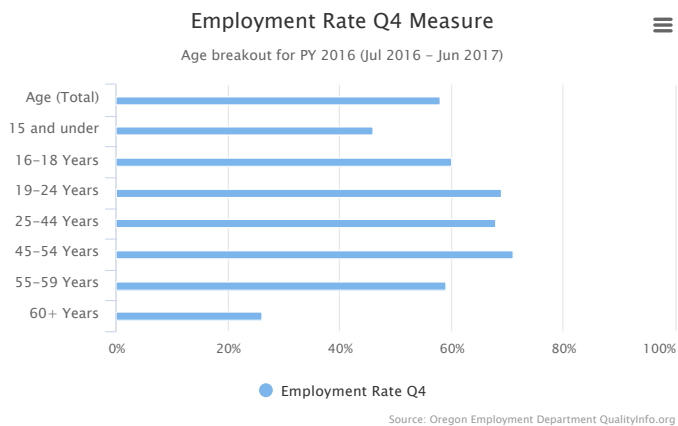
Employment Rate Q4 Measure Ethnicity breakout for PY 2016 (Jul 2016 - Jun 2017)				
Description	Total Employed	Total Exited	Employment Rate Q4	
Ethnicity (Total)	3,509	5,949	58%	
Hispanic or Latino	212	338	63%	
Not Hispanic or Latino	2,423	3,899	62%	
Unknown / Suppressed	874	1,712	51%	



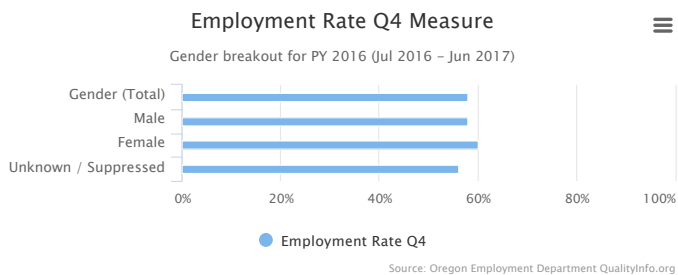
Employment Rate Q4 Measure Race breakout for PY 2016 (Jul 2016 - Jun 2017)				
Description	Total Employed	Total Exited	Employment Rate Q4	
Race (Total)	3,509	5,949	58%	
Black or African American	28	46	61%	
American Indian / Alaskan Native	99	161	61%	
Asian	39	83	47%	
Native Hawaiian / Pacific Islander	17	27	63%	
White	2,247	3,604	62%	
Two or more races	95	145	66%	
Unknown / Suppressed	984	1,883	52%	



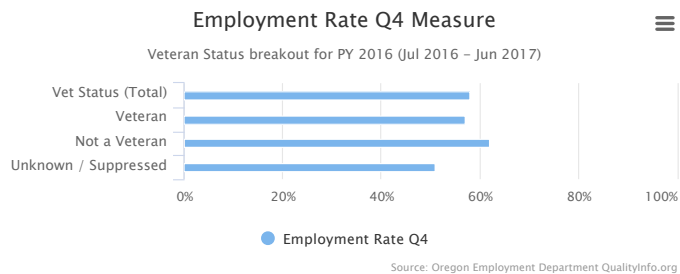
Employment Rate Q4 Measure Age breakout for PY 2016 (Jul 2016 - Jun 2017)				
Description	Total Employed	Total Exited	Employment Rate Q4	
Age (Total)	3,509	5,949	58%	
15 and under	103	224	46%	
16-18 Years	779	1,296	60%	
19-24 Years	692	1,001	69%	
25-44 Years	1,090	1,595	68%	
45-54 Years	407	570	71%	
55-59 Years	192	323	59%	
60+ Years	246	940	26%	



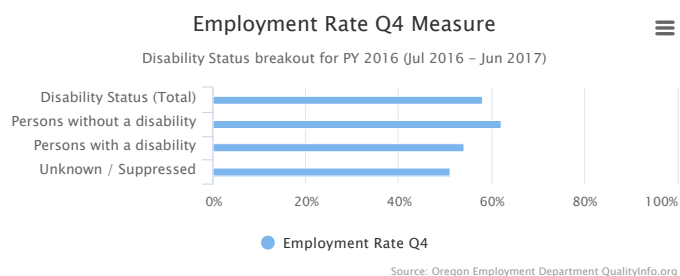
Employment Rate Q4 Measure Gender breakout for PY 2016 (Jul 2016 - Jun 2017)				
Description	Total Employed	Total Exited	Employment Rate Q4	
Gender (Total)	3,509	5,949	58%	
Male	1,403	2,422	58%	
Female	2,014	3,362	60%	
Unknown / Suppressed	92	165	56%	



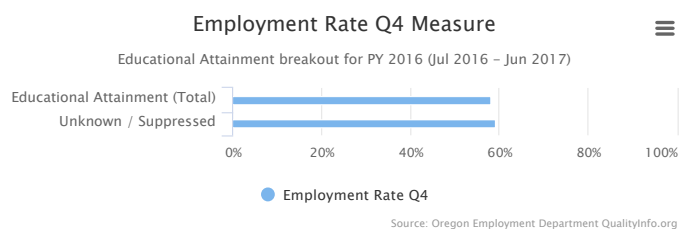
Employment Rate Q4 Measure Veteran Status breakout for PY 2016 (Jul 2016 - Jun 2017)			
Description	Total Employed	Total Exited	Employment Rate Q4
Vet Status (Total)	3,509	5,949	58%
Veteran	83	145	57%
Not a Veteran	2,552	4,092	62%
Unknown / Suppressed	874	1,712	51%



Employment Rate Q4 Measure Disability Status breakout for PY 2016 (Jul 2016 - Jun 2017)			
Description	Total Employed	Total Exited	Employment Rate Q4
Disability Status (Total)	3,509	5,949	58%
Persons without a disability	2,575	4,126	62%
Persons with a disability	60	111	54%
Unknown / Suppressed	874	1,712	51%



Employment Rate Q4 Measure Educational Attainment breakout for PY 2016 (Jul 2016 - Jun 2017)			
Description	Total Employed	Total Exited	Employment Rate Q4
Educational Attainment (Total)	3,509	5,949	58%
Unknown / Suppressed	3,509	5,949	59%



Definitions & Methods

- **Note regarding Community College data:** Community College data is available through the end of Program Year 2016 (2nd quarter of 2017). It is unknown whether students continued at a Community College or exited Community College at the end of Program Year 2016. For PRISM purposes, it is assumed all students exited at the end of the 2016 Program Year. All students are counted as exited and may or may not be employed. Therefore, Community College measures currently displayed for PY 2016 may be lower than actual levels.
- **Partners:** The following Oregon Education agencies and programs that currently submit data to PRISM 2 are HECC: Community Colleges and HECC: Public Universities.
- **Employment Rate Q4:** The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program. The employment rate is calculated by dividing the number of Total Employed by the number of Total Exited.
- **Exit:** For Workforce Partners, an exit occurs when a customer has not received any services for 90 days and no future services are planned. For Education Partners, an exit occurs when a student has not been enrolled in a community college or university for two consecutive terms.
- **Total Exited:** The total number of unduplicated participants who received workforce services and exited.
- **Total Employed:** The total number of unduplicated participants who exited and were employed in the fourth quarter after exit.



Performance Reporting Information System

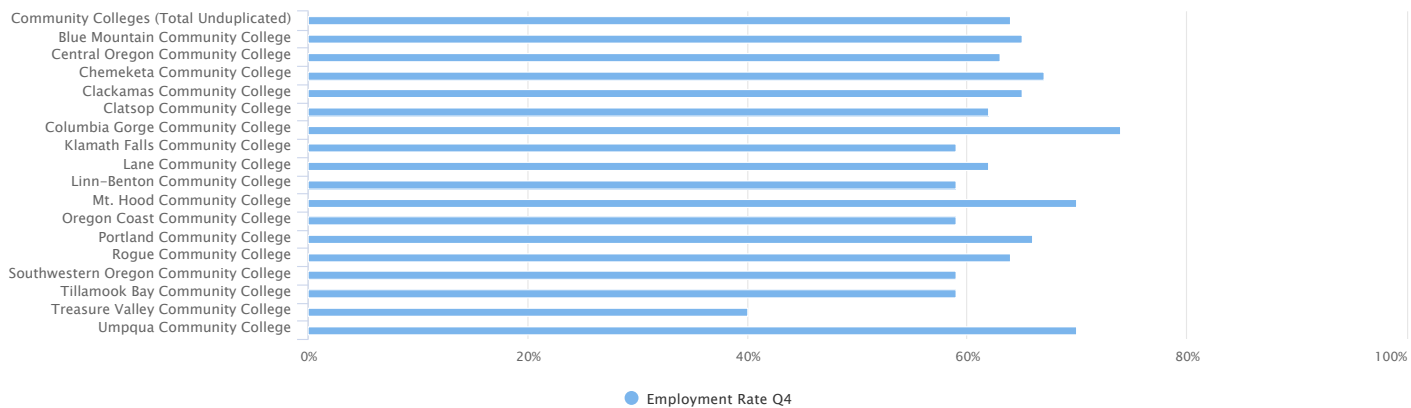
The PRISM Employment Rate Q4 tool is located on QualityInfo.org, a website of the Oregon Employment Department

Point in Time for PY 2016 (Jul 2016 - Jun 2017)

Selected Filters: HECC: Community Colleges, All Schools, CIPs (Total), Ethnicity (Total), Race (Total), Age (Total), Gender (Total), Veteran Status (Total), Disability Status (Total), Educational Attainment (Total)

Employment Rate Q4 Measure

Community Colleges for PY 2016 (Jul 2016 - Jun 2017)


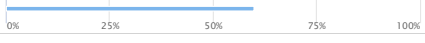
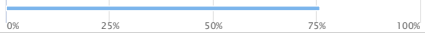
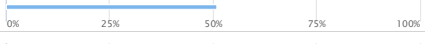
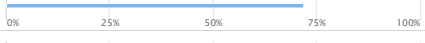
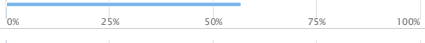
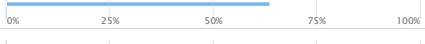
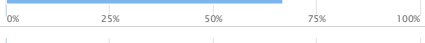
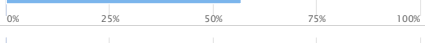
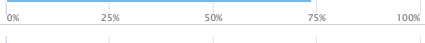
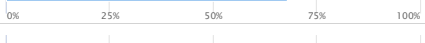
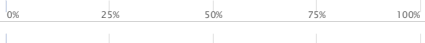
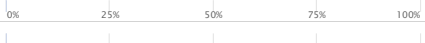
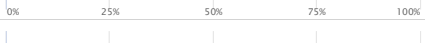
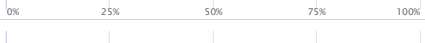
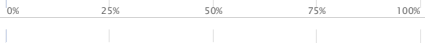
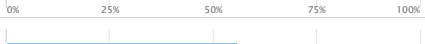
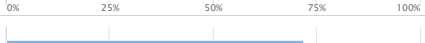
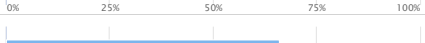
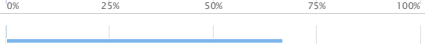
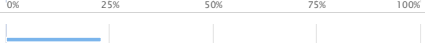
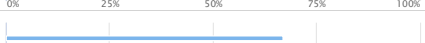

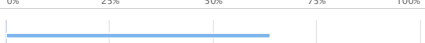



Source: Oregon Employment Department QualityInfo.org

Employment Rate Q4 Measure Classification of Instructional Programs (CIP) by Education Type for PY 2016 (Jul 2016 - Jun 2017)

HECC: Community Colleges

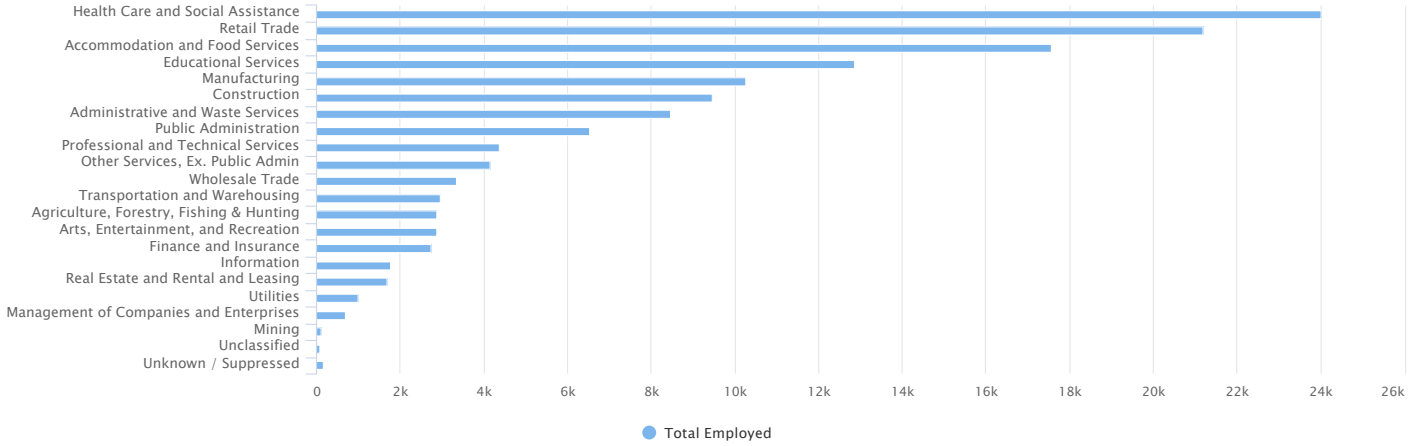
Program (CIP) Description	Employment Rate Q4 (%)
01 - Agriculture, Agriculture Operations, and Related Sciences	58
04 - Architecture and Related Services	65
32 - Basic Skills and Developmental/Remedial Education	55
26 - Biological and Biomedical Sciences	62
52 - Business, Management, Marketing, and Related Support Services	68
33 - Citizenship Activities	58
09 - Communication, Journalism, and Related Programs	65
10 - Communications Technologies/Technicians and Support Services	62
11 - Computer and Information Sciences and Support Services	62
46 - Construction Trades	82
13 - Education	72
14 - Engineering	62
15 - Engineering Technologies and Engineering-Related Fields	72
23 - English Language and Literature/Letters	58
19 - Family and Consumer Sciences/Human Sciences	65
16 - Foreign Languages, Literatures, and Linguistics	62
51 - Health Professions and Related Programs	75
34 - Health-Related Knowledge and Skills	62

Employment Rate Q4 Measure Classification of Instructional Programs (CIP) by Education Type for PY 2016 (Jul 2016 - Jun 2017)	
■ HECC: Community Colleges	
Program (CIP) Description	Employment Rate Q4
53 - High School/Secondary Diplomas and Certificates	
54 - History	
43 - Homeland Security, Law Enforcement, Firefighting and Related Protective Services	
35 - Interpersonal and Social Skills	
22 - Legal Professions and Studies	
36 - Leisure and Recreational Activities	
24 - Liberal Arts and Sciences, General Studies and Humanities	
25 - Library Science	
27 - Mathematics and Statistics	
47 - Mechanic and Repair Technologies/Technicians	
30 - Multi/Interdisciplinary Studies	
03 - Natural Resources and Conservation	
99 - No Information / Missing / Unknown	
31 - Parks, Recreation, Leisure, and Fitness Studies	
37 - Personal Awareness and Self-Improvement	
12 - Personal and Culinary Services	
38 - Philosophy and Religious Studies	
40 - Physical Sciences	
48 - Precision Production	
42 - Psychology	
44 - Public Administration and Social Service Professions	
41 - Science Technologies/Technicians	
45 - Social Sciences	
49 - Transportation and Materials Moving	
50 - Visual and Performing Arts	

Source: Oregon Employment Department QualityInfo.org

Employment Rate Q4 Measure

Industries for PY 2016 (Jul 2016 - Jun 2017)
All Industries (Total Employed): 138,974

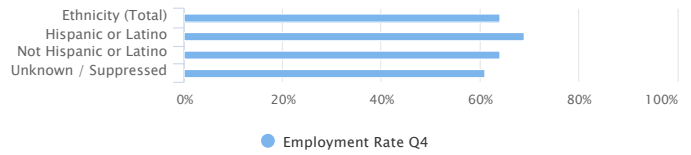


Source: Oregon Employment Department QualityInfo.org

Employment Rate Q4 Measure Ethnicity breakout for PY 2016 (Jul 2016 - Jun 2017)			
Description	Total Employed	Total Exited	Employment Rate Q4
Ethnicity (Total)	138,974	215,746	64%
Hispanic or Latino	18,596	26,792	69%
Not Hispanic or Latino	97,790	152,173	64%
Unknown / Suppressed	22,588	36,781	61%

Employment Rate Q4 Measure

Ethnicity breakout for PY 2016 (Jul 2016 - Jun 2017)

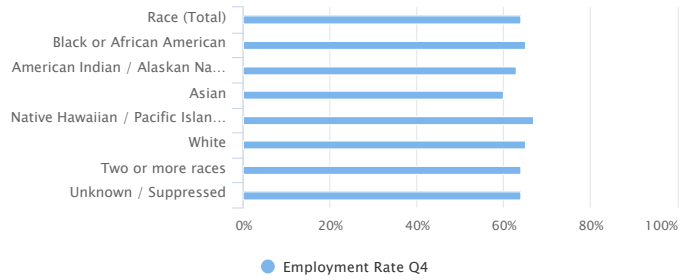


Source: Oregon Employment Department QualityInfo.org

Employment Rate Q4 Measure Race breakout for PY 2016 (Jul 2016 - Jun 2017)			
Description	Total Employed	Total Exited	Employment Rate Q4
Race (Total)	138,974	215,746	64%
Black or African American	3,478	5,311	65%
American Indian / Alaskan Native	1,985	3,164	63%
Asian	5,150	8,607	60%
Native Hawaiian / Pacific Islander	736	1,096	67%
White	86,509	133,759	65%
Two or more races	5,254	8,155	64%
Unknown / Suppressed	35,862	55,654	64%

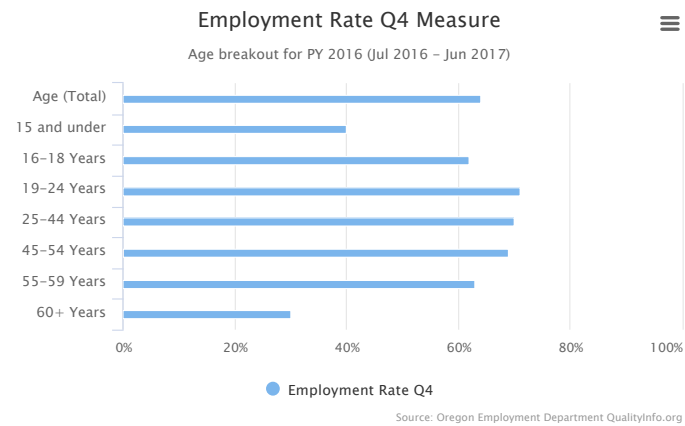
Employment Rate Q4 Measure

Race breakout for PY 2016 (Jul 2016 - Jun 2017)

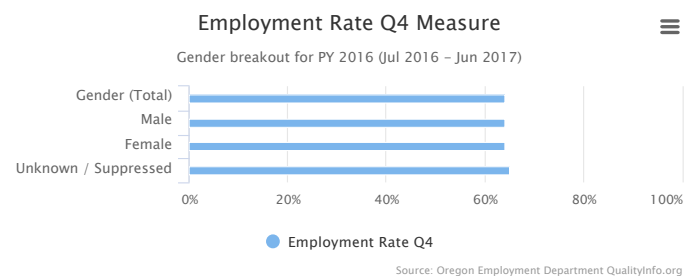


Source: Oregon Employment Department QualityInfo.org

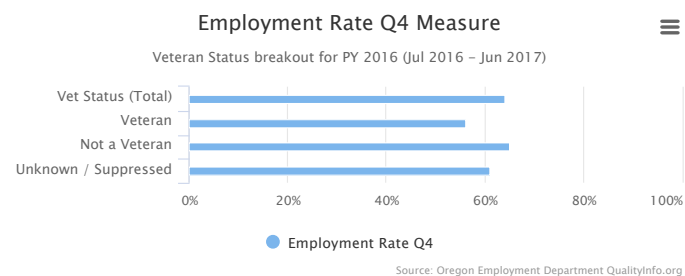
Employment Rate Q4 Measure Age breakout for PY 2016 (Jul 2016 - Jun 2017)			
Description	Total Employed	Total Exited	Employment Rate Q4
Age (Total)	138,974	215,746	64%
15 and under	2,433	6,012	40%
16-18 Years	27,007	43,216	62%
19-24 Years	36,829	52,106	71%
25-44 Years	50,324	71,661	70%
45-54 Years	12,359	17,880	69%
55-59 Years	4,721	7,436	63%
60+ Years	5,301	17,435	30%



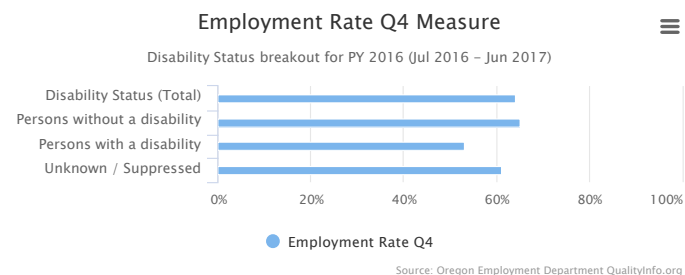
Employment Rate Q4 Measure Gender breakout for PY 2016 (Jul 2016 - Jun 2017)			
Description	Total Employed	Total Exited	Employment Rate Q4
Gender (Total)	138,974	215,746	64%
Male	60,812	94,492	64%
Female	75,427	117,065	64%
Unknown / Suppressed	2,735	4,189	65%



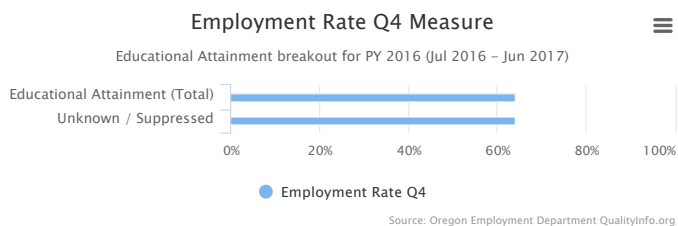
Employment Rate Q4 Measure Veteran Status breakout for PY 2016 (Jul 2016 - Jun 2017)			
Description	Total Employed	Total Exited	Employment Rate Q4
Vet Status (Total)	138,974	215,746	64%
Veteran	3,866	6,867	56%
Not a Veteran	112,520	172,098	65%
Unknown / Suppressed	22,588	36,781	61%



Employment Rate Q4 Measure Disability Status breakout for PY 2016 (Jul 2016 - Jun 2017)			
Description	Total Employed	Total Exited	Employment Rate Q4
Disability Status (Total)	138,974	215,746	64%
Persons without a disability	114,353	175,093	65%
Persons with a disability	2,033	3,872	53%
Unknown / Suppressed	22,588	36,781	61%



Employment Rate Q4 Measure Educational Attainment breakout for PY 2016 (Jul 2016 - Jun 2017)			
Description	Total Employed	Total Exited	Employment Rate Q4
Educational Attainment (Total)	138,974	215,746	64%
Unknown / Suppressed	138,974	215,746	64%



Definitions & Methods

- **Note regarding Community College data:** Community College data is available through the end of Program Year 2016 (2nd quarter of 2017). It is unknown whether students continued at a Community College or exited Community College at the end of Program Year 2016. For PRISM purposes, it is assumed all students exited at the end of the 2016 Program Year. All students are counted as exited and may or may not be employed. Therefore, Community College measures currently displayed for PY 2016 may be lower than actual levels.
- **Partners:** The following Oregon Education agencies and programs that currently submit data to PRISM 2 are HECC: Community Colleges and HECC: Public Universities.
- **Employment Rate Q4:** The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program. The employment rate is calculated by dividing the number of Total Employed by the number of Total Exited.
- **Exit:** For Workforce Partners, an exit occurs when a customer has not received any services for 90 days and no future services are planned. For Education Partners, an exit occurs when a student has not been enrolled in a community college or university for two consecutive terms.
- **Total Exited:** The total number of unduplicated participants who received workforce services and exited.
- **Total Employed:** The total number of unduplicated participants who exited and were employed in the fourth quarter after exit.



Performance Reporting Information System

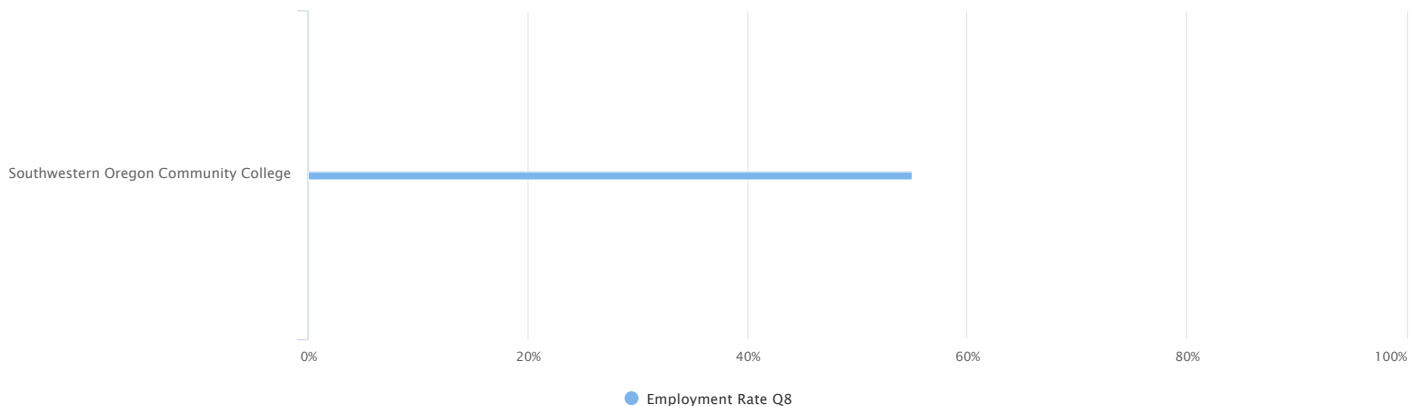
The PRISM Employment Rate Q8 tool is located on QualityInfo.org, a website of the Oregon Employment Department

Point in Time for PY 2015 (Jul 2015 - Jun 2016)

Selected Filters: HECC: Community Colleges, Southwestern Oregon Community College, CIPs (Total), Ethnicity (Total), Race (Total), Age (Total), Gender (Total), Veteran Status (Total), Disability Status (Total), Educational Attainment (Total)

Employment Rate Q8 Measure

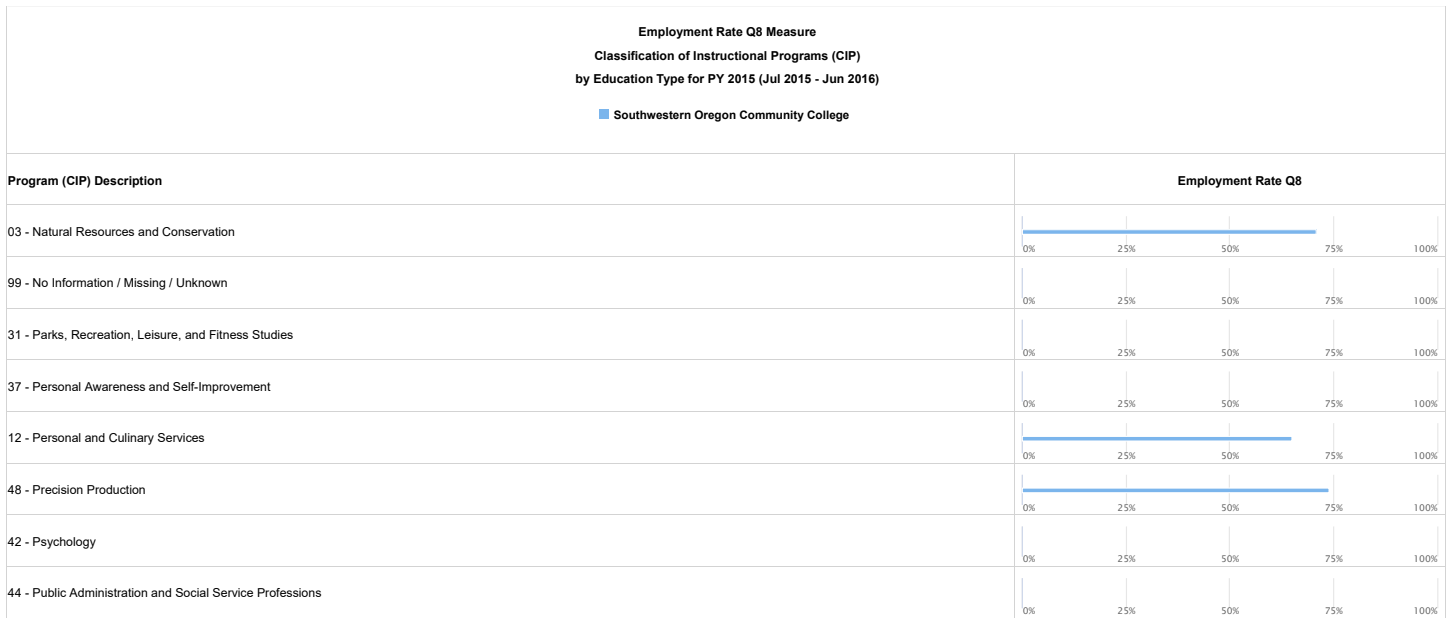
Community Colleges for PY 2015 (Jul 2015 - Jun 2016)



Source: Oregon Employment Department QualityInfo.org

Employment Rate Q8 Measure
Classification of Instructional Programs (CIP)
by Education Type for PY 2015 (Jul 2015 - Jun 2016)
 ■ Southwestern Oregon Community College

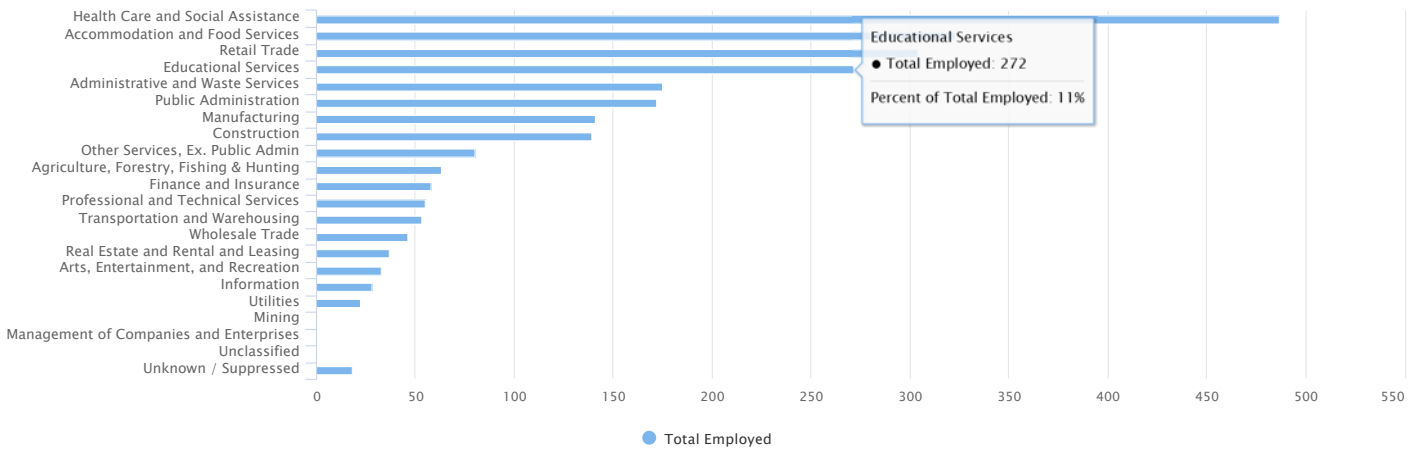
Program (CIP) Description	Employment Rate Q8
01 - Agriculture, Agriculture Operations, and Related Sciences	0%
52 - Business, Management, Marketing, and Related Support Services	~65%
10 - Communications Technologies/Technicians and Support Services	0%
11 - Computer and Information Sciences and Support Services	~60%
46 - Construction Trades	0%
13 - Education	~55%
14 - Engineering	0%
15 - Engineering Technologies and Engineering-Related Fields	0%
19 - Family and Consumer Sciences/Human Sciences	~75%
51 - Health Professions and Related Programs	~65%
53 - High School/Secondary Diplomas and Certificates	0%
43 - Homeland Security, Law Enforcement, Firefighting and Related Protective Services	~55%
36 - Leisure and Recreational Activities	~50%
24 - Liberal Arts and Sciences, General Studies and Humanities	~65%
27 - Mathematics and Statistics	0%
47 - Mechanic and Repair Technologies/Technicians	0%
30 - Multi/Interdisciplinary Studies	~65%



Source: Oregon Employment Department QualityInfo.org

Employment Rate Q8 Measure

Industries for PY 2015 (Jul 2015 - Jun 2016)
All Industries (Total Employed): 2,504



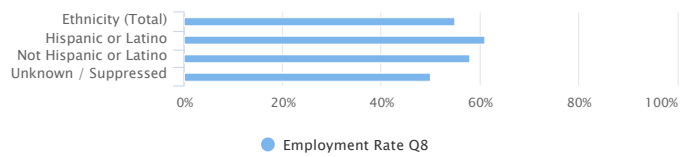
Source: Oregon Employment Department QualityInfo.org

Employment Rate Q8 Measure Ethnicity breakout for PY 2015 (Jul 2015 - Jun 2016)

Description	Total Employed	Total Exited	Employment Rate Q8
Ethnicity (Total)	2,504	4,528	55%
Hispanic or Latino	150	245	61%
Not Hispanic or Latino	1,614	2,793	58%
Unknown / Suppressed	740	1,490	50%

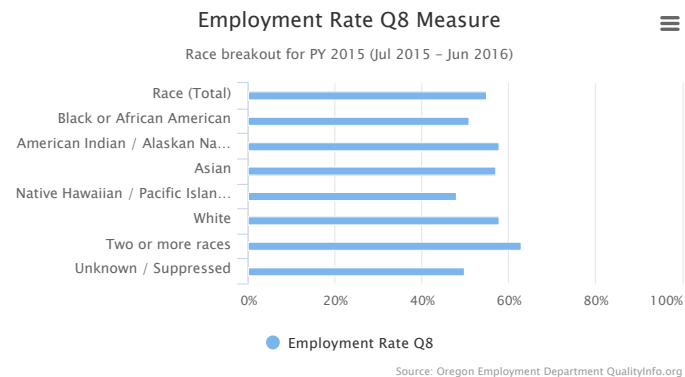
Employment Rate Q8 Measure

Ethnicity breakout for PY 2015 (Jul 2015 - Jun 2016)

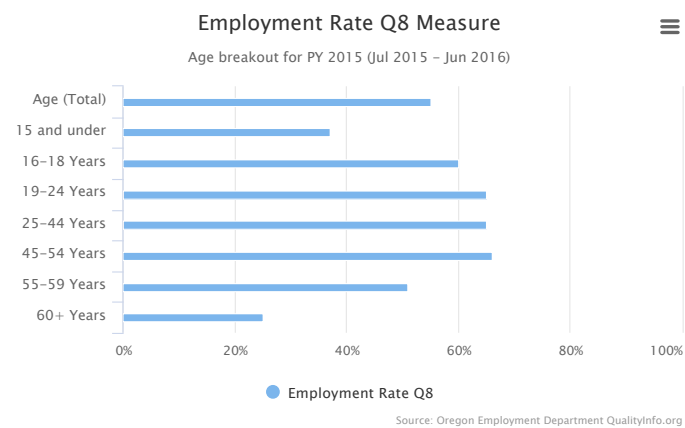


Source: Oregon Employment Department QualityInfo.org

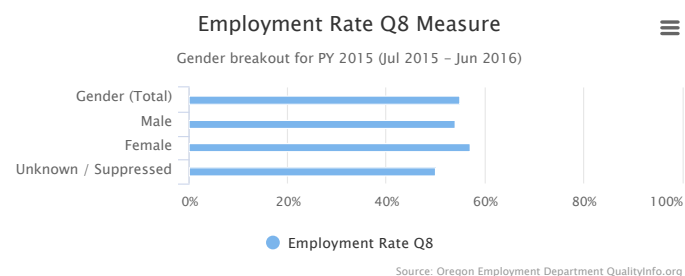
Employment Rate Q8 Measure Race breakout for PY 2015 (Jul 2015 - Jun 2016)				
Description	Total Employed	Total Exited	Employment Rate Q8	
Race (Total)	2,504	4,528	55%	
Black or African American	19	37	51%	
American Indian / Alaskan Native	76	132	58%	
Asian	26	46	57%	
Native Hawaiian / Pacific Islander	12	25	48%	
White	1,490	2,567	58%	
Two or more races	62	99	63%	
Unknown / Suppressed	819	1,622	50%	



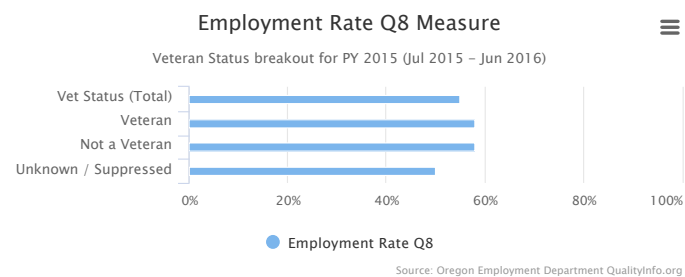
Employment Rate Q8 Measure Age breakout for PY 2015 (Jul 2015 - Jun 2016)				
Description	Total Employed	Total Exited	Employment Rate Q8	
Age (Total)	2,504	4,528	55%	
15 and under	45	122	37%	
16-18 Years	445	743	60%	
19-24 Years	473	725	65%	
25-44 Years	858	1,323	65%	
45-54 Years	311	474	66%	
55-59 Years	164	324	51%	
60+ Years	208	817	25%	



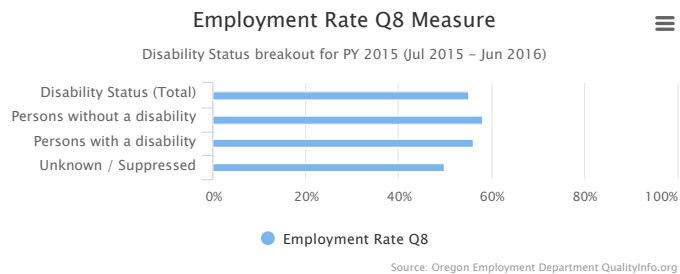
Employment Rate Q8 Measure Gender breakout for PY 2015 (Jul 2015 - Jun 2016)				
Description	Total Employed	Total Exited	Employment Rate Q8	
Gender (Total)	2,504	4,528	55%	
Male	1,042	1,931	54%	
Female	1,400	2,473	57%	
Unknown / Suppressed	62	124	50%	



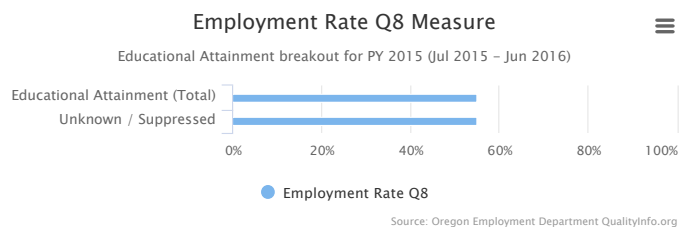
Employment Rate Q8 Measure Veteran Status breakout for PY 2015 (Jul 2015 - Jun 2016)				
Description	Total Employed	Total Exited	Employment Rate Q8	
Vet Status (Total)	2,504	4,528	55%	
Veteran	56	97	58%	
Not a Veteran	1,708	2,941	58%	
Unknown / Suppressed	740	1,490	50%	



Employment Rate Q8 Measure Disability Status breakout for PY 2015 (Jul 2015 - Jun 2016)			
Description	Total Employed	Total Exited	Employment Rate Q8
Disability Status (Total)	2,504	4,528	55%
Persons without a disability	1,728	2,974	58%
Persons with a disability	36	64	56%
Unknown / Suppressed	740	1,490	50%



Employment Rate Q8 Measure Educational Attainment breakout for PY 2015 (Jul 2015 - Jun 2016)			
Description	Total Employed	Total Exited	Employment Rate Q8
Educational Attainment (Total)	2,504	4,528	55%
Unknown / Suppressed	2,504	4,528	55%



Definitions & Methods

- **Note regarding Community College data:** Community College data is available through the end of Program Year 2016 (2nd quarter of 2017). It is unknown whether students continued at a Community College or exited Community College at the end of Program Year 2016. For PRISM purposes, it is assumed all students exited at the end of the 2016 Program Year. All students are counted as exited and may or may not be employed. Therefore, Community College measures currently displayed for PY 2016 may be lower than actual levels.
- **Partners:** The following Oregon Education agencies and programs that currently submit data to PRISM 2 are HECC: Community Colleges and HECC: Public Universities.
- **Employment Rate Q8:** The percentage of program participants who are in unsubsidized employment during the eighth quarter after exit from the program. The employment rate is calculated by dividing the number of Total Employed by the number of Total Exited.
- **Exit:** For Workforce Partners, an exit occurs when a customer has not received any services for 90 days and no future services are planned. For Education Partners, an exit occurs when a student has not been enrolled in a community college or university for two consecutive terms.
- **Total Exited:** The total number of unduplicated participants who received workforce services and exited.
- **Total Employed:** The total number of unduplicated participants who exited and were employed in the eighth quarter after exit.



Performance Reporting Information System

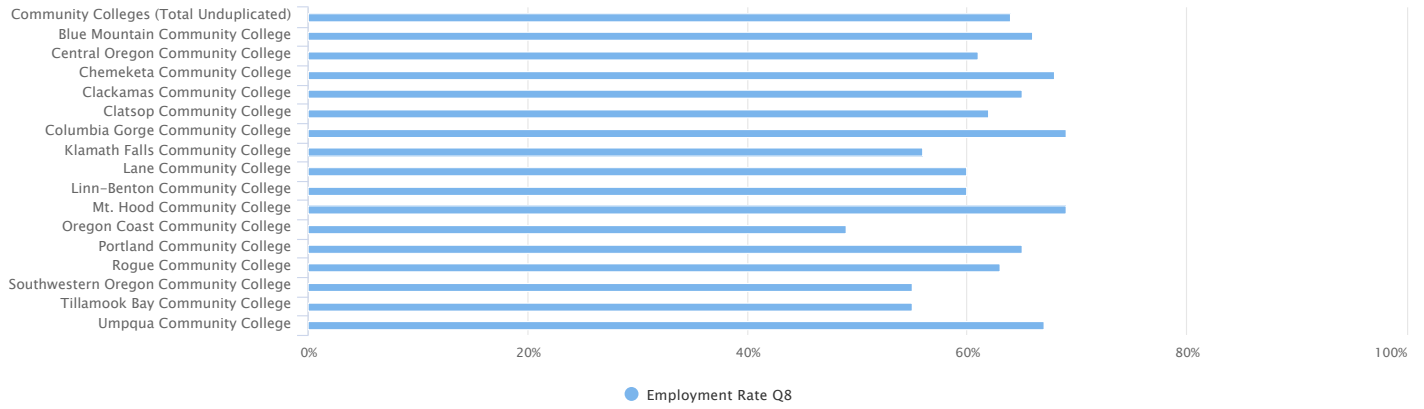
The PRISM Employment Rate Q8 tool is located on QualityInfo.org, a website of the Oregon Employment Department

Point in Time for PY 2015 (Jul 2015 - Jun 2016)

Selected Filters: HECC: Community Colleges, All Schools, CIPs (Total), Ethnicity (Total), Race (Total), Age (Total), Gender (Total), Veteran Status (Total), Disability Status (Total), Educational Attainment (Total)

Employment Rate Q8 Measure

Community Colleges for PY 2015 (Jul 2015 - Jun 2016)

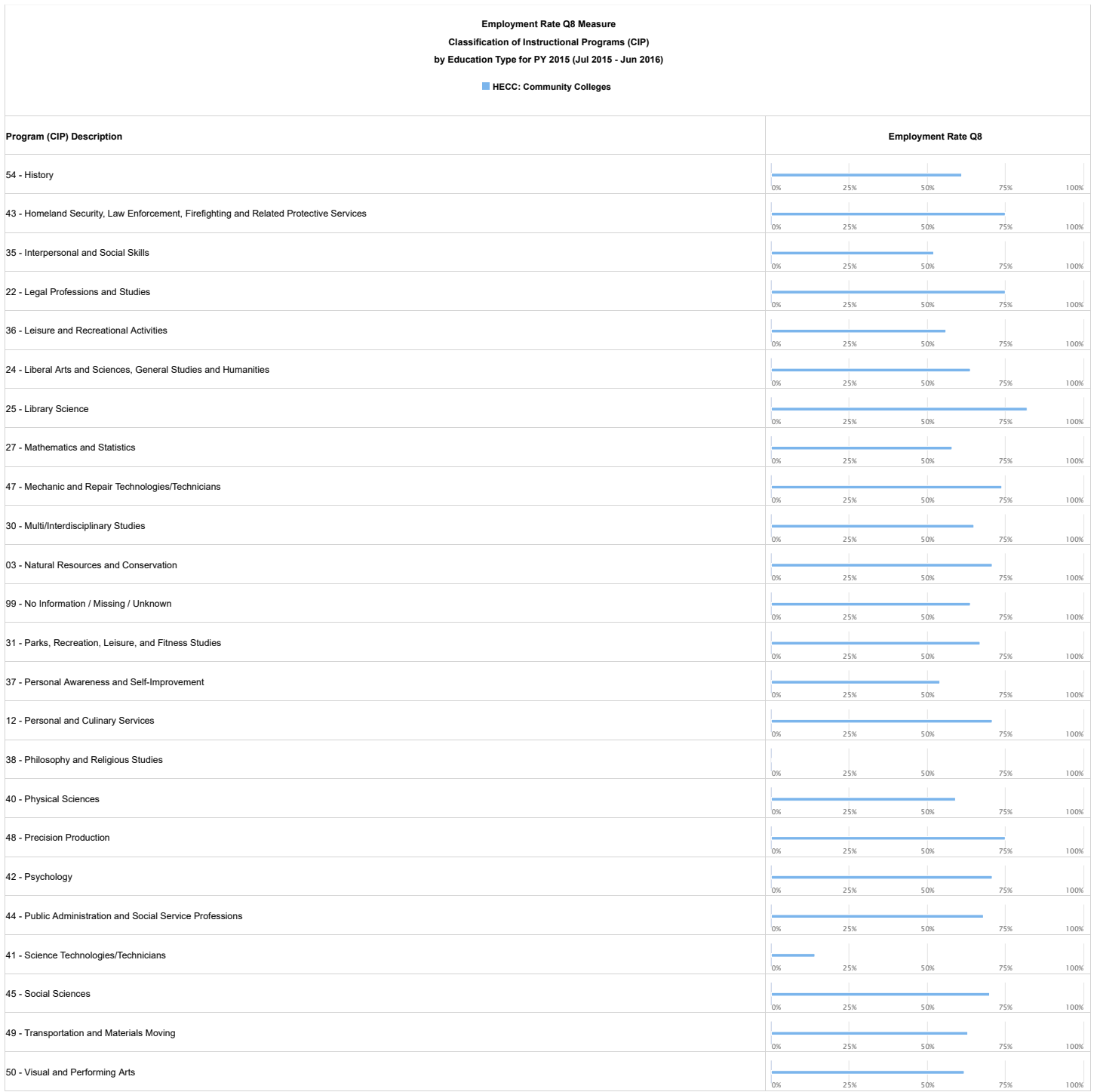


Source: Oregon Employment Department QualityInfo.org

Employment Rate Q8 Measure Classification of Instructional Programs (CIP) by Education Type for PY 2015 (Jul 2015 - Jun 2016)

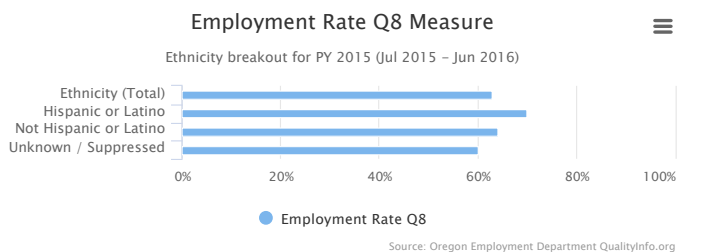
HECC: Community Colleges

Program (CIP) Description	Employment Rate Q8
01 - Agriculture, Agriculture Operations, and Related Sciences	58
04 - Architecture and Related Services	78
32 - Basic Skills and Developmental/Remedial Education	55
26 - Biological and Biomedical Sciences	62
52 - Business, Management, Marketing, and Related Support Services	72
09 - Communication, Journalism, and Related Programs	68
10 - Communications Technologies/Technicians and Support Services	75
11 - Computer and Information Sciences and Support Services	68
46 - Construction Trades	82
13 - Education	72
14 - Engineering	58
15 - Engineering Technologies and Engineering-Related Fields	75
23 - English Language and Literature/Letters	62
19 - Family and Consumer Sciences/Human Sciences	62
16 - Foreign Languages, Literatures, and Linguistics	62
51 - Health Professions and Related Programs	78
34 - Health-Related Knowledge and Skills	72
53 - High School/Secondary Diplomas and Certificates	58



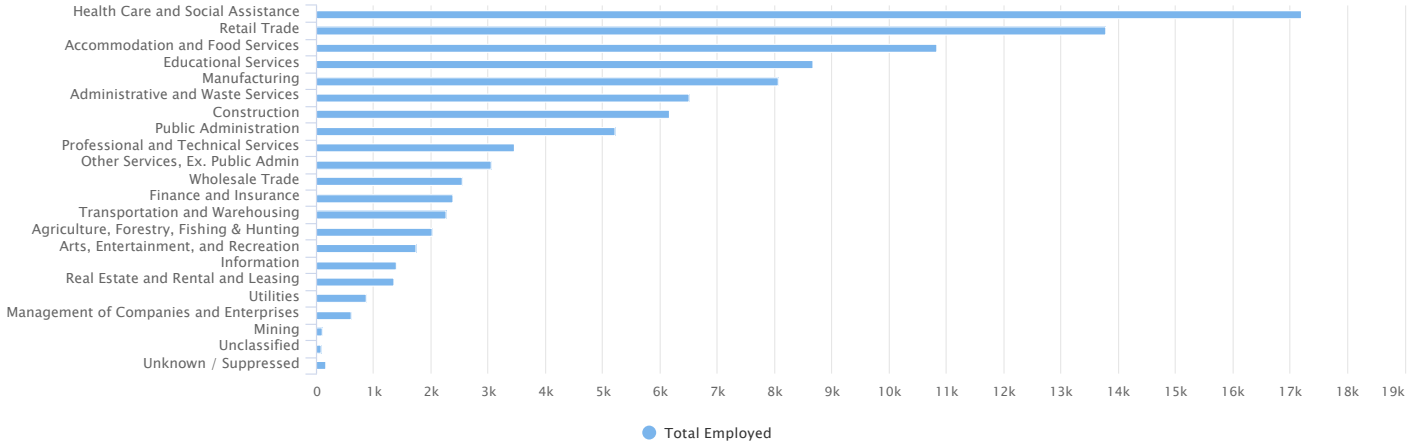
Employment Rate Q8 Measure
Ethnicity breakout for
PY 2015 (Jul 2015 - Jun 2016)

Description	Total Employed	Total Exited	Employment Rate Q8
Ethnicity (Total)	98,334	153,760	63%
Hispanic or Latino	12,083	17,176	70%
Not Hispanic or Latino	69,969	109,444	64%
Unknown / Suppressed	16,282	27,140	60%



Employment Rate Q8 Measure

Industries for PY 2015 (Jul 2015 - Jun 2016)
All Industries (Total Employed): 98,334

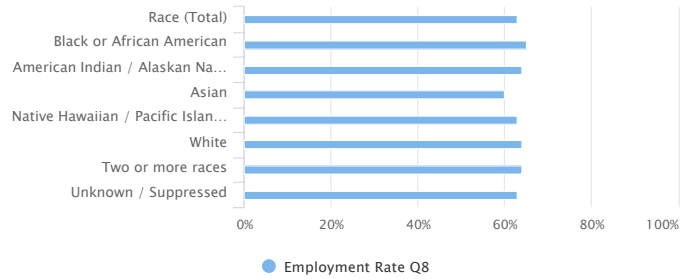


Source: Oregon Employment Department QualityInfo.org

Employment Rate Q8 Measure Race breakout for PY 2015 (Jul 2015 - Jun 2016)			
Description	Total Employed	Total Exited	Employment Rate Q8
Race (Total)	98,334	153,760	63%
Black or African American	2,443	3,781	65%
American Indian / Alaskan Native	1,556	2,444	64%
Asian	3,443	5,695	60%
Native Hawaiian / Pacific Islander	437	698	63%
White	62,110	96,520	64%
Two or more races	3,443	5,395	64%
Unknown / Suppressed	24,902	39,227	63%

Employment Rate Q8 Measure

Race breakout for PY 2015 (Jul 2015 - Jun 2016)

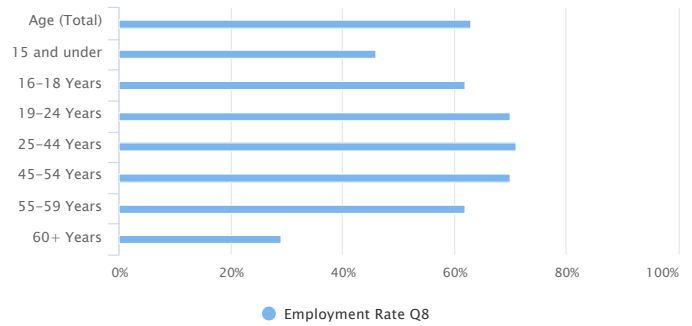


Source: Oregon Employment Department QualityInfo.org

Employment Rate Q8 Measure Age breakout for PY 2015 (Jul 2015 - Jun 2016)			
Description	Total Employed	Total Exited	Employment Rate Q8
Age (Total)	98,334	153,760	63%
15 and under	2,030	4,421	46%
16-18 Years	17,123	27,718	62%
19-24 Years	24,154	34,402	70%
25-44 Years	36,410	51,494	71%
45-54 Years	10,340	14,783	70%
55-59 Years	4,211	6,743	62%
60+ Years	4,066	14,199	29%

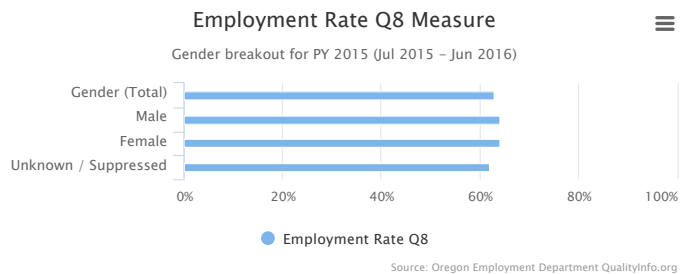
Employment Rate Q8 Measure

Age breakout for PY 2015 (Jul 2015 - Jun 2016)

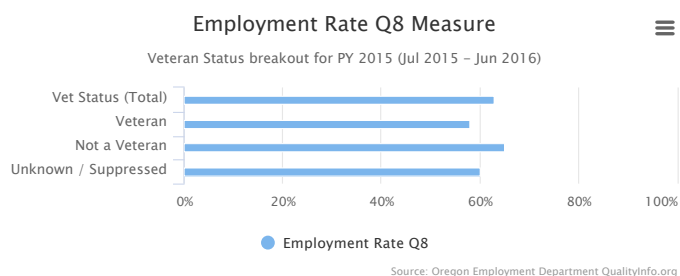


Source: Oregon Employment Department QualityInfo.org

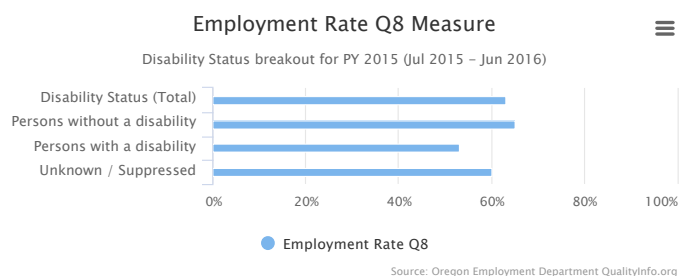
Employment Rate Q8 Measure Gender breakout for PY 2015 (Jul 2015 - Jun 2016)			
Description	Total Employed	Total Exited	Employment Rate Q8
Gender (Total)	98,334	153,760	63%
Male	43,490	67,787	64%
Female	53,276	83,442	64%
Unknown / Suppressed	1,568	2,531	62%



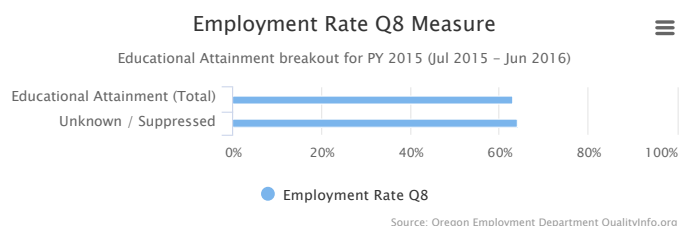
Employment Rate Q8 Measure Veteran Status breakout for PY 2015 (Jul 2015 - Jun 2016)			
Description	Total Employed	Total Exited	Employment Rate Q8
Vet Status (Total)	98,334	153,760	63%
Veteran	2,629	4,495	58%
Not a Veteran	79,423	122,125	65%
Unknown / Suppressed	16,282	27,140	60%



Employment Rate Q8 Measure Disability Status breakout for PY 2015 (Jul 2015 - Jun 2016)			
Description	Total Employed	Total Exited	Employment Rate Q8
Disability Status (Total)	98,334	153,760	63%
Persons without a disability	80,642	123,950	65%
Persons with a disability	1,410	2,670	53%
Unknown / Suppressed	16,282	27,140	60%



Employment Rate Q8 Measure Educational Attainment breakout for PY 2015 (Jul 2015 - Jun 2016)			
Description	Total Employed	Total Exited	Employment Rate Q8
Educational Attainment (Total)	98,334	153,760	63%
Unknown / Suppressed	98,334	153,760	64%



Definitions & Methods

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Performance Reporting Information System

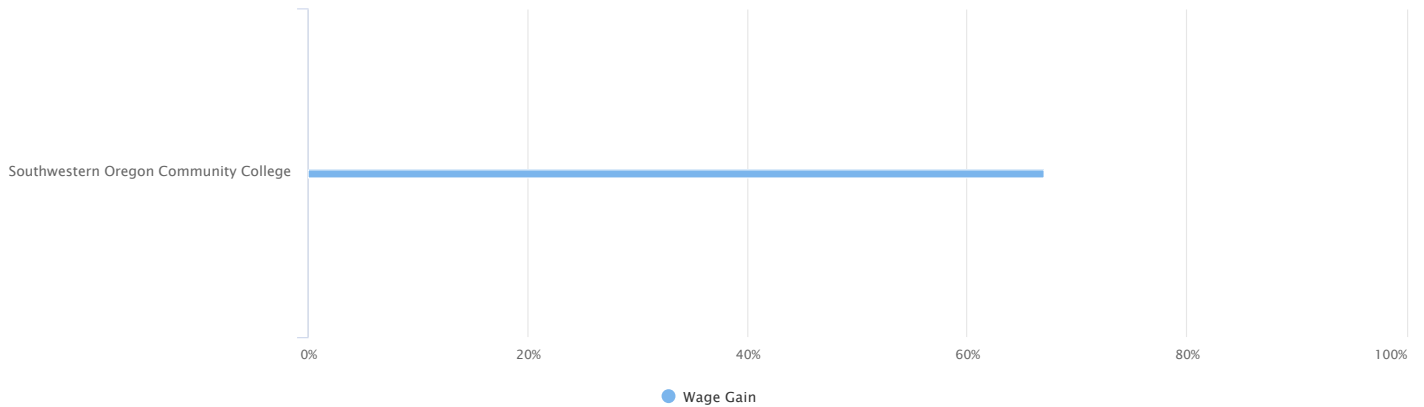
The PRISM Wage Gain tool is located on QualityInfo.org, a website of the Oregon Employment Department

Point in Time for PY 2016 (Jul 2016 - Jun 2017)

Selected Filters: All School Types, Southwestern Oregon Community College, CIPs (Total), Ethnicity (Total), Race (Total), Age (Total), Gender (Total), Veteran Status (Total), Disability Status (Total), Educational Attainment (Total)

Wage Gain Measure

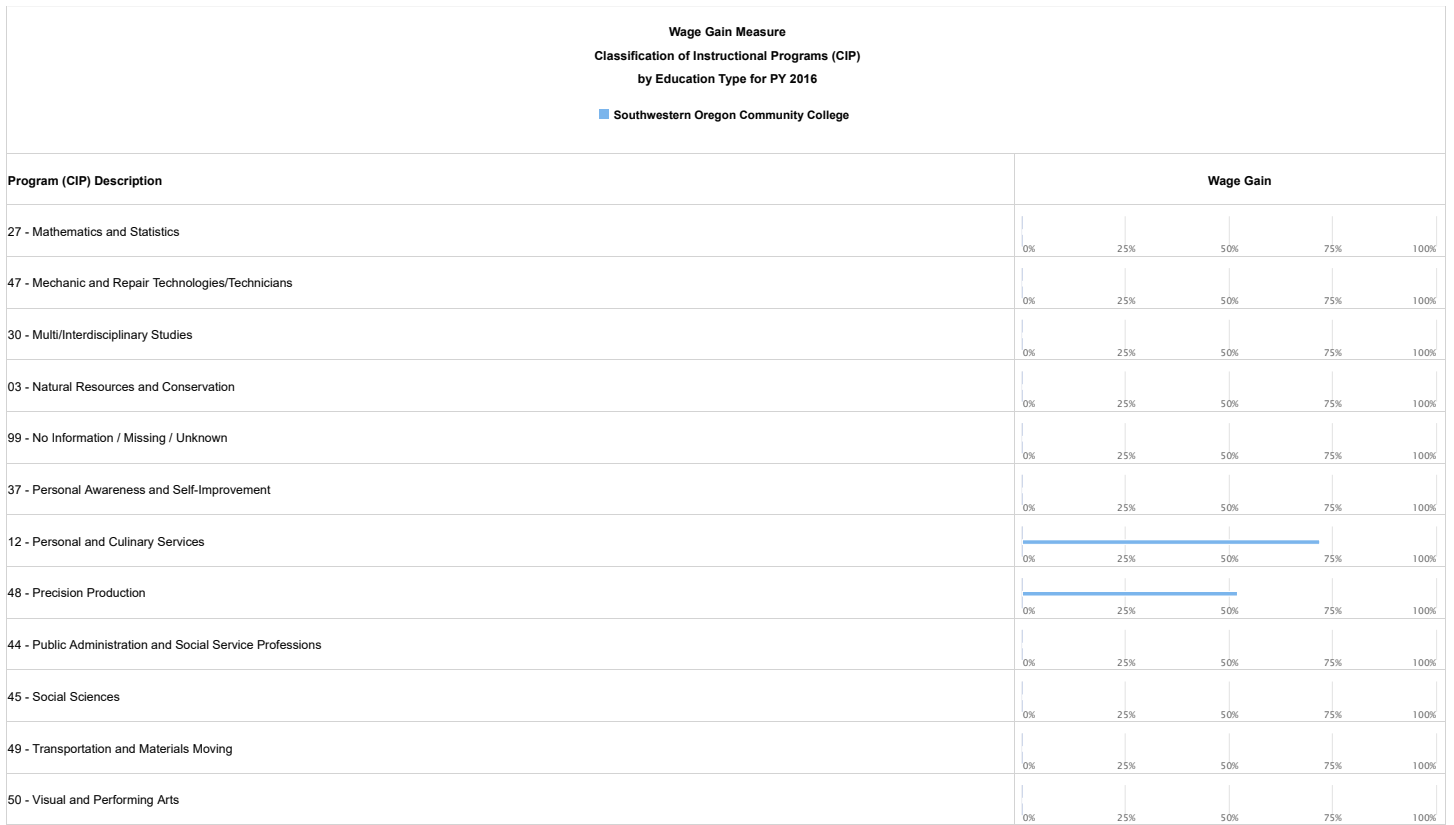
Community Colleges for PY 2016 (Jul 2016 - Jun 2017)



Source: Oregon Employment Department QualityInfo.org

Wage Gain Measure
Classification of Instructional Programs (CIP)
by Education Type for PY 2016
■ Southwestern Oregon Community College

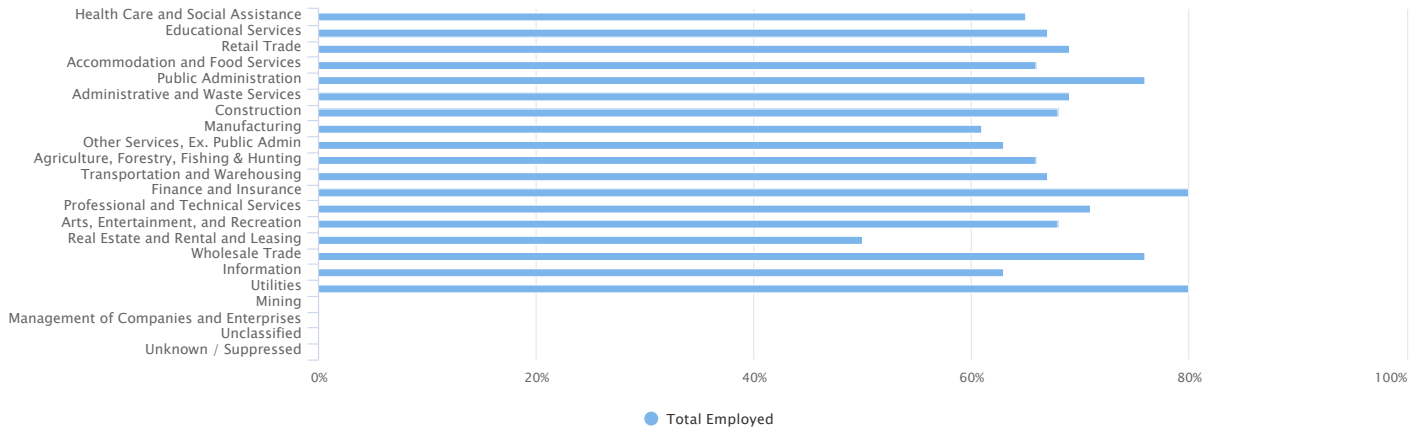
Program (CIP) Description	Wage Gain (%)
01 - Agriculture, Agriculture Operations, and Related Sciences	0%
26 - Biological and Biomedical Sciences	0%
52 - Business, Management, Marketing, and Related Support Services	~75%
10 - Communications Technologies/Technicians and Support Services	0%
11 - Computer and Information Sciences and Support Services	~80%
46 - Construction Trades	0%
13 - Education	0%
14 - Engineering	0%
15 - Engineering Technologies and Engineering-Related Fields	0%
23 - English Language and Literature/Letters	0%
19 - Family and Consumer Sciences/Human Sciences	~75%
51 - Health Professions and Related Programs	~75%
53 - High School/Secondary Diplomas and Certificates	0%
43 - Homeland Security, Law Enforcement, Firefighting and Related Protective Services	~70%
35 - Interpersonal and Social Skills	0%
36 - Leisure and Recreational Activities	~70%
24 - Liberal Arts and Sciences, General Studies and Humanities	~75%



Source: Oregon Employment Department QualityInfo.org

Wage Gain Measure

Industries for PY 2016 (Jul 2016 - Jun 2017)
 All Industries (Total Employed Wage Gain): 1,590
 All Industries (Total Employed All): 2,356



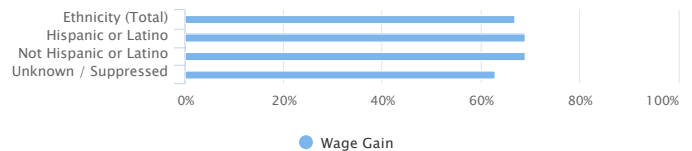
Source: Oregon Employment Department QualityInfo.org

Wage Gain Measure
Ethnicity breakout for PY 2016 (Jul 2016 - Jun 2017)

Description	Exited and Employed (Wage Gain)	Exited and Employed (All)	Median Before Participation	Median After Exit	Wage Gain
Ethnicity (Total)	1,590	2,356	\$6,528	\$7,523	67%
Hispanic or Latino	85	124	\$4,309	\$6,155	69%
Not Hispanic or Latino	1,156	1,678	\$6,491	\$7,585	69%
Unknown / Suppressed	349	554	\$7,230	\$7,773	63%

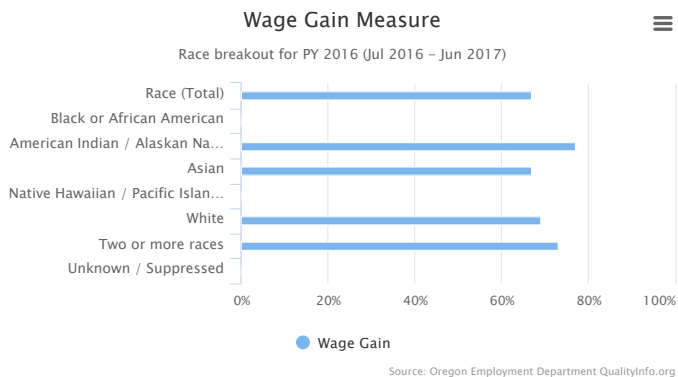
Wage Gain Measure

Ethnicity breakout for PY 2016 (Jul 2016 - Jun 2017)

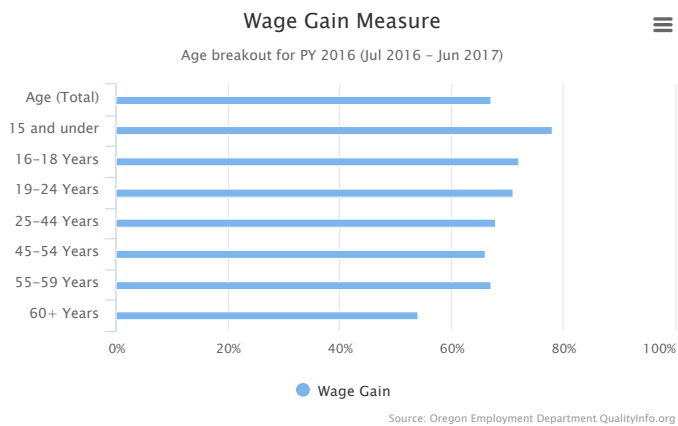


Source: Oregon Employment Department QualityInfo.org

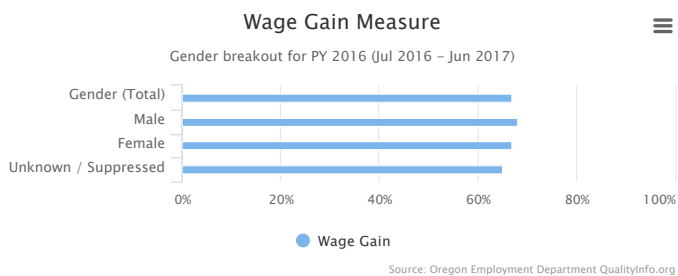
Wage Gain Measure					
Race breakout for PY 2016 (Jul 2016 - Jun 2017)					
Description	Exited and Employed (Wage Gain)	Exited and Employed (All)	Median Before Participation	Median After Exit	Wage Gain
Race (Total)	1,590	2,356	\$6,528	\$7,523	67%
Black or African American	(c)	(c)	(c)	(c)	(c)
American Indian / Alaskan Native	53	69	\$6,983	\$8,565	77%
Asian	16	24	\$4,804	\$6,092	67%
Native Hawaiian / Pacific Islander	(c)	(c)	(c)	(c)	(c)
White	1,074	1,567	\$6,589	\$7,672	69%
Two or more races	38	52	\$3,356	\$5,595	73%
Unknown / Suppressed	409	644	NA	NA	NA



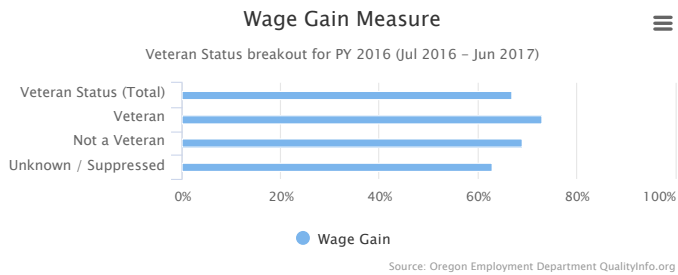
Wage Gain Measure					
Age breakout for PY 2016 (Jul 2016 - Jun 2017)					
Description	Exited and Employed (Wage Gain)	Exited and Employed (All)	Median Before Participation	Median After Exit	Wage Gain
Age (Total)	1,590	2,356	\$6,528	\$7,523	67%
15 and under	25	32	\$2,099	\$3,020	78%
16-18 Years	208	289	\$2,481	\$3,743	72%
19-24 Years	300	421	\$4,135	\$5,677	71%
25-44 Years	596	878	\$8,174	\$9,210	68%
45-54 Years	233	355	\$10,720	\$11,875	66%
55-59 Years	116	173	\$9,474	\$9,553	67%
60+ Years	112	208	\$7,882	\$7,579	54%



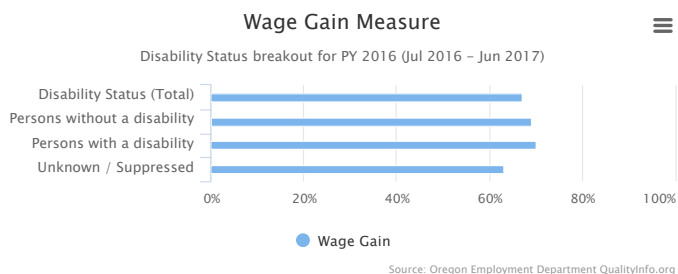
Wage Gain Measure					
Gender breakout for PY 2016 (Jul 2016 - Jun 2017)					
Description	Exited and Employed (Wage Gain)	Exited and Employed (All)	Median Before Participation	Median After Exit	Wage Gain
Gender (Total)	1,590	2,356	\$6,528	\$7,523	67%
Male	621	912	\$8,097	\$9,029	68%
Female	935	1,392	\$5,883	\$6,803	67%
Unknown / Suppressed	34	52	\$6,614	\$7,894	65%



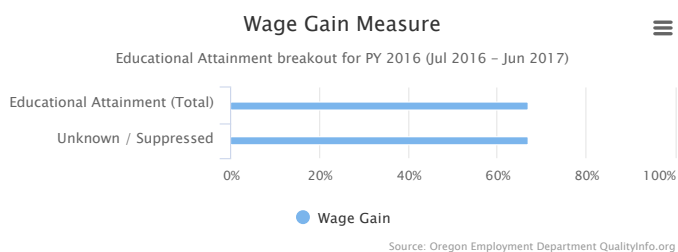
Wage Gain Measure					
Veteran Status breakout for PY 2016 (Jul 2016 - Jun 2017)					
Description	Exited and Employed (Wage Gain)	Exited and Employed (All)	Median Before Participation	Median After Exit	Wage Gain
Veteran Status (Total)	1,590	2,356	\$6,528	\$7,523	67%
Veteran	40	55	\$6,254	\$8,164	73%
Not a Veteran	1,201	1,747	\$6,316	\$7,335	69%
Unknown / Suppressed	349	554	\$7,230	\$7,773	63%



Wage Gain Measure					
Disability Status breakout for PY 2016 (Jul 2016 - Jun 2017)					
Description	Exited and Employed (Wage Gain)	Exited and Employed (All)	Median Before Participation	Median After Exit	Wage Gain
Disability Status (Total)	1,590	2,356	\$6,528	\$7,523	67%
Persons without a disability	1,218	1,769	\$6,374	\$7,438	69%
Persons with a disability	23	33	\$3,685	\$5,405	70%
Unknown / Suppressed	349	554	\$7,230	\$7,773	63%



Wage Gain Measure					
Educational Attainment breakout for PY 2016 (Jul 2016 - Jun 2017)					
Description	Exited and Employed (Wage Gain)	Exited and Employed (All)	Median Before Participation	Median After Exit	Wage Gain
Educational Attainment (Total)	1,590	2,356	\$6,528	\$7,523	67%
Unknown / Suppressed	1,590	2,356	\$6,528	\$7,523	67%



Definitions & Methods

- **Note regarding Community College data:** Community College data is available through the end of Program Year 2016 (2nd quarter of 2017). It is unknown whether students continued at a Community College or exited Community College at the end of Program Year 2016. For PRISM purposes, it is assumed all students exited at the end of the 2016 Program Year. All students are counted as exited and may or may not be employed. Therefore, Community College measures currently displayed for PY 2016 may be lower than actual levels.
- **Partners:** The following Oregon agencies and programs that currently submit data to PRISM 2 are HECC: Community Colleges and HECC: Public Universities.
- **Wage Gain:** Of those individuals employed during the second and third quarters prior to the date of first participation and employed during the second and third quarters after the exit quarter, wage gain is the percentage of unduplicated individuals who had higher wages after exit compared with the wages prior to participation.
- **Exit:** An exit occurs when a customer has not received any services for 90 days and no future services are planned.
- **Median Earnings:** Is the wage that is at the midpoint of all the wages between the lowest and highest wage earned.
- **Exited and Employed (Wage Gain):** The number of individuals with higher wages in the second and third quarters after the exit compared to wages in the second and third quarters prior to participation.
- **Exited and Employed (All):** The number of individuals that exited and were employed during the second and third quarters prior to the date of participation and employed during the second and third quarters after the exit quarter.
- **Median Before Participation:** The median wages during the second and third quarters prior to the first date of participation.
- **Median After Exit:** The median wages during the second and third quarters after exit.



CELEBRATING STUDENTS' SUCCESS

Southwestern Oregon Community College



'I COME FROM HUMBLE ROOTS'

2019 Distinguished Alumnus LaMont Swinson found his way to Southwestern from small-town Alaska playing basketball. On the court, Swinson could change his environment. It was the one place he could beat the odds.

“I have so much love for this college. I spent a lot of time here back in my college days, and honestly probably just as much time now volunteering as a coach, serving on the alumni board and playing basketball.

“Southwestern was just what I needed when I was 19, to help set the path for me to reach success personally and professionally.

“I come from humble roots. The parents I lived with didn't have a drive to improve themselves. Instead, they became substance abusers. As a child, I was labeled a certain way off of the decisions my parents made. That is what drove me to become the person I am today, wanting different, wanting to be better.”

“Southwestern was the first positive change in my life. I am forever grateful for the encouragement this college family provided me.”

LaMont returned to Coos Bay several years after graduating. Now an assistant vice president at First Community Credit Union, he spends time teaching students about credit and managing their money, and meets often with first-generation college students.



‘WE ARE ALL CAPABLE OF EXTRAORDINARY CHANGE’

In her mid-20s, Crystal (Gray) Wink found herself on a 21-mile walk home from a police station. She realized she had hit rock bottom and needed to make a change.

No one believed in her except her mom, who mercifully took her in. Crystal started recovery and eventually began to work and gain confidence. Still, she longed for something more fulfilling in her life.

“When I entered the GED Program in 2014, I had little confidence in my capacity to perform as a student. However, staff members within the program soon helped me to see the potential that I had all along.

“They also encouraged me to further my education, become involved in school and community activities, and explore potential career paths. Their support never wavered.”

Crystal began volunteering. She did an internship in psychology around helping people overcoming mental illness to find jobs. She tutored other GED students. In 2017, Crystal graduated with not one, but three associate’s degrees. Today she’s starting a family and attends Portland State University.

“My hope is that by sharing my journey, I will inspire others and help them understand how we are all capable of extraordinary change no matter what obstacle might stand before us.”



‘EVEN IF YOU THINK YOU CAN’T DO IT – TRY’

It’s not easy for veterans to come back to regular life at home.

When Eric Gleason left the U.S. Navy in 2007, he went to work in a casino. Then he worked as a welder until he hurt his shoulder. Unable to work, he became very depressed. His wife (then girlfriend) told him to go to school.

“I really struggled in high school,” Eric said. “I had the mindset that college wasn’t something I could do.”

Eric sat down with Shana Brazil in Southwestern’s veterans service office. She pushed him to use his college benefit, and since he is a combat veteran, the college awarded him a two-year tuition waiver.

“Eric is one of my vets. I will always hold dear,” Shana said.

That was in 2009. Eric took classes at night and most online. It gave him time to be with his baby daughter.

“I realized I was actually pretty good at school,” Eric said.

Today – Eric has a doctoral degree. He works at Coos Health & Wellness helping individuals with mental illness. Shana saw promise in Eric no one else had seen and Southwestern provided him with the foundation to build a future.



‘PURSUING EDUCATION HAD A RIPPLE EFFECT FOR MY FAMILY’

Maria Arellano had a good year in 2019. She traveled to Turkey through Southwestern’s Study Abroad program. The Alumni Association honored her for her path to success, and she walked beside her stepfather in Southwestern’s commencement ceremony.

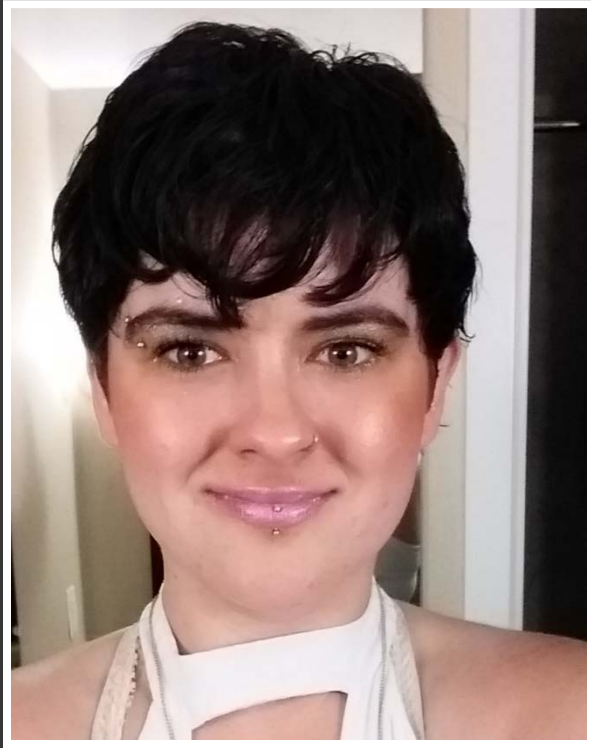
Maria’s journey through school started as a 6-year-old learning to speak English. When she was a teenager, she helped raise her younger brothers while her mother traveled to Mexico to complete her U.S. Citizenship work.

She set her mind on being a doctor after seeing her brother battle diabetes. As a first-generation college student, Maria excelled. She was accepted in the honor program. The Southwestern Foundation awarded her scholarships, and the college provided her with an academic excellence tuition waiver.

“Pursuing an education has had a ‘ripple effect’ for my family—my brother was recently accepted into Southwestern’s nursing program and will begin nursing school next fall. And my mother now aspires to possibly attend culinary school.

“I am proud to have begun that journey right here at Southwestern.”

Today, Maria is at Oregon State University, pursuing a bachelor’s degree in BioHealth Sciences, before applying to medical school.



“It is my ultimate goal to work as a traveling nurse all over the United States, and potentially all over the world. I am always looking for opportunities to explore new places, try new things, experience other cultures, learn new languages, and help as many people as I can along the way. I feel that by using my nursing degree to travel to many places and be as helpful as I can be, I can give back not only to my community, but to the world.”

Jaden Justice, Hedian Swanson Nursing Scholarship to Promote Respect for Cultural Diversity in Health Care.



“The best gift that you can bestow on someone is the gift of education. That is what you have given me. As a single dad of three struggling to get through school, I cannot begin to tell you how much I appreciate your generosity. It feels good getting a degree and working towards a promising career.”

Jacob Burch, Southwestern Foundation Scholarship recipient. Jacob graduated in 2018 with a certificate in welding.



“I decided to pursue my career as a registered nurse. The biggest reason of all is to show my two sons that even when life hits you and doesn’t seem to be any worse, you can always make a choice on how you respond. And I choose to do better and to help not only me but them and anyone else I can along the way.”

Stephanie Higgins, Sheryl Rosenbaum Scholarship Recipient. Stephanie also taught Medical Assisting part-time at Southwestern and has been an inspiration to her students.



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‘EVEN IF YOU THINK YOU CAN’T DO IT – TRY’

It’s not easy for veterans to come back to regular life at home.

When Eric Gleason left the U.S. Navy in 2007, he went to work in a casino. Then he worked as a welder until he hurt his shoulder. Unable to work, he became very depressed. His wife (then girlfriend) told him to go to school.

“I really struggled in high school,” Eric said. “I had the mindset that college wasn’t something I could do.”

Eric sat down with Shana Brazil in Southwestern’s veterans service office. She pushed him to use his college benefit, and since he is a combat veteran, the college awarded him a two-year tuition waiver.

“Eric is one of my vets. I will always hold dear,” Shana said.

That was in 2009. Eric took classes at night and most online. It gave him time to be with his baby daughter.

“I realized I was actually pretty good at school,” Eric said.

Today – Eric has a doctoral degree. He works at Coos Health & Wellness helping individuals with mental illness. Shana saw promise in Eric no one else had seen and Southwestern provided him with the foundation to build a future.



‘PURSUING EDUCATION HAD A RIPPLE EFFECT FOR MY FAMILY’

Maria Arellano had a good year in 2019. She traveled to Turkey through Southwestern’s Study Abroad program. The Alumni Association honored her for her path to success, and she walked beside her stepfather in Southwestern’s commencement ceremony.

Maria’s journey through school started as a 6-year-old learning to speak English. When she was a teenager, she helped raise her younger brothers while her mother traveled to Mexico to complete her U.S. Citizenship work.

She set her mind on being a doctor after seeing her brother battle diabetes. As a first-generation college student, Maria excelled. She was accepted in the honor program. The Southwestern Foundation awarded her scholarships, and the college provided her with an academic excellence tuition waiver.

“Pursuing an education has had a ‘ripple effect’ for my family—my brother was recently accepted into Southwestern’s nursing program and will begin nursing school next fall. And my mother now aspires to possibly attend culinary school.

“I am proud to have begun that journey right here at Southwestern.”

Today, Maria is at Oregon State University, pursuing a bachelor’s degree in BioHealth Sciences, before applying to medical school.



“It is my ultimate goal to work as a traveling nurse all over the United States, and potentially all over the world. I am always looking for opportunities to explore new places, try new things, experience other cultures, learn new languages, and help as many people as I can along the way. I feel that by using my nursing degree to travel to many places and be as helpful as I can be, I can give back not only to my community, but to the world.”

Jaden Justice, Hedian Swanson Nursing Scholarship to Promote Respect for Cultural Diversity in Health Care.



“The best gift that you can bestow on someone is the gift of education. That is what you have given me. As a single dad of three struggling to get through school, I cannot begin to tell you how much I appreciate your generosity. It feels good getting a degree and working towards a promising career.”

Jacob Burch, Southwestern Foundation Scholarship recipient. Jacob graduated in 2018 with a certificate in welding.



“I decided to pursue my career as a registered nurse. The biggest reason of all is to show my two sons that even when life hits you and doesn’t seem to be any worse, you can always make a choice on how you respond. And I choose to do better and to help not only me but them and anyone else I can along the way.”

Stephanie Higgins, Sheryl Rosenbaum Scholarship Recipient. Stephanie also taught Medical Assisting part-time at Southwestern and has been an inspiration to her students.



SOUTHWESTERN

AN OREGON COMMUNITY COLLEGE

VISION STATEMENT

Southwestern leads and inspires lifelong learning.

MISSION STATEMENT

Southwestern Oregon Community College supports student achievement by providing access to lifelong learning and community engagement in a sustainable manner.

CORE THEMES AND OBJECTIVES

Learning and Achievement

1. Students demonstrate progress
2. Students complete certificates, degrees, and transfer
3. Students demonstrate that they have met learning outcomes

Access

1. Students access varied learning opportunities
2. Students access services that support learning
3. Students access relevant curricula that support lifelong learning and achievement

Community Engagement

1. Southwestern serves our communities by providing quality training and business development to address the changing community workforce needs
2. Southwestern provides our community members access to a wide range of quality, lifelong learning activities
3. Our community members participate and contribute to the College

Sustainability

1. Southwestern provides responsible fiscal management
2. Southwestern builds and maintains a sustainable infrastructure of human, technology, and facility resources
3. Southwestern delivers viable quality instruction

MISSION FULFILLMENT

- Mission fulfillment is defined as attaining Core Theme fulfillment for each of the four Core Themes.
- Core Theme fulfillment is defined as attaining 70% of all the Core Theme's data indicators within the achieved or minimally achieved range.
- The minimum threshold of Mission fulfillment is defined as attaining 70% or better of all indicators within the achieved or minimally achieved range.

CORE VALUES

Community - Build collegiality by providing a welcoming and supportive atmosphere with respect for diversity.

Learning - Filter every decision, activity, and function through the lens of learning.

Innovation - Empower creative, progressive thinking that results in a sustainable, positive change.

Professionalism - Present ourselves with honesty and integrity working together to achieve our goals.

Stewardship - Sustainably manage our environment and fiscal resources to support our staff, students, and community.

Adopted by the Board of Education November 19, 2012 and revised February 17, 2016.

Southwestern Oregon Community College is an equal opportunity educator and employer.