

SWOCC Student Learning Outcomes Assessment Plan 2014-15

Introduction

As part of the College's preparation for the Mid-Cycle Evaluation report and to put the college in a position to be successful in the Seven-year report, an Outcomes Assessment Plan was developed to document and standardize the process used by program faculty to implement outcomes assessment progress across the College's academic programs. This process includes mapping and linking Course Outcomes to Program Outcomes and General Student Learning Outcomes, as well as developing multiple measures for program outcomes, and for collecting data. Analyzing that data results in positive changes in each course which in turn leads to improved student learning outcomes. **A SWOCC Student Learning Outcomes Assessment Process Flow Chart** was developed to help faculty visualize the steps involved in fully developing an Outcomes Assessment process for their programs.

The SWOCC Outcomes Assessment Plan shown on the attached flow chart consists of seven distinct but related steps which are introduced here and then covered in more detail.

- 1. Map courses to program/discipline outcomes.** Each Career-Technical Education (CTE) program and Lower Division Collegiate (LDC) discipline has mapped which courses meet each of the program- or discipline-specific outcomes. CTE programs have clearly defined outcomes. LDC, however, generally does not have programs; therefore, the LDC faculty have adapted the concept of programs, allowing them to approve and apply discipline outcomes. These outcomes are based on the State of Idaho's 2014 General Education Matriculation (GEM) competencies. LDC disciplines are divided into eight disciplines, each with its own discipline-specific outcomes: Arts and Letters, Communication, Mathematics, Physical Education and Health Education, Reading, Science, Social Science, and Writing.
- 2. Map program/discipline outcomes to General Student Learning Outcomes.** SWOCC has five General Student Learning Outcomes: Communication; Computation; Creative, Critical and Analytical Thinking; Community/Global Consciousness and Responsibility; and Discipline Content. Through mapping, the CTE and LDC faculty are identifying which individual course outcomes introduce, reinforce, or measure proficiency of General Student Learning Outcomes.
- 3. Map assessment tools to program/discipline and course outcomes.** Also through mapping, the CTE and LDC faculty will identify which assessment tools (such as tests, projects, discussions, and labs) assess student proficiency in both program/discipline-specific outcomes and in individual course outcomes.
- 4. Develop measurable tools and criteria for each program/discipline outcome.** The CTE and LDC faculty will develop measurable criteria for each program/discipline

outcome and identify multiple measurement tools and assessments to demonstrate how the criteria measure student achievement of the student learning outcome.

5. **Record measurement data.** Based on the criteria, the CTE and LDC faculty will administer the measurement tools to determine the level of success in students achieving the student learning outcomes.
6. **Analyze measurement data/verify benchmarks.** The Faculty will document the results and analyze the significance of the results in relation to the student performance and outcomes.
7. **Adjust outcomes/curriculum as necessary at the course and/or program or discipline level.** Based on the results and analysis of the measurement tools used to assess the criteria for each program/discipline outcome, the CTE and LDC faculty will determine if and how to adjust the outcomes or curriculum to better meet the outcomes or meet student learning needs.

Most SWOCC academic programs have clear and measurable course and program outcomes. The remaining programs are working to update and revise course outcomes through the Instructional Council approval process. That revision process should be completed by early 2015-16. All course outlines are on a four-year revision cycle so the process will continue to refine outcomes over the coming years.

Mapping of course to program outcomes has been done over past years in most academic programs. The faculty is now in the process of updating and documenting the course to program outcomes mapping and are adding mapping to General Student Learning Outcomes. This will be done by early in 2015-16.

Few programs have followed the process far enough to develop multiple measures for each Program Outcome. When developed, these measures will document and validate student achievement of each outcome. Program faculty will be able to make positive changes in their courses and programs to improve achievement of the Student Learning Outcomes. This step is being done by two academic programs in 2014-15 to develop detailed processes that other faculty can use as they finish the entire Outcomes Assessment Plan for their own programs. The Writing and Business programs are leading the way with this work in fall 2014. Thus, one lower division collegiate and one career-technical program have completed the outcomes assessment process and have documented the results. These are the two examples being used for the mid-cycle evaluation report for accreditation in 2015.

Student Learning Outcomes at the Course, Program, College Level

At the end of fall 2014, out of a total of 46 instructional programs that submit a program review every four years, 37 or 80% have developed clear and measurable course outcomes. These are listed on the course outlines which are approved by the college Instructional Council and kept in the Office of Instruction. These Course Outcomes are then put on the course syllabus for students to follow in their classes. All of the academic program courses will have their outcomes revised to be clear and measurable by the the 2015-16 academic year.

The **General Student Learning Outcomes (GSLOs)** were revised at SWOCC in 2010 and are listed in the catalog and on the SWOCC website. The GSLO categories (Communication; Computation; Creative, Critical and Analytical Thinking; Community/Global Consciousness and Responsibility, Discipline Content) are listed on all course outlines and faculty must indicate which general student outcomes are addressed in each course, which is a beginning level of outcome mapping. Individual **Academic Program Outcomes** are also in the college catalog in the section showing academic degrees and certificates.

The mapping of student learning outcomes between courses, programs, and general student learning outcomes has been done in different academic programs over the past years, but these efforts have not been consistently documented. All academic programs will be working on mapping course to program to general student learning outcomes over the next year. These steps and mapping templates match steps 1-3 of the SWOCC Outcomes Assessment Process. During winter in-service 2015, the faculty worked on mapping their outcomes, and this work will continue for the remainder of this year. It will be finished for all programs early next academic year.

Program Assessment Reports

One component of the SWOCC Program Viability process (explained more fully in the Mid-cycle Evaluation Report) that quantifiably measures the health and viability of academic programs at the college is the **Outcomes Assessment Rubric for Academic Programs**. During winter in-service 2015, faculty completed this rubric to measure their current progress in the outcomes assessment process. The scale of this rubric is based on 20 points and consists of the same steps found on the outcomes assessment process. A **summary of the results for all programs combined** was also developed. Faculty will complete the rubric each fall term to measure annual progress in their Outcomes Assessment Process.

The next steps in the SWOCC Outcomes Assessment Process are steps 4-7. The template for these steps is termed Program/Discipline Assessment Reports. Faculty were introduced to this template during Winter In-service 2015. The goal is to have this template completed for all program outcomes in all programs/disciplines by the end of the 2015-16 academic year.

Following the Outcomes Assessment Process, step 4 is the first step to complete on each Program/Discipline Assessment Report form. For each Program Outcome, at least one measurement or assessment tool is listed on the form. At least one measurable criteria that quantifies and defines success for that outcome is also noted on the form. Most of the program outcomes will be covered in multiple courses in the program. These courses are then listed on the form in the appropriate boxes. In most cases, multiple measurement or assessment tools should be listed for each program outcome which provides validity checks for the data collected. The academic term where the tool is used and student data collected is then also shown on the report form.

For step 5, data is collected using the measurement or assessment tool and recorded on the report form under the results section. The level of success is described using the measurable criteria.

For step 6, the analysis of the results is shown in the analysis section of the report form. Here faculty analyze how well the measurement tool indicates the level of outcome achievement. Faculty also determine whether the results of administering the measurement tool meet the criteria set for indicating outcome achievement success. In other words, they decide how valid the results are in showing the level of Student Outcome achievement. This is a key step in the Outcomes Assessment Process, as it then leads to the improvement of learning and achievement in the classes and program.

Step 7 matches with the Plan section on the report form. Here faculty detail how they are going to use the data and analysis to improve student learning outcome achievement and therefore learning. Parts of the plan section should include answering the following questions:

- If the measurement tool is not correctly indicating the level of student outcome achievement, then what other tool(s) could or should be used instead to better measure student outcome achievement?
- If the measurement tool is determined to be correctly indicating student outcome achievement but results show a low level of outcome achievement, what changes in the curriculum should be made to improve student success at outcome achievement?
- What do the results from administering the measurement tool indicate about the curriculum used to teach this program outcome and the tool(s) used to measure the success of students achieving the outcome?

Finally, the plan should document how the measurement/assessment data results and analysis will be used to improve course teaching/learning.

The final step in the outcomes assessment process at SWOCC is for faculty to use the results from the report form to align their program with the budget and planning processes. Each fall, program faculty will incorporate results from the report forms into their program review, adjust their goals based on results, and determine if there are any budget needs for the following academic year based on the outcomes assessment results. This completes the outcomes assessment cycle, and it repeats again the following year to allow for continuous improvement of program outcomes and outcomes assessment.



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