



### ACHIEVEMENT

Achieved 93.62% =



### CORE THEME

Learning & Achievement

### OBJECTIVE

LA.3: Students demonstrate that they have met institutional learning outcomes

### INDICATOR

LA.3.2: Success Indicator 13 – Student Outcomes

Measured by the pass rate of students who have taken the Technical Skills Assessments as reported to the State of Oregon Data for Analysis System.

### Indicator Thresholds

Green: 93%      Yellow: 78% - 92%      Red: Below 78%

### Purpose and Meaning

Measure student achievement of institutional learning outcomes and the means of measurement for this indicator is determined by Subject Area Committees to assess the extent to which graduates achieve the institutional student learning outcomes.

## WHAT WAS ACHIEVED AND WHAT IS PLANNED FOR THE FUTURE

We have met and exceeded our threshold with 93.62% of students passing the Technical Skills Assessment. However, that measurement is limited and does not reflect other graduates and program and discipline learning outcomes nor the General Student Learning Outcomes. Therefore, we need to continue developing across-the-board measurements to assess student learning outcomes.

In the past, Southwestern has attempted to use the ACT's CAAP (Collegiate Assessment of Academic Proficiency) exam to assess student learning outcomes. However, only a small cohort of culinary and nursing students participated in the long test.

Students have demonstrated student learning outcomes by passing the Technical Skills Assessments in Welding, Culinary Art and Baking and Pastry, Nursing, EMT and Fire Science. However, as a college we are far short from our threshold of meeting or exceeding the development of comprehensive processes and assessments to measure and meet student learning outcomes. We are at the beginning stages of identifying and formalizing a comprehensive process with measurable outcomes and assessments. The two major directions of the upcoming accreditation mid-cycle report and recently revised and implemented college-wide program reviews will help facilitate developing formal comprehensive processes and assessments. These projects will also help us determine how to assess the institutional achievement of student outcomes beyond the Technical Skills Assessment test.

To expand and deepen our measurements of Student Outcomes, we are developing and implementing during 2014-15 the SWOCC Outcomes Assessment Process consisting of seven principal stages:

1. Map courses to program or discipline outcomes.
2. Map program outcomes to General Student Learning Outcomes.
3. Map assessment tools to program or discipline and course outcomes
4. Develop measurable tools and criteria for each program or discipline outcome.
5. Record measurement data.
6. Analyze measurement data and verify benchmarks.
7. Adjust outcomes and curriculum as necessary at course and/or program or discipline level.

## **FACTORS AFFECTING RESULTS/PROGRESS**

Significant factors affecting assessing student learning outcomes is identifying and determining instruments and structures to frame the process. Some structures are already in place through CTE programs and Office of Instruction's program reviews. We're still in the process of implementing program reviews and LDC is developing discipline/program outcomes and assessments.

Therefore, we are positioning ourselves to develop multiple instruments to assess the completion of student learning outcomes. For example, during 2013-2014 year, we placed significant emphasis on revising course outlines to include 5-7 measureable learning outcomes for each course—often outlines had 20+ non-measurable objectives. These objectives were rewritten to become student learning outcomes. Often similar courses such as PE 185 had outcomes rewritten to be consistent with all sports and all sections. During the year, 160 course outlines reflecting limited measureable outcomes were approved by Instructional Council. For the next year, this process will continue to review and rewrite the remaining courses and their learning outcomes.

Now that student learning outcomes are more clearly defined, the next steps include identifying multiple assessments to measure the course outcomes. While departments and faculty are cleaning up their course outlines and assessment measurements, departments will also map course outlines to program outlines. For example, CTE has completed nearly all of their mappings of their course student learning outcomes to their program outcomes. LDC, however, are in earlier stages. Since LDC and the AA/OT do not have programs, we will create program-like disciplines such as social science, science, math, writing and communication, arts and letters, and health and physical education. Each of these disciplines will generate program or discipline outcomes then map course outcomes to the larger outcomes.

Once the outcomes and mappings are in place, the time will be ready to collect and analyze multiple assessments to determine the achievement of student learning outcomes. For example, an early model will be used to assess student learning outcomes in writing. The writing faculty have developed arching student learning outcomes for writing. Students will

- Be able to 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 their writing process.
- Write effectively for diverse audiences within a specific area or discipline using appropriate standards and conventions.

All campus faculty have been invited to identify two writing assignments students will complete during fall 2014. Faculty will copy and submit ungraded student submissions. The writing faculty will determine a sampling and assess those documents in connection with the arching writing student learning outcomes. Likely, the department will use the VALUE Written Communication rubric to assess the writing.

This process will assist the writing department in its program/discipline review, mid cycle accreditation review, participation in the Multi-state Collaborative Assessment of Learning Outcomes, and alignment with Oregon community colleges and universities.

This process will become the model for assessing student learning outcomes in other programs and disciplines.

We need to continue looking for additional measurements of student learning outcomes; for example, we could use portfolio assessments and/or capstone course assessments.

**Success Indicator Changes for 2014-15 supporting NWCCU accreditation standards: 1.B.2; 4.A.1; 4.B.1; 5.B.2**

Because the Technical Skills Assessments are restricted to a limited number of CTE programs, we feel it necessary and more meaningful to expand assessment and measurement across all programs and disciplines on campus. Through the SWOCC Outcomes Assessment Process, each program and discipline can evaluate and adjust its own student outcomes and map those outcomes to General Student Learning Outcomes. This assessment process will be introduced and practiced during 2014-15.

2014-2015 Measurement:

Measured by the percentage of students who demonstrate program and discipline outcomes and by the pass rate of students who have taken the Technical Skills Assessments as reported to the State of Oregon Data for Analysis System and the internal assessment for programs and disciplines.

The Thresholds are changed to: Green: 80%      Yellow: 70% - 79%      Red: Below 70%

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**Planning Priorities**

**Strategic Objective - LA.3:** Students demonstrate that they have met institutional learning outcomes.

**Project – LA.3.1:** Review progress in student outcomes assessment in academic programs, tying the course outcomes to program outcomes to general education outcomes.

**Unit Planning**

We will continue to determine the next steps of assessing student learning outcomes include identifying multiple assessments to measure the course outcomes and map course outlines to program outlines.

**Budget Impact**

*Budget Impact identifies the budget requests needed in the future year(s) to support the planned changes.*

State and federal funding are at risk if outcomes established by contract are not achieved.

**Achievement Analysis**

CTE continues to lead the way of demonstrating, mapping, and assessing student learning outcomes. Yet this past year, LDC has begun to make progress in identifying, condensing, and clarifying course student learning outcomes. LDC will now map course outcomes to discipline/program outcomes and collect and analyze data in specific disciplines. Because of Office of Instruction program reviews, CTE and LDC will follow similar procedures and deadlines for this coming year.

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**DATA DOCUMENTATION**

**Documentation Posted:**

Portal: Resource Center Core Themes – Objectives – Success Indicator Page:

[https://mylakerlink.socc.edu/ICS/Resource\\_Center/Core\\_Themes\\_-\\_Objectives\\_-\\_Success\\_Indicators.jnz?portlet=Handouts\\_2014-09-17T12-15-51-67](https://mylakerlink.socc.edu/ICS/Resource_Center/Core_Themes_-_Objectives_-_Success_Indicators.jnz?portlet=Handouts_2014-09-17T12-15-51-67)

## **ABOUT THE DATA**

The report was prepared and coordinated by Rod Keller, Dean Lower Division Collegiate and Developmental Education, and Robin Bunnell, Institutional Researcher.

Contributions to the narrative were supplied by Rod Keller, Dean Lower Division Collegiate and Developmental Education.

## **DETERMINING MEASUREMENT AND SETTING THRESHOLD LEVELS**

Measurement for 2013-14 was based on state reporting requirements for the Technical Skills Assessment Survey and using comparable information from KPM 11 for the Licensing and Certification reporting targets. The green threshold represents current state target while yellow allows for a 15% variance. The variance was determined by looking at the trend data and setting a minimum expectation that at least 78% were successful in passing a licensing/certification assessment.

This student outcomes indicator will be revised and measured for 2014-15 by a minimum of 80% of programs and disciplines completing the SWOCC Outcomes Assessment Process. This process and measurements will continue in 2015-16 as the College continues to improve the measurement of student learning outcomes in accordance with NWCCU Standard 2.C.2 and 2.C.11.

The measurement and thresholds require yearly review to ensure the indicator provides meaningful and applicable data consistent with state performance indicators and for use in decision making, specifically for planning and budget development.

### **NWCCU Requirements:**

NWCCU Standard 2.C.2: The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

NWCCU Standard 2.C.11: Related instruction outcomes as related to applied degrees and certificates.

### **Requirements**

NWCCU Accreditation; Program Accreditation; Program Review.

For more detailed information, contact the Institutional Research office - [ir@socc.edu](mailto:ir@socc.edu)

